PRACTICES AND CHALLENGES OF THE SCHOOL IMPROVEMENT IMPLEMENTATION PROGRAM IN SECONDARY SCHOOLS OF MAJANG ZONE, GAMBELLA REGION

BY: YIMAM MUHYE TADESSE

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

OCTOBER, 2020,

JIMMA, ETHIOPIA

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OCTOBER, 2020

JIMMA, ETHIOPIA

The thesis titled: The Practices and Challenges of Implementation of School Improvement Program in Majang Zone Secondary Schools by Yimam Muhye approved for the degree of "Master of Arts in Educational Leadership."

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Declaration

I, the under signed, declared that this thesis is my original work and has not been presented for a degree in any other university, that all source of materials used for the thesis have been duly acknowledged.

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

Main Advisor

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Co - Advisor

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Sign. _____

Date_____

Acronyms/ Abbreviations

ACT   Australian Capital Territory

GREB   Gambella Region Education Bureau

CPD   continuous Professional Development

EFL   Education for All

EIC   Education Improvement Commission

ESDP   Education Sector Development Program

GEQIP   General Education Quality Improvement Package

ICT   Information Communication Technology

IQEA   Improving the Quality of Education for All

KETBM   Kebele Education and Training Board Members

MOE   Ministry of Education

NCREL   North Central Regional Education Laboratory

PSR   Pupil-Section Ratio

PTSA   Parent- Teacher –Student-Association

PTR   Pupil-Teacher Ratio

SAGE   Student Achievement Gap Elimination

SIP   School Improvement Program

SIPC   School Improvement Program Committee

TDP   Teacher Development Program

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Abstract:

The main purpose of this study was to assess the practices and challenges of school improvement program implementation in secondary school, to identify the major achievements made, to identify, basic problems associated with the implementation of school improvement program /SIP/ and then to provide recommendations to identify problems. To achieve these purposes three basic research questions related to the practices and challenges of SIP in secondary schools were set. Descriptive survey approach was employed; available sampling techniques were used. Accordingly, questionnaire, interview and focused group discussion were used to collect quantitative and qualitative data and questionnaire were administered to 126 teachers, and 8 educational leaders, 134 (one hundred thirty-four) Questionnaires were properly filled and retuned. Interviews were conducted with 2 woreda education office experts, 1 zone education office and 42 PTSA members. In addition, focus group discussion was conducted with 42 SIPC members. Then the information obtained through questionnaires was analyzed using percentage and mean value and the information gathered from interview and focus group discussion was qualitatively described. The finding of this study indicates that the practices of school improvement have been low in most cases, medium in some cases and high in rare cases. Due to this, the status of school improvement program implementations was not to the expected level. The achievements made so far are not encouraging and no significant efforts have been made to strengthen the implementation of school improvement program. Thus, to overcome the major problems associated with the implementation of school improvement program, recommendations have been for warded; this include: in Majang Zone secondary school there are challenges to implement SIP therefore the regarding body should minimize through preparing adequate awareness creation program to ensure practical involvement of all stake holders, organizing and allocating the necessary resources, providing proper technical support and practical training to support the implementation of school improvement program(SIP).

Key word: practices and challenges of school improvement program implementation in secondary school

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SAGE	Student Achievement Gap Elimination
SIP	School Improvement Program
SIPC	School Improvement Program Committee
TDP	Teacher Development Program

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, and operational definition of key terms.

Back ground of the Study

Education is a work of preparing a generation for life aiming at helping human being in solving problems ranging from day to day activities to complex social, economic and political changes. It is an endeavor that develops skill and capacity, eradicates harmful practice and enhances science and technology (MOE, 1991). School plays central role in the realizing these purpose of education, as they are institutions where the formal teaching and learning activity takes place. Hence, what is going on in schools could imply the performance an education system. In these regard, Macbeth said that, improving the micro -efficiency of the school has been viewed as a means of addressing some of the Macro problems of the state and society (Cited in Harris, 2005). On the hand, what is going on in the larger educational system and the external environment highly affects schools' performance (Ayaiew, 1991).

Education is recognized as a key instrument for overall development of every nation. It is also a means of change and development. In relation to this, Lockheed and Verspoor (1991, p: 50) argue, "Education is a corner stone of Economic and Social development. It improves the productive capacity of societies and their political, economic and scientific institutions." Therefore, quality education is the base for all rounded development of any nation who has a dream of change. So improving schools in a well-designed manner is the only alternative of nations in a globalized world. It enables individuals and society to make all rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (MOE, 1994:1). Schools play a central role in realizing these purposes of education, as they are the institutions where the formal teaching and learning activity takes place. Hence, schools should carry out their role that they are supposed to achieve their goals and fulfill the needs expected of them by the society and individuals.

Educators around the world have been trying to make changes in schools and trying to make schools to more efficient and effective. Throughout the mid and late 1970s, school improvement efforts were directed at improving students' basic skills and implementing statewide testing Programs to ensuring acquisitions of these skills (Carlson, 1996). The rapid Growth and change of the needs of the society, enforces schools to update their system in accordance with the growth and varying necessity of the

society. Such increasing competitive environment in which schools operate forced them to raise standards and improve the quality of their service (Harris, 2005). Schools carryout the teaching and learning activity in a routine practice rather than a systematic and well-designed manner so as it cannot improve student's learning ability and results. The focus areas that can enhance students' result are not identified and there is no systematic design to carryout activities. So, the Ministry of Education in collaboration with the regional states' experts collected the best practices of schools in the country and studying the experiences of other countries started to implement SIP since 2007 (MOE, 2007). Peter Mort more in Hopkins (2004) has recently described school improvement as, "the process of improving "the way a school organizes, promotes and supports learning. It includes changing aims, expectations, and organizations, ways of learning, and method of teaching and organizational culture (p: 12). In supporting this Hopkins (2004) described school improvement as an appropriate response to the current pressures for educational reform that focuses both on the learning needs of students and on establishing the appropriate organizational conditions within the school. Based on the above description of scholars and by scaling up the experience of other countries, Ethiopia has initiated to reform change to improve teaching –learning and school conditions of the country as the result school improvement program started in all schools of the country since 2007 by setting strategies and the objectives of school improvement program.

According to MOE (2007) the objectives of school improvement program are; to improve the capacity of schools to prioritize needs and develop a school improvement plan; to enhance school and community participation in resource utilization, decisions and resource generation; to improve government's capacity to deliver specified amount of schools grant at woreda level; and to improve the learning environment by providing basic operational resources to school. To achieve these objectives MOE has developed a General Education Quality Improvement Package, which comprises the six pillars: such as Teacher development, Curriculum, management and leadership, School improvement, Civic and Ethical Education and Information Communication Technology. School improvement program is one of the components of general Education Quality Improvement Package. The school as a social institution needs to adjust itself in order to be in a steady state. One of the mechanisms for this adjustment is improving their overall activities in relation with the needs of the student, parent and community at large.

Accordingly, by taking the demand of society into consideration, Ministry of Education (MOE) has installed new program for schools. This newly introduced program is known as school improvement program /SIP/. According to MOE (2010), school improvement program is aimed to support schools in addressing the following three school domains: - Teaching learning, school leadership and management, parents-community school relationship, and safe and healthy school environment. Each of these domains

is equally important, if anyone is weak, the strength and the success of the whole will be affected. Thus the schools should give due emphasis for each domain. Assessing the practices and challenges of school improvement program implementation in the schools with different school domains and self-assessment, help to improve the inputs and process of schools this facilitate the teaching learning process of the school to promote academic performance of the students. One of the issues stressed in the school improvement Program document is the fact that, school improvement program must be a continuous and cyclical process through its implementation that involves SIP activities such as planning; Implementing, Evaluating and Reporting all these activities should be implemented continuously at school level (MOE, 2007).

The major focus areas of the school improvement program are school leadership and management, parent and community partnership, student- centered learning, professional development and collaboration and quality instructional program. To this end school improvement program guideline has developed (MOE, 2005, p: 57). The intention to conduct this research is that the document of GREB (2017/2018 G.C) community mobilization manual and annual report of Majang Zone reported that the low status of implementation of SIP. This is the very reason that motivated the researcher to conduct the study in secondary schools of Majang Zone.

1.2. **Statement of the Problem**

Now a day's quality of education has been found to be the challenges of many, especially in developing countries including Ethiopia. Undertaking different educational initiatives is an important dimension to assure the quality of education. Hence, School improvement becomes one of the major educational initiatives that many countries have developed and implemented to realize the provision of quality education (Plan international, 2004).

According to Hopkins in Harris (2005), school improvement is a distinct approach to educational changes that enhances student's outcome, raising student's achievement focusing on teaching –learning process and conditions that support it. It is a strategy for improving the schools capacity for providing quality education in times of change. The education system in Ethiopia has been suffering from quality and relevance, efficiency, educational leadership practices and organization problems (MOE, 2005:1). These problems caused dissatisfactions from stakeholders, suggestions, and recommendations from educators for change in the education system at national level. This condition in turn calls for reform or improvement at schools. MOE, (2007), suggested that it is widely acknowledged that in general, achievements in access have not been accompanied by sufficient improvements in quality-in fact in some areas quality has deteriorated at least partly as a result of rapid expansion. In response to

this MOE (2010) stated that schools to experience sustained improvement, it is probably necessary that school staff and their surrounding communities take responsibility for their own improvement. But for schools to be able to take such improvement actions they need to be supported by experts and supervisors in administration and they need to receive some funds (MOE, 2010, p: 23).

To improve the quality of education through school improvement program implementation the strategies on ESDP IV focus on guide lines and instruments on how to prepare a school improvement plan is prepared and distributed to schools, giving training for few Woreda and regional bureau experts to support schools and communities, and to extend the training to stake holders at the school levels, particularly for principals, teachers and members of PTSA and school management communities. School improvement program is one of the pillars that started since 2007 all schools of the country to improve the quality of education. The school improvement program required schools to do the major activities such as: preparation and collecting of information, system survey, deciding performance level of school, designing SIP plan and implementation of the plan, monitoring and evaluation as well as reporting (MOE, 2007).

Quality is one of the major problems of education system of the Gambella Regional State. As the document of GREB (2017/2018), annual abstract and community mobilization manual report of Majang Zone indicated the number of dropout and failed students is high. In addition to this a lot of complains about the teaching-learning process and student achievement were raised from the society. These are the very reasons and intention that motivated the researcher to conduct the study in secondary schools of Majang Zone. As the assumption of the researcher, the increment of dropout and failed students may be due to the practice and challenges of implementation of SIP. Therefore, this study will be conducted in secondary schools of Majang Zone to assess the practices and challenges of implementation of SIP.

1.3. Basic Questions of the Study

The researcher selected the following basic questions to be answered at the end of this study:

1. To what extent stakeholders contribute for the school improvement implementation program in secondary schools of Majang zone?

2. To what extent the major activities of school improvement program /SIP/ are implemented to achieve the expected outcomes in secondary schools of Majang Zone?

3. What are the challenges observed in implementing school improvement program?

1.4. Objectives of the Study

1.4.1. General Objective

The major objective of this research was assessing the practices and challenges of implementation of school improvement program in secondary schools of Majang Zone.

1.4.2. Specific Objectives

The study will have the following specific objectives: -

1. To what extent stakeholders contribute for the school improvement implementation program in secondary schools of Majang zone?

2. To examine the extent to which the major activities of school improvement program are implemented to achieve the expected outcomes of SIP.

3. To identify the challenges faced in the implementation of the school improvement program in secondary schools of Majang Zone.

1.5. Significance of the Study

Assessing the practices and challenges of implementing school improvement program will be necessary for secondary schools of Majang Zone. Analyzing the existing conditions is important to determine major discrepancies that affect the implementation of the school improvement program and help to provide appropriate solution to form actual practices. Therefore, the researcher believes that this study will have the following significances: -

1. All teachers, principals, Educational experts under the study might benefit from the findings, which hope fully contribute for the implementation of school improvement program.

2. The finding may provide important information for principal, teacher, PTA members, woreda education and zonal education experts on how SIP activities are implemented in secondary schools.

3. It may help the school improvement committee, cluster supervisor and principals to point out the strengths and weakness observed in implementing SIP and to take corrective action.

4. It may initiate other researchers to deal more about the existing problems in depth and replicate the study to other zones.

1.6. Delimitation of the Study

The scope of the study is geographically delimited to government secondary schools that are found in Godere and Mengeshi Woreda in Majang Zone in Gambella Region. The research would be focused on the practices and challenges of implementing school improvement program in secondary schools of Majang Zone. The two Woredas of Majang Zone would be included in the study. To make the study manageable, it was geographically delimited to secondary schools of Majang Zone of Gambella Regional State. Besides, due to time and financial constraints the researcher would use six (6) sample secondary schools. The school improvement program has various dimensions to be studied, but to make the study manageable; conceptually the study was delimited to assess the practices and challenges of the major activities of school improvement program (SIP) from 2009-2011 E.C in secondary schools of Majang Zone.

1.7. Limitation of the study

The lack of enough reference materials in the study area and the lack of good internet access, lack of good communication in the cause of Covid 19 were the limitations in conducting the study. However, the researchers took different actions to minimize the effect of these factors on the quality and standard of the research.

1.8. Operational Definition of Key Terms

Challenges: difficulties to implement school improvement program

Cluster supervisors: are coordinators of school organized in secondary school cluster.

Educational officials: are experts those found in the Woreda and Zone education office responsible for leading managing educational activities.

Practices: Any activity that are performed and doing at the right time know.

School improvement program committee: is a committee set up from teachers, supportive staff members, students, parents and local communities to lead the implementation of SIP (MOE, 2006).

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

Secondary School: In the study context defined as structure of educational system, that includes both general secondary education (9-10) and preparatory education (11-12) in Ethiopia (MOE 1994).

Stakeholders: are principals, teachers, PTSA members and school management communities in secondary schools of Majang Zone.

School improvement program (SIP): the process of improving instructional inputs, elements of performance, performing self-assessment based on the school domains (teaching and learning safe–school environment and community participation) to developed learning outcomes of students (MOE,2007).

1.7. Organization of the Study

This study would be organized into five chapters: -

The first chapter deals with background of the study, statement of the problem with its basic questions, objectives, significance, limitation and delimitations of the study and operational definition of key terms. The second chapter presents review of related literature. The third chapter presents research design and methodology including the sources of data, the study population, sample size and sampling technique, instrument of data collection, pilot testing and method of data analysis and ethical consideration. The fourth chapter deals with data presentations, analysis and interpretation. The fifth chapter presents the summary, conclusions and recommendations of the study.

CHAPTERTWO
REVIEW OF RELATED LITERATURE

This chapter deals with the concept of school improvement, definition of school improvement,

rational of SIP, assumption of SIP, principle of school improvement, school improvement committee, frame work for school improvement, the school domains and elements, the school improvement cycle, school improvement planning, the school improvement program initiatives in Ethiopia, school improvement and teachers' professional development, conditions for school improvement program and challenges for SIP.

2.1. The Concept of School Improvement

The basic idea behind school improvement is that its dual emphasis on enhancing the school Capacity for change as well as implementing specific reforms, both of which have their Ultimate goal of increasing in student achievement. Hence, school improvement is about strengthening Schools Organizational Capacity and implementing educational reform. Another major notion of school improvement is that; school improvement cannot be simply equated with educational change in general. Because many changes, whether external or internal, do not improve students' outcome as they simply imposed. They should rather focus on the Importance of culture and organization of the school (Hopkins, 1994 as cited in Frew, 2010).

When we are talking about school improvement as a process, it is continuous activity of fulfilling different inputs, upgrading school performance and bringing better learning outcomes at school level (MOE, 2005). This improvement is not a routine practice, which can be performed in a day-to day activities of schools. Educational institutions have different settings and capacity in providing their services to the needy.

In general, the term improvement is familiar to all. It simply means reforming, transforming or upgrading the quality of inputs, process, service or product. Different scholars have defined the school improvement in different ways. According to Harris (2005), school improvement is defined as "a distinct approach to educational change that enhances student's outcomes as well as strengthens the school's capacity for managing improvement initiatives". Hopkins further elaborated that school improvement is about raising student's achievement through focusing on the teaching and learning process and those conditions, which support it. In addition, (Velzen et

al., as cited in Reynolds et al., 1996) has defined "a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively." Hopkins (in Macbeath and Mortimore, 1996) also defined school improvement as "a strategy for educational change that enhances student outcomes as well as strengthening the school's capacity foe handling change." In addition to these definitions, plan international (2004) define school improvement with some explanations as: School improvement means making schools for learning. This relies on changes at both school level and within classroom, which in turn depends on school being committed to fulfilling the expectations of the children and their parents. In other Words, school improvement refers to a systematic approach that improves the quality of schools (p,1).

In general, the central idea of SIP is a process of sustained activity intended to improve students' learning achievement through different strategies and capacity building efforts.

2.2. Rationale of School Improvement Program

According to the Plan International (2004) the school improvement supports the program initiatives of government and others in achieving the goals of education for all by 2015.Specifically,this program aims to: support school based improvement plans, enhance the quality of children's basic education, achieve the enrollment, attendance and completion rates that meet the Education for All goals; achieve equality of access to school for both girls and boys and achieve better prospects for completing school. Therefore, to achieve such aims of school improvement program, Plan International (2004) has also suggested core elements which have greater implication by the program elaborating that this program aims to support schools in address core elements such as:

"Ensuring teachers are competent and motivated, promoting active learning methods supported by appropriate teaching and learning aids, promoting the active participation of children and parents in school's governance, ensuring a safe, sound and effective learning environment establishing a relevant curriculum, ensuring empowered and supporting school leaders and advocating for supporting supervision" (p,2). Each of the core elements is equally important; if any one becomes weak, the strength and the success of the whole will be affected. Therefore, the school should give greater attention for each of the core elements to attain the purpose of school improvement. Therefore, school improvement is an important aspect of the school system. It contributes a lot to the efficiency and the quality of the educational provision. As suggested in

MOE (2007) school improvement helps to create a learning environment to all learners. It enables teachers to be responsive to the diverse learning needs of students in their teaching-learning approaches. Moreover, school improvement is essentials to enhance the involvement of the parents and the community in the school activities and to improve the effectiveness of the school's managements. In general, school improvement helps to realize the provision of quality education for all children by making the overall practices and functions of school more responsive to the diverse student's needs. To this end, schools and educationalists in collaborate, designed to strengthen the Schools ability to manage changes, to enhance the work of teachers, and ultimately to improve students' achievements.

2.3. Assumptions of School Improvement Program

By treating historical background (Reynolds *et al.,* 1996, p: 97) have discussed the approach that school improvements have. They said that, over the past thirteen years, school improvement has been characterized by two different sets of assumptions. These two assumptions can be discussed as follows for the purpose of clarification. They have put their extended explanations as in the 1960's and 70's, SI in the United States, the United Kingdom and internationally displayed a number of paradigmatic characteristics. By the time, curriculum innovation was brought to schools from outside, and then introduced 'top down'. The innovation was based up on knowledge produced by persons outside the school, the focus was on the school's formal organization and curriculum, the outcomes were taken as given, and the innovation was targeted at the school more than the individual practitioner. The whole improvement structure was based up on positivistic, quantitative evaluation of effects. The worldwide failure of this model of school improvement to generate more than partial take-up by schools of the curricula or organizational innovations became an established finding within the educational discourse of the 1970's. (Reynolds et al., 1996) extended their explanation by saying, out of the recognition of the above failure; the new improvement paradigm came in the early 1980's, which is still reflected in much of the writing on school improvement today. This new orientation celebrated a 'bottom up' approach to school improvement, in which the improvement attempts were 'owned' by those at school level; although outside school consultants or experts could put their knowledge forward for possible utilization. This approach tended to celebrate the 'folklore' or practical knowledge of practitioners rather than the knowledge base of researchers and focused up on needed changes to educational process, rather than to school management, or to

organizational features which were regarded as reified constructs. It wanted outcomes or goals of school improvement programs to be debated and discussed, rather than merely accepted as given. Those working within this paradigm also tended to operate at the level of the practitioner as well as the level of the school, with a qualitative and quantitative measurement. Therefore, the improvement attempts were 'whole school' oriented and school based, rather than outside school or course based. Other scholars like Hopkins and Largerweij (in Reynolds *et al*., 1996, p: 67) stated additional assumptions about school improvement. The school is the center of change. This means that external reforms need to be sensitive to the situation in individual schools, rather than assuming that all schools are identical. It also implies that the school improvement efforts need to adopt a 'classroom-exceeding perspective', without ignoring the classroom. Another assumption of school improvement is that, there is a systematic approach to change. That is school improvement is not a haphazard activity but it is a carefully planned and managed process that takes place over a period of time. In addition to the above assumption, Hopkins and Largerweij said that the "internal conditions" of schools are a key focus for change. These include the teaching and learning activities in the school, the schools' procedures, role allocations and resources uses that support the teaching learning process. The accomplishment of educational goals more effectively is the other parts of assumption of school improvement. Because educational goals reflect the particular mission of a school, and represent what the school itself regards as desirable. This suggests a broader definition of outcomes than students' scores on achievement tests, even though for some schools these maybe prominent. Schools also serve the more general development al needs of student, the professional development needs of teachers and the needs of its community. School improvement has also an assumption of a multi-level perspective. That means, although the school is the center of change, it does not act alone. The school is embedded in an educational system that has to work collaboratively if the highest degrees of quality are to be achieved. This implies that the role of teachers, heads, governors, parents, support staff and local authorities should be defined, harnessed and committed to the process of school improvement. Implementation strategies integrated in school improvement is also the other part of assumptions. This means a linkage between 'top down 'and 'bottom-up' remembering of course that both approaches can apply at a number of different levels in the system. Ideally, 'top down' policy provides policy aims, an overall strategy, and operational

plans; this is complemented by 'bottom-up' responses involving diagnosis, priority goal setting and implementation. The former provides the frame work, resources and menu of alternatives, the latter, provides the energy and school- based implementation.

Therefore, school improvement to effective should integrate systematic approach to change, accomplishment of educational goals effectively, multi- level perspective and implementation strategies.

2.4. Principles of School Improvement

School improvement process is a systematic approach that follows its own principles. Luneburg and Ornstein (1991:294) have listed the following guiding principles that need to be followed in school improvement process

- Schools should employ asset of goals and missions which are easy to understand.
- Students achievement must be continuously checked and evaluated
- Schools need to help all students especially the low achievers need to be tutored and enrichment program should be opened for high talented students.
- Principals and staff should be actively involved in continuous capacity building to update their knowledge, information and to develop positive thinking.
- Every teachers needs to contribute to successful implementation of school improvement program.
- Teachers must involve actively in staff development by planning implementing it.
- School environment has to be safe and health.
- School community relationships should be strengthened so that community and parents need to involve in SIP implementation;
- and School leader ship should be shared among staff, students and parent

2.5. The School Improvement Cycle

The schools improve their implementation when they draw on a range of evidence from a variety of sources to inform their decision-making. Coordination of this evidence-base is a continuous process, designed to efficiently and effectively distribute effort and resources to best meet changing needs and address school and system priorities. While processes,

strategies and timeframes within the three-year cycle are largely managed by each school to best address their particular contexts, the timing of annual surveys, completion of school plans, publication of annual school board reports and external validation are generally at fixed points within the cycle. Each school will develop a strategic four-year school plan and 3rd Year System surveys Annual self-assessment Monitoring Reviewing & planning reporting Annual self-assessment Evaluating, Validating Reporting Strategic planning 2nd Year System surveys Annual self- assessment Monitoring Reviewing& planning reporting an System surveys Annul self-assessment Reviewing & planning reporting annual operating plan, self-assess on an annual basis and report the outcomes against this plan to the school community. Each school will also participate in external validation in the fourth year of the cycle to gain an objective evaluation of its achievements and standards of performance, and to inform future planning for continuous improvement (ACT, 2009). School Improvement Cycle MOE has also developed school improvement cycle, a system consists of several tools and processes by which schools able to conduct self-enquiry, develop strategic plan, implement the plan, monitor and control the progress and report to the stakeholders. The SIP framework identified that, the process of SIP is not only continuous, and cyclical but also modified on the basis of information obtained from both external evaluation and self-enquiry which the school itself conducted at the end of each year as well as at the end of three years. The strategic plan of school improvement program covers three years. There are activities to be performed as per years. The following figure briefly shows activities to be performed within three years.
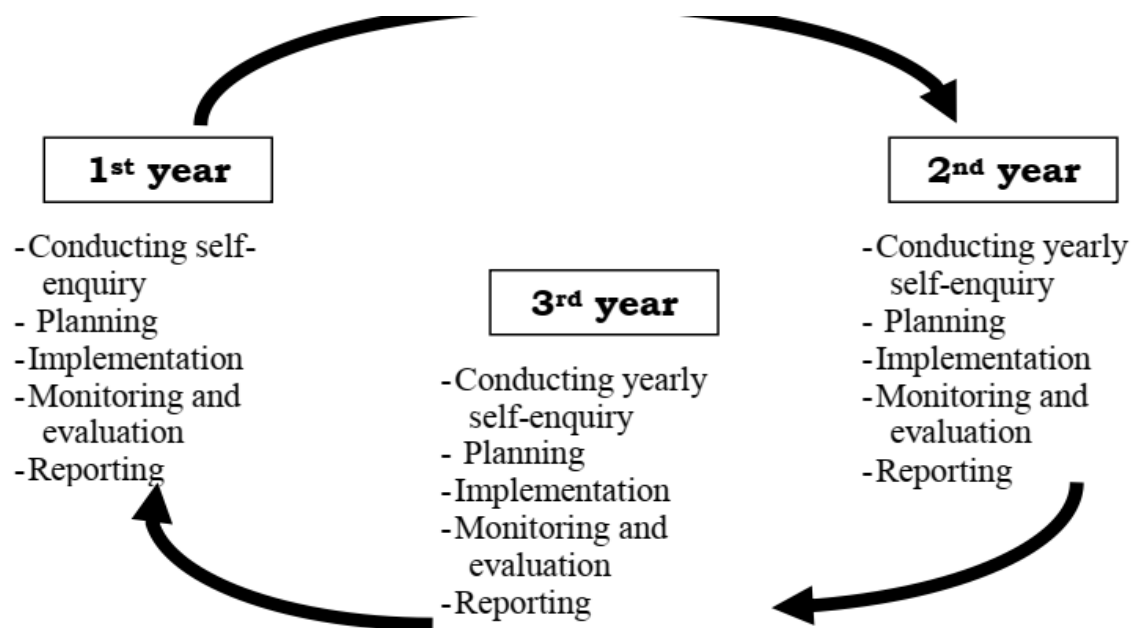
Figure 1: School improvement cycle in Ethiopia
Source: (MOE, 2003E.C).

School Improvement Framework in the first year of the SIP such major activities as: preparation, collection of information, system survey, deciding performance level of the school, designing SIP plan, implementation of the plan, monitoring and evaluation as well as reporting are conducted by participating all stakeholders (parents, students and teachers etc.). In the second year, schools evaluate the improvements achieved in line with the goals set and priorities identified. To this end, new issues or priorities that might be considered will be identified and modification of the plan will be made. Besides, standards on which self-enquiry was not conducted in the first year will be selected and finally, report will be prepared and presented. In the third year, while the implementation is on effect, schools monitor those improvements observed through self-enquiry. Moreover, external bodies evaluate the performance of schools and provide them with the feedback. (MOE, 2003 E.C)

2.5.1 School Improvement Planning

Planning for improvement is a disciplined process through which a school communities and board reflect on relevant information about both context and achievement and design strategies for enhancing those areas that can be positively influenced. The true measure of improvement planning effectiveness, of course, is the degree to which improvement planning, implementation and monitoring produce positive change in student achievement and growth over time (EQAO, 2005). When board and school staff develop improvement plans collaboratively with representatives of their school communities and school councils, they are more likely to engender a sense of shared responsibility and shared commitment to bringing about the required changes. Therefore shared responsibility and decision making are the cornerstones of successful planning. EIC (2000) suggest that, a school improvement plan is also a mechanism through which the public can hold schools accountable for student success and through which it can measure improvement. One of the first steps a crucial one in developing an improvement plan involves teachers, school councils, parents, and other community members working together to gather and analyze information about the school and its students, so that they can determine what needs to be improved in their school. The improvement plan should incorporate the following key components, to be effective. These are: a review of the previous improvement plans (before the creation of a new improvement plan, all stakeholders should be given the opportunity to re-examine the data that have been gathered throughout the year and to discuss the effectiveness of the previous improvement plan); strategies(selecting the strategies that will make a difference to student achievement is a critical); indicator of success(it provide schools and board with standard against which they can measure their progress toward a goal); timelines for status updates (timelines must allow for data collection and analysis, reflection, implementation, professional development, status updates and revisions); resources required(both staff and community members need to understand the implication of improvement planning on budgets); roles and responsibilities(clearly assigning responsibility will ensure that each strategy of the improvement plan has a "champion" to support its implementation) and performance targets(precise target- setting requires that the school and the board determine the level of student achievement expected) (EQAO , 2005). According to MOE (2007) the purpose of school improvement is about improving students learning and their learning outcome at higher level. Hence, schools primarily need to conduct self-enquiry on the weaknesses and strengths of their current performance. This gives them the actual current picture and a basis for future improvement. Self-enquiry is an essential means for schools to create a sense of responsibility and accountability for students learning and to practically show their accountability to their stakeholders, to assess the extent to which they are satisfying the needs of their students and the impact of their services as well as future directions of improvement. The first stages of the school improvement planning process: creating a school

improvement planning team that is school improvement committee; assembling and assessing information about student achievement, the school environment, and parental participation (that is, the context for the plan); and establishing priorities for improvement through a series of activities. Therefore, school principal plays a crucial role in these early stages. He/she facilitate the formation of a planning team, which will be responsible for establishing priorities, and they ensure that the information required for effective planning such as aggregate report card marks, the results of assessments conducted by the SIP committee and a summary of responses to the parent survey is collected and made available to the committees. Also, Principals should make every effort to inform teachers, school council members, parents, and other community members about the improvement process in a way that welcomes their participation (MOE, 2007). All participants should have a positive attitude towards the process and understand that they must work as a team. Scheduling meeting times for the planning team that are acceptable to both staff and parents may be a challenge. One solution is to organize parallel processes, whereby staff meets during after school staff meetings and parents meet in the evening. The advantage of this arrangement is that it allows more parents to participate. To ensure that one group does not make decisions without hearing the views of and having a discussion with the other group, certain teachers could volunteer or be delegated to participate in both the afterschool staff meetings and the evening parent meetings. The school improvement planning team has the task of analyzing data and information about the level of student achievement in the school, the effectiveness of the school environment, and the level of involvement of parents in their children's education. Based on their analysis, team members make decisions about areas that need to be improved (priorities). Therefore, the ultimate goal of their activity is on improving the learning outcomes of students and to do this, cooperation and team spirit are essentials. After the school priorities are once identified SIP Committees can design the school improvement plan. They use format during developing this plan. The format includes, goals, objective, priorities, implementation strategies, timeline, responsibility for implementing strategies, monitoring and evaluation and ways of modification of the plan or opportunities or revision. Once, the SIP committee has developed the plan and get the approval of all stakeholders, the next stage is about organizing various task forces that are responsible for the development of action plan for each domain. In the formation of taskforces, the principal should encourage parents, teachers, students and other stakeholders to take active part. Besides, the principal need to encourage the involvement of department heads, PTSA members, students council, in the development of the action plans. She/he should create ways through " which taskforces exchange information with SIP committees. The taskforces, while developing action plans, need to consider various issues. These are: *setting Goals*-in the preparation of goal statements, taskforces need to revise issues raised in the self-enquiry. The revision enables them to analyze the information on which the priorities are identified. And Nthe goal must be that can be achieved within a specific period of time, and

call for the active involvement of stakeholders that can move the schools to the higher level of performance. To sum up, goals must be SMART, and stated in simple and clear language; *identifying most import priorities*- the achievement of a given goal is realized, when particular attention is provided to the most important priorities. Hence, taskforces need to consult the school data so as to identify the most important priorities; *designing strategies*-the strategies designed must get an approval of all stakeholders in effectively addressing the domains; *identifying indicators*-indicators identified must be in the position to measure students" learning outcomes and teachers teaching performances; *setting timeline*-activities in the plan must be presented with the specific period of implementation time. They can be planned in semester, year or three years and should get the approval of principals, teachers, SIPC and PTSA; *assigning responsible*-bodies-Responsibilities of performing particular activities should be assigned to particular bodies: PTSA, principal, teachers and students; *status update*-in order to ensure continuous and sustained school improvement, update strategy must be considered; *revision of the plan*-evaluation of the implementation conducted by the end of each year, as a result revision of priorities, and timelines can be made. Hence, the action plan taskforce need to consider the revision techniques (MOE, 2007).

Therefore the school plan will include the following elements such as: a statement of school context, purpose and profile, identified priorities, improvement targets, whole school strategies, a timeframe; and expected outcomes of the school. An annual operating plan sets out how the school plan will be progressed in that year. The operating plan is developed after reviewing the school plan and identifying the priorities and objectives that will be the focus for the year. Operating plans are internal to the school and should be developed by school staff. Typically, they include: the priorities and improvement targets in the three-year plan being addressed that year, specific strategies that will be employed, the responsible body for implementing the strategies, timeframe, allocating resources to the strategies implementation and the ways that the implementation will be evaluated. Planning should also occur at the classroom level. Classroom planning is central to school improvement as it is what teachers do in their classrooms that impact most directly on student achievement (MOE, 2007).

2.5.2. The school planning process

The planning process allows schools to identify its priorities and targets over each year cycle. The school plan also describes how progress is monitored and how achievement will be measured, including the evidence that will be gathered. Through planning, a school embeds into its processes and practices a capacity to meet internal and external demands. So, schools typically prioritize their strategic intentions in ways that provide the best balance between available resources (including human, physical and financial resources) and competing demands of stakeholders across the school. It is important that schools set an achievable number of priorities, at the same time providing the school with a broad range ofsignificant challenges for each year of the cycle (MOE, 2007). By identifying a school's priorities and describing them in a strategic and operational context, a school community can begin to systematically map out a plan for improvement in its cycle. For each strategic priority a school will establish an intended course of action. Schools will need to reflect system commitments into their priorities. School planning is a dynamic and systematic process. Schools should ensure that their processes allow planning to evolve to meet changing needs and circumstances. Schools will establish a school improvement committee to work with the principal to develop and monitor the school's planning and improvement processes. In devising a planning process, the school's improvement committee should ensure: full and open consultation with the school community, strategies for improvement, data sources and monitoring processes, communicating the process of improvement to key personnel, the availability of documentation to support the improvement process and future plans are informed by what has been learned (ACT, 2009).

2.6 School Improvement Committee

According to Hopkins in Harris *et al.* (2005), school improvement groups are an essential feature of sustained school improvement. We sometimes refers to these "internal change agent "as the cadre- group, a term borrowed from Schmuck and Runkels (1985) organizational development cadre in Oregon who fulfilled a similar role in those schools. They are responsible for the day-to-day running of the project in their own schools, and for creating link between the principals and idea of school improvement and practical action. Typically, the cadre group is across hierarchical team of between four six members of the staff. Though one of these is likely to be the head teacher, it is important to establish groups that are genuinely representative of the range of perspectives and ideas available in the school. Cadre

group members should also not come together in any existing group within the school, such as the senior management team or heads of department group, so that the problem of pooled rationalization is minimized. in terms of their school improvement work, cadre group members are involved in: out of school training session son capacity building and teaching and learning, planning meetings in school, consultancy to school working groups, observation and in-classroom supports, the cadre or school improvement group is essentially a temporary membership system focused specifically upon inquiry and development (harris, 2005). according to the moe (2012: 104), school improvement committee is a committee set up from teachers, supportive staff members, students, parents and local communities to lead the improvement program of their school. according to the document the head of the committee is the school principal and the working period of time is three years. the committee has the following roles and responsibilities to run school improvement program in their school: to attend and actively participate, in all school improvement meetings; participate actively in all school improvement program activities; assist the committee to develop and successfully implement, a three-year school improvement strategic plan, and a one- year school improvement action plan.; assist the school to raise resources from parents and community to implement the one year school improvement action plan.; assist the school to realize measurable improvement in student results for all students; assist the school to assess their achievement and the end each school year and to report to parents and community members twice a year (six month and twelve month). therefore, school improvement committee is essential a group of members to run the effective implementation of school improvement program in all schools of the country.

2.7. A Framework for School Improvement

The School Improvement Framework supply the schools with a structure for raising quality, achieving excellence and delivering better schools for better futures. The framework sets up a dynamic relationship between research and planning that will assist schools to undertake self-assessment, which is context-specific, evidence-informed and outcomes focused (ACT, 2009). All ACT public schools will use the School Improvement Framework to critically examine their programs and practices. The framework provides a focus through which schools can evaluate the extent to which they are meeting stakeholder expectations, delivering on system priorities and implementing strategic initiatives. As a result, framework will help schools to:

make best use of evidence-informed processes and tools to evaluate their performance, self-assess to identify school priorities, develop a three-year school plan and an annual operating plan with a focus on improvement over time, establish accountability measures and targets that indicate their improvements and inform further planning report on their progress regularly (ACT, 2009).
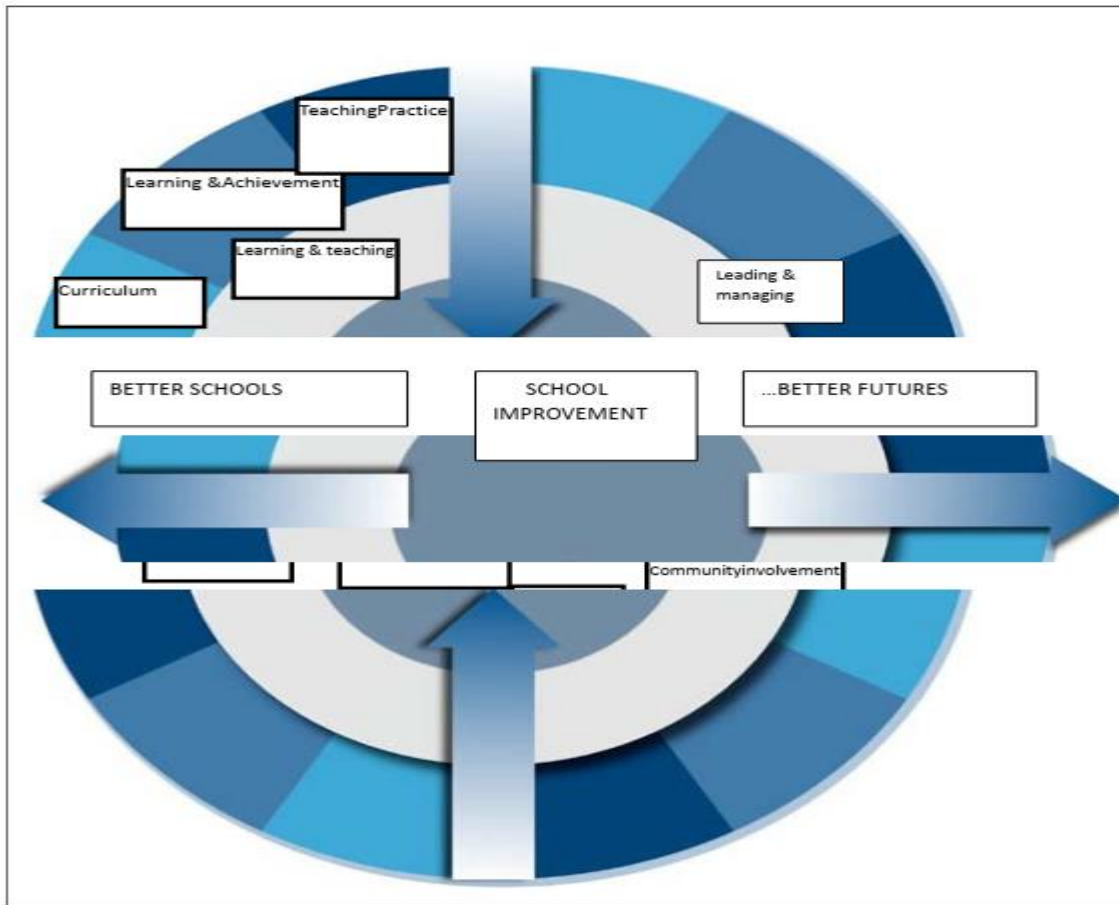
Figure 2 :The School Improvement Framework
Source :(ACT Government, 2009: School Improvement Framework)

Effective implementation of the School Improvement Framework will see schools developing a cyclic approach to achieving and sustaining school improvement. The progress will be evident across four domains of school improvement: learning and teaching; leading and managing; student environment; and community involvement. The domains represent the four School Improvement Better Schools …Better Futures key areas in which school improvement takes place. They describe the essential characteristics of an effective school. They form a

structure with which schools can review, question and analyze their systems and processes. school improvement relies on having sound measuring, monitoring and reporting processes in place for each of the domains. associated with each domain is a set of three related elements that further inform the nature of research and planning required by a school committed to ongoing improvement? they are the core components of each domain and are designed to guide the school on what they must address in order to achieve sustained success within each domain (act, 2009).

2.8. The school domains and elements of school framework

Learning and teaching domain

The learning and teaching domain describes the context in which the curriculum is delivered. High quality learning occurs when teachers make appropriate decisions about what is taught, how to engage students in meaningful experiences and how progress will be assessed to inform future actions. These elements describe how: teachers apply their contemporary and professional knowledge to establish highly effective learning environments teachers set expectations, plan for success and assess learning outcomes school curriculum design and delivery establishes explicit and high standards for learning.

Leading and managing domain

The leading and managing domain is concerned with communicating a clear vision for a school and establishing effective management structures. Leaders set directions and guide the school community in alignment of its purpose and practice. Effective leadership within the school is collegial, student centered and teacher focused, promoting a collective responsibility for improvement. These elements describe how: school vision is collaboratively developed to be realistic, challenging and futures oriented leaders use reflective practices to appropriately manage people to achieve improvements to teaching and learning the school's leadership team demonstrates effective resources management to achieve results.

Student environment domain

The student environment domain describes the promotion of positive and respectful relationships which are stable, welcoming and inclusive. In safe and productive learning environments students willingly engage and participate in the broad range of learning opportunities. They contribute to decisions about their learning and their contributions are valued.

These elements describe how: quality learning environments are created to focus on student needs and foster potential skills and interest's schools create opportunities for students to develop into self-regulating learners within and beyond the classroom schools value participation, and encourage student expression of new knowledge and understanding.

Community involvement domain

The community involvement domain describes the development of quality ongoing community partnerships and networks. Schools are responsive to community expectations, value diversity and encourage contribution. Positive futures and cultures of success are promoted as educational outcomes.

These elements describe how: schools develop effective relationships with parents/careers to support student engagement with learning the school enriches the curriculum through partnerships and activities involving the local community and resources the school celebrates successful learning outcomes and promotes its achievements across the wider community.

According to MOE, to ensure the quality of education, expertise of ministry of education and the region together by gathering the best experiences from the school of our country and by adopting other countries experiences prepared a framework of school improvement to be implemented by all levels of schools of our country. In reliability of this, the school improvement framework context is a system which has tools or instruments enables to measure to what extent the schools are achievable using the standards. The framework provides principles that help schools enable to know their level what should do for the future and planned what kind of concrete result they need. Besides the main instruments are: tools that provides schools to evaluate and make decisions of their level according to the main domains of schools; tools that help to make survey research, that uses to collect information from stakeholders and report for essential issues and also using these tools can be able to evaluate, plan, implement, follow up and control, investigate revise and report the implementation of the school improvement program to all stakeholders (MOE 2003E.C.).
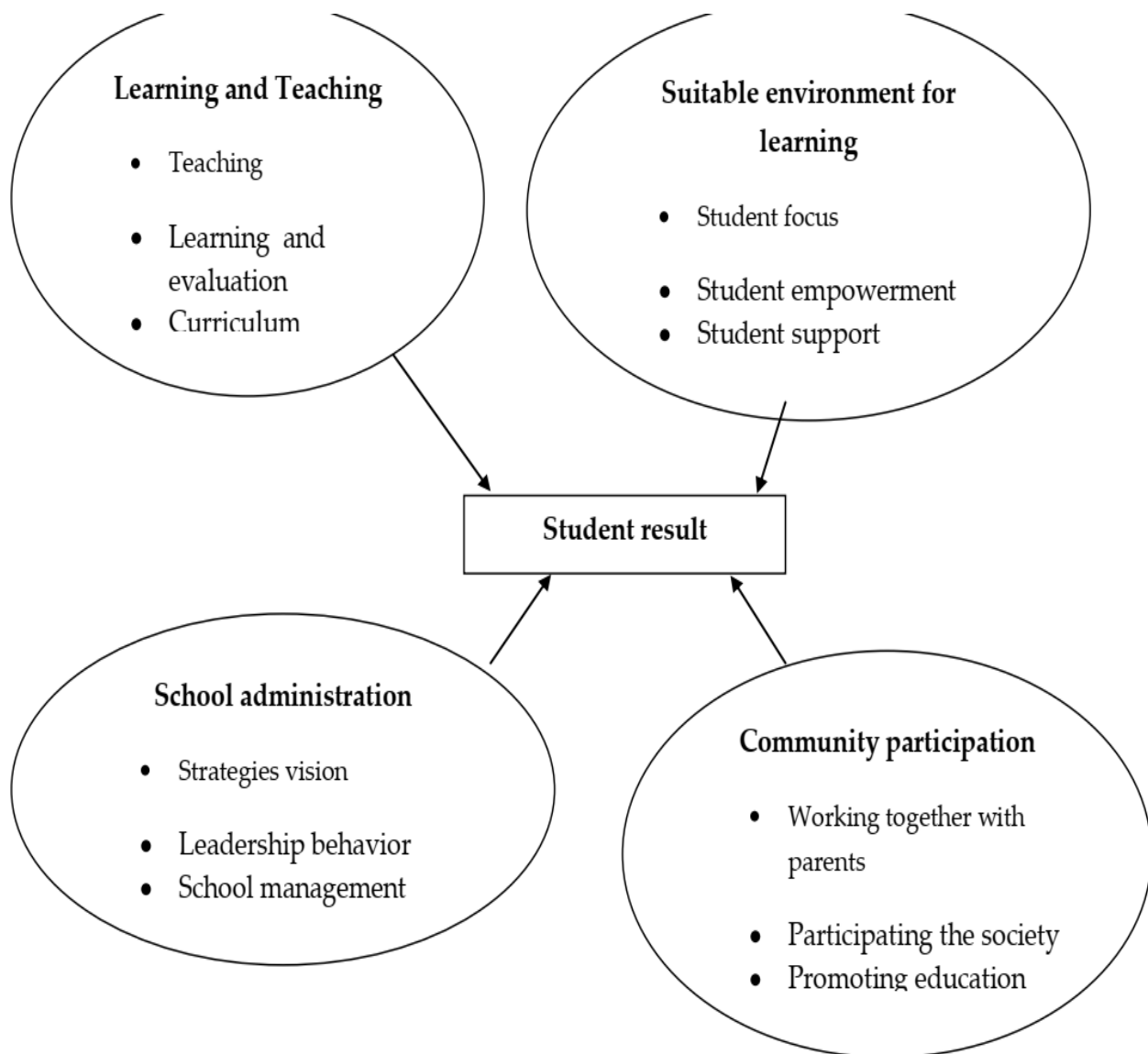
Figure 3: School improvement domains and its elements in Ethiopia
Source: (ACT, 2009). School domains and elements

2.9. The School Improvement Program Initiatives in Ethiopia

In Ethiopia, with the intention to improve the quality of education, much effort has been exerted. Due to a great effort exerted to implement the education and training policy, various promising results were registered. For instance, during beginning of the program many efforts were made to assess the experience of the best promoting schools within the country and the experience of the other countries. Different guidelines and frameworks were developed and awareness raising training was conducted at different level (MOE, 2007). However, school improvement program is a very widespread phenomenon and a wide variety of improvement efforts can be creating. To be of any importance for school effectiveness, school improvement should use the school effectiveness knowledge base, and be directed to the application of this knowledge as a focused intervention, emphasizing implementation, emphasis outcome, and evaluation techniques to practices school improvement program. As already noted, though, significant improvement like access to education has been occurred. But, still there are problems related to access, quality, equity, relevance as well as leadership and management that require critical interventions, if the education is to be an instrument for the realization of the goals set by the ministry of education. Accordingly, the MOE has developed the six general education quality improvement package (GEQIP) such as: -i).management and school leadership ii) civic and ethical education program iii) curriculum school improvement program (SIP) iv) teacher development program (TDP) v)school improvement program and vi) information communication technology (ICT) program.

School improvement initiatives have developed as strategies to the strong government commitment to improve the quality of general education at all levels. Hence, the implication is that Ethiopia is to meet its EFL and MGD enrolment and completion targets, the quality of schooling must improve through employing different innovation strategies and the ministry of education, in collaboration with Regional Education Bureaus, to ensure the equitable provision of quality education (MOE, 2007).

2.10. School Improvement and Teachers Professional Development

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

The quality of education largely depends on the success of school improvement program, which in turn depends on the quality, and competence of teachers in their professional development. Teachers are the nucleus of school partners for school improvement program (SIP) and school based CPD is the crucial component of school improvement program. In the process of raising pupils' achievement, CPD and SIP cannot be seen separately, but used together to provide a holistic approach to the improvement of learning and teaching in each school (MOE, 2009). ccording Simpkins (2009) view, SIP is not a separate process led by higher level administrators. Rather, it is the flip side of the coin of the school based CPD. Hence, school improvement activities are most effective when carried out in collaboration with consolidated teacher professional development program. Professional development is part of the ongoing process of continuous school improvement and it should happen, formally and informally, at every stage in the process. Importantly, effective school leaders know how effective professional learning can be put into operation as part of an overall strategy for school improvement. Investing in professional learning is the key to ensuring that schools become learning communities where teachers work together, learn from each other and share best practices on effective teaching and learning. It is only through the collective work of teachers and by creating a shared professional knowledge that sustained school improvement will be secured (Adams, 1993).

Professional development should necessarily be integrated with the comprehensive plan for school improvement. Too often, professional development is episodic response to an immediate problem which deals with only part of the problem teachers confront when trying to improve student achievement. If professional development is to be effective, it must deal

with real problems and needs to do so over time. Moreover, unless professional development is carried out in the context of a plan for school improvement, it is unlikely that teachers will have the resources and support they need to fully utilize what they have learned (Simpkins, 2009).

In addition to this, as suggested by Desalegn (2010), in the Ethiopian context, teachers are expected to have the following benefits of professional competencies which are to be achieved through effective CPD, These are facilitating students' leaning which outlines how teachers plan, develop, manage, and apply a variety of teaching strategies to support quality student learning. Assessing and reporting students' learning outcomes that describe how teachers monitor, assess record and report student learning outcomes. Professional competencies are also gained by engaging in continuous professional development to describe how teachers manage their own professional development and contribute to the professional development of their colleagues. Mastery of Education and Training Policy, curriculum and other program development initiatives is also significant to determine how teachers develop and apply an understanding of the policy to contribute to curriculum and/or other program development initiatives, and finally, forming partnership with the school community in order to guide how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other care givers to enhance student learning.

Therefore, Professional development should be connected to a comprehensive change process focused on specific goals of school improvement. Research clearly shows that teacher growth is the most significant school-based influence on student learning. Therefore, one would think that investments in enhancing teacher growth would be a major focus of school improvement efforts. In the literature on professional development, one sees an increasing attention to embedding teacher learning opportunities in the day-to-day work of schools (Little, 1994). School improvement almost always calls for enhancing the knowledge, skills, and dispositions of teachers and supporting staff. Whatever course of action a school adopts, success usually is central to providing support and resources for teachers to strengthen existing expertise or to learn new practices. Teacher knowledge and skills are at stake as well as their beliefs and attitudes, their motivations, their willingness to commit, and their capacity to apply new knowledge to their particular school and classrooms. Professional development

and implementation usually should not be separate steps in the process of change in the school improvement program (Simpkins, 2009).

Furthermore, for the comprehensive school improvement, teacher professional development is an essential element. The professional development needs of other members of school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. These standards provide guidance for achieving high quality professional development planning, design, delivery and assessment, and should serve as a foundation for all professional development in schools. Research indicates that teacher quality is the single most powerful influence on student achievement; it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice (Little, 1994). The school based CPD strategy offers an important skill development by giving teachers a range of opportunities for relevant, need focused and collaborative approaches to professional learning. The core aspiration for this strategy is to place professional development at the heart of school improvement and it offers a number of new initiatives to achieve particular goal. These professional development opportunities will allow teachers to focus upon their own learning, career ambitions and to consider new responsibilities within their own school context. The assumption is that this will lead to an improved and enhanced sense of professionalism for teachers, plus an increased motivation to stay within the profession (Harris, 2001).

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

2.11. Conditions for School Improvement Program

It is difficult to plan and implement any school activity within a state of turmoil and unstable condition. Those in charge of preparing and putting into action school improvement plan need to feel that they are working in a state of relatively stable environment. According to Harris(2005) the internal drives for change can be characterized as complex mixture of school- based factors, i .e the institutional needs and wants which provide the impetus for the

schools development, some of these internal drivers are 'givens' in that they would exist irrespective of the type of leadership approach adopted. Other internal drivers are constructed by the leaders with in the school by their commitment to a particular vision; values frame work or strategies of management. The 'external drivers' arise from policy interventions and edicts that require compliance. Increasingly head teachers, and those around them, are aware of being caught between these two set of drivers.

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

2.11.1. Internal Condition for School Improvement

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

The school internal conditions are the internal features of the schools, arrangement that enable school to get work done (Hopkins, 2002). Also as suggested in Hopkins (2001), internal conditions are a set of intervening variable operating at the school and classroom level and referred as enabling conditions or capacity that allows the process to affect the product high level of students' achievement. So school will not improve, unless they have the capacity to do so. Hence, to enable school to provide better education and work effectively on

strategies that enhances student achievement; it needs to fully arrange all these enabling conditions and other related conditions which support it.

Therefore, taken together these conditions results in the creation of opportunities for teachers to feel more powerful and confident about their work. In addition, the central condition is that if we take the enhancement of pupil outcomes seriously, then the work on the internal conditions of the schools has to complement that on development priorities related to classroom practice (Hopkins, Beresford, Ainscow, West and Harris in Hopkins and Harris, 1997)

2.11.1.1. Staff Development

A Systematic and integrated approach to staff development that focuses on the professional learning of teachers and establishes the classroom as an important center for teacher development is central to authentic school development. Staff development is the central strategy for supporting teachers as engage in improvement activities, attention to teacher learning has direct spin – offs in terms of pupil learning. The research evidence that is available on the effectiveness of staff development initiatives is , however ,far from encouraging . despite all the effort and resources that has been utilized , the impact of such program's in terms of improvement in teaching and better learning out comes for pupils is rather disappointing (Fullan, 1991; Joyce and Showers ,1995 in Hopkins,2004).

As result of his review available research evidence ,Fullan (1991) provides a bleak picture of in-service initiatives that are poorly conceptualized, insensitive to concerns of individual participations and , perhaps critically, make little effort to help participants relate their learning experiences to their usually work place conditions .

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

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

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

2.11.1.2. Collaborative Planning

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

2.11.1.3. Coordination

The school capacity to coordinate the action teachers behind agreed policies or goals is an important factor in promoting change. at the core of such strategies are communication system and procedures , and the way in which groups can be created and sustained to coordinate improved effort across range of levels or departments .of particular importance are specific strategies for ensuring that all staff are kept informed about development priorities

and activities , as this is information vital to informed self –direction. Communication is vital to overall school-coordination. In order for a school to organize itself to accomplish its goals, maintain itself in good working order and, at the same time, adapted to changing circumstance, sounding procedures for communication are essential (Hopkins,2004, p:100) therefore, good coordination is vital for school improvement program implementation. Schools produced communication systems, procedures and the way in which groups can be created and sustained to coordinate improved effort across a range of levels. The school's capacity to coordinate the action of teachers behind agreed policies is an important condition in promoting change. Coordination is about getting groups of teachers, and usually groups with different values and goals to contribute to the good of all. The importance of coordination for school improvement is so vital that schools that have a well-coordinated team are likely to have successful implementation of reform programs (Hopkins, 2002).

Therefore, the organizational approach which is most likely to create a positive working atmosphere is the one that emphasizes cooperation. The aim of cooperation must be encourage a more tightly systems within which efforts of individuals are coordinated in order to maximize their impact.

2.11.1.4. Involvement

According to Hopkins (2004) ,on effective schools, there is strong evidence that success is associated with a sense of identification and involvement that extended behind the teaching staff. This involves pupils, parents and indeed, other members of the local community. It does seem that those schools that are able to create positive relationships with their wider community can create a supportive climate for learning. Reynolds (1991) in Hopkins refers to the existence of what he calls an "in corporative approach''. This he notes has to major elements: incorporation of pupils in to the organizations of the school and the incorporation of their parents through supportive roles. In many improving schools, this approach is widened to include members of the local community (Gray *et al.,* 1999 in Hopkins, 2004).

Pupil's involvement is a particularly important factor in school improvement. This can occur at an organizational level, by involving pupils in decision making and encouraging them to take responsibility for the day-to-day routines. At the class level, student can be encouraged to take responsibility for their own learning and through involvement, to learn organizational,

planning, discussion, decision- making and leadership skills (Stoll, 1991; Rudduck *et al.,* 1996 in Hopkins, 2004).

When pupils are less involved, it is likely that their attitudes to school will be much more negative. Then when innovations are introduced, they may well become barriers to change. Their resistance may not be open and tangible, but never the less their initiative reactions may create the negative atmosphere that discourages staff from pursuing their goals.

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

The whole issue of communications between school and parents therefore needs to be handled effectively, particularly through careful planning and skillful interviewing techniques. In addition Hussein and Postlethwaile, 1994 in Frew, 2010 stated that the success of school is associated with the sense of identification and involvement extends beyond the teaching staff. In other words, involvement and sense of identification of pupils, parents, non-teaching staff and other community members is as crucial as that of the teaching staff for the success of schools. Because the success of an improvement program (perhaps any other educational program) requires an interaction between many participants at different levels.

2.11.1.5. Leadership

Studies of school effectiveness affirm that leadership is a key element in determining school success (Mortimore, 1999 as cited in Hopkins, 2004:98).Recently, studies of leadership in schools have moved away from the identification of this function exclusively with the head teacher, and begun to address how leadership can be made available throughout the management structure and at all level in the school community (Gronn, 1999 as cited in Hopkins, 2004). This shift in emphasis has been accompanied by a shift in thinking about

leadership itself. There is an increasing call for 'transformational' approaches which distribute and empower rather than 'transactional' approaches which sustain traditional, and broadly bureaucratic, concepts of hierarchy and control (Hallinger, 1992; Letiwood, 1993 in Hopkins, 2004, p: 99). Schools that are successful with their improvement efforts not only regarded leadership as distributed function, they also deliberately set out to promote discussion about leadership style and to help staff from different levels in the school to share perceptions about how leadership operates. In improving quality education for all (IQEA) schools, such discussion tends to identify a number of key aspects of the leadership role (Hopkins *et al.,* 1994 in Hopkins, 2004):

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

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

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

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

2.11.1.6. Enquiry and Reflection

Schools that recognize that enquiry and reflection are important processes in school improvement find it easier to sustain improvement effort around established priorities, and are

better placed to monitor the extent to which policies actually deliver the intended outcomes for pupils (Ainscow *et al.,* 1994 as cited in Hopkins, 2004).Central to conditions that promotes the effective use of enquiry and reflection as development tools are: a) systematic collection, interpretation and use of school –generated data in decision- making, b) effective strategies for reviewing the progress and impact of school policies and initiatives ,c) widespread involvement of staff in the processes of data collection and analysis, d) clear ground rules for the collection, control and used of school- based data.

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

2.11.2. External Conditions for School Improvement

2.11.2.1. Capacity Building
School capacity can be described as the collective competency of the school as an entity to bring about effective change. This implies four core components: knowledge, skills and disposition of individuals' staff; a professional learning community in which staff work collaboratively; program coherence; technical recourses (Hopkins *et al.,* 2001). Building capacity for whole school improvement involves bringing together these four core components: resources, structure, culture and the schools of staff, not only focusing on improvement but doing so in ways which are synergistic. The reason why building capacity at whole school level is so difficult to achieve is that all different elements develop, and decline unevenly (Hadfield in Harris, 2005). Therefore, Capacity is the key construct in creating the conditions within the school to enhance both teaching and learning.

2.11.2.2. Policy Issue
It is clear that, for success of school improvement initiatives the existence of a clear policy and intervention strategy will have a paramount importance. Thus, the school internal

conditions, classroom practices and the policy context should support each other, or should pull to have impact on SIP.

According to Marzano (2003), in the context of school, improvement policy can be viewed as the implementation framework that guide the action of all involve in the life of school. Concerning the implementation policy, Hopkins (2001) stated that, "policy cannot be mandating what matters; it is implementation at the local and school level that dominate outcomes". Hopkins (2001) also described that for its practicality a policy that developed at all levels needs to be coherent practical acceptable and implementation oriented. Therefore, the implication is that policy implementation needs care and continuous follow up in order that its impact can be measured. In short, the micro level policy should link to macro level policy and more should be given to the implementation. Moreover, Hopkins *et al.* (1994) suggest that in promoting school improvement, policy has to keep relating focus on student achievement and learning, pay attention to context build capacity and strengthen know capacity, research and dissemination. Hence, for success of school improvement it needs to provide schools a wide range of policy options so as they can make choice and policy should aligned with system policy.

2.12. Challenges for School Improvement Program

School improvement program is very complex that it might be hindered by various impediments that challenge the implementation (Stoll and Fink, 1996). These challenges include:" complexity of the program, mobility of teachers and principals, principals coordination problems (ineffectiveness of leadership) and sustaining commitment, low support from top level officials and lack of involvement of the stakeholders." According to Hessen and Postethwore (1994), Challenges to the school improvement may vary in accordance with the variations with the unique features of schools as well as with the external environment in which schools are operating. One simple example, the size of the school is associated with innovative behavior for that smaller schools apparently lack the resources to engage in significant change. However, there are common challenges that most school improvement programs face. These are lack of schedules in schools that permit teachers to meet and work together for sustained periods of time; the demanding nature of teachers work as an increasing number of students arrive at school less well-socialized, less " prepared to deal with materials, and more frequently from family settings that are not

supportive; the aging and often demoralization of teachers due to declining resources, increasing levels of bureaucratization and the rapid and frequent demands for change that come from central authorities. In addition, an organizational structure with in which teachers" work is less autonomous and more integrated with that of other teachers affects the " development of commitment to change. Moreover, the continues transfer of teachers, principals and educational administrators at the local level puts pressure on the program to continuously train new staff who may not serve in schools for long (Plan Sudan, 2006). Duffie and Balkon in Marzano(2003) , also suggest that, in South Africa the initiatives of SIP was faced by lack of material resources; limited capacity of educational leaders; poor participation and lack of safe environment. Similarly, Harris (in Hopkins, 2002) has noted that the difficulty to change school management and working culture as a problem to the SIP in developing country.

In Supporting this, Havelock and Huber man (as cited in Rondinelli et al., 1990) , described that promoting change is difficult under any circumstance, but it is especially challenging in developing countries with uncertain and unstable economic, social and political condition. Most developing countries lack the physical infrastructure and experienced skill professionals needed to assure successful results.

In Ethiopia, besides the commitment of the country to improve access education, the school improvement program has launched aiming at improving the quality of education through enhancing student learning achievement and outcomes (MOE, 2007). Hence, student achievement is a reason for any educational change. Unfortunately, because of the process of translating policy in to practice is so difficult to achieve. That is why, the implementing of school improvement program is challenging.

2.12.1. Lack of Commitment of School Leaders

Most of the school principal who are in the leading position did not get adequate educational training leadership. Even those who are trained also are not effective in leading the schools. Due to this reason, they lack the ability to design vision and coordinate the school community to lead for the attainment of the goals (MOE, 2007).

2.12.2. Lack of Stakeholders Participation

Schools needs participation of all stakeholder in school plan (strategic and annual plan), but most of the time school plan is prepared by school principals. Therefore, the school mission and vision is not visible to all stakeholders and the intended student's outcome and ethical centered activities are not achieved without participation of stakeholder (MOE, 2007).

2.12.3. Lack of Conducive Environment in School

If students feel safe they attend their schooling with interest. So, schools should be conducive for all students (male and female) ethical improvement and academic achievement. Therefore, schools should be prepared based on the needs and interest of students secured their school environment (MOE, 2007).

2.12.4. Lack of Educational Input

Due to the lack of commitment of school society, other stakeholder and non-government organizations are not enough to solve the problem of the schools by providing instructional materials and other financial supporting; currently schools lack the required educational inputs (MOE 2007).

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1. The Research Design

The research design of this study was descriptive survey that focuses on the quantitative approach. The reason for focusing on quantitative approach is that assessing the current practice and challenges of effective implementations of school improvement program demands the collection of quantitative data, which could be put rigorous quantitative data in a formal and structure manner and quantitative one is more preferred to qualitative one as qualitative approach is required more time and experience of the researcher. The qualitative approach is incorporated in the study to validate and triangulate the quantitative data. Another reason for using qualitative is for the sake of understanding and describing the practices and challenges of school improvement program implementation in depth.

3.2. The Research Methodology

The objective of this study was to identify the extent to which SIP activities are being implemented in the secondary schools; major outcomes of SIP are being achieved, to point out opportunities and challenges observed and to point out the possible measures that should be taken to tackle the challenges of SIP actives. The research methodology which is appropriate to undertake this study would be descriptive research particularly survey study. The descriptive survey research methodology is selected with the assumption that it was helpful to obtain relevant information from concerned respondents on practices and challenges of implementing school improvement program /SIP/ in secondary schools and to gain detailed data from large number of respondents to draw the necessary conclusion. This approach has also recommended by researcher that Descriptive survey methodology gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Moreover, it helps together data at particular points in terms of the intensions of describing the nature of existing condition, or identifying standards against which existing condition can be compared or determine the relationship that exist between specific event (Jose and Gonzales , 2002:169).

3.3. Source of Data

The data for this study were collected from both primary and secondary sources. Primary data obtained from principals, secondary school cluster supervisors, and Woreda and Zone education office SIP focal person, school improvement committee members and teachers who have direct contact with the issue. The secondary data obtained from document analysis. For this purpose, the document of school improvement program implementation were revised.

3.4. The Study Population, Sample Size and Sampling Techniques

3.4.1. The study population

Majang zone is one of the three zones in Gambella Regional state, which comprises two Woredas that are Godere and Mengeshi. The study would be done at 6 secondary schools found in two woredas. The study population would be 6 principals, 42 SIP committee, 2 secondary school cluster supervisors, 2 Woreda education offices SIP focal persons, 1 Zonal education office SIP focal person, 6 PTSA members, 18 student representatives and 126 secondary school teachers. The total population of this study would be 203.

3.4.2. Sample Size and Sampling Techniques

To select the sample size of the study and to collect the data availability sampling technique would employed. By using this technique data would collected from School principals, Woreda and Zone education office SIP focal persons, school improvement program committee members, secondary school cluster supervisors, student representatives and teachers. Because they are responsible in facilitating and coordinating all the activities of school improvement program in secondary schools. Accordingly, 6 principals, 2 secondary school cluster supervisors, 2 Woreda and 1 zone education office SIP focal persons,42school improvement program committee members, 18 student representatives and 126 teachers would be included in this study as the respondents. Because of assuming that, they would be providing more information about the implementation of school improvement program and its challenges in secondary schools of the study area. All the population (42) of school improvement program committee members would selected as a sample by using available sampling technique. The researcher assumes that all committee members have direct contact to the implementation of SIP and they could provide relevant information for the purpose of the study. From 6 population size of PTSA members 6 (100%) would be selected by using available sampling technique. From 18 population size of

student representatives 18 (100%) would be selected by using available sampling technique. All the available teachers from 6 secondary schools would be selected. Accordingly, the sample size of teachers would be 100% of the total population of teachers that is126.The researcher believes that all the population of the teacher is important to secure the data from teacher respondents.

Table 3. 1: Summary of population and sample size

No	Participants	Population size	Sample size	Percentages	sampling technique
1	Woredas education officers SIP focal person	2	2	100%	Available sampling
2	Zone education office SIP focal person	1	1	100%	Available sampling
3	SIP committee members of the schools	42	42	100%	Available sampling
4	PTSA members chairman of the schools	6	6	100%	Available sampling
5	Principals of the schools	6	6	100%	Available sampling
6	Student representative of the schools	18	18	100%	Available sampling
7	Cluster Supervisors	2	2	100%	Available sampling
	Total	77	77	100%	

Table 3.2 Summary of population and sample size of teachers in each school

№	Name of school	Population size	Sample size	Percentage	Sampling technique
1	T/ Metti	69	69	100%	Available sampling
2	Gellesha	10	10	100%	Available sampling
3	Dunchay	10	10	100%	Available sampling
4	Jeyien	12	12	100%	Available sampling
5	Kummi	11	11	100%	Available sampling
6	G/mishin	14	14	100%	Available sampling
	Total	126	126	100%	

Source: Majang zone education office

3.5. Data Gathering Instruments and Procedures

For the purpose of collecting the necessary data questionnaire, interview questions, guiding question for focus group discussion and document analysis check list would be prepared in English language and interview questions and focus group discussion guiding questions were

Translated in to Amharic language to make it clear for respondents.

3.5. 1.Questionnaire

The questionnaires comprising both close ended and limited open-ended items would be prepared to collect quantitative and qualitative data from sample secondary school teachers, school principals and secondary school cluster supervisors. This is because questionnaire is convenient to collect information from large number of respondents with in short period of time and in a cost effective way. Therefore, 134 close-ended and open-ended items were distributed for 134 respondents.

3.5.2. Semi-Structured Interviews

Semi-Structured interview was used to acquire qualitative data from sample school PTSA members and Woreda education office and the Zone education office SIP focal experts on the practice and challenges in implementation of school improvement program. The interview

question prepared in English language and translated in to Amharic language to make clear for interviewees. Semi-Structured interview is preferred because it has the advantages of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee. This will help to get relevant information concerning the issue under the study. Therefore, semi-structured interview were conducted with 27 interviewees of sample secondary schools.

3.5.3. Focus Group Discussion

Focus group discussion would conducted with all selected school improvement committee members. The number of SIPC involves in each group from sample secondary schools is7 in each 6 schools (metti, Gellesha, Dunchay, Jeyien, kummi and G/mishin). These techniques would be employed to obtain qualitative data concerning the various aspects of school improvement program implementation. In addition, this method of data gathering would enable the researcher to generate qualitative data, which gives an insight into attitude, and perceptions in a social context are people can consider their own views in the context of others and where new ideas could be introduce as it allowed observation of group dynamics.

In order to maximize the responses, which would obtained from focus group, the discussion would be held in a silent environment in which participant feel comfort in order to extract opinions and to share ideas and perceptions through group interaction. The researcher would act as a facilitators and ask pre-determined open ended questions which the participants expected to answer.

3.5.4. Method of Data Analysis

The raw data was tallied and structured to make it manageable for analysis. Based on the data collection instruments, quantitative data were analyzed and expressed by using percentage and average mean to present the high light of the information. Percentage and mean score were used to determine the current practices and challenges of school improvement program in secondary schools.

Qualitative data was analyzed in narration form as a backup to each section of quantitative data analysis.

The response on the extent of the practices and challenges of SIP were collected using a liker type of scale of(very low=1, low =2, medium=3, high =4, very high =5) Based on this, the calculated mean value were interpreted as (1.00-1.49 =very low, 1.50-2.49 =low,2.50-3.49=medium, 3.50-4.49=high and above 4.49 =very high).Similarly, for showing different level of agreement strongly disagree , disagree, undecided, agree and strongly agree values were also given(1-5). Strongly disagree=1, Disagree =2, undecided =3 , agree =4,and strongly agree=5).On the other hand, the degree of seriousness of the problems encountered the implementation of SIP were rated as (very serious =5 ,serious =4 ,moderately serious=3, less serious =2,and not a problem=1).For the purpose of analysis ,the response were classified as (4.5 and above very serious,3.50-4.49 =serious, 2.50-3.49=moderately serious,1.50-2.49= less serious and 1.00-1.49=not a problem).

3.5.5. Procedures of Data Gathering

To ensure that the questionnaire would work as expected, the questionnaire was commented by the advisors of the researchers and professionals who have completed their second degree. Having done this pilot test was carried out on 6 Majang Zone secondary school teachers. Based on the pilot –test, some questions were re- worded to make that the respondents were clear about the intent of each item. Finally, Cronbach alpha was used to calculate the reliability of each item. Thus, the reliability was to be 0.83 and this coefficient can be regarded as indicators of high reliability. Before questionnaire was distributed, the researcher gave brief orientation to his subjects, teachers, school principals and cluster supervisors, on the purpose of the study and on how to fill the questionnaire. Then finally, the questionnaire was distributed for teachers, school principals and cluster supervisors and collected by the researcher and his assistant with the collaboration of unit leader and school principals of the sample school. The semi-structured interview prepared for woreda education office expert, Zone education office expert and for PTSA the researcher himself conducted members. The researcher had initial contacts with the interviewees to make them clear about the purpose of the study. Then, during the interview, the researcher jotted down the main points given by the respondents.

3.5.6 Validity and Reliability of data

Then the instruments of data collection were pilot-tested in Tinishu Metti secondary school. It was administered on selected respondents of school leaders (1-unit leader, 4 department heads and 1 supervisor) and 11 teachers. This pilot-test was conducted to test the validity and reliability of the content of instrument. It was done with objectives of checking whether the item included in the instruments could enable the researcher to obtain relevant information, to identify and eliminate problems in collecting data from the target population. Before conducting the pilot-test, respondents were oriented about the objectives of the pilot-study, how to fill the items, evaluate and give feedback regarding the relevance of the item. To these end draft questionnaires were distributed and filled with population selected. Based upon the result of the test directions of questionnaire, ambiguities related to language and content were amended and modified.

To check the reliability and validity of the questionnaire Cranbach's alpha reliability test was calculated after the pilot test was conducted. All items were carefully filled and the average result found from both teachers and educational leaders' respondents were (0.85). Cranbach's alpha coefficient normally ranges between 0 and 1. George and Mallery (2003) provide the following rules of thumb: "> 0.9 – Excellent, > 0.8 – Good, > 0.7 – Acceptable, _ > 0.6 – Questionable, _ > 0.5 – Poor and _ < 0.5 – Unacceptable". It is noted that an alpha of (0.85) is reasonable good to use the question for the research.

3.6. Ethical Consideration

To conduct this research, supportive letters from the department of educational planning and management was written from the university. After receiving supportive letter from the department, the researcher, would move to the study area and contact with Zone and Woreda education office SIP focal persons, principals, SIP committee members, teachers, secondary school cluster supervisors and PTSA members to get their willing and to arrange their convenient time to the questionnaire and interviews. The respondents would informed of the purpose of the research. Finally, they would informed of the information obtained from the respondents; the data obtained will be used for research purpose only.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This chapter comprises two major parts. The first part presents the characteristics of the sample population involved in the study. Thus, the profile of the study group was discussed in terms of sex, age, level of education and service year in teaching profession. Part two of this chapter deals with the analysis and interpretation of the study.

4.1. Characteristics of the Respondents

Two hundred three (203) copies of questionnaire were distributed for the purpose of the study, of which 126 (100%) were for teachers, 6(100%) were for school principals and 2(100%) were for cluster supervisors. and analyzed statistically Interview was conducted with two woreda education of SIP focal persons and with one zone education expert and with 6 PTSA members. Focus group discussion was conducted with 42 SIPC members in each sample school of study area. In addition, document analysis was conducted in each schools of under study. The data obtained from interview, focus group discussion and document analysis was incorporated in the analysis.

Table4.1:The characteristics of the respondents

No	Item		Teacher(126)		School principal (6)		Cluster supervisor (2)		PTSA(6)		SIPC(42)		Educational expert(3)		Student representatives (18)	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Sex	male	114	90.4	6	100	2	100	6	100	36	85.7	3	100	12	66.6
		female	12	8.52	-	-	-	-	-	-	6	14.2	0	0	6	33.3
2	Age	25-30	2	1.58	-	-	-	-	-	-	-	-	-	-	-	-
		31-40	112	88.8	6	100	2	100	4	66.6	36	85.7	-	-	-	-
		Above 40	12	9.52	-	-	-	-	2	33.3	6	14.2	3	100	-	-
		Diploma	10	7.9	-	-	-	-	-	-	-	-	-	-	-	-
3	Ed.QU	Degree	111	88.09	2	33.3	-	-	-	-	-	-	2	66.6	-	-
		Master	5	3.9	4	66.6	2	100	-	-	-	-	1	33.3	-	-
		6-10 years	25	19.8	-	-	-	-	-	-	-	-	-	-	-	-
4	Service year in teaching,	11-15 years	14	11.11	4	66.6	1	50	-	-	-	-	-	-	-	-
		16-20 years	65	51.58	2	33.3	1	50	-	-	-	-	2	66.6	-	-

school leading	Above 20	22	17.46	-	-	-	-	-	-	-	-	1	33.3	-	-

As presented in table three of item one, all school principals (100%) and the majority of teachers (90.4%) were males which indicates that females are not coming to both school leaders and teaching position in secondary schools as male counter parts. Since females have strong relationships with students and their environment at large, they would bring better in teaching and leadership in secondary schools to create good school environment for the implementation of school improvement program.

All of cluster supervisors (100%) and educational officials (100%) were males, which show the low participation of females in the area of supervision and educational officials at woreda and zonal level. Therefore, it needs attention to encourage the participation of females in educational system. As shown in table three of item two, all of school principals (100%) were above the age of 31 years old. This indicates that school principals have quite a medium experience and are matured enough to carry the responsibility for the effective implementation of SIP activities for improving the teaching – learning process. The majority of teachers (88.8%) were above the age of 31 years old that contributes to the better sense of responsibility and understanding of teaching learning process and for activities related to school improvement program. And also all of cluster supervisors (100%) and educational officials (100%) were above 40 years old.

This shows that they have quite enough experience and matured to carry out and support the implementation of school improvement program activities for the improvement of teaching learning process.

Educational background of the respondents is analyzed in item three of table three, as shown in the table the majority of teachers (88.09%) and 2 (66.6%) of educational officials were degree holders. And also (66,6 %) of school principals and (100%) of cluster supervisors were masters. According to MOE (2007) the appropriate educational level of standard for teachers in secondary schools (9-10) is holding degree from University. As shown in the table (7.9%) of teachers was diploma, so this calls for special attention to enhance those teachers according to standard for the better improvement of teaching and learning. As presented in table three of item four, the respondents' service year in teaching profession was analyzed. Accordingly, (80.15%) teachers, (100%) of school principals, (100%) of cluster supervisors and (100%) of educational officials had served for more than 10 years, which makes them better respondent since they had better experience in the teaching profession. This shows that they had better responsibility and understanding to give relevant information for the issue under study.

4.2. Analysis and Interpretation of the Finding

4.2.1. Respondents Response on Preparation Phase of SIP

Table4.2 : The activities of preparation phase of SIP

No	Item	Respondents	Response										Total		Mean
			S.A		A.		U.D		D.A		S.D.A.		NO	%	Mean
			NO	%	NO	%	NO	%	NO	%	NO	%			
1	The school has provided adequate orientation regarding SIP to stake holder	Teachers	7	5.56	24	27	20	15.87	74	58.73	1	0.8	126	100	2.71
		Educational leaders	0	0	3	37.5	0	0	5	62.5	0	0	8	100	2.75
2	establishment of SIPC by involving stake holders according to blue print	Teachers	8	6.35	15	11.9	10	7.94	87	69.05	6	4.76	126	100	2.46
		Educational leaders	0	0	3	37.5	0	0	5	62.5	0	0	8	100	2.75
3	organized and allocated the necessary resources for the implementation of SIP	Teachers	12	9.52	29	23	9	7.14	76	60.31	0	0	126	100	2.82
		Educational leaders	2	25	2	25	0	0	4	50	0	0	8	100	3.25
4	collected the necessary information in line with four school domains	Teachers	6	4.76	22	17.46	25	19.84	73	57.94	0	0	126	100	2.69
		Educational leaders	0	0	2	25	1	12.5	5	62.5	0	0	8	100	2.63

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(SA=strongly agree (5), A= agree (4), UD= undecided (3), DA= disagree (2), SDA= strongly disagree (1)

As shown in the item 1 of table 4, the respondents were asked to show their agreement on the provision of adequate orientation regarding SIP to stake holders.

Accordingly, (66.67%) of teachers, and educational leaders (62.5%) were disagreed on the provision of adequate orientation regarding SIP to stakeholders. Besides, the focus group discussion conducted with SIPC members and interview conducted with PSTA members indicates that awareness creation for stake holders were not adequately provided. In supporting this, Mesele (2011), suggested that enough awareness creations were not made for stakeholders in order to make them play active role in implementing the school improvement program at school level.

With regard to item 2 of table 4, respondents were asked to show their agreement on the status implementation of SIP in secondary schools. Accordingly, (69.05%) of teachers, and (62.5%) of educational leaders were disagreed.

Therefore, as indicated by the result obtained from questionnaire, it is possible to conclude that the status of organizing and allocating the necessary resource for the implementation of SIP in secondary schools of study area is low.

In item 3 of table 4, the respondents were asked to indicate their disagreement on the establishment of SIPC within their respected schools.

Accordingly, the majority of teachers (60.31%), and (50%) of educational leaders were disagreed on organized and allocated the necessary resources for the implementation of SIP.

Besides, the focus group discussion held with SIPC member's show that their disagreement level on the establishment of SIPC in their respected school. However, the focus group discussion, which was conducted with SIPC members, indicates that the committee was not fully functional to help the implementation of SIP in the secondary schools under study. The information obtained from document analysis of sample schools of the study area indicates that the establishment of SIPC and the presence of the committee document. Therefore, from the above result obtained through questionnaire, focus group discussion and document analysis we can conclude that the school has not effectively established SIPC and it was not fully functional according to information obtained from focus group discussion.

With regards to item 4 of table 4, the respondents were asked to show their agreement level on the status of collecting the necessary information in line with four school domains for the purpose of SIP implementation.

Accordingly, (17.46%) of teachers, (25%) of educational leaders were agreed. However, (57.94 %) of teachers, (62.5%) of educational leaders were disagreed. From this we can conclude that the status of collecting the necessary information in line with four school domains for the purpose of SIP implementation needs further attention to improve the status. The information obtained from interview conducted with woreda and zone education of experts reveals that the major activities performed during preparation phase of SIP were forming SIPC members, awareness creation for stakeholders, financial and material support and technical training. They were rated that the level of awareness creation, financial and material support and technical training was not adequately performed. However, they responded that the status of forming SIPC members was properly performed. In supporting this GEQIP community, mobilization manual of GREB (2012) stated that awareness creation for stakeholders, financial and material support and practical training was not properly implemented.

Table 4.3 The major activities of self-enquiry phase of SIP

No	Item	Respondents	S.A		A		UD		D.A		SDA		Total		Mean
			NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	
1	The self-enquiry was conducted continuously	Teachers	13	10.32	16	12.7	18	14.23	72	57.14	7	5.6	126	100	2.65
		Educational leaders	0	0	2	25	2	25	4	50	0	0	8	100	2.75
2	PTSA and KETBM were actively involved in the self-enquiry phase	Teachers	6	4.76	11	8.73	9	7.14	82	65.07	18	14.29	126	100	2.20
		Educational leaders	0	0	1	12.5	2	25	5	62.5	0	0	8	100	2.50
3	All the members of SIPC were actively involved in self-enquiry	Teachers	0	0	51	40.48	8	6.35	61	48.41	6	4.76	126	100	2.83
		Educational leaders	1	12.5	2	25	1	12.5	3	37.5	1	12.5	8	100	2.88
4	The strength and weakness s of the school was identified and prioritized	Teachers	20	15.9	65	51.59	13	10.32	9	7.14	19	15.1	126	100	3.46
		Educational leaders	2	25	5	62.5	1	12.5	0	0	0	0	8	100	4.13
5	The level of school performance was properly evaluated and identified	Teachers	13	10.3	69	54.76	14	11.11	17	13.49	13	14.32	126	100	3.44
		Educational leaders	0	0	5	62.5	2	25	1	12.5	0	0	8	100	3.50

(SA=strongly agree, A= agree, UD= undecided, DA= disagree, SDA= strongly disagree)

In the first item of table 4, respondents were requested to reveal their level of agreement on conducting self- enquiry continuously in the implementation of SIP.

Accordingly, the majority of (57.14%) teachers, and (50%) of educational leaders were disagreed. In addition, the document analysis conducted in sample schools of study area revealed that the presence of self – enquiry tools as document of the school but it was not conducted continuously. From the above response, we can conclude that the status of conducting self-enquiry in the secondary schools of the study area was low.

Concerning item 2 of table 5, respondents were asked to show their agreement on active involvement of PTSA and KETBM in the self-enquiry phase of SIP. Accordingly, 65.07 (%) of teachers, and (62.5%) of educational leaders were disagreed. In addition, the data obtained from interview indicates that the low level of PTSA and KETBM in self-enquiry. In supporting this view Tewodros (2012) stated that the low status of involvement of PTSA and KETBM insult-enquiry phase SIP. Therefore, the above result of respondents indicates that active involvement of PTSA and KETBM in self-enquiry was low.

As shown in item 3 of table 5, the respondents were requested to show their agreement on the status of involvement of SIPC members in self-enquiry phase of SIP.

Accordingly, (40.48%) of teachers, and (25%) of educational leaders were agreed on the status of SIPC members' involvement in self-enquiry phase of SIP. However, (48.41%) of teachers, and (37.5%) of educational leaders were disagreed. On the other hand, the focus group discussion held with SIPC members revealed that the low involvements of SIPC members in self- enquiry phase SIP. In strengthening this, Tewodros (2012), suggested that the school improvement committee members were not fully functional and did not conduct regular meeting and discussion on how to facilitate and coordinate the implementation of SIP. From the above result we can conclude that the response of teachers, cluster supervisors and focus group discussion show that the low status of involvement.

There for, it calls for special attention to promote the involvement of SIPC members in self-enquiry. In strengthen this idea MOE (2012) suggest that active involvement of SIPC members in self-enquiry is crucial to run the implementation of SIP effectively.

In the 4th item of table 5, respondents were asked to show their level of agreement on identifying and prioritizing the strength and weakness of the school.

Accordingly, (51.59%) teachers, and (62.5%) of educational leaders were agreed on the status of identifying and prioritizing the strength and weakness of school. From the above result we can conclude school has been playing significant role in identifying and prioritizing strength and weakens of the school for effective implementation of SIP.

In the fifth table 5, respondents were requested to reveal their agreement on evaluating and identifying the level of school performance in the implementation of SIP.

Accordingly, (54.76%) of teachers, and (62.5%) of educational leaders were agreed on evaluating and identifying the level of school performance in implementing SIP. In addition, the data obtained from SIPC members and document analysis of sample secondary schools of the study area indicated that the better status of evaluating and identifying performance level of schools in the process of SIP implementation. In supporting this view GEQIP community mobilization manual of GREB (2012) indicates that the better status of evaluating and identifying of school performance in secondary school. Therefore, from the above response can conclude that the level of evaluating & identifying school performance in the implementation of SIP was relatively better.

4.2.3. Planning Phase of SIP

Table 4.4: The major activities of planning phase of SIP

No	Item	Respondents	S.A NO	%	A NO	%	UD NO	%	DA NO	%	SDA NO	%	Total NO	%	Mean
1	The school has follow the planning procedure according to the guideline	Teachers	6	4.76	45	35.71	5	4	63	50	7	5.56	126	100	2.84
		Educational leaders	0	0	3	37.5	1	12.5	3	37.5	1	12.5	8	100	2.75
2	The school has three years SIP strategic plan	Teachers	29	23.01	88	69.84	8	6.3	1	0.8	0	0	126	100	4.15
		Educational leaders	0	0	8	100	0	0	0	0	0	0	8	100	4.00
3	The school has one year's action plan of SIP	Teachers	17	13.5	95	75.4	14	11.1	0	0	0	0	126	100	4.02
		Educational leaders	1	12.5	7	87.5	0	0	0	0	0	0	8	100	4.13
4	Action plan for each of the department were designed	Teachers	4	3.2	67	53.2	0	0	48	38.1	7	5.56	126	100	3.10
		Educational leaders	0	0	4	50	0	0	4	50	0	0	8	100	3.00
5	Individual teachers design their own action plan in line with their department	Teachers	5	3.97	51	40.48	7	5.56	60	47.62	3	2.38	126	100	2.96
		Educational leaders	0	0	3	37.5	2	25	3	37.5	0	0	8	100	3.00

(SA=strongly agree, A= agree, UD= undecided, DA= disagree, SDA=strongly disagree

With regard to item 1 of table 6, respondents were asked to show their agreement weather the school has followed the planning procedure according to the guideline in the implementation of SIP.

Accordingly, (35.71%) of teachers, and (37.5%) of educational leaders were agreed. On the other hand, (50%) of teachers, and (37.5%) of educational leaders were disagreed. This may imply that schools have no fully followed planning procedure according to the guideline.

Concerning item 2 of table 6, respondents were asked to show their agreement on the presences of three years SIP plan. Accordingly, (69.84%) of teachers, and (100%) of educational leaders agreed on the presences of three years SIP plan. Information obtained from document analysis of sample school reveals that the presences of three years SIP plan within the school.

With regard to item 3 of table 6, respondents were requested to reveal their level of agreement on the presence of one-year action plan of SIP. Accordingly, (75.4%) of teachers, and (87.5%) of educational leaders were agreed on the presence of one-year action plan of SIP. Besides, the data obtained from document analysis and interview show that the presences of one-year action plan of SIP at all schools of the zone. In supporting this GREB (2012) stated that the presence of one-year action plan of SIP.

As show item 4 of table 6, respondents were asked to show their agreement on the presences of action plan for each department in sample schools of under study. Accordingly, (53.2%) of teachers, and (50%) of educational leaders were agreed. However, (56.35%) of teachers, and (50%) of educational leaders were disagreed on the presence of action plan for each department of sample schools of study area. Besides, information obtained from document analysis show that almost half of department of sample school has no action plan of SIP.

In the fifth item of table 6, respondents were asked to show their level of agreement on the presence of individual teacher's action plan in line with their department. Accordingly, (40.48%) of teachers, (37.5%) of educational leaders were agreed. On the other hand, (47.62%) of teachers, and (37.5%) of educational leaders were disagreed. Information obtained from document analysis reveals that almost half of teachers have no prepared their own action plan of SIP in sample schools of study area. In supporting this idea, the document of GREB (2012) indicates that the presence of individual teachers' action plan in secondary schools of the region.

4.2.4 Implementation Phase of SIP

Table4.5: Activities that should be carried out in the implementation phase of SIP

No	Item	Respondents	S.A		A		UD		DA		SDA		No	%	Mean
			NO	%	NO	%	NO	%	NO	%	NO	%			
1	The existing ways of implementation were changed into new plan	Teachers	9	7.14	27	21.4	11	8.73	72	57.14	7	5.6	126	100	2.67
		Educational leaders	0	0	3	37.5	1	12.5	4	50	0	0	8	100	2.88
2	The school leadership properly ensure the necessary resource for the implementation of the plan	Teachers	15	11.9	16	12.69	12	9.52	76	60.32	7	5.6	126	100	2.65
		Educational leaders	1	12.5	2	25	0	0	5	62.5	0	0	8	100	2.88
3	provision of a progress report on implementation of school improvement plan to all concerning bodies	Teachers	5	3.96	28	22.2	8	6.34	69	54.8	16	12.7	126	100	2.50
		Educational leaders	0	0	3	37.5	1	12.5	4	50	0	0	8	100	2.88
4	The woreda education office was providing technical support to the implementation of the SIP	Teachers	14	11.11	30	23.81	12	9.52	56	44.44	14	11.11	126	100	2.79
		Educational leaders	0	0	2	25	1	12.5	4	50	1	12.5	8	100	2.50
5	The cluster supervisor was providing technical support to implementation of the SIP	Teachers	10	7.94	34	26.98	9	7.14	68	53.97	5	4	126	100	2.81
		Educational leaders	1	12.5	2	25	1	12.5	4	50	0	0	8	100	3.00
6	PTSA members provide adequate support for the implementation of the SIP	Teachers	0	0	50	39.68	6	4.76	70	55.6	0	0	126	100	2.84
		Educational leaders	0	0	2	25	1	12.5	4	50	1	12.5	8	100	2.50

(SA=strongly agree, A= agree, UD= undecided, DA=disagree, SDA= strongly disagree)

With regard to item 1 of table 7, respondents were requested to show their agreement on the change of existing ways of implementation into new plan. Accordingly, (57.14%) of teachers, and (37.5%) of educational leaders were disagreed on the change of the existing ways of implementation in to new plan of SIP. Therefore, from the above result we can understand that the status of changing existing ways of implementation in to new plan of SIP.

As indicated in item 2 of table 7, respondents were requested to reveal their level of agreement on the status of ensuring the necessary resource for the implementation of the SIP plan. Based on their responses, (60.32%) of teachers, and (62.5%) of educational leaders were disagreed on the status of ensuring the necessary resources for the implementation of SIP plan.

As shown in item 3 of table 7, respondents were asked to show their level of agreement on providing a progress report on the implementation of school improvement plan to concerned bodies. Accordingly, (22.2%) of teachers, and (37.5%) of educational leaders were agreed. On the other hand, (54.8%0 of teachers, and (50%) of educational leaders were disagreed on providing a progress report on the implementation of school improvement SIP.

Concerning item 4 of table 7, respondents were requested to respond their agreement on the woreda education office was providing technical support to the implementation of the SIP. According to their response, (23.81%) of teachers, and (25%) of educational leaders were agreed. However, (44.44%) of teachers, and (50%) of educational leaders were disagreed on the woreda education office was providing technical support to the implementation of the SIP.

With regard to item 5 of table 7, respondents were asked to respond their level of agreement on the cluster supervisor was providing technical support to implementation of the SIP. According to their response (26.98%) of teachers, and (25%) of educational leaders were agreed. On the other hand, (53.97%) of teachers, and (50%) of educational leaders were disagreed on the cluster supervisor was providing technical support to implementation of the SIP. This implies that the low provision of technical support in the implementation of SIP by the cluster supervisor

As shown in item 6 of table 7, respondents were requested to show their level of agreement on PTSA members provide adequate support for the implementation of the plan. Accordingly, (39.68%) of teachers, and (25%) of educational leaders were agreed. However, (55.6%) of teachers, and (50%) of educational leaders were disagreed on the PTSA members provide

adequate support for the implementation of the plan. this implies that the status of providing adequate support by ptsa members for the implementation of the plan was low.

4.2.5 EVALUATION PHASE OF SIP

Table 4.6: The Issues To Be Considered In The Evaluation Phase Of Sip

No	Item	Respondents	Response										Total		
			V.H		H		M		Low		V.L				
			NO	%	NO	%	NO	%	NO	%	NO	%	No	%	Mean
1	The school conduct monitoring and evaluating program during the process of implementation of SIP by the committee	Teachers	4	3.17	16	12.7	25	19.84	70	55.56	11	8.7	126	100	2.46
		Educational leaders	1	12.5	1	12.5	2	25	4	50	0	0	8	100	2.88
2	The school made efforts by the school in modifying its school improvement plan based on the information acquired from the evaluation	Teachers	7	5.56	8	6.35	24	19.1	67	53.17	20	15.9	126	100	2.33
		Educational leaders	0	0	3	37.5	1	12.5	4	50	0	0	8	100	2.88
3	The extent to which feedback is provided based on the result of evaluation	Teachers	10	7.9	16	12.7	22	17.5	69	54.76	9	7.14	126	100	2.60
		Educational leaders	1	12.5	3	37.5	1	12.5	3	37.5	0	0	8	100	3.25

(VH=very high, H= high, M= medium, L=Low, VL= Very low)

On item 1 of table 8, respondents were requested to rate about regular monitoring and evaluating of the implementation of SIP by SIPC in secondary schools. Accordingly, the respondents rated this item with weighted mean of (2.67) which is medium level of conducting regular monitoring and evaluating process of SIP implementation by SIPC.

There was individual mean difference between the two groups of respondents on the extent to which SIPC conducting, regular monitoring and evaluating of SIP implementation and the mean difference between teachers (2.46), and educational leaders (2.88). This indicates that teachers rated the item as a medium level; school principals rated as high level and cluster supervisors as low level of conducting regular monitoring and evaluating of SIP implementation.

With regard to item 2 of table 8, respondents were asked to rate about modifying school improvement plan based on the information obtained from evaluation. The respondents rated this item with weighted mean value of (2.6) which indicates a low level of modifying school improvement plan based on the information obtained from monitoring and evaluation of the program.

The result of individual mean of teachers (2.33) and educational leaders (2.88) reveals the item rated as low level of modifying school improvement plan based on evaluation result. As shown in item 3 of table 8, the respondents were asked to rate the extent to which SIP evaluation is timely conducted. Accordingly, the respondents rated the item with the weighted mean of (2.9) which shows that the medium level of conducting monitoring and evaluating process of SIP implementation timely.

The result of individual mean of teachers (2.6) and educational leaders (3.25) shows that the item rated as medium level of conducting evaluation of SIP.

4.2.6. Achievement of Expected Outcomes of SIP

Table 4.7: Issues related to the major outcomes of SIP that are achieved during the implementation of the program

No	Item	Respondents	Response										Total		
			V.H		H		M		Low		V.L		NO	%	Mean
			NO	%	NO	%	NO	%	NO	%	NO	%			
1	The extent to which your school achieve the teaching learning objectives which are already stated in the plan	Teachers	16	12.7	18	14.29	15	11.9	75	59.52	2	1.6	126	100	2.77
		Educational leaders	1	12.5	2	25	1	12.5	4	50	0	0	8	100	3.00
2	The extent to which your school is well equipped with the necessary school materials and facilities according to the school standards set by MOE	Teachers	14	11.1	16	12.69	34	27	59	46.83	3	2.4	126	100	2.83
		Educational leaders	0	0	3	37.5	1	12.5	2	25	0	0	8	100	2.88
3	The extent of the students result is improved	Teachers	12	9.52	28	22.22	26	20.6	60	47.61	0	0	126	100	2.94
		Educational leaders	1	12.5	1	12.5	2	25	4	50	0	0	8	100	2.88

(VH=very high (5), H= high(4), M= medium(3), L=Low(2), VL= Very low(1)

In item 1 of table 9, the respondents were asked whether the school achieved already stated teaching learning objective of the plan. Accordingly, the respondents rated the item with the weighted mean of (2.88) which indicates medium level of achievement of teaching learning objective of SIP. According to MOE 2012, the main objective of SIP is achieving student learning and learning outcome. To achieve this objective, it needs special attention to promote the level of achievement than the result indicates.

Although the individual mean score of the two groups of respondents rated item number one as medium level of achievement of teaching-learning objective of the plan and the result of individual mean that is teachers (2.77), educational leaders (3.00) and individual mean shows the same result rating the item as medium in achieving teaching learning objectives of the plan.

As shown in item 2 of table 9, the respondents were requested to rate the status of school materials and facilities. Accordingly, the respondents rated the item with weighted mean value of (2.85) which indicates the medium level of well equipment of school materials and facilities. In addition the individual mean score of teachers (2.83), and educational leaders (2.88) indicated the same result in equipping school materials and facilities.

In item 3 of table 9, the respondents were asked to rate the status of teaching learning quality improvement. According to their response the respondents rated the item with weighted mean value of (2.93) which indicates the medium level of teaching learning process of improvement. The individual mean score of teachers (2.94), educational leaders (2.88), and average men indicates the same result in the improvement of teaching - learning quality.

4.2.7. Domains of SIP

4.2.7.1. Teaching and Learning Domain

Table 4.8: The Achievement of Teaching and Learning Domain

No	Item	Respondents	V.H		H		M		Low		V.L		Total		Mean
			NO	%	NO	%	NO	%	NO	%	NO	%	No	%	
1	using teachings aids in teaching learning process	Teachers	14	11.11	24	19.04	18	14.23	70	55.56	0	0	126	100	2.86
		Educational leaders	1	12.5	3	37.5	1	12.5	3	37.5	0	0	8	100	3.25
2	Class work and home work are regularly given by the teacher to the students	Teachers	17	13.5	24	19.04	28	22.22	57	45.24	0	0	126	100	3.01
		Educational leaders	2	25	2	25	1	12.5	3	37.5	0	0	8	100	3.38
3	Teachers evaluate students' performance through continuous assessment	Teachers	20	15.87	34	26.98	18	14.3	40	31.74	14	11.11	126	100	3.05
		Educational leaders	0	0	3	37.5	2	25	3	37.5	0	0	8	100	3.00

(VH=very high, H= high, M= medium, L=Low, VL= Very low)

In item 1 of table 10, the respondents were asked to rate that status of using teaching aid in teaching learning process. Accordingly, the respondents were rated the item with the weighted mean value of (3.05) which indicates the medium level of using teaching aid in teaching learning process. There was individual mean difference between two groups of respondents of their view of rating the item and the mean difference between teachers (2.86), and educational leaders (3.25). This indicates that teachers and educational leaders rated as medium level the status of using teaching aid in teaching learning process in classroom.

As indicated in item 2 of table 10, the respondents were asked to rate the status of giving class work and homework to students by teachers regularly. Accordingly, the respondents were rated the item with weighted mean value of (3.19) which indicates the medium level of giving class work and homework to students by teachers regularly.

The individual mean of teachers (3.01) and educational leaders (3.38) indicates that the item rated as medium level for the status of giving class work and home work to the students by the teachers.

In item 3 of table 10, the respondents were asked to rate the status of evaluating student performance through contentious assessment. Accordingly, the respondents were rated the item with the weighted mean value of (3.02) which shows that the medium level of evaluating a student performance through contentious assessment.

The individual mean score of teachers (3.05) and educational leaders (3.00) shows that the item rated as medium level in evaluating a student's performance through continuous assessment.

4.2.7.2. Safe and Healthy School Environment Domain

Table 4.9 The achievement of safe and healthy school environment domain

No	Item	Respondents	V.H		H		M		Low		V.L		Total		
			NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	Mean
1	The school has toilet room for female and male students	Teachers	8	6.34	16	12.7	22	17.46	60	47.6	20	15.9	126	100	2.46
		Educational leaders	0	0	0	0	2	25	4	50	2	25	8	100	2.00
2	The school has pedagogic center with available teaching materials	Teachers	0	0	6	4.76	18	14.3	64	50.79	38	30.15	126	100	2.46
		Educational leaders	0	0	0	0	3	37.5	5	62.5	0	0	8	100	2.00
3	The school has ICT center	Teachers	0	0	0	0	32	25.4	48	38.1	46	36.5	126	100	1.94
		Educational leaders	0	0	0	0	2	25	2	25	4	50	8	100	2.38
4	The school has library to support students learning	Teachers	0	0	0	0	28	22.22	64	50.8	34	26.98	126	100	1.89
		Educational leaders	0	0	1	12.5	2	25	4	50	1	12.5	8	100	1.75
5	The school has enough learning class rooms to student class room ratio	Teachers	0	0	26	20.63	38	30.16	54	42.86	8	6.35	126	100	1.95
		Educational leaders	0	0	2	25	3	37.5	2	25	1	12.5	8	100	2.38
6	The school has available text book to support teaching learning process	Teachers	16	12.7	60	47.62	22	17.46	28	22.22	0	0	126	100	2.65
		Educational leaders	0	0	4	50	3	37.5	1	12.5	0	0	8	100	2.75
7	The school has laboratory room with the necessary materials to support practical learning	Teachers	0	0	0	0	8	6.35	83	65.87	35	27.78	126	100	3.51
		Educational leaders	0	0	1	12.5	2	37.5	4	50	1	12.5	8	100	3.38

(VH=very high, H= high, M= medium, L=Low, VL= Very low)

As shown in item 1 of table 11, respondents were requested to rate the presence of toilet room for female and male students. Accordingly, the respondents rated the item with weighted mean value of (2.23) which indicated that the toilet room for female students was low.

Although the individual mean score of three groups of respondents rated the item as low and the result of the individual mean that is teachers (2.46), and educational leaders (2.00) this indicated the presence of toilet room for female students at low level.

With regard to item 2 of table 11, the respondents were asked to rate the existence of pedagogic center with available teaching aids. Accordingly, the respondents rated the item with average mean of (2.23) which shows that the presence of pedagogic center with available teaching aids was low in secondary schools of the study area. Therefore, this result makes the schools of the study area to pay attention in order to promote the presence of pedagogic center with available teaching aids.

The individual mean score of educational leaders (2.00) and teachers with mean of (2.46) rated the item as low the result is the same with average mean value.

Concerning item 3 of table 11, the respondents asked to rate the presence of ICT center to promote information communication technology in secondary schools of the study area. Accordingly, the respondents were rated the item with the average mean value of (2.16) which shows that the presence of ICT center to promote information communication technology was low.

The individual mean score of educational leaders (2.38) and teachers with mean of (1.94) rated the item as low the result is the same with average mean value of the respondents.

As shown in item 4 of table 11, the respondents were asked to rate the presence of library to support students learning. Accordingly, the respondents rated this item with the average mean value of (1.82) which indicates the medium level of the presence of library to support student learning.

The individual mean score of the two groups of respondents and the average mean shows the same result rated as a low level the presence of library to support student learning.

With regard to item 5 of table 10, the respondents were requested to rate the presence of enough learning class room to standardize student-classroom ratio.

Accordingly, the respondents rated the item with weighted mean of (2.16) which shows that the presence of enough learning classrooms at low level.

The individual mean score of teachers (1.95) and educational leaders (2.38) shows the same result as average men value of the presence of enough learning classrooms.

Concerning item 6 of table 11, the respondents were asked to rate the availability of text book to support teaching learning process. Accordingly, the respondents rated the item with the weighted mean value of (2.7) which implies that the availability of textbook to support students learning at medium level.

The individual mean score of the two groups of respondents and the average mean value shows the same result rated as medium level the presence of available text book to support students learning.

With regard to item 7 of table 11, respondents were asked to rate the presence of laboratory with the necessary equipment to support practical learning. Accordingly, the respondents report that the item with the weighted mean value of (3.44) which implies that the presence of laboratory room with the necessary equipment was at medium level in secondary schools of the study area.

The individual means score of teachers (3.51) and educational leaders (3.38) shows the different result of the presence of laboratory to support practical learning of students in the secondary schools of Majang Zone.

4.2.7.3. Parent-Community –school Relationship Domain

Table 3: Parent-community- school relationship domain

No	Item	Respondents	V.H		H		M		Low		V.L		Total No	%	Mean
			NO	%	NO	%	NO	%	NO	%	NO	%			
1	The school strength the relationship between the school and community	Teachers	2	1.59	22	17.46	22	17.46	62	49.20	18	14.29	126	100	1.79
		Educational leaders	0	0	1	12.5	4	50	3	37.5	0	0	8	100	2.38
2	The school encourages parents to support their children's school	Teachers	13	10.32	33	26.19	8	6.35	72	57.14	0	0	126	100	2.43
		Educational leaders	0	0	2	25	4	50	2	25	0	0	8	100	2.75
3	The school has enabled parents to monitor and visit the learning activities of their students regularly	Teachers	0	0	11	8.73	42	33.33	21	16.67	52	41.27	126	100	2.90
		Educational leaders	0	0	0	0	2	25	4	50	2	25	8	100	2.00

(VH=very high, H= high, M= medium, L=Low, VL= Very low)

In item 1 of table 12, the respondents were as ked to rate the status strengthening the relationship between the schools and communicate. Accordingly, the respondents were rated the item with the weighted mean of (2.08) which shows the low level of strengthening the relationship between the school and community.

The individual mean score of the two groups of the respondents and the average mean shows the same result rated the item as low level in strengthening the relationship between the school and community.

As shown in item 2 of table 12, the respondents were asked to rate the status of schools on courage parents to support their children's school. According, the respondents rated the item with weighted mean value of (2.59) which indicate the medium level of encourage parents to support their children's school. The individual mean score of the two groups of the respondents and the average mean shows the same result rated the item as medium level in strengthening the relationship between the school and community.

. In item 3 of table 12, the respondents were asked to rate the status of schools enabled parents to monitor and visit the learning activities of their students require. Accordingly, the respondents were rated the status of enabling parents to monitor and visit the students learning regularly with the weighted mean value of (2.45) which indicates the low level of enabling parents to monitor and visit their students learning regularly.

In addition, the individual mean score of teachers (2.9) indicates that the low level of enabling parents to monitor and visit their students learning. On the other hand, the result of the individual mean score of educational leaders (2.00) indicates that the enabling of parents to monitor and visit their students learning was at low level.

Table 4.11: **Leadership and management domain**

No	Item	Respondents	V.H		H		M		Low		V.L		Total		Mean
			NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	
1	The school leader has created awareness for school community in the implementation of SIP.	Teachers	0	0	5	3.97	31	24.6	83	65.87	7	5.56	126	100	2.27
		Educational leaders	0	0	0	0	3	37.5	4	50	1	12.5	8	100	2.25
2	The school leader has vision and mission of the school	Teachers	0	0	28	22.22	79	62.7	19	15.08	0	0	126	100	3.07
		Educational leaders	1	12.5	5	62.5	2	25	0	0	0	0	8	100	3.88
3	The school leader ship has regular time to discuss on the implementation of SIP	Teachers	0	0	13	10.32	77	61.11	19	15.07	17	13.5	126	100	2.68
		Educational leaders	1	12.5	2	25	3	37.5	2	25	0	0	8	100	3.25
4	The school leader ship has the ability to identify and understand the training needs of the school	Teachers	0	0	11	8.73	65	51.58	43	34.13	7	5.56	126	100	2.63
		Educational leaders	0	0	1	12.5	4	50	2	25	1	12.5	8	100	2.63
5	The school leaders has the ability and the skills to effectively communicate with stakeholders concerning SIP	Teachers	0	0	6	4.76	82	65.08	29	23.02	9	7.14	126	100	2.67
		Educational leaders	1	12.5	2	25	3	37.5	1	12.5	1	12.5	8	100	3.13

(VH=very high (5), H= high (4), M= medium (3), L=Low (2), VL= Very low (1

In item 1 of table 13, respondents were asked the school leader has created awareness for school community in the implementation of SIP. Accordingly, the respondents were rated the item with the weighted mean value of (2.26) which indicates the low level school leadership competency in the implementation of SIP.

The individual mean score of the two groups of respondents and the average men score revels that the same result rated the item as low level that the school leader has created awareness for school community in the implementation of SIP. Therefore, it needs attention to promote the school leader has created awareness for school community in the implementation of SIP that mentioned in the result.

In item 2 of table 13, the respondents were asked to rate the presence of school vision and mission in the implementation of SIP.

Accordingly, the respondent was rated the item with the average mean value of (3.47) which indicates the high level of presence of school vision and mission in the implementation of SIP.

In addition, the individual mean score of educational leaders (3.07) and average men score reveals the, same result in the presence of school vision and mission. On the other hand, the individual mean of teachers (3.88) indicates the result rated the item as high in the presence of school vision and mission.

As indicated in item 3 of table 13, then respondents were asked to rate the regular time of school leadership and management to discuss on the Implementation of SIP.

Accordingly the respondents were rated the above item with the average mean value of (2.96) which indicates the medium level of regular time to discuss on the implementation of SIP. The individual mean score of the three groups of respondents and the average men score indicates that the same result rated the item as medium level on the presence of regular time to discuss about the implementation of SIP.

In item 4 of table 13, the respondents were requested to rate the ability of school leadership and management to identify and understand the training needs of the school. Accordingly, the respondents rated the item with the average mean value of (2.63) which indicates the medium

status of identifying and understanding the training needs of school by school leadership and management.

In addition, the individual mean score of teachers (2.63) shows that the medium status of identifying and understanding the training needs of school by school leadership and management. On the other hand, the individual mean score of educational leaders (2.63) indicates that the medium level of identifying and understanding of the training needs of school by school leadership and management.

4.8. Challenges in the Implementation of SIP

Table 4.12 A) The challenges in the implementation of SIP

No	Item	Respondents	Response										Total		Mean
			V.H		H		M		Low		V.L		NO	%	
			NO	%	NO	%	NO	%	NO	%	NO	%			
1	Difficulty of understanding of school improvement program	Teachers	0	0	51	40.48	57	45.24	11	8.73	7	5.56	126	100	3.21
		Educational leaders	1	12.5	5	62.5	2	25	0	0	0	0	8	100	3.88
2	Resistance of school improvement program from teachers	Teachers	36	28.57	47	37.30	37	29.37	6	4.76	0	0	126	100	3.90
		Educational leaders	3	37.5	1	12.5	3	37.5	1	12.5	0	0	8	100	3.75
3	Resistance of school improvement program from principal and supervisor	Teachers	5	11.90	32	25.39	65	51.59	19	15.07	5	4	126	100	3.10
		Educational leaders	0	0	1	12.5	4	50	2	25	1	12.5	8	100	2.63
4	Shortage of educational finance	Teachers	21	16.67	49	38.89	36	28.57	11	8.73	9	7.14	126	100	3.49
		Educational leaders	4	50	3	37.5	1	12.5	0	0	0	0	8	100	4.38
5	Lack of school facilities	Teachers	43	34.13	51	40.48	17	13.49	15	11.90	0	0	126	100	3.97
		Educational leaders	4	50	3	37.5	1	12.5	0	0	0	0	8	100	4.38

(VH=very high (5), H= high (4), M= medium (3), L=Low (2), VL= Very low (1))

Table 4.13 B) The challenges in the implementation of SIP

No	Item	Respondents	V.H NO	V.H %	H NO	H %	M NO	M %	Low NO	Low %	V.L NO	V.L %	Total NO	Total %	Mean
6	Large and overcrowded class size	Teachers	35	27.78	45	35.71	23	18.25	20	15.87	3	2.38	126	100	3.71
		Educational leaders	0	0	4	50	3	37.5	1	12.5	0	0	8	100	3.38
7	Limited support from woreda education office	Teachers	0	0	51	40.48	57	45.24	11	8.73	7	5.56	126	100	3.21
		Educational leaders	0	0	5	62.5	3	37.5	0	0	0	0	8	100	3.63
8	Limited support from PTSA	Teachers	0	0	37	29.37	48	38.09	21	16.67	20	15.89	126	100	2.81
		Educational leaders	0	0	0	0	4	50	3	37.5	1	12.5	8	100	2.38
9	Lack of practical training on the uses of SIP guide lines	Teachers	23	18.25	67	53.17	19	15.07	11	8.73	6	4.76	126	100	3.71
		Educational leaders	0	0	2	25	5	62.5	1	12.5	0	0	8	100	3.13

(VH=very high (5), H= high (4), M= medium (3), L=Low (2), VL= Very low (1)

As depicted in item 1 of table 14, difficulty of understanding to school improvement program with the average mean value of (3.54) was rated as serious problem that affect the implementation of SIP.

The individual mean of teachers (3.21), and educational leaders (3.88) average mean relatively show the different result rating the item as a serious problem that affect the implementation of SIP.

Concerning item 2 of table 14, the respondents were asked to rate the status of teachers' resistance in the implementation of school improvement program.

Accordingly, the respondents were rated the seriousness of the item 2 with the average mean value of (3.82) which shows that the resistance of teachers in the implementation of SIP was taken as serious problem.

The individual mean of two groups of respondent's teachers (3.9), and educational leaders (3.75) and the average mean show the same result rating the item as a serious problem in the implementation of SIP.

With regard to item 3 of table 14, the respondents were requested to rate the statues of principals' resistance in the implementation of SIP. Accordingly, the respondents were rated the item with the average mean value of (2.86) which is moderately serious problem in the implementation of SIP.

There was individual mean difference between on their view of seriousness of the problem and there was mean difference between teachers (3.10) and educational leaders (2.63). However, the result indicates that the item rated as moderately serious problem.

As indicated in time 4 of table 14, the respondents were asked to rate the status of shortage of educational finance for the implementation of SIP. Accordingly, the respondents were rated the item with the average mean value of (3.93) as a serious problem in the implementation of SIP. In supporting this Mesele (2011), suggested that lack of educational finance was one of the major challenges in the implementation process of SIP.

The individual mean score of teachers (3.49) and educational leaders (4.38) rated that shortage of educational finance as a serious problem rated the item as highly serious problem to implementation of SIP.

In item 5 of table 14, the respondents were asked to rate the status of school facilities in secondary schools.

Accordingly, the respondents rated the status of school facilities with the average mean of (4.17) as a highly serious problem. Therefore, from this we can conclude that lack of school facilities were moderately serious problem in the implementation of SIP in secondary schools.

There was individual mean difference between the two groups of respondents on their view of the seriousness of the problem and there was mean difference between teachers (3.97) and educational leaders (4.38). This indicates that teachers and educational leaders rated the item as highly serious problem.

Concerning item 6 of table 14, the respondents were as ked to rate about the size of classroom accordingly, the respondents were rated the item with the average mean value of (3.54) as highly serious problem. Therefore, from the above result we can conclude that large and overcrowded classroom size was highly serious problem in the implementation process of SIP.

There was individual mean difference between educational leaders and teachers on the view of the seriousness of the problem and the mean difference between teaches (3.71), and educational leaders (3.38). This indicates that teachers rated the item as a serious

With regard to item 7 of table 14, respondents were asked to rate about support from woreda education office for the implementation of SIP.

Accordingly, the respondents were rated the item with the average mean value of (3.42) as a serious problem. From the above result we can conclude that limited technical support from woreda education office in the implementation of SIP was one of the serious problems.

The individual mean score of teachers (3.21) and educational leaders (3.63) rated the item as serious problem.

Concerning item 8 of table14, the respondents were raised the question to rate about support from PTSA members to SIP implementation. Accordingly, the respondents were rated the item with the average mean value of (2.59) as a serious problem.

. Therefore, this implies that limited support from PTSA members to the implementation of SIP was a serious problem in secondary schools. In supporting this Endraw (2011), stated that the participation of PTSA members to link schools with community was not significant and schools and communities were not properly linked to support and improve the teaching –learning program.

With the individual mean score of (2.81) and (2.38) teachers and educational leaders respectively rated the item as moderately serious problem

In item 9 of table 14, the respondents were requested to rate about practical training on the uses of SIP guide line. Accordingly, the respondents were rated this item with the average mean value of (3.42) as a serious problem in the implementation of SIP.

From this result we can conclude that lack of practical training on the use of SIP guideline was serious problem. Regarding to challenges of SIP implementation, the data collected through questionnaire revealed that difficulty of understanding SIP, resistance of SIP from teachers, shortage of educational finance, limited support from Woreda education office, limited supported from cluster supervisor, limited support from PTSA and lack of practical training on the uses of SIP guide line rated as a serious problem. On the other hand, resistance of SIP form school principals, lack of school facilities and large and overcrowded classroom was rated as highly serious problem of SIP implementation.

Data collected through interview from woreda, education official, zone educational official and PTSA member showed that the challenges of SIP implementation as: lack of commitment from stakeholders, lack of collaborative planning, lack of continuous monitoring and evaluation system, lack of awareness from teachers' parents and community and shortage of educational finance. The possible measures should be taken for challenges of SIP implementation

According to the data obtained through open ended questionnaire, interview and focus group discussion the possible measures that should be taken to solve the challenges that hinder the implementation of SIP was discussed as follows:

1. School improvement program committee (SIPC) should create the necessary awareness regarding to SIP to stakeholders before starting implementation.

2. Providing the necessary educational finance and school facilities to implement school improvement program properly.

3. The monitoring, evaluation and supporting to SIP implementation should be done continuously and timely which were excluded by stakeholders (woreda education officials, cluster supervisors and PTSA members).

4. Developing the culture of collaborative planning among school community to make effective the implementation of SIP.

5. Promoting the involvement of stakeholders in the implementation process of SIP starting from the beginning.

6. The community should have the experience of supporting schools in different ways such as constructing additional classroom, repairing desks, fences, constructing teacher's staff and financial support.

7. The cluster supervisors perform regular supervision to support schools. They report the problems encountered to the woreda and zone education office. The SIP focal person at woreda and zonal level in education office who could react on the problem reported.

8. Moreover, schools should evaluate the implementation process of their school, they could improve their weakness in the future to implement SIP effectively.

CHAPTER FIVE

Summary, Conclusion and Recommendations

This Chapter is comprised three sections the first section provides review of the study and its finding in summary form, the second section draws conclusion based on findings and the third section consists of recommendations for teachers, school administrators, cluster supervisors, woreda and zone educational officials.

5.2. Summary

The purpose of this study was to assess the practices and challenges of school improvement program implementation in secondary schools of Majang zone, to identify the major achievement made, to identify basic problems encountered with the implementation of SIP and then to provide recommendations to the identified problems. In order to achieve this purpose, the study was aimed at seeking answers for the following basic questions.

1. To what extent stakeholders contribute for the implementation of school improvement program activities in secondary schools of Majang zone?

2. To what extent the major activities of school improvement program /SIP/ are implemented to achieve the expected out comes in secondary schools of Majang zone? 3. What are the challenges that are observed in implementing SIP?

The subject of the study were 126 teachers, 8 educational leaders, 2 woreda and 1 zone education office SIP focal experts, 42 SIPC members, and 6 PTSA members. Teachers, PTSA members, school principals, cluster supervisors woreda and zone education experts and SIPC numbers were selected by using available sampling technique.

Consequently, questionnaires were distributed for 126 teachers, 6 school principals, 2 cluster supervisors which 134 questionnaires were field.

Interview was conducted with 2 woreda and 1 zone educational experts and with 6 PTSA members. Focus group discussion was conducted with 42 SIPC members and also document analysis was conducted.

The quantitative data obtained from questionnaire were analyzed using statistical tools such as percentage and mean value and data obtained from interview, focus group discussion and document analysis was qualitatively narrated and described.

Then from the analysis made, the following major findings were drawn.

1. With regard to the provision of adequate orientation regarding SIP stakeholders, the status of organizing and allocating the necessary resources for the implementation of SIP, and on the collecting of the necessary information in line with four school domains for the purpose of SIP implementation the majority of respondents were disagreed

2. with regard to on the establishment of school improvement program committee with in their respected school, majority of respondents (52.5%) were showed their agreement.

3. With respect to conducting self-enquiry continuously, the majority of respondents (57.14%) of teachers and (50%) of educational leaders were disagreed.

4. Concerning active involvement of PTSA and KETBM in self-enquiry phase of SIP (65.07 %) of teachers and (62.5%) of educational leaders were disagreed.

5. With regard to active involvement of all school improvement committee members in self- enquiry phase of SIP (40.48%) of teachers, and (25%) of educational leaders were agreed. On the other hand, (48.41%) of teachers and (37.5%) of educational leaders were disagree.

6. Concerning the presence of individual teachers action plan in line with their department (40.48%) of teachers, and (37.5%) of educational leaders were agreed. On the other hand, (47.62%) of teachers, and (37.5%) of educational leaders were disagreed.

7. With regard to the change of existing ways of implementation in to new plan (57.14%) of teachers and (50%) of educational leaders were disagreed.

8. Concerning on the provision of a progress report in the implementation of school improvement program, majority of respondents (54.8%) of teachers and (50%) of educational leaders were disagreed.

9. With regard to providing of technical support by stakeholders' majority of the respondents were shown their level of disagreement in the implementation of SIP.

10. Concerning regular monitoring and evaluation the implementation of SIP by SIPC respondents rated with mean of (2.67) which indicates medium level and about modifying school improvement plan based on the information obtained from evaluation.

11. concerning the status of strengthening the relationship between the school and community, the status of school encourages parents to support their students were rated with the mean value of (1.79) and (2.38) for teachers and educational leaders respectively which indicates the low level of strengthening the relationship and encouraging parents.

12. The status of schools enabling parents to monitor and visit the learning activities of their students regularly were rated with the average mean value of (2.45) which in dictate the low level of enabling parents to monitor and visit their students learning regularly. 13. Concerning the ability of school leadership and management to identify and understand the training needs of the school community the respondents were rated the item with the average mean of (2.63) which shows the medium level of identifying and understanding training needs of school.

14. Concerning challenges of SIP the difficulty of understanding of school improvement, the status of shortage of educational finance, the status of school facilities, limited support from woreda education office, from cluster supervisors, from PTSA members and practical training on the use of SIP guide line was rated as a serious problems that hinder the implementation of SIP in secondary schools of Majang zone.

15. According to the finding the possible measures that should be taken to tackle the challenges that hinder the implementation of were creating the necessary awareness to stakeholders before starting implementation, providing the necessary educational finance and school facilities to implement the program effectively, the process of supporting , monitoring and evaluation should be done by concerning bodies, developing the culture of collaborative planning among school community to make effective the implementation of SIP, and promoting the involvement of stakeholders in the implementation process of SIP starting from the beginning.

5.3. Conclusions

On the bases of the major finding of the study, the following conclusions were forwarded to improve the practice of school improvement program (SIP) implementation in secondary schools of the study area.

1. As shown in the finding by the majority of respondents, the major activities of SIP such as provision of adequate orientation regarding SIP to stakeholders, the status of providing the necessary resources and facilities for the implementation of SIP, the status of conducting self-enquiry, the evaluation process of SIP implementation, and the practice of modifying school improvement plan based on the information obtained from the result of evaluation was low. Therefore, we can conclude that the practices of major activities of SIP were insignificant.

2. The result of the study also shows that, the involvement of PTSA, KETBM and SIPC members in the implementation of SIP was low and the provision of technical support by Woreda education office, cluster supervisors, PTSA and KETB members were not adequate to support the implementation of SIP. Therefore, we can conclude that the contribution of stakeholders for effective implementation of SIP was not adequate.

3. The study indicated that there were various problems that hinder the implementation of SIP. Thus, from the finding we can conclude that regarding the challenges of school improvement program the result indicates that the difficulty of understanding of school improvement program, shortage of educational finance, lack of school facilities, limited support from Woreda education office, cluster supervisors, PTSA members and lack of practical training on the use of SIP guide lines were the major challenges that hinder the implementation of SIP in secondary schools of Majang zone.

4. From the finding it is possible to conclude that the possible measures that should take to solve the challenges that hinder the implementation of SIP were:

- ✓ Creating the necessary awareness regarding to SIP to stakeholders before starting implementation
- ✓ Providing the necessary educational finance and school facilities to implement school improvement program properly.

✓ The monitoring, evaluation and supporting to SIP implementation should be done continuously and timely which were excluded by stakeholders (woreda education officials, cluster supervisors and PTSA members).

✓ Developing the culture of collaborative planning among school community to make effective the implementation of SIP.

✓ Promoting the involvement of stakeholders in the implementation process of SIP starting from the beginning.

5.4. Recommendations

On the bases of findings obtained and the conclusion drawn, the following recommendations were forwarded to improve the practices of school improvement program (SIP) implementation in secondary schools of the study area.

1. Effective and efficient practice in the implementation of school improvement program is very important. An effective and efficient practice of school improvement comes through awareness creation for stakeholders. Preparing awareness creation program and continuous discussion in the implementation of school improvement program to ensure practical involvement of all stakeholders is important. Therefore, it is advisable to schools, SIPC, cluster supervisors, school management body, and Woreda and Zone education office to promote practical involvement of all stakeholders by creating adequate awareness to implement SIP effectively.

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

3. To make effective the practices of school improvement program the provision of practical training on the use of the guidelines of SIP is advisable and important. Therefore, it is better to recommend that to schools, woreda and zone education office to provide adequate practical training program to support the implementation of SIP regularly. 4. To make effective and efficient the implementation of school improvement program it

should be supported by technical, financial and material inputs by concerning bodies. Therefore, it is advisable to recommend that to woreda and Zone education office, cluster supervisors, PTSA and KETBM to provide the necessary technical, financial and material support for effective implementation of SIP.

5. The practices of school improvement program is not free from various challenges and it needs continuous assessment of existing conditions of the practices to suggest the possible solutions for the problems encountered its implementation. Therefore, it is better to recommend that to educational experts of woreda and zone education office, cluster supervisors, principals, teachers and any other researchers, who has interested to conduct a research in the area to draw the possible solutions for the challenges that encounter the practices of SIP in secondary schools.

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Appendix- A

Jimma University

College of Education and Behavioral Science

Department of Educational Planning and Management

Questionnaires to be filled **by teachers cluster supervisors and school principals** the purpose of this study to assess the practices and challenges of school improvement program implementation in secondary schools of Majang zone.

Thus, this questionnaire is prepared to collect data on school improvement program implementation only for academic purpose. Therefore, your genuine and honest responses are very important for the success of the study. And be sure that your response will not be used for other purpose.

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

1. No need of writing your name.

2. Read all the instructions before attempting to answer the questions.

3. Please provide appropriate response by using (X) mark in the space given.
4. Your response will be kept confidentially.

Thank you for great cooperation!

General Information of Respondents

1. Name of your school ---------------------------------

1.2. Name of your woreda ------------------------------------

1.3. Your position   ------------------------------------

1.4. Sex   Male   Female

1.5. Age: 20-24   25-30   31-40   above 40

1.6. Level of education   Diploma   Degree   Masters

1.7. Service year (in teaching, cluster supervision and school principal)

1-5   6-10   11- 15   1 6-20   above 20

General Directions

Part II   preparation phase of school improvement program

Direction I. To assess the school preparation phase, rate the following activities by using (X) mark in the space provided. (5= strongly agree, 4= agree 3= undecided, 2= disagree and 1= strongly disagree

No	Items	Rating Scales				
	Direction I preparation phase of school improvement program	5	4	3	2	1
1	has provided adequate orientation regarding school improvement program to stakeholders					
2	Establishment of school improvement committee by involving stakeholders according to blue print.					
3	Has organized and allocated the necessary resource for the implementation of SIP.					
4	Collected the necessary information in line with four school domains: teaching and learning ,safe and healthy school environment, leadership and management and school community relationship					
	Direction II. **Self –enquiry phase of SIP**	5	4	3	2	1

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No	Items					
1	The self-enquiry was conducted continuously					
2	PTA and KETBM were actively involved in the self-enquiry					
3	All the members of school improvement committee (SIC) were actively involved in self-enquiry.					
4	The strength and weakness of the school was identified and prioritized.					
5	The level of school performance was properly evaluated and identified.					
	Direction III Planning phase of SIP	5	4	3	2	1
1	The school has follow the planning procedure according to the guideline					
2	The school has three years SIP strategic plan					
3	The school has one year's action plan of SIP					
4	Action plan for each of the department were designed					
5	Individual teachers design their own action plan in line with their department					

Implementation phase of SIP

Direction IV. Issues related to activities that should be carried out in the implementation phase of school improvement plan. Please indicate your agreement level on the extent to which the following activities were taken to account by putting "X" mark on the space provided. (5= strongly agree 4=agree, 3= undecided, 2= disagree 1= strongly disagree)

No	Items	Rating Scales				
	Direction IV Implementation phase of SIP	5	4	3	2	1
1	The existing ways of implementation were changed into new plan					
2	The school leadership properly ensure the necessary resource for the implementation of the plan					
3	provision of a progress report on the implementation of school improvement plan to all					

No	Items					
4	The woreda education office was providing technical support to the implementation of the SIP					
5	The cluster supervisor was providing technical support to the implementation of the SIP					
6	PTSA members and KETBM) provide adequate support for the implementation of the plan					

Evaluation phase of SIP

V. The following items are key issues to be considered in the evaluation phase of school improvement program. In your opinion to what extent the issues are addressed in the implementation of SIP at school level. (1=very low, 2=low, 3=medium, 4=high, 5=very high

No	Items	Rating Scales				
	Direction V Evaluation phase of SIP	5	4	3	2	1
1	The school conduct monitoring and evaluating program during the process of implementation of SIP by the committee					
2	The school made efforts by the school in modifying its school improvement plan based on the information acquired from the evaluation					
3	The extent to which feedback is provided based on the result of evaluation					
	Directions VI Achievement of expected outcomes of SIP					
1	The extent to which your school achieve the teaching learning objectives which are already stated in the plan					
2	The extent to which your school is well equipped with the necessary school materials and facilities according to the school standards set by MOE					
3	The extent of the students result is improved					

Part II Domains of SIP

Direction I providing quality education enables students to acquire the necessary knowledge, skill and attitude. The following items are key elements to be considered in assessing the extent to which the four domains of the school improvement program is practiced at school level. Please indicate your opinion to what extent the school improvement program domains are achieved by using ''X" mark in the space provided. 5= very high, 4= high, 3=medium, 2=low, 1= very low

No	Items	Rating Scales				
	1. Teaching and Learning domain	5	4	3	2	1
1.1	using teachings(aids in teaching learning process)					
1.2	Class work and home work are regularly given by the teacher to the students					
1..3	Teachers evaluate students' performance through continuous assessment					
	2.Safe and Healthy School Environment Domain					
2.1	The school has toilet room for female students					
2.2	The school has toilet room male students					
2.3	The school has pedagogic center with available teaching materials					
2.4	The school has ICT center to promote information communication technology					
2.5	The school has library to support students learning					
2.6	The school has enough learning class rooms to student class room ratio					
2.7	The school has available text book to support teaching learning process					
2.8	The school has laboratory room with the necessary materials to support practical learning					
	3.Parent- Community –School Relationship Domain	5	4	3	2	1
3.1	The school strength the relationship between the school and community					
3.2	The school encourages parents to support their children's school					
3.3	The school has enabled parents to monitor and visit the learning activities of their students regularly					

No	Items	Rating Scales				
	4.Leadership and Management Domain	5	4	3	2	1
4.1	The school leader has created awareness for school community in the implementation of SIP.					
4.2	The school leader has vision and mission of the school					
4.3	The school leader ship and management has regular time to discuss on the implementation of SIP					
4.4	The school leader ship and management has the ability to identify and understand the training needs of the school					
4.5	The school leaders has the ability and the skills to effectively communicate with stakeholders concerning SIP					

Part IV Challenges in the implementation of SIP

The major problems that are assumed to be faced in the implementation of school improvement program /SIP/ are listed below. The based on the current practical **observation**, indicate the degree of seriousness of the problems in the implementation (5= highly serious, 4=serious 3 =moderately serious, 2=less serious 1= not a problem)

No	Items	Rating Scales				
	Part IV Challenges in the implementation of SIP	5	4	3	2	1
5.1	Difficulty of understanding of school improvement program					
5.2	Resistance of school improvement program from teachers					
5.3	Resistance of school improvement program from principal					
5.4	Shortage of educational finance					
5.5	Lack of school facilities					
5.6	Large and overcrowded class size					
5.7	Limited support from woreda education office					
5.8	Limited support from cluster supervisor					
5.9	Limited support from PTA					
5.10	Lack of practical training on the uses of SIP guide lines					

In addition to the above problems of school improvement program implementation, please write If there is any other challenges.--- --

Appendix-B

Jimma University

College of Education and Behavioral Science

Department of educational planning and management

An **interview** guide prepared for **Woreda** and **Zone** education office **SIP focal experts** the objective of this interview is to collect information about the practices and challenges of implementation of school improvement program in secondary schools of Majang zone. Therefore, I frankly request you to give your response for the following questions.
1. What were the major activities performed during the preparation phase of SIP?
2. Are all the stakeholders involve in the preparation phase of school improvement program
3. How do you rate the level of school improvement program implementation in secondary schools of your woreda/ Zone?

4. Did the schools achieve the major goals and objectives in implementing SIP in secondary schools of your woreda?

5. What were the major challenges in the implementation of SIP in secondary schools?
6. What measures should be taken to solve the problems in the implementation of SIP in secondary schools?

Appendix-C

Jimma University

College of Education and Behavioral Science

Department of Educational Planning and Management

An interview guide lines for PTSA members

 The objectives of this guide line is to collect the necessary data on the **practices and challenges**

of SIP in the secondary schools of Majang Zone

1. Did your school introduce you what school improvement program mean?

2. What support you contribute for the implementation of SIP?

3. What are the challenges for your school to implement SIP?

4. What are the solutions that you suggest for the challenges mentioned above in number 3?

Appendix D
Jimma University

College of Education and Behavioral Science

Department of Educational Planning and Management

Guide line for focus group discussion

The main objective of this guideline is to collect the relevant data from **school improvement program committee members** from sample secondary schools of Majang zone.

1. Did your school establish /form/ school improvement program committee members by involving all concerning bodies according to blue print?

2. Did your school create awareness for stake holders concerning school improvement program and its implementation?

3. Is school improvement program committee functional in your school to help the implementation of the program?

4. Did the SIPC members actively participate in: -

- The self-enquiry phase of SIP
- The planning phase of SIP
- The implementation phase of SIP
- The monitoring and evaluations phase of SIP.

Appendix-E

Jimma University

College of Education and Behavioral Science

Department of Educational Planning and Management

Check List for Document Analysis

This checklist is prepared to collect the relevant information from secondary schools of Majang zone to assess the current practice and challenges of school improvement program implementation

Components of Document to be analyze

1. **School improvement committee document**

- Existence of the minuets

-How frequently meeting of committee were carried out?

-How directions were forwarded?

-Regular time and meeting procedures?

Self-enquiry

The presence of the tools

How they are used by school?

How they were organized?

How they were recorded?

In relation to the four domains of SIP

Strategic and Action plan

The presence of strategic and action plan

The presence of department and individual teachers' action plan

Components included in the plan

How they were developed?

2. PTSA and KETB member's document

The presence of the document

How they were prepared?

How frequently meetings were carried out?

Procedures of meetings and giving support

Evaluation tools

Questionnaire
observation

The Presence of tools Relevance and appropriateness Clarity

Stakeholder's contribution document

In kinds in money in labor

The Presence of the document

How they are prepared?

The continuity of the contributions

ጅማ ዩኒቨርሲቲ

የሰነ-ትም/ትና ሙያዊ ልማትተቋም

የትም/ት ዕቅድና የሥራ አመራር ትምህርት ክፍል

ለማጃንግ w/ዞን የትመ/ትመምሪያና ለወረዳዎች የትምህርት ባለሙያዎች የተዘጋጀ የቃለመጠይቅ መመሪያ የዚህ ቃል መጠይቅ ዋና ዓላማ "

the practices and challenges of implementation of school improvement program in Majang zone secondary schools"

በሚል ርዕስ ለተዘጋጀዉ ጥናት መረጃ ለመሰብሰብ ነዉ።

ስለሆነም ለሚከተሉት የቃል መጠይቅ ጥቄዎች ተገቢዉን ምላሽ እንዲትሰጡኝ ዘንድ በትህትና   እጠይቃለሁ።

1. በዞን ወይም በወረዳ ደረጃ በትምህርት ቤት መሻሻል ፕሮግራም አተገባባር በዝግጅት ወቅት የተካሄዱ

/የተከናወኑ/ ዋናዋና ተግባራት ምንምን ናቸዉ?

2. እንደ ዞን ወይም እንደ ወረዳ የትም/ት ባለሙያ ሁሉም ባለድርሻ አካላት በትም/ት ቤት መሻሻል አተገባባር በዝግጅት ወቅት ይሳተፉሉ ብለዉ ያምናሉ? ተሳትፎአቸዉ ምን ይመስላሉ ?

3. በዞኑ ወይም በወረዳ በሚገኙ ሁለተኛ ደረጃ ት/ቤቶች ያለዉን የትም/ት ቤት መካከል ትግባራን እንዴት ይመዝናሉ?

4. የትምህርት ቤት መሻሻልፕሮግራም ዋናዋና ግቦችና አላማዎች በሚፈለገዉ ደረጃ ማሳካት ተችዷል ብለዉ ያምናሉ?

5. የትም/ት ቤት መሻሻልፕሮግራምን በሁለተኛ ደረጃት ም/ቤቶች በመተግበር ረገድ ያገጠሙ ዋናዋና ችግሮች ምንምን ናቸዉ?

6. በትም/ት ቤት መሻሻል አተገባበር ያገጠሙ ችግሮችን ለመፍታት እርስዎ መፍትሄ ናቸዉ ብለዉ የሚያምኑ ከሆነ ምን ምን ናቸዉ

Appendix –G
ጅማ ዩኒቨርሲቲ

የስነ-ትምህርትና ሙያዊ ልማት ተቋም

የዚህ መጠይቅዋና ዓላማ በማጀንግ ብ/ዞን በሁለተኛ ደረጃ "ት/ቤቶች በትምህርት ቤት መሻሻል አተገባበርና በአተገባበሩ በሚያገጥሙ ችግሮች በሚል ርዕስ ለተዘጋጀ ጥናት **ከወላጅ መምህር** ህብረት አባላት መረጃ ለመሰብሰብገብ ነዉ።

ስለሆነም ለሚከተሉት ጥያቄዎች ተገቢዉን ምላሽ እንዲሰጡኝ ዘንድ በትህ ትና እጠይቀለሁ።
1. ትምህርት ቤታችሁ ስለትምህር ት/ ቤት መሻሻል ፕሮግራም ምንነት ገልያዋል/ ግንዛቤ/ አስጨብጠዋል??
2. እንደ **ወላጅ መምህር** }T] ህብረት አባልነት ለትምህርት ቤት መሻሻል አተገባበር ስኬታማነት ምንምንድ<ጋፍ አድርገዋል?

3. በትምህርት ቤታችሁ በትምህርት ቤት መሻሻልፕሮግራም አተገባበር ያገጠሙ ችግሮች ምንምን ናቸዉ?
4. ከላይ በተራ ቁጥሮ ሦስት ለገለጹት ችግሮች የመፍትሔ ሃሳቦች ምንምን ይሆናሉ ብለዉ ይገምታሉ?