THE ROLE OF SUPERVISORS IN LEADING SCHOOL IMPROVEMENT PROGRAM REFORMS IN ILLU ABBA BOR ZONE SECONDARY SCHOOLS , OROMIA REGIONAL STATE.

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Abstract

The main objective of this study is to assess the role of supervisors in leading the school improvement programs in Illu Abba Bor Zone secondary schools. The research design employed in this study will be descriptive survey. The researcher also applied mixed research approach, and both primary and secondary sources of data were applied in the study .As data collection tools, questionnaire and interview were applied to collect the desired data from the respondents. Using simple random sampling techniques, the researcher use 158 teachers from 320 total teachers of the selected secondary schools .The collected data were analyzed, interpreted and presented through percentages and frequencies. Therefore, the finding of this study shows that The school management commitment for high student achievement was very low. Students parent were not show any consent to participate on school improvement program. The school has not created effective regular communication with all stakeholders. There was no library with recent reference materials that helped students to improve their academic performance. There were no clear cut rules and policies of the school that are communicated by the school community. Finally, the researcher recommended that Parent teacher association should work towards improving school improvement program. Parents should initiated and take care of their children school and how they are attending the school. There must be good relationship between teachers, supervisors, principals, woreda education and experts of the school bring a better kind of school improvement program.

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1. Introduction

1.1 Background of the Study

Research evidence concerning school improvement underlines the importance of leadership at different levels within the organization (Hopkins, *et al*., 1997 in Harris, 2002). The importance of school; department and classroom level change has been shown to be essential in successful School Improvement Program (hereafter SIP) implementation (Hopkins, *et al*, *loc*cit.).

The goal of such research is to determine changes that lead to quality improvement. Reports generated by aggregating data from specific stakeholder groups such as students, teachers, parents and educational leaders identify specific strengths and weaknesses of schools or system level school improvement research focuses on processes that explain how schools use inputs and attempts to identify those that are critical to ensuring school improvement. The premise is that if schools manifest these processes, then quality is present and quality outcomes will be achieved. Such quality constructs as school climate, leadership style, supportive relationships and time on task have been mentioned in quality improvement research as important indicators (Dalin, 1998).

Over the past thirty years, the school improvement research field has become a powerful influence in both educational policy and practice. The message that schools make a difference has provided the rationale for various school improvement programs and reform efforts. These have varied in scope and scale but all have been focused upon increasing student performance and achievement. One common way in which governments across many countries have sought to improve schools is through restructuring the education system. Within the United States, for example, school restructuring has been a central component of educational reform and has dominated school improvement efforts. Yet, the success of restructuring as a means of improving schools remains questionable (Harris, 2002).

According to Hussen and Postethwore (1994), challenges to school improvement efforts 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 could be the size of a 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 comes from central authorities. In addition, an organizational structure where 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).

Similarly, Marzano (2003) pointed out that the initiatives of SIP in South Africa faced with challenges of lack of material resources; limited capacity of educational leaders; poor participation and lack of safe institutional environment. Hopkins (2002) also noted the difficulty to change school management and working culture to SIP implementation in developing countries. Supporting this point, Rondinelli, et al., (1990) described that promoting change is difficult under any circumstance, and it is especially challenging in developing countries with uncertain and unstable economic, social and political conditions. Most developing countries lack the physical infrastructure and experienced skill professionals needed to assure successful results.

It is on these background that one of the most successful school improvement projects in the UK entitled 'Improving the Quality of Education for All' (here after IQEA) project acknowledged that without an equal focus on the development capacity or internal conditions of the school, innovative work will soon become marginalized (Harris, 2002). The IQEA project works from the assumption that schools are most likely to strengthen their ability to provide enhanced outcomes for all pupils when they adopt ways of working that are consistent with their own and the current reform agenda (Harris, 2002).

The School Improvement Framework supply the schools with a structure for raising quality, achieving excellence and delivering better schools for better future. 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).

School improvement can be defined as "a systematic, sustained effort aimed at changing learning conditions and other related internal conditions in one or more schools, with the ultimate goal of accomplishing educational goals more effectively" (Dalin, 1998).Supporting this idea, Harris (2002) disclosed that school improvement is an approach to educational change that has twin purposes of enhancing students' achievement and strengthening the schools' capacity for change. Generally, the ultimate goal of school improvement is to enhance students' progress and achievement. Research (e.g., Harris, 2002) shows that this is best achieved when schools extend their own capacity for development.

It is with all these theoretical and conceptual frameworks in mind that the General Education Quality Improvement Package (here after GEQIP) in Ethiopia has been designed. It was designed with the intention of improving the quality of the general education in primary and secondary schools of the country. It consists of six programs, namely, School Improvement Program (SIP), Teacher Development Program (here after TDP), School Management and School Leadership, Civic and Ethical Education Program, Curriculum Improvement Program, and Information Communication Technology (here after ICT) Program (MOE, 2007).

Hence, SIP, as one component of GEQIP, is a national program in Ethiopia developed by the Ministry of Education in 2006 to improve students' results in primary and secondary schools. The objectives of the school improvement program were improving the capacity of schools via prioritizing needs and developing a school improvement plan; enhancing school and community participation in resource utilization, decisions and resource generation; improving the government's capacity to deliver specified amounts of school grants at the woreda level; and improving the learning environment by providing basic operational resources to schools (MOE, 2008). Therefore, this study will be conducted on the role of supervisors in leading the school improvement programs reforms in Illu Abba Bor zone secondary schools.

1.2 Statement of the Problem

The education system in Ethiopia has been suffering from quality and relevance, efficiency, poor educational leadership practices and organization problems (MOE, 2005). These problems caused dissatisfactions and critics from stakeholders and suggestions and recommendations for change in the education system at national level were forwarded from educators. This condition in turn calls for reform or improvement at schools (MOE, 2006).

Marzano (2003) also suggest that in South Africa the initiatives of SIP was faced with challenges such as lack of material resource; limited capacity of educational leaders, poor participation and lack of safe school environment. Similarly, Hopkins (2002) noted the difficulty to change school management and working culture the way it fits to SIP implementation in developing countries. Supporting this, Rondinelli, et al., (1990) described that promoting change is difficult under any circumstance, and this is especially challenging in developing countries with uncertain and unstable economic, social and political condition, lack the physical infrastructure and experienced professionals.

Nowadays, it is reported that SIP was being implemented in all secondary schools of Ethiopia (MOE, 2006). There are, however, unavoidable challenges, whenever new programs such as SIP are being introduced and implemented. These challenges may stem from different sources. First of all, the fact that new insights fail to put into practice because they conflict with deeply held internal images of how the world works, images that limit our familiar ways of thinking and acting can be the major one. Resisting change can be considered as the nature of human being which appears that no one is free from it (Hopkins, Ainscow& West Mel,1994). Secondly, in poor countries there are financial, social, and technical constraints that put forward undesired influence towards the implementation of new programs.

According to MOE (2006), the appointment of secondary school leaders in Ethiopia is very much based on experience and there is lack of qualified school leaders and it was found that it is less than satisfactory in performing technical management; building school culture and attractive school compound; participatory decision making and school management for teachers and students; creating orderly school environment by clarifying duties and responsibilities; and being skillful in human relations; communicating with different stakeholders.

So, the capacities of secondary school leaders could hinder the plan and implementation of SIP. In addition to this, UNDP (2010) stated that one of the challenges of GEQIP is how well schools integrate all the various components of the program and align them on the key performance indicators of the program, namely increased learning outcomes, completion rates, and secondary entrance.

Also ESDP IV revealed that major investment in improving the number and qualification of teachers and the availability of equipment, student achievement has not been sufficiently improved. The gains in access are of little meaning if they are not accompanied by improving student learning. If students do not acquire significant knowledge and skills, Ethiopia will not be able to compete within a global economy. It is necessary, therefore, to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment like quality-focused school supervision, internal school leadership, increased student participation, strong school-community partnerships.

According to Kalayou (2011), effective implementation of SIP in the light of meeting the needs of learners has been mainly affected by factors such as lack of financial and material resources, low follow up and support of education officials, lack of commitment of the school community to support learners, and poor cooperation and support of parents and partner organizations. They also (2010) also suggested that the major problems that affected the effective implementation of SIP include lack of trained special need teachers, insufficient budget and lack of school facilities, limited support of the community, and lack of necessary awareness and practical involvement of students in the program. Supporting the above suggestions, Stoll and Fink (1996) also noted that lack of adequate preparation, capacity and lack of commitment are the major problems to SIP implementations.

As a result of all these challenges noted in the literature, the researcher doubts the effective implementation of SIP as per the MOE standards in secondary schools of Illu Abba Bore Zone. The researcher's experience also showed that though access in secondary schools gets increased, the students result was not improved as expected. This is due to various challenges that inhibit the effective implementation of the program at school level. By analyzing school supervision reports and panel discussion made with key stakeholders on school improvement programs reforms , the regional education office identifies poor planning and its implementation (MOE, 2008).

Furthermore, to the researcher's best knowledge there is scarcity of studies related to the role of supervisors in implementing   the school improvement program reform in secondary schools of Illu Abba Bore Zone. All these initiated the researcher to make an investigation into the role of supervisors in leading school improvement program reforms in Illu Abba Bor zone. To this end, therefore, the researcher attempted to answer the following basic research question:

1.3 Basic Research Questions

1. To what extent supervisors support the planning of school improvement program in Illu Abba Bor zone secondary schools?

2. To what extent supervisors assist schools self-enquiry in Illu Abba Bor zone secondary schools?

3.To what extent supervisors support the implementation of school improvement program in Illu Abba Bor zone secondary schools ?

4.To what extent supervisors assist school improvement monitoring and evaluation in the study area in Illu Abba Bor zone secondary schools ?

1.4 Objectives of the study

1.4.1 General Objective

The main objective of this study was to assess the role of supervisors in leading the school improvement programs in Illu Abba Bor Zone secondary schools.

1.4.2 Specific Objectives

➢ To identify the extent supervisors support the planning of school improvement program in Illu Abba Bor zone secondary schools

➢ To examine the   extent supervisors assist schools self-enquiry in Illu Abba Bor zone secondary schools

➢ To identify the extent supervisors support the implementation of school improvement program in Illu Abba Bor zone secondary schools

➢ To evaluate the extent supervisors assist school improvement monitoring and evaluation in the study area in Illu Abba Bor zone secondary schools

1.5 Significance of the study

The result of this study is hope to contribute to the following:

The study may reveal the strength and weaknesses of the supervisors for school improvement programs   in secondary schools of Illu Abba Bor Zone. Such attempts are hoped to generate alternatives for the improvement of the preparation for other innovation implementation at secondary schools. The study may also help to fill in the knowledge gap regarding the approach for school improvement program reforms , and thereby build consensus and raise awareness of stakeholders for better preparation of school improvement program reforms and its implementation,

The study may encourage the PTA, teachers, principals, cluster supervisors, woreda education office experts, and Illu Abba Bor Zone education Bureau to take appropriate remedial actions against problems they faced during school improvement program reforms.

1.6 Delimitations of the study

This study was conceptually delimited to areas related to the role of supervisors in leading the school improvement program reforms. Moreover, the scope of this study was geographically delimited to the nine (Bure Nicholas Bom, Sirbo ,Bondaw , Uka ,Gore, Onga, Lalo, Killi , and Gordomo) Secondary Schools of Illu Abba Bor Zone. The study was also delimited to the role of supervisors in implementing the school improvement programs from 22/ 4/ 2021 - 15/8/ 2021 of the secondary schools in Ilu Abba Bor Zone.

<p style="text-align:center">CHAPTER TWO.</p>
<p style="text-align:center">2. REVIEW OF RELATED LITERATURE</p>

The reviews   begin with the conceptual frame work. Next, the need for improvement, principles of school improvement, the four domains of the school improvement are highlighted following by the school improvement process; issues directly related to the experiences of other countries; the school improvement in Ethiopia. Finally, some major challenges constraining the implementation effort will also discuss.

2.1 The Concept   of School Improvement

School system is a dynamic system where input, throughput, and output process are continually. This continually changing feature of school system demands it for continuous improvement. In many literatures different authorities come up with different definitions of school improvement. For example, for Barens (2004) quoted in MOE (2006:3) school improvement is explained as "the process of altering specific practices and policies in order to improve teaching and learning" office of standard education (1995), on the other hand defines school improvement as means by which schools promote learner moral, social and cultural development through the process of socially up their standard, quality and efficiency. The most commonly accepted definition of the school improvement has two senses in which the phrase is generally used, the first common sense meaning is which relates to general efforts to make schools better places for students to learn. This is a sensible interpretation of the phrase or specific way in which the place is used in that school improvement is a distinct approach to educational change that enhances student achievement as well as strengthening school capacity for meaning change (Hopkins, 2005: Lee and Williams, 2006: Bolan, 2006: choke and Demptser, 2006 and Hopkins, 1994). This definition has also got recognition by ministry of education guide lines those further emphasizes school improvement as timely essential concept which stressed self evaluation of schools against each issue of concern and improvement of educational input to enhance student achievement (MOE, 2006 b and MOE, 2002 a-c) in general, the main essence of the concept is geared to general effort to make schools better places for enhancing quality teaching and learning process with the ultimate goal of maximizing the level of learners achievement.

2.2 The Need for School Improvement

School improvement is becoming an increasingly important future on educational land scope in the area of globalization studies confirm that school improvement is the major concern of many countries including countries at better education quality and development. The importance of school improvement program is thus worldwide movement. In this regard Barnes (2004) cited in MOE (2006:6) noted that "…even highest ranked schools will always need improvement, because the condition under which adults educate and children learn are always changing the work of improvement is always with us". The increase in expansion and development of science and technology has compelled the exchange for technology between countries. Therefore, the program is essential aimed at over all student learning and achievement, school improvement program.

School Improvement Program (SIP) has special importance in our country. Implementing school improvement program helps in different ways. Firstly, the teachers to be responsive to diverse learning need of students in their teaching and learning approaches; secondly, it enhances the involvement of parents and community in school affairs. Third, the program improves initiation, capacity and efficiency of school leadership and helps to create learning environment that is conducive for students' better achievement. Finally ,the SIP helps mobilize community and NGOs for support to meet the need for educational inputs so as to insure quality education (ACT government, 2004; MOE, 2006a and MOE,2007b) In short, school improvement helps realize the provision of quality education needed to enhance student's achievement by making all practice and functions.

2.3 Principle of School Improvement

School improvement is a systematic approach that follows its principles, in relation to the guiding roles of each school domain. Lunching and Ornstein (1991:294-5) have listed the following principles that need to be followed in the school improvement process. School should employ a set of goals and missions which are easy to understand; schools need to help all the student's especially low achievers to be tutored and enriched programs should be appended for highly talented students; Principals and the staff should be actively involved in continuous capacity building to update their knowledge; information and to develop positive thinking; every teacher needs to contribute to successful implementation of the SIP; Teacher must involve actively in staff development by planning and implementing it; school environment has to be safe and healthy; School community relationship

should be strengthened so that community and parents need to involve in school improvement program implementation and school leadership should be shared among staff, students and parents.

2.4 Domains of School Improvement

Schools as organization are established to educate citizens of nations. To fulfill this responsibility, school is in need of domains based on which they can operate effectively. For instance Wisconsin Department of public instruction (1985) in klousmeier, H.J (1985:6) approved the following characteristics of effective school: strong structural leadership; clear school mission and accompanying instructional program; high expectations for students; an orderly school learning climate; opportunity to learn and an emphasis on academic learning time; frequent monitoring of pupil progress, high degree of community involvement. Different authors have also identified many characteristics of successful schools all targeting at a common of learners' achievement, For instance, Levine and Lezotte (in Hargeaves and Hopkias, 1994) have found the following as the most consistent correlates of successful schools: Productive school climate and culture which comprises; orderly school environment, staff commitment to a shard articulated mission, of focused on achievement; problem solving orientation; staff input in decision making; staff cohesion, collaboration, consensus, communication and collegially; and school wide emphasis on recognizing; and positive performance. Focus on student a question of central listening skills comprising of, maximizing availability and use of time for learning and emphasis on master of central listening skills, appropriate monitoring of students progress. Practice oriented staff development at school site. Outstanding leadership reflected by: vigorous selection and replacement of teachers: Move rick orientation and buffering: frequent personal monitoring of school activities, and sense making; high expenditure of time and energy for school improvement actions; support for teachers; a acquisition of resources; superior instructional leadership; and availability and effective utilization of instructional support personal. Salient parent involvement, effective instructional arrangements and implementation accompanied by successful grouping and related organizational arrangements active /enriched learning: effective teaching practices; emphasis on higher –order learning in assessing instructional out comes; coordination in curriculum and instruction; easily availability of abundant, appropriate instructional materials; class room adaption; stealing time for reading; language and mathematics. High functioning expectations for students, other possible correlates such as: students sense of efficiency; multicultural instruction

and sensitivity: personal development of students: and rigorous equitable student promotion policies and practices.

Another important feature of most successful school improvement program has been there on a limited number of change strategies at any one time (Levine, 1992 in Hargeaves D and Hopkins, 1994). Similarly, the Wisconsin Department of public instruction (2000) has indicated: availability of vision (having a common understanding of goals, principles, and exceptions for every ones in the learning community), leadership (having a group of individuals dedicated to helping the learning–community reach its vision), high academic standards (describing what students need to know and be able to do),standards of heart (helping all within community become carrying contributing, productive ,and responsible citizens);   family, school and community partnership ;professional development (providing consistent, meaningful opportunities for adults in the school setting to engage in continues learning; evidence of success (collecting and analyzing data about students, program and staff. In general, as it was mentioned above, although a lot of characteristics of successful school have been generated based on research regarding school reform and improvement the essential dynamic is that the quality and diversity must be a part of every aspect of education that is successful at helping all
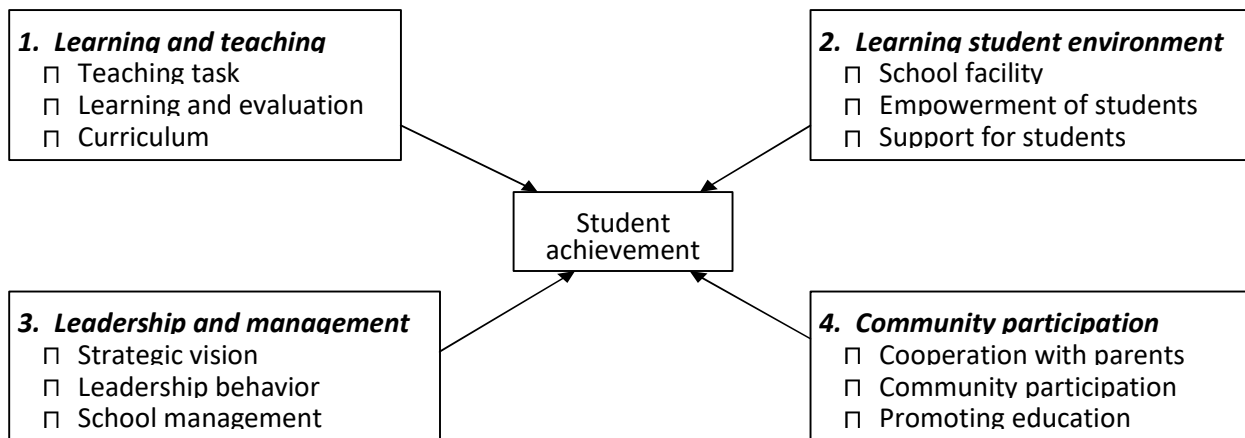
students achieve, and responsible citizens.

Figure 1: Domains and Elements of SIP

2.4.1. Learning and Teaching Process Domain

Quality learning and teaching is evidence based features oriented, creating an empowered community of learners in which teachers and students are challenged to purse excellence and realize their potential. Hopkins (1994:74-90 specifically pointed out the main focus for school improvement action should be on teaching and learning process in the class room. It is also further noted such class room practice can be sustained through ongoing staff development prefer   ability on areas such as teaching skill and knowledge of curriculum content, It also stressed on collaboration as necessary condition for implementation to occur when group of teachers adopt education ideas to their own context and professional. These all, however happen only when all members of the school community actively build a common vision of their main purpose.

Major Teacher Practices Related to the SIP

Teachers assume the key position as their activity in the teaching and learning process directly or indirectly influence student learning. Some of the measure activities related to the school improvement effort as discussed by MOE, 2007b; MOE, 2007d: MOE2006E and MOE, 2006b) are the class room instruction, assessment methods used curriculum or text book evaluation, preparation and utilization of instructional aides, student motivation and classroom discipline and other non-instructional activities such as provision of guidance and counseling service, participation in the organization of co-consular as well as extracurricular activities among others. Below is therefore, a brief highlight of these activities in relation to the SIP.

Teaching Strategy

The teaching methods used by a teacher influence student learning either positively or negativity. Harris (2002:3) suggested with successful school improvement, "There is an emphasis up on well - defined student learning out comes along with the providing of clear instruction frame work". Currently, different studies show how the use of diversified student centered teaching and learning strategies is more important than sole reliance on the teacher as the only source of knowledge. Even

though, there is no one best strategy, the importance of active learning is highly emphasized in support of active method Aggrawal, (1996) and ICDR (1999) argue that children learn best when they are active and strategies used by the teachers are in accordance with their development pattern and meet their interests and needs. Further, it is elaborated that active learning gives students freedom to actively participate in learning. In support of the above agreements, Dejene and others (2007) describe active learning as that enhances citizens thinking and problem solving skills. Therefore, it can be concluded that in order to bring high student involvement in learning and the better achievement in learning and the active learning as part of student centered approach is substantial.

Assessment Method

In order to ensure the continuing intellectual, social and physical development of the learners, the use of appropriate assessment technique is vital. Research evidences confirm that the use of continuous and varied type of tests increases students' performance achievement while in progress. In this regard, Farrat (1980) quoted in ICDR (1999) recommends teachers need to gear towards the application of continuous assessment methods than deterring students' effort on one short and aggregate final examination.

Student Motivation

Apart from the use of actual learning and continues assessment techniques, teachers has the task of creating a learning environment which meets the learners and an aspiration. In general, words "the task of institutional designer is identifying the motives of students and channeling them into activities that accomplish educational goals'', this might necessitate a combination of teaching techniques that may keep alive learners initial motivation. Among techniques of motivation to be taken in to account include; well-planned task appropriate to the students' abilities. Meaningful materials reinforce competence and the use of varieties of motivation techniques which range from verbal praise to gift of materials (Curzon, 1990). Arranging special program like tutorial sessions for female students and slow learners students also, play paramount importance in this regard.

Management of Student Discipline

Positive and constructive discipline is worthwhile objective in the class room, because it is necessary for the development of moral standards and obligation. In light of this for effective learning to take place the first priority is for the teacher to develop positive relation with the students and among the students. In this regard teacher's knowledge about the subject matter to be thought, skill of handling student problems and attitude, and respect to the student highly influence the condition of instruction in the class room. For example, Vale, et al (1995) in ICDR (1999) asserted children who are treated positively tend to be have positively and vice versa. To this effect, Durke (1999:123) recommended ''rather than punishing a disruptive behavior that serve the same function there by reducing the likelihood that the student will continue to be disruptive''. In short words, this entails teaching appropriate behavior to meet the intended goal of the SIP.

Non-Instructional Activities of Teachers

Some research evidences indicated that by virtue of better understanding of behavior in class and as they meet students as partner teachers in search for answer to behavioral problems would be active counselors. Counseling service for student is very important in the SIP endeavor to encourage growth of student's self-reliance, internal control and acquaintance to learning environments. This is in turn crucial to develop student self-confidence needed to enhance performance (Curzon, 1990). Teachers can also play active roles in facilitates both curricular and extracurricular activities to substantiate the class room instruction. In all, teachers are engines to the student learning both in sharing knowledge and facilitating conditions for effective learning so as to maintain high student's achievement, instructional technology and teaching aide only support but do not replace teachers. Hence it calls again for teachers' professional development to deserve special attention in school improvement effort.

2.4.2 School Environment Domain

A safe and equitable school/education environment fosters smooth relationship based on mutual respect and understanding. A school has to have a favorable environment that addresses the needs of each student. If students are empowered and feel safe in their schools, the can learn with interest. School environment must be free of any kind of in security for student learning to take place. In line

with this statement, Faculty of education department of teacher education (2002:4) suggested that "Learners have right to clean and safe environmental that is conducive to their education" In effect, teachers and school management as well as community seek to create a learning environment that encourage positive and active engagement in learning and self-motivation (MOE,2004). The guideline further extends that it is virtually important to develop shared expectations for all students and create and maintain a positive classroom climate of mutual respect and support.

In the SIP guide line, it's also discussed that in order to meet the SIP objectives; school environment must be safe and healthy. This ranges from beautification of school compound to maintenance of stability of discipline and peace (MOE, 2007b). To create conducive school environment for student learning appropriate physical facilities need to be made available as per the requirement of the standard. In this regard, proper class room and administrative buildings with necessary furniture, pedagogical center, library with adequate relevant reference materials, segregated Latrine and particularly at secondary school laboratory rooms, equipment's and chemical as well as ICT rooms and equipment's are to be fulfilled for effectiveness of the SIP another issue of concern in relation to student environment is the provision of school infrastructure services .In fact a school is conducive for student learning up on the fulfillment of basic infrastructural service such as electric light ,telecommunication and clean drinking water, which are all equally important as physical facilities (MOE,2007a).

Apart from physical facilities and infrastructural service, to maintain safe and healthy school environment there are different kinds of student support service need to be in place. Emphasizing this view, Phelam and Cao (1920) in MC Nergney and Nergncy (2004) state "Level of availability and accessibility of the principal amount of support students receive from teachers and school staff members" can influence student environment learning" For example, such teachers support like coordinating curricular and extracurricular activities, guidance and counseling service, healthy service (first aid) reward (motivation mechanisms and the use of instructional aides are among activities that determine instructional environment (MOE,2007). In sum, since school is center of any educational activity, thus the school environment need to be made worthy for effective student learning to take place. Healthy and safe learning environment, therefore, demands appropriate physical facilities and its ingredients, a proper infrastructural service, teachers and staff, students support and student

discipline and still security, peace as well as democratic culture that should be built concurrently with other domains.

2.4.3 School Leadership and Management Domain

Leadership and management is third domain considered in the implementation of SIP.Effective and efficient school leadership and management play a vital role in the implementing the school improvement program me by putting the schools strategic vision by creating strong collaborative bond efficient school leadership and managements enables students and teachers to make the best use of their potential in the learning and teaching process. School leadership and management is among the most crucial forces in the school improvement process. Without high quality and policy making levels, Management of school improvement is the common school improvement committee comprising of principals teachers, students and members of community groups one hand and educational professionals at different levels on the other (MOE, 2007b) .School improvement needs strong commitment and sense of ownership on the part of all the concerned. The successful instructional leaders promote culture of collegiality, collaboration, support and trust in the school improvement effort. Effective instructional leaders must be knowledgeably, collaboration, support and trust in the school improvement effort. Effective instructional leaders must be able to communicate and represent the student, teachers and parents what is of important and value in the school. They must also be skillful in the construction of culture that especially defines a given school is all about (Mc Ewan, 2003:6) .Studies still reveal that the role of school leaders and the process of leadership are significantly contributing factors in the achievement of successful school improvement (Telford, 1996). Some implication for well being and improvement of the school include the following:

In the first place, vision need to shared and regularly re confirmed as the process of change take place (Bush and Marine 2000; Harris, 2000). It is clear that the absence of clear vision and it's communication has shown to lead to confusion, demoralization and failure within much school improvement to work; Second, essentially school improvement necessitations some conceptual initiatives and leadership where teachers and school managers engaged in active and participatory leadership in school improvement work than top down delegation (Harris, 2002). The importance of spreading leadership function through the staff group is another issue. The ministry of education frame work document argues in favor of leadership that should come from variety of sources in the school.

School leadership that is shared among teachers, staff members, parents and members of the entire educational community, increase the desired level of student performance, hence, an opportunity to achieve at high level. It is due to this fact that the SIP committee is organized to manage the improvement effort in many countries including ours. The third function of leadership is the emphasis up on infrastructural and interpersonal skill development. This is according to Harris (2003) is the concern with promotion of people centered continuing professional development as means of maintaining the level of commitment and morale staff in the school. Fourthly, an analysis of personal and professional value including critical thinking is central to successful leadership functions. In general, as the most consistent study findings indicate effectiveness of leadership depends on the quality of leaders. To effectively put in to practice leadership functions, the school leadership should be strategic thinkers, mentors, Mediators, consensus builders self-evaluators, team sprit promotes, fair and balanced good communicators, emphatic listeners and role models (USAID, 2006).

In conclusion high student achievement and school improvement to become a reality schools need to be led by head teachers who are not only knowledgeable and skilled in managerial techniques but also people centered who are able to combine management of internal and external change with strong development and achievement orientation. There are different players in the management of effective implementation of school improvement process. The role that can be played by the school principal, school improvement committees and the school boards seeks much attention. School principal plays the great role in school improvement leadership. This is because with respect to school improvement, school principal is mandated to lead the committee as a chair person. Besides, school principals establish school target and vision statement for school improvement strategic planned approval forms of school reporting retained and made available for external validation. In turn, reporting regularly the progress of school improvement in the school to the district education office: Australian school improvement frame work farther out lines school improvement committee. According to, the frame work school improvement plan and implementation to the principal. The school board has also some roles to play in relation to school improvement. The major ones are establishing strategic duration and priority for school on one hand and monitoring and review of school performance on the other.

2.4.4. Community Involvement Domain

Developing quality partnership and network parent and society enable schools to provide to quality education. Community participation in education and system is the partnership of home and school to support child's education process. Regarding this Olsen (1954:427) stated that community participation is the constructive involvement of people other than adults involved as students and par time employers in school policy program planning and evaluation: parents and families cannot be the only group of people for children education as long as children interact with and learn from the world outside their families. Communities and society must support parents, committee and NGO, can play significant role.

2.4.4.1. Rationale for Community Participation in School Improvement

School has much intimate relation with the community this is because parents as members of larger community have greater concern with the way the school is training their children. The target of community involvement is, therefore, to develop sense of owner ship on school programs. Ones the community considers the school as it's properly it takes apart in bringing benefit is the provision of additional resources (Teet, 2003: Sheffer, 1994: Word Bank, 1998; Dodd, 2004: MOE 2006, MOE 2001; MOE, 2007b and USAID/AED, 2006). The resource that can be generated for school improvement can be take the form of raising money for school support material support to fill school facilities, labor and technical contribution to extent of gift of own plot of land. All materials and finance as well as labor support for school from the community could be spent for construction, expansion and renovation purpose other than meeting needs of schools.

Community can render support to the school through other means as well. For example monitoring and following up teachers attendance Dodd, 2004, World Bank, 1994) beautification of school compound and participation in the area of education policy formulation, project implementation and problem solving (MOE, 1998) promoting girls education through active engagement in the eradication (Shaffer, 1994: world Bank, 1994) participation in school management and governance world Bank 1994: MOE, 2006a) through parent and community representation. It is believed that agreement sole resource of support doesn't guarantee school improvement effort. In addition, school own effort in revenue generation through different mechanisms the contribution of wider community including private investor and NGOs is key for the sustainability of school improvement in our country. As the

top is the champion ship role of parents as partners since, they know about the education of their children more than anyone else. Hence, in our countries context parents are expected to meet educational material need of their children, keep their hygiene and follow up and monitor discipline and education other than any kind of support they render to the school for improvement.

In relation to this, the study conducted on school improvement program in Chicago city as discussed by MOE (2006b) pointed out that "when schools work with families to support learning, children are more likely to succeed, conversely, students achievement in school is the extent to which family encourages and supports learning at home". Therefore, in order to enhance school program so as to work as efficiently and effectively as possible, it is important to establish and continuously develop partnership b/n school, parents and the community.

2.4.4.2. Factors That Influence Community Participation in SIP .

The question of quality and relevance could not be addressed with the government effort solely. Therefore, the partnership with NGOs and community mobilization including schools own effort is important to generate additional financial materials; labor and technical support needed for construction, expansion and renovation of schools to meet educational facilities and equipment as well as sustained school discipline. However, during the endeavor numerous factors might detractive involvement of community in school improvement. Some to be method include: unwillingness of some teachers to face hostile parents for fear of criticism about failure (Aggarawal, 1996) and principal's reluctance to empower parents and community in school leadership and management (Malnor, 2006)

In addition, USAID (1998) in it is training manual prepared for Woreda capacity building enumerates some factors, which might vary from place to place but influence active community involvement. These include; poverty, illiteracy, traditions and shortage of experience in mobilizing community for support, lack of awareness about the importance of community involvement in educational affaires, corruption and absence of good governance among others. On the whole, these days it is advisable to keep up the increasing involvement of community by designing mechanisms to help reduce the level of incidence of barriers mentioned above and any others.

2.4.4.3. Strategies that School Need to Follow for Effective Community Involvement

To develop effective community participation in education so as to ensure school improvement program succeed, creating workable techniques is vital. In the first place the school has to organize structures that can serve as a bridge between school communities. These can be strengthening PTA, school improvement committee, school adviser committee, KETB and other relevant organs those keep community closer to the school. In all, teachers are engines to the student learning both in sharing knowledge and facilitating conditions for effective learning so as to maintain high student's achievement, instructional technology and teaching aides only support but do not replace teachers. Hence it calls again for teachers' professional development to deserve special attention in school improvement effort. In addition to bazaar preparation, symposium, community mobilization on door to door basis and at community meetings. It is also possible to organize proposal for submission to charitable organizations both local and international. Many researchers have identified various ways of community participation in education providing specific channels through which they can be involved in school improvement. Calcuta and Parkins (1995) illustrate bidirectional communication that is based on mutual benefit for both school and community. In this research, it is noted by John Dewey is "a society in miniature", which requires school to be the center of community service to gain much return from their involvement; other mechanisms include strengthening community culturally responsive activities. In sum, community involvement in school improvement need to be occasional but continues processes that help strengthen the bond between school and community. To ensure sustainable relationship between the two, use of appropriate mechanism founded on effective channel is of paramount importance.

2.5 Implementation of School Improvement Program

Schools are required to ensure the availability of important inputs for the provision of education and improve their result and revise the learning teaching process in order to that students may get relevant and standard education (MoE, 2011). Teachers are key to school improvement. The more teachers now and the more skilled they are in teaching the more successful schools may be in advancing learning. Whether teachers know more and become more skilled depends upon the support they get from policies and contexts (Sergiovanni, 1999) Johnson, et al. (2005) described academically able teachers know the subject they teach at a depth that allows them to draw on their knowledge base presentations to their students. Thus, instructional strategies and capacities of the teacher are the major

teachers' related factors that affect success of school improvement program implementation and facilitate the learning of students.

Students feel that they are the school and that they own and makes the school. They found classrooms to be student centered and students to have a string voice in their own learning. To them "the most critical factor in defining the classroom culture is the teacher-student relationship". At school the relationship between learner and student is friendly open relaxed and caring (Sergiovanni, 1999). Marsh (1988) descried the reason why parents, should become active participants in school improvement program implementation. Accordingly, a major reason which is often proposed and in successful examples is most visible is the greatly increased richness and variety of the school learning environment if parents and teachers are both active participants. Parents at any given school possess a variety of skills, talents and interests that can enrich the curriculum in so many ways beyond the capabilities of any one classroom teacher.

MoE (2005) described that Communities and Parents Teacher Association are active in raising the awareness of the general community on the benefits of education and in encouraging parents to send their children to school so as to increase access and reduce dropout. In addition, they are involved in school management, preparing annual plans and follow up of disciplinary cases. MoE (2011) identified that; school improvement could be realized through works in schools. In this regard, they establish school improvement committees to undertake this task. School improvement committees are accountable to directors of schools and have three years term of office. Members of this committee are drawn from teacher, administration staff, students, parents and the community chaired by the director of each school. As to the above MoE document, with regard to the improvement of school, the school improvement committees have the following duties and responsibilities: prepare the school improvement plan; design the system where in the school community makes higher contribution for the school improvement work; design and implement a system to enable the school community participate in the school improvement planning stage through self-evaluation; monitor closely the school improvement work and provide the necessary assistance and support; submit annual report to the school community on the school improvement works undertaken by the school and notify the local community about the status of the school based on the result of the evaluation.

2.6 The Process of School Improvement

2.6.1. The Stage of School Improvement

To attain high student achievement level, schools set goals for improvement and make decision on how and when this goal may be achieved, create positive environment for learning and increase the degree to which parents are involved in their children's learning at school and in home (EIC, 2000) .School improvement by its nature is continuous process that can systematically put in to the reality. Formerly the ministry of education SIP training manual (2006) out lined different stages that the school need to pass through to realize the improvement effort. Latter both the frame work and the blue print clearly identified key steps in the school improvement process. This comprises of preliminary stages such as formation of school improvement team, understanding the context and setting issue of concern and other phases like, preparation of school improvement plan implementation, follow up and monitoring the implementation as well as Evaluation (MOE, 2007b and MOE, 2007c) .The process as depicted in the Ethiopian school improvement Frame work document has shown in the following three year school improvement cycle (MOE, 2007c:4) .

Figure 2: School Improvement Proc   ess Cycle

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                        ┌──────────────────────┐
                        │      1ˢᵗ year         │
              ┌─────────┤──────────────────────┤◄──────────┐
              │         │  - Self evaluation   │           │
              │         │                      │           │
              │         │  - planning          │           │
              │         │                      │           │
              │         │  - Implementation    │           │
              │         │                      │           │
              │         │  - Monitoring &      │           │
              │         │                      │           │
              │         │    evaluation        │           │
              │         └──────────────────────┘           │
              ▼                                             │
┌──────────────────────────┐              ┌──────────────────────────┐
│        2ⁿᵈ year          │              │        3ʳᵈ year          │
│                          │              │                          │
│ - Yearly self evaluation │              │ - Self evaluation        │
│                          │─────────────►│                          │
│ - Planning               │              │ - Planning               │
│                          │              │                          │
│ - Implementation         │              │ - Implementation         │
│                          │              │                          │
│ - Monitoring and evaluation │           │ - Following and monitoring │
│                          │              │                          │
│ - reporting              │              │ - External validation    │
└──────────────────────────┘              └──────────────────────────┘
```
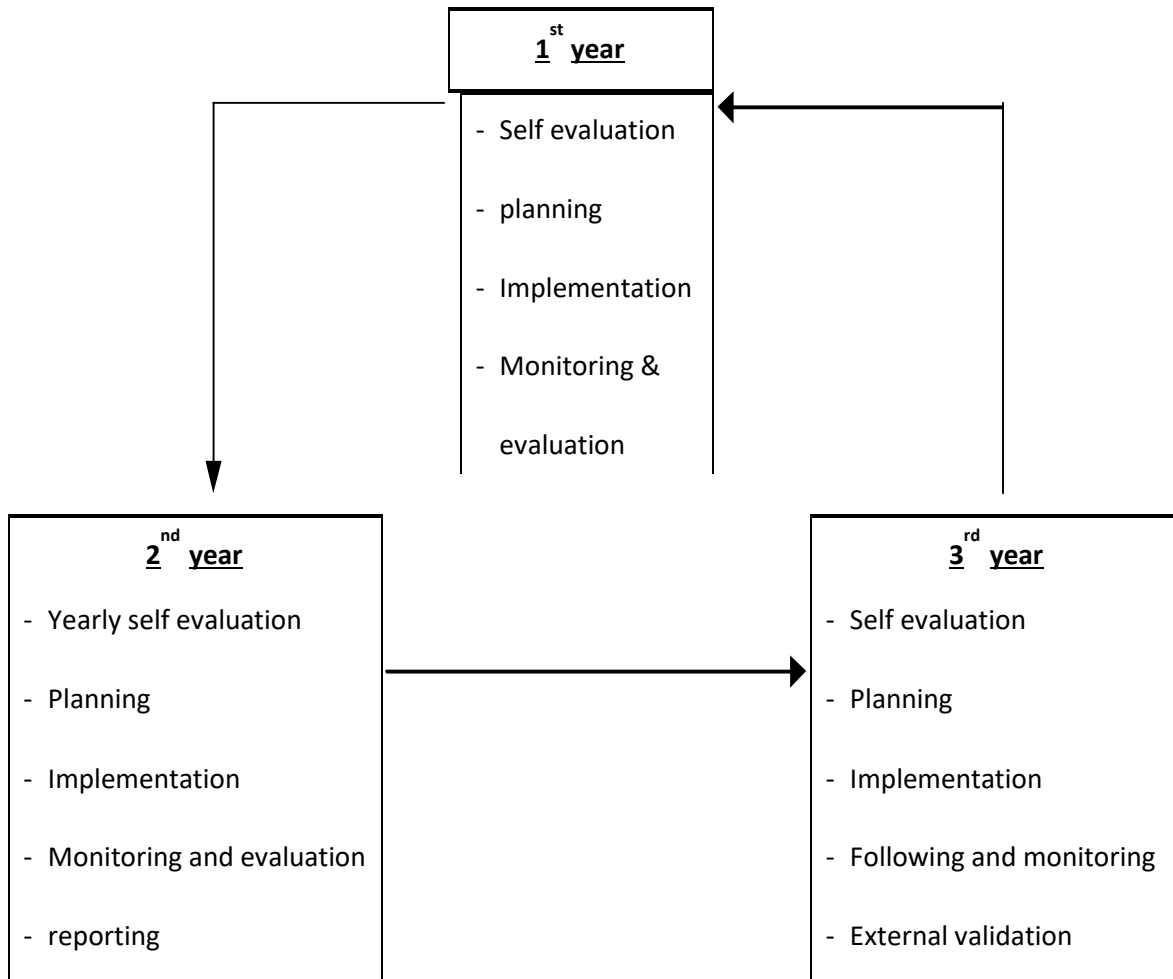
Source: MoE (2011:5)

During the school improvement process one thing to be remained is that an effective school improvement results when the entire key stoke holders workers a team throughout stages of the process. In other words school improvement team should lead the process to establish priorities set goals and evaluate. In all planning prevents poor performance.

2.6.2 School Improvement Plan Development

School improvement planning is considered as road Map that sets out change school needs to make improve the level of student achievement (ElC, 2000). it is a continuous process that brings improvement in schools. Others consider it both as a mechanism to measure improvement and

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document for monitoring progress. Plan is a corner stone for any effective implementation. This happens when plan preparation is governed by leading principles .in this regard MOE, 2006b) indicated the following key principles in school improvement plan preparation. The main target for school improvement is to achieve high student to outcome; School principal is the leader of school improvement; Students and parents have adequate knowledge about school improvement; School improvement planning process is a team work that demands stake holder's adequate understanding about the task to actively participate in the development.; School improvement planning a continuous process that requires follow up to take immediate corrective measures; School improvement plan target /goals are set based on reliable data sources , the quality of school improvement plan document is determined by the quality and efficiency of those professionals involved in the development of the process. Based on principles, school which implements school improvement programs pay attention to the following six issues for plan and implement (MoE, 2006, 2007b). These are contextual understanding, collecting, and organizing, analyzing, setting goals prioritization and issue of concern, selecting best practice, implementation, monitoring and evaluation. Throughout the process without active involvement of key school improvement stake holders such as parents, community members, principals, teachers and students; attainment of the objective of the school improvement is un thinkable. In strategic and the annual preparation all the concerned need to work collaboratively with strong sense of team. Strategic planning is the central role of school; hence, participatory sense of ownership, clear understanding of the process and commitment are among factors that need to deserve attention during strategic plan preparation on the part of school improvement plan.

2.7 Roles of Educational Supervisor

Supervisor has an important role to play in factory management. Supervision means overseeing the subordinates at work at the factory level. The supervisor is a part of the management team and he holds the designation of first line managers. He is a person who has to perform many functions which helps in achieving productivity. Therefore, supervisor can be called as the only manager who has an important role at execution level. There are certain philosophers who call supervisors as teachers. There are yet some more philosophers who call them as managers. But actually he should be called as a manager or operative manager. His primary job is to manage the teachers at operative level of management.

A supervisor plays multiplinary role at one time like -

1. As a Planner - A supervisor has to plan the daily work schedules in the factory. At the same time he has to divide the work to various teachers according to their abilities.

2. As a Manager - It is right to say that a supervisor is a part of the management team of an enterprise. He is, in fact, an operative manager.

3. As a Guide and Leader - A factory supervisor leads the teachers by guiding them the way of perform their daily tasks. In fact, he plays a role of an inspire by telling them.

4. As a Mediator - A Supervisor is called a linking pin between management and teachers. He is the spokesperson of management as well as worker.

5. As an Inspector - An important role of supervisor is to enforce discipline in the factory. For this, the work includes checking progress of work against the time schedule, recording the work performances at regular intervals and reporting the deviations if any from subordinate. He can also frame rules and regulations which have to be followed by teachers during their work.

6. As a Counselor - A supervisor plays the role of a counselor to the worker's problem. He has to perform this role in order to build good relations and co-operation from teachers. This can be done not only by listening to the grievances but also handling and fix your the grievances to teachers.

Therefore, we can say that effective and efficient supervision helps in improving better work performance, building good human relations, creating a congenial and co-operative environment. This can really help in increasing productivity.

Supervisor, being the manager in a direct contact with the operatives, has got multifarious function to perform. The objective behind performance of these functions is to bring stability and soundness in the organization which can be secured through increase in profits which is an end result of higher productivity. Therefore, a supervisor should be concerned with performing the following functions -

1. Planning and Organizing - Supervisor's basic role is to plan the daily work schedule of the teachers by guiding them the nature of their work and also dividing the work amongst the teachers according to their interests, aptitudes, skills and interests.

2. Provision of working conditions - A supervisor plays an important role in the physical setting of the school and in arranging the physical resources at right place. This involves providing proper sitting place, ventilation, lighting, water facilities etc. to teachers. His main responsibility is here to provide healthy and hygienic condition to the teachers.

3. Leadership and Guidance - A supervisor is the leader of teachers under him. He leads the teachers and influences them to work their best. He also guides the teachers by fixing production targets and by providing them instruction and guidelines to achieve those targets.

4. Motivation - A supervisor plays an important role by providing different incentives to teachers to perform better. There are different monetary and non-monetary incentives which can inspire the teachers to work better.

5. Controlling - Controlling is an important function performed by supervisor. This will involve

2.8 Experiences of other Countries

The United States of America and the United Kingdom were the pioneers of starting the school improvement programs. The international school improvement project (ISIP) under the coordination of the organization for economic cooperation and development (OECD) also strengthened the practice in the 1980s uniting the 14 OECD countries (Reynolds, et al 1996). At percent, many other countries are also implementing school improvement programs. For instance, since 2001, plan International has been implementing school improvement programs in hundreds of schools in 20 countries across Africa, Asia, and the Americans (plan international, 2004). Experiences of a few numbers of the above mentioned school improvement program implementing countries are explained below in pursuit of lessons for Ethiopia.

United Kingdom: In the United Kingdom, improving the quality of education for All

(IQEA)'is considered as one of the successful school improvement attempts in the world. The project was established initially based at Cambridge University. Since then it has operated in over fifty schools across England and Wales and additionally has incorporate schools in Iceland, Puerto Rico and South Africa in to the program. The project is currently led by staff at two Universities in the United Kingdom, Cambridge and northern kingdom. Both these Universities provide the academic leadership and vision for the program and represent the focal point for IQEA schools. The IQEA model of school improvement is based up on for fundamental belief in the relationship between teacher's professional growth and school development. It is the projects view that schools are more likely to strengthen their ability to provide enhanced outcomes for all purples when they adopt ways of working that are consistent both with their own aspiration as school community with the demands of external change. As research evidence consistently demonstrates that successful schools use external change agendas for internal purposes. The project believes in harassing the possibility for internal change through external pressure. It is central promise is that without an equal focus on the development of capacity, or internal conditions of the school, innovative work quickly becomes marginalized (MOE, 1998 E.C).

Canada: In Canada the Manitoba school improvement program (MSIP) was under taken by charitable organization since 1991, and since emphasis on enhancing schools capacity for development by involving staff, students and the community at large. It also gave due attention to teacher development

and professional growth (Harries, A 2000). Established initially with a very definite urban focus, the program has in recent years expanded to include some of the provinces rural and northern schools within its network. Just as internal and external evaluation processes are a key element of each MSIP schools program; it has been as central part of the whole MSIP endeavor, each MSIP School is assessed on a common set of criteria, and projects have to be school based and teacher initiated should focused on the needs of the adolescent students; have to address fundamental issues of educational improvement and students learning for at risk students; have to the potential for long term impact on the school and should be designed or developed to incorporate a collaborative and participatory approach with in the school and include an appropriate evolution component (Earl and Lee.1998).

United States: In the United States different states have been implementing school improvement programs. The Boston school improvement program is one such improvement initiative focusing on the six essential issues namely: School wide instructional focus; Student work and data; Professional development plan; Learning and beast teaching practices and Alignment of resources with international focus and involvement of parents and community (MOE, 1998E.C)

Another example of school improvement program implemented in the United States is the Chicago school improvement program with focuses on five school domains in contrast to that of Ethiopia and Australia which have four domains. The domains are: School management; Community support; Student catered learning environment; Professional development and quality learning experience. Self evaluation is conducted on the basis of the five domains (MOE, 1998E.C)

The Netherlands; In the Netherlands the plan Netherlands project coordinated by the

Netherland National office (NLNO) has been under taken in 25 countries, including Ethiopia (MOE, 1998 E.C)

Kenya: school improvement in Kenya is a program based on the assumption that effective change consists of a focus on the individual school, clinical methods of teacher development, and improved school management. An evaluation of this program by collecting data through class room observation; semi structured interviews with project administrators, teachers and parents; informal interviews with

project manager's staff and teachers; surveys of teachers of parents; and pupil tests has shown that on the over all, the program was found to be highly successful. However, it was also recommended that the program need to ensure that professional development strategies remain in place, improve the coast effectiveness of clinical staff development, and provide more focused training of head teachers. The emphasis on individual schools and child –centered learning were effective. In addition, the new teaching strategies did not lead to lower standards of student attainment and facilitate student's development of non cognitive and social skills (Harry B., 2000)

Other school improvement program initiatives which focused on sustained teacher development have also been implemented in east Africa since 1985 by Aga khan Foundation. The program include school and district–wide improvement project (SIPS) supported by the Aga khan foundation in Tanzania, Kenya, and Uganda grounded in a common set of strategic principles. The strategic principles embody the belief that the chances for quality improvement in teaching and learning are greater when change efforts are school based; involve whole schools as the unit of change.

Emphasis the ongoing professional development of teachers attend to school management and organizational conditions affecting the capacity of teachers to implement change, prepare for the institutionalization of organizational structures and processes that enable continues school development, and evolve through partnerships among relevant education stake holders (Aga Khan Foundation, 2002).

Australia: The Australian school improvement program comprises four domains namely; learning and teaching; School environment; Leadership and management, and Community involvement (ACT Department of education youth and family service, 2004)

This program by and large has many similarities to the Ethiopian school improvement program and it seems that the Ethiopian SIP might have been developed from the Australian one; the teaching learning process; School leadership of management; Safe and healthy school environment, and Relation among parents, community involvement domain (MOE, 1999 E.C).The elements and indicators of SIP are interdependent and complementally to each other, which are directed towards attaining the major goal of improving student's performance.

2.9 School Improvement Program in Ethiopia

Ethiopia has embarked on a new education and training policy which was issued by the transitional government of Ethiopia (TGE) following the demise of the military regime in 1991 (MoE, 2008). In its attempt to ensure the quality of education in the country, the government of Ethiopia has been engaged in formulating and implementing different policies and programs. One of the programs recently developed and currently under implementation is the general education quality improvement package (GEQIP) which has the following six important pillars: teacher development program (TDP), school improvement program (SIP)|, civic and ethical education, curriculum improvement program (CIP), information and communication technology (ICT), and management and administration program (MAP).

Even though there are six different pillars as indicted above, all of the other five pillars are there to strengthen school improvement program because all of them are inputs for school improvement program which is reflected by student achievement. The school improvement program comprises four domains, 12 elements, 29 standards and 150 indicators; all of which are targeting at improving students' performance to achieve the educational goal (MoE, 2007c). The other program is that the 1994 education and training policy which the government of Ethiopia launched was the first education sector development program (ESDP-I) in 1997.

The objective of launching education sector development program was to improve educational quality, relevance, efficiency and equity and expand access to education giving it special emphasis on primary education in rural and undeserved areas, as well as the promotion of education for girls as a first step to achieve universal primary education by 2015 (MoE, 2005). As to the document, the education sector's vision is "to see all school age children got access to quality primary education by the year of 2015 and realize the creation of trained and skilled human power at all levels who may be driving forces in the promotion of democracy and development in the country".

Different evaluations on the implementation of education sector development program have shown that Ethiopia made significant progress in education as a result of ESDP I, II and III (MoE, 2005). As to the document, challenges are faced and lessons are learned at different levels of the implementation. MoE (2010) also points out that access at all levels of the education system increased at a rapid rate in line with a sharp increase in the number of teachers, schools and institutions. There were also

important improvements in the availability of trained teachers and some other inputs which are indispensable for a high quality education system, challenges, however, in order to realize quality and internal efficiency. Hence, the focus of education polices under ESDP-IV shifts towards priority programs which address these challenges. As to the MoE 92007c) document, it was necessary to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment in particular. In order to improve the short comings related to quality, MoE launched the general education quality improvement package (GEQIP) in 2007. Hence, school improvement program is among the programs designed to improve quality of education in the country. The SIP being implemented in Ethiopia to improve quality of education was adopted from the Australian school excellence initiatives and it consisted of four domains and twelve elements (MoE, 2007c). The program was designed by MoE with different guiding manuals and then disseminated to regions, zones and schools for implementation.

2.10 Challenges in Implementing the School Improvement Program

As noticed by Poster and Day (1988), it is difficult to achieve school improvement as the school itself is a complicated social entry that has operated with in changing and sometimes conflicting public expectation. In support of this proposition, Ainscow (1994) has also argued that schools and class rooms are complex environments involving arrange of unpredictable factors, which Hopkins (2005:14), for example, identified contextual factors those which are likely to influence the progress and choice of improvement effort. These could be social class and educational status of the community in the catchments area ideological groupings which can fragment the improvement effort and the nature of collegiality, ownership and manifested in leader ship style.

With respect to school improvement effort in practice research evidences indicate that in appropriate prostration of area of concern for improvement lock of support and commitment in fractions and teachers resistance (Ainscow, 1994) as well as luck of focus on the level of class room and primary of instruction (Hopkins 2005) are more likely to hamper the effectiveness of school improvement effort. Since prioritizing area of concern for improvement is one of the major tasks in school improvement planning, feature to prioritize properly is likely to result in unsuccessful efforts. in line with this, Duchalwkai, Kutash and Olivera (2004) noted that although the literature on school improvement has

indicated that all domains are important, the complex nature of school improvement makes it difficult for an individual school to improvement all the strategic concurrently.

The extent of pressure and support from district education office is also another factor that can determine the effective implementation of school improvement experiences in schools that have been involved in school improvement project. For successful school improvement, the district office has to have a clear plan for supporting its schools in sharing experience. Teachers might resist new reform for many reasons. Since active involvement of stockholders particularly teachers can determine the success of school improvement is crucial (Costa and Liebmann, 1997, genuine communication and shared commitment is crucial through the involvement of teachers indecision making process, development teachers ownership of the reform at the right time by the help of right awareness creation mechanizes.

In addition to problem discussed above; factors such as lack of common understanding among the practitioners on the program, complexity and instability or change in school factors like staff turnover, change in prentices from education authority and public enrolment can affect sustainability of school improvement (Chinsamy, 2002) finally in the local context, reports on the regional level school improvement practice reveal some factors might handicap program implementation effort. Some of the major expected challenges as summarized by OEB (2009) include; lack of qualified teachers required mainly at secondary level; Lack of proper leadership training for school principals and there undergoing poor commitment to enforce the program; defective strategic school improvement plan preparation and implementation and of course; weak follow up monitoring and evaluation of the program implementation by all concerned. In conclusion, the strategic nature of the SIP by itself does not bring change overnight, Indeed it needs active involvement of all the stake holders for effective implementation to occur.

CHAPTER THREE
3. METHODOLOGY OF THE STUDY
3.1. Description of the Study area

Bure Wereda is found in Ilubabor Zone, Oromiya National Regional State in South Western part of Ethiopia. It is located at about 662 km from Addis Ababa in South West direction on the way to Gambella regional state main road. Geographically it is located at $8^{o}0'00''N$ - $'8^{o}21'00''N$ latitude and $35^{o}8'30''E$ - $35^{o}30'30''E$ longitude with altitudinal range between 1200- 1900m above sea level.
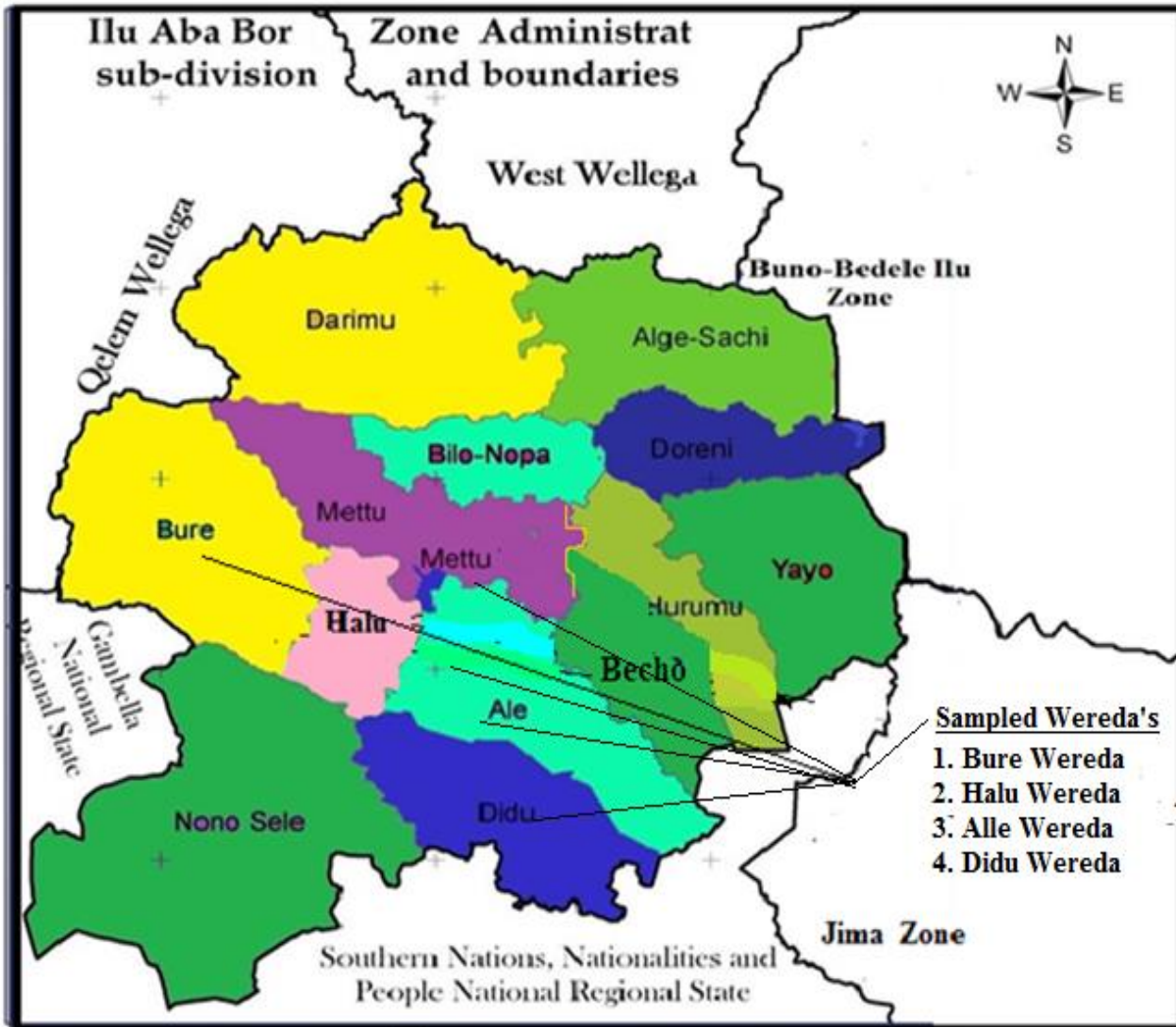

Fig.1   Map of Study Area
Source: Ethio GIS, 2017

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3.2C Research Design

The research design employed in this study was descriptive survey. The use of descriptive survey method is well supported by Best and Kahan (2005). Descriptive survey design is appropriate to describe condition that exist, opinions that are held, and processes that are going on, trends that are developing and also to assess large sample size. Thus, this study was conduct through a mixed method because such method ignores the weakness of studying the problem through either quantitative or qualitative method alone, and provides more comprehensive and convenient evidence for the study (Creswell, 2012). The procedure of this study was carried out through concurrent triangulation mixed method

3.3 Sources of data

Data for this research was collect from school improvement program, committee members (school principals; cluster supervisors; PTAs, teacher and student representatives), teachers, students, and woreda and zone education office supervision coordinators. The decision to use these subjects as a source of data was based on the assumption that they have a better experience and information about the implementation for school improvement program reform activities and the roles of supervisors in secondary schools. Moreover, documents related to school improvement programs implementation preparation like minutes of discussion were examined.

3.4 Population of the study

This study was conducted on Illu Abba Bor zone. The study includes supervisors, teachers, directors, students, PTAs and woreda education experts. Therefore, the study was conduct on Bore woreda (Bure Nicolus Bom secondary school, Sirbo secondary schools, and Bondaw secondary school) , Halu woreda(Uka secondary schools)   Alle Woreda (Gore secondary schools, and Onga secondary schools) ,Didu woreda (Lalo Secondary school, Killi secondary school , and Gordomo secondary school)

3.5 Sample Size and Sampling Techniques

All school improvement program reform committee members (school principals, cluster supervisors, PTA representatives, students and teacher's representatives) of the selected secondary schools of Illu Abba Bor zone was include in the study by using systematic random sampling technique. Among the woreda education experts, the one who were at the position of supervising secondary schools was select purposively. Also, from four woreda education office supervisors, 9 supervision coordinators

were selected purposively as they was closely assisting every school activities. The researcher was hope that they was provide relevant and adequate information regarding school improvement program reforms in the secondary schools. Accordingly, 45 school improvement program reforms committee members (4 school principals, 12 PTA representatives, 16 students' representatives, 16 teachers' representatives from selected secondary schools, 5 cluster supervisors), 9woreda supervisors (1 from each woreda*),* and one supervisor from Illu Abba Bor zone were include in the study.

There are 39 secondary schools in the different woredas of Illu Abba Bor zone. Amongst these secondary schools, four woredas was select through simple random sampling technique. To determine the sample size of teachers from the total target populations (320) of these four selected woredas secondary schools, the researcher were 158 teachers using simple random technique.

Regarding student respondents, the researcher was select grade 11 students and from this grade level students, the researcher was select those students who was classroom monitors from each section (two students from each section) and student representatives from the respective school (three from each sample school) using purposive sampling technique as these students have better experience, knowledge, participate in school internal evaluation and quarterly reports. Accordingly, 20 students (5) from each secondary school were include in the study.

Table 1 : Sample size determination of the schools

NO	Woreda	Secondary schools	Total numbers of teachers	Simple size taken
1	Bure woreda	Bure Nicholas Bom	36	15
		Bondaw	12	7
		Sirbo	34	17
2	Halu Woreda	Uka	43	21
3		Gore	92	46
	Alle woreda	Onga	23	11
4	Didu Woreda	Lalo	35	17
		Killi	15	8
		Gordomo	30	16
5	Total	9	**320 (N)**	**158 (n)**

3.5 Data collection Instruments

The data gathering tools that were employs in this study were questionnaire, interview, observation and document analysis.

3.5.1 Questionnaire

The questionnaire was included the role of supervisors in implementing the school improvement reforms. The questionnaire was constructing by referring the review of the related literature on the roles of supervisors in implementing the school improvement program reforms. Both open and close ended items were developed as the main instrument of data collection. The, questionnaire was prepared in English Language and administered to all teachers and SIP committee members (school principals, cluster supervisors, and teacher representatives) with the assumption that they can understand the language.

The instrument was translated into Afan Oromo for school improvement program reforms committee members such as parents and students. The closed types of questions were in the form of Likert-scale. In addition to this, open ended type questions was use in order to give opportunity to the respondents to express their feelings, perceptions, problems and intentions related to school improvement practices at the schools.

The questionnaire consists of two parts. The first part deals with the general background of the participants. The second and the largest part contain items that address the basic questions of the study. To increase the chance of return, the administration of the questionnaire as make by the researchers with the help of teachers and supervisors working in the selected schools.

3.5.2 Interviews

To get further information on how secondary schools of Illu Abba Bor zone that ultimately focus on the role of supervisors school improvement program reforms, semi‑structured interview was prepare. The interview has two parts. The first part was about personal background and the second part focuses on the extent to which SIP has been implemented. The interview was use to collect information from Woreda and Zone education office supervision coordinators regarding the role of supervisors in implementing the school improvement program reforms.

3.5.3 Document review and observation

In order to check the role of supervisors in implementing school improvement program reforms, document analysis and observation was carried out at school level. The document analysis will be supported by a check list. The observation checklist has 10 items. It was focus on areas that reveal what is really going on in each school with regards to the role of supervisors in implementing school improvement program reform in the secondary schools.

3.6 Validity and Reliability of the Instruments

To ensure the validity of the instruments, a pilot study was carry out to pre-test the instrument. Specifically, to avoid ambiguity and unclear statements, the draft questionnaire was first tested with Bacho Secondary School teachers (12), students (15), and school improvement programs committee members (5). The respondents of the pilot test were be not include in the actual study. Based on the respondents' response, improvements were made on the questionnaire to make it clear and relevant to the basic questions. The reliability of the items was find .879 coefficient of Alpha (α).

3.7 Methods of Data Analysis

For the sake of meaningful analysis, the data was collect through close ended questionnaire was tallied, tabulated and filled into SPSS version 21 and interpretation was make on different themes. Thus, depending on the nature of the basic questions to be address and variable to be treated, the researcher was use percentage, mean, and standard deviation. More specifically, the percentage was

use to analyze the background information of the respondents, whereas, the mean, standard deviation, and one sample t-test was use to summarize the data in simple and understandable way.

CHAPTER FOUR

4. DATA ANALYSIS, PRSENTATION AND INTERPRETATION

This section presents the data that would be obtained from both quantitative and qualitative data .Therefore, the result of the data that obtained from quantitative data was analyzed , presented and interpreted through numerical means and the qualitative data was analyzed and interpreted non-numerically so that , the researcher distribute questionnaire for 158 teachers ,and among these 4 questionnaire were un returned , and that the following table is done using 154 sample size of the study .

Table 4.1. **Demographic characteristics of the Respondents**

Items		Frequency	Percentage
Gender	Male	118	77%
	Female	36	23%
Age	25-30	74	48%
	31-35	35	23%
	36-41	21	14%
	42-47	16	10%
	Above 48	8	5%
Qualification	Diploma	-	-
	BA/BED/BSc	135	88%
	MA /MED/MSc	19	12%
Teaching experience in years (only for teachers)	Below 5 years	43	28%
	6-10 years	36	23%
	11-15 years	34	22%
	16-20 years	22	14%
	21-25 years	19	12%

Sources : Own questionnaire, 2021

As table 4.1 indicated that , 118(77%) of the respondents were male and the rest 36(23%) of them were female respondents, concerning their ages , 74(48%) of the respondents found between 25-30 years old ,35(23%) of them were found between 31-35 years old, 21(14%) of the respondents were found between 36-41 years old, and the rest 16(10%) of the respondents were found between 41-46 years and the rest 8(5%) were found above 48 years old. Regarding the qualification or educational background of the respondents, 135(88%) of the respondents were BA /BED/BSC holders, 19(12%) of the respondents were MA/MED/MSC holders. Concerning the teaching experience in year, 43(28%) of the respondents have below 5 years teaching experience, 36(23%) have 6-10 years' experience, 34(22%) of them have 11-15 years' experience in teaching, 22(14%) of them have 16-20 years' experience and the rest 19(12%) of them have 21-25 years' experience in teaching

Table 4.2: The extent to which adequate orientation is provided in the school improvement program (N=154)

Items	Yes		No		Do not know		Mean	SD
	Count	Row N %	Count	Row N %	Count	Row N %	2.53	1.14
Did the goals and objective of SIP were clearly communicated?	81	53%	60	39%	13	8%	2.24	1.10
Did the school provided you any SIP guidelines?	84	55%	46	30%	24	16%	2.30	1.08
Did the school establish a school improvement committee	78	51%	75	49%	1	0.6%	2.37	1.14
Do you think the formation of SIP was made from the members representing key stakeholders?	89	58%	61	40%	4	3%	2.76	1.22
Did the committee established discussion procedures and time line for its own meeting?	65	42%	53	34%	36	23%	2.45	1.20

Sources : Own questionnaire, 2021

As table 4.2 indicated that 81(53%) ,60(39%) and 13(8%) of the asked respondents replied that Yes , No and do not know   whether the goals and objectives of SIP were clearly communicated in these secondary schools, 84(55%) and 46(30%) of the respondents replied Yes and No respectively whereas

24(16%) of them were replied do not know about how the school provide SIP guidelines, respondents were also asked about school establishment improvement committee , so that 78(51%) ,75(49%) and 1(0.6%0of the respondents replied Yes, No and do not know .Regarding, how the formation of SIP was made from the members representing key stake holders, majority 89(58%) ,61(40%) of the respondents replied yes and no respectively , and the rest 4(3%) of them replied do not know, majority 65(42%) and 53(34%) of the respondents replied Yes and No concerning how the committee established discussion producers and time line for its own meeting, and others 36(23%) of them said don't know about the issue.

Table 4. 3: The extent to which these activities ware performed during the schools" self-enquiry process (N=154)

Items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	Sd
Students" academic results were effectively analyzed on the basis of national	29(19%)	44(29%)	35(23%)	33(21%)	13(8%)	2.20	1.16
An effective assessment of students" satisfaction was carried out	40(26%)	39(25%)	37(24%)	19(12%)	19(12%)	2.49	1.22
The self-enquiry was conducted on continuous fashion	37(24%)	33(21%)	40(26%)	30(20%)	14(9%)	2.52	1.13
Achievements and experiences of other schools" were investigated	35(23%)	40(26%)	40(26%)	25(16%)	14(9%)	2.41	1.15
Tools of self-enquiry, provided by MoE SIP framework were properly utilized	44(29%)	32(21%)	40(26%)	27(18%)	11(7%)	2.23	1.21
All the four domains, their sub-domains, standards are indicators were effectively	31(20%)	39(25%)	40(26%)	26(17%)	18(12%)	2.41	1.11
The level of the school performance was genuinely identified	36(23%)	44(29%)	31(20%)	24(16%)	19(12%)	2.65	1.28
The process of self-enquiry was simple and clear	43(28%)	38(25%)	37(24%)	16(10%)	20(13%)	2.53	1.20

As table 4.3   item 1 revealed that 73(48%) of the respondents replied disagree, 35(23%) of them remain undecided and the rest 44(29%) of them replied agree. This implies that students' academic results were not effectively analyzed on the basis of national exams .Concerning the effectively assessment of students satisfaction, item 2 indicated that 79(51%) of the respondents replied disagree, 37(24%) of them were remain undecided, 38(24%) of them said agree, which also show that there was in effective assessment of students satisfaction.   Regarding the self-enquiry was conducted on continuous fashion, majority 70(45%) of the respondents disagree, 40(26%) of them replied undecided, 44(29%) of them were said agree, and this implies that self –enquiry was not conducted on continuous fashion.

Respondents were also asked about , achievements and experiences of other schools" were investigated,75(49%) of the respondents replied disagree, 40(26%) of them were undecided and the rest , 49(25%) of the respondents said agree , which implies that achievements and other schools experience is not investigated in these secondary schools. Majority, 76(50%) of the respondents were replied disagree , 40(26%) of them remain undecided , and the rest 38(25%) of them replied agree about the tools of self-enquiry, provided by MoE SIP framework were properly utilized , so that this indicated that SIP frame work provided from MoE had not been properly utilized in these secondary schools.

Regarding, the all the four domains, their sub-domains, standards are indicators were effectively implemented, majority 70(45%) of the respondents replied disagree, 40(26%) of them were remain undecided, and the rest 44(29%) of them said agree, this implies that the four domains and sub – domains of SIP were not effectively implemented in these identified secondary schools. Further, respondents were asked whether the level of the school performance was genuinely identified, so that majority 80(52%) of the respondents replied disagree, 31(20%) of them were replied un decided, and the rest 43(28%) of them replied agree. Therefore, this implies that supervisors did not clearly evaluate the performance of the schools on the bases of the standards set by the minister of education.

Table 4.4: The extent to which the following activities were taken in to consideration in the planning of SIP (N=154)

Items	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Sd
The school's annual plan was derived from its 3 years strategic plan	27(18%)	48(31%)	46(30%)	21(14%)	12(9%)	2.49	1.21
Appropriate planning formats were used	27(18%)	39(25%)	36(23%)	27(18%)	25(16%)	2.42	1.22
The school improvement plan was approved by the SIP committee	34(22%)	39(25%)	37(24%)	31(20%)	13(8%)	2.53	1.23
All the stakeholders were involved in the approval of the plan	34(22%)	43(28%)	27(18%)	35(23%)	15(10%)	2.41	1.20
Goals of the plan were SMART	36(23%)	42(27%)	27(18%)	29(19%)	20(13%)	2.45	1.25
Time lines of activities were clearly set out	38(25%)	36(23%)	39(25%)	24(16%)	17(11%)	2.72	1.26
Action plan for each of the domains were designed	34(22%)	38(25%)	37(24%)	32(21%)	13(8%)	2.67	1.31

Sources: Own questionnaire, 2021

As table 4.4 indicated that 75(49%) replied disagree, 46(30%) of them relied neutral, and the rest 33(21%) of them replied agree that the school's annual plan was derived from its 3 years strategic plan. This implies that schools annual plan was not delivered from its three years strategic plan, as majority 66(43%) of the respondents said disagree, 36(23%) of them said neutral and the others 52(34%) of them replied agree about the appropriateness of the planning formats. Therefore, this revealed that appropriate planning formats was not used in these secondary schools.

Progressively, respondents were asked about, the school improvement plan was approved by the SIP committee, and most 73(47%) of the respondents replied disagree whereas 44(28%) of them agree and the rest 37(24%) of them replied neutral, which also implies that, the school improvement plan was not approved by the SIP committee.

As majority 77(50%) of the respondents replied disagree as well as 50(33%) of them replied agree, and the rest 27(18%) of them remain neutral and this implies that as all the stakeholders were not involved in the approval of the plan. As majority 78(48%) of the respondents disagree whereas 41(27%) of them replied agree and the rest 39(25%) of them replied neutral about the smartness of the plans. The Action plan for each of the domains were not designed appropriately by that, majority 72(47%) of them replied disagree, 37(24%) remain neutral and the rest 45(29%) agree up on it.

4.2 The following issues are related to activities that should be carried out in the implementation of the schools" school improvement plan. Please indicate your position on the extent to which these activities were taken in to account (N=154)

Table 4.5 Implementation of schools improvement

Items	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Sd
Before implementing, the SIPC approved the plan for implementation	33(21%)	42(27%)	26(17%)	34(22%)	19(12%)	2.57	1.31
The existing ways of doing were tuned to the new plan	38(25%)	42(27%)	26(17%)	29(19%)	19(12%)	2.63	1.15
The school leadership effectively ensures the availability of necessary resource for the implementation	36(23%)	40(26%)	38(25%)	20(13%)	20(13%)	3.17	1.30
The school provide a progress report on the implementation of SIP to all the stakeholders	23(15%)	43(28%)	43(28%)	21(14%)	24(16%)	2.14	1.52
The school communicated the	19(12%)	44(29%)	35(23%)	24(16%)	32(21%)	2.07	1.33

implementation of the program to the community effectively							
Various communication tools were intensively used to address stakeholders	48(31%)	36(23%)	39(25%)	17(11%)	14(9%)	2.46	1.11

Sources: Own questionnaire, 2021

As table 4.5 show that 77(48%) of the respondents replied disagree, 27(17%) of them remain neutral, and 53(33%) of the respondents replied agree, which indicated that before implementing, the SIPC did not approved the plan for implementation. Regarding, the existing ways of dong were tuned to the new plan, majority 80(52%) of the respondents replied disagree, whereas 48(31%) of them said agree and the rest 26(17%) of them replied neutral.

Regarding, the school leadership effectively ensures the availability of necessary resource for the implementation, most 76(49%) of them asked respondents disagree, 40(26%) of them replied agree whereas the rest 38(25%) of them said neutral. This implies that, the school leadership was not effectively ensures the availability of necessary resource for the implementation. As the data, 66(43%) of the respondents replied disagree, 43(28%) replied neutral, and the rest 45(30%) of them replied agree, which implies that, the school did not provides a progress report on the implementation of SIP to all the stakeholders. The school was not communicated the implementation of the program to the community effectively as the data of majority 63(41%) of them said disagree, 35(23%) of them remain neutral, and the rest 56(37%) of them agree about the issue.

Table 4.6 : The extent supervisors assist school improvement monitoring and evaluation (N=154)

Items	Alternatives	Count	Column N %	Mean	SD
Did the school SIP committee conducted formal monitoring and evaluation of the implementation of the program?	Yes	76	49%	3.02	1.02
	No	73	47%	2.82	1.27
	Do not know	5	3%	2.64	1.26
How frequently it was conducted?	Weekly	31	41%	2.45	1.33
	Monthly	24	32%	2.38	1.15
	Within three months	13	17%	2.29	1.41
	Within six months	8	11%	2.25	1.26
Did the school staff carried out a discussion on the implementation of SIP	Yes	80	52%	2.59	1.32
	No	70	46%	2.80	1.30
	Do not know	4	3%	3.30	1.06
How frequently they made a discussion?	Monthly	32	40%	1.96	1.35
	Within three months	37	46%	2.00	1.25
	Within six months	6	8%	1.91	1.18
	Yearly	5	6%	2.52	1.16
How do you rate the effort made by the school in modifying its plan based on the information acquired from the evaluation	Very high	58	38%	2.04	1.06
	high	50	33%	2.29	1.49
	Moderate	32	21%	2.38	1.46
	low	8	5%	2.25	1.27
	Very low	6	4%	2.59	1.32
Did the city administration education office made any attempt of monitoring and evaluating the program?	Yes	77	50%	2.80	1.30
	No	69	45%	3.30	1.06
	Do not know	8	5%	2.03	1.05
How frequently the offices conduct the monitoring and evaluation?	Always	45	58%	2.33	1.21
	sometimes	21	27%	2.46	1.35
	Rarely	11	14%	1.84	1.06

Sources: Own questionnaire, 2021

According to table 4.6 the data obtained supervision was found in the growth of charitable social agencies it involved the recruitment, organization and oversight of a large number of volunteers and

later paid teachers. They pointed out that one of the overseer's job was to ensure that work was done well and to standard, and this could be viewed as an administrative task.

As majority suggested that in order to reduce pressures for head teachers, there is need to provide professional development programmes that enable new administrators to meet challenges in educational leadership, which obviously involves supervision.

In the rules and regulations pertaining to standards of education include the teachers' code of conduct, education acts, legislative instruments, executive instruments, policy guidelines and administrative instructions and directives. In supervising the principals gives direction to the teacher's base on the professional code of conduct. This should be geared towards enhancing the teachers' job performance in the institution. The respondents confirms this when he observed that it is the duty and responsibility of head teachers to acquire and acquaint themselves with government standing orders, to enable be aware of their rights, privileges, obligations and responsibilities.

They stated that has noted that the supervisory goal of head teachers is to improve classroom and school instruction by enabling teachers to become more adaptive, more thoughtful, and more cohesive committed their work.

The data confirmed that in the primary goal of administration and supervision is to ensure the adherence of policy and procedure of work. The head teachers are given authority to supervise the teachers to ensuring the correct, effective and appropriate implementation of agency policies and procedures.

Supervision, accordingly, is what school personnel to maintain teaching resource or change the school operation in the way that it directly influence the teaching process employed to improve pupil learning. It is therefore a highly instruction-related operation directed towards both maintaining and improving the teaching–learning processes in the school.

Supervisors use skills and knowledge of human behavior and the group process to enable teachers increase their effectiveness and sensitivity in the classroom through direct observation and appraisals.

CHAPTER FIVE
5. MAJOR FINDING, CONCLUSION AND RECOMMENDATION

5.1 MAJOR FINDING OF THE STUDY

The main objective of this study was to assess the role of supervisors in leading the school improvement programs in Illu Abba Bor Zone secondary schools .Here are the research questions of this study:

1. To what extent supervisors support the planning of school improvement program in Illu Abba Bor zone secondary schools?

2. To what extent supervisors assist schools self-enquiry in Illu Abba Bor zone secondary schools?

3. To what extent supervisors support the implementation of school improvement program in Illu Abba Bor zone secondary schools?

4. To what extent supervisors assist school improvement monitoring and evaluation in the study area in Illu Abba Bor zone secondary schools?

The research design employed in this study was descriptive survey. Thus, this study was conduct through a mixed method because such method ignores the weakness of studying the problem through either quantitative or qualitative method alone, and provides more comprehensive and convenient evidence for the study. This study was conducted on Illu Abba Bor zone. The study includes supervisors, teachers, directors, students, PTAs and woreda education experts.

As majority of the respondents revealed that 73(48%) of the respondents replied disagree. This implies that students' academic results were not effectively analyzed on the basis of national exams .Concerning the effectively assessment of students satisfaction, majority 79(51%) of the respondents replied disagree, which also show that there was in effective assessment of students satisfaction.

Regarding the self-enquiry was conducted on continuous fashion, majority 70(45%) of the respondents disagree, and this implies that self –enquiry was not conducted on continuous fashion.

Respondents were also asked about, achievements and experiences of other schools were investigated, 75(49%) of the respondents replied disagree, which implies that achievements and other schools experience is not investigated in these secondary schools.

Majority, 76(50%) of the respondents were replied disagree ,about the tools of self-enquiry, provided by MoE SIP framework were properly utilized , so that this indicated that SIP frame work provided from MoE had not been properly utilized in these secondary schools.

Regarding, the all the four domains, their sub-domains, standards are indicators were effectively implemented, majority 70(45%) of the respondents replied disagree, this implies that the four domains and sub –domains of SIP were not effectively implemented in these identified secondary schools. As majority 80(52%) of the respondents replied disagree. Therefore, this implies that supervisors did not clearly evaluate the performance of the schools on the bases of the standards set by the minister of education.

As majority 75(49%) replied disagree. This implies that schools annual plan was not delivered from its three years strategic plan, as majority 66(43%) of the respondents said disagree. Therefore, this revealed that appropriate planning formats was not used in these secondary schools.

Progressively, respondents were asked about, the school improvement plan was approved by the SIP committee, and most 73(47%) of the respondents replied disagree, which also implies that, the school improvement plan was not approved by the SIP committee.

As majority 77(50%) of the respondents replied disagree and this implies that as all the stakeholders were not involved in the approval of the plan.

As majority 77(48%) of the respondents replied disagree, which indicated that before implementing, the SIPC did not approved the plan for implementation. Regarding, the existing ways of dong were tuned to the new plan, majority 80(52%) of the respondents replied disagree.

Regarding, the school leadership effectively ensures the availability of necessary resource for the implementation, most 76(49%) of them asked respondents disagree. This implies that, the school leadership was not effectively ensures the availability of necessary resource for the implementation. As the data, 66(43%) of the respondents replied disagree, which implies that, the school did not provides a progress report on the implementation of SIP to all the stakeholders. The school was not communicated the implementation of the program to the community effectively as the data of majority 63(41%) of them said disagree.

5.2 Conclusion of the study

From the foregoing discussions, the study made the following conclusions:

The educational supervisor is responsible for providing adequate support to the trainee for the development of their learning requirements and ensuring that appropriate training opportunities are made available to acquire the necessary competencies. Through a regular appraisal process the educational supervisor should also ensure that the trainee follows a programme which meets the educational objectives as laid down by the training body. Learning outcomes are discussed and agreed with the trainee, as well as the clinical supervisor in charge of that period of training when appropriate. Unlike the clinical supervisor, the educational supervisor may not be in direct clinical interaction with the trainee but should have a good overview of training needs. This does not mean that the same person cannot do both, though it is arguable that it is best to separate the two posts and responsibilities.

Educational supervision therefore requires time, dedication and, more importantly, adequate training to qualify for the role. Although it is recommended that educational supervisors should have an understanding of educational theories and practical educational techniques including constructive feedback, communication skills and dealing with difficulties, regrettably this is not the case. It is a matter of fact that all consultants are expected to become qualified educational supervisors with minimal training or interest. Furthermore, even those who are qualified in education find themselves taking on this role with little or no time allocation in their job plans and as an add-on to their clinical commitments. Few would disagree that very little investment has been made in this area. One of the major challenges facing postgraduate education is meeting educational demands through formal training in educational supervision. This admittedly would require time and resources.

Until then it may be advisable to limit educational supervision to those qualified to do so and with adequate time allocation.

Continuous training in supervisory skills for teachers and head teachers can create an enabling environment where roles are appreciated in developing teaching practices to enhance professional advancement.

Active involvement of teachers and inspectors in monitoring the teachers' job performance against set standards especially at departmental level and district level promotes loyalty, commitment,

professional relationship, classroom environment and evaluation and assessment that ensure acquisition of professional competence.

Involvement of teachers and head teachers in making policies and decisions that affect them and providing timely guidance from the district education officials and inspectors equips head teachers with knowledge and managerial competencies to improve on the head teachers' supervisory role in sustaining the teachers' motivation in the teachers' job performance.

5.3 Recommendations

The findings from the study have prompted the researcher to make the following recommendations.

1. Head teachers ought to get obligatory continuous in-service training to equip them with managerial competencies for the development of teaching practices in secondary schools.

2. Heads of departments and district officials must be take part in participatory supervision through classroom observation to ensure effective monitoring of the classroom teaching to enhance teachers' professional competencies.

3. Education officers and inspectors of schools must be involved in the monitoring of teachers' job performance in secondary schools through periodical inspection to promote quality control measures that promote and sustain enthusiasm in the teachers' job performance and improve on the supervisory role of head teachers.

4. There must be good relationship between teachers, supervisors, principals, woreda education and experts of the school bring a better kind of school improvement program.

5. Different facilities such as reference, text book and certain teaching aid should be fulfilled by the woreda education officers.

6. The school has to be created effective regular communication with all stakeholders. Finally, the researcher suggested that school improvement program is back bone of the school so that every concerned body such as woreda education officials, teachers, stoke holders, principals, supervisors and communities at large should work towards it.

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APPENDEX-A
Jimma University

College of Education and Behavioral studies

Department of Educational planning and Management

<u>Questionnaire to be filled by   teachers</u>

Dear respondent: The main purpose of this questionnaire is to gather relevant data that help to assess the role of supervisors in leading the school improvement program reforms in Illu Abba Bor zone secondary schools . I would like to assure you that this purely for academic purpose and hence would not affect any one in any way as all the information will be kept confidential. Rather the result of this study is believed to be as an input to improve the school improvement program . Hence, your genuine, frank and timely responses are of prime importance for the success of this study. Therefore, you are kindly requested to respond to each question carefully and responsibly.

Please Note that:

- You do not need to write your name on the questionnaire

- For questions with alternative choices put "√" in the bracket mark

- Write your opinion briefly for open ended questions on the space provided.

Thank you in advance for your cooperation!

1. Information

1. **Background** Name of the school _____

2. Name of woreda _____

3. Sex: a. Male (   )   b. Female (   )

4. Age (in years):

21 – 25 (   )   c. 31 – 35 (   )

         a. 26 – 30   (   )   d. 36 – 40 (   )

5. Qualification

 a. Diploma (   )   b. BA/BED/BSc (   )   c. MA /MED/MSc (   )

  d. any other _____

6. Teaching experience in years (only for teachers)

a. Below 5 years (   )   b. 6-10 years (   )   c. 11-15 years   (   )

d 16-20 years (   )   e. 21-25 years (   )   f. 26 and above (   )

7. Work Experience as principal of the school (only for principal _____Years)

8. Area of specialization

Major _____Minor _____Other_____

1.10. Training on "School Improvement Program /SIP"   a. Yes   (   )   b. No (   )

2. Domains of school improvement program.

In order to improve the school and ensure the attainment of learning outcome of students there are four domains to be dealt on. Please show the level of your agreement and the extent to which the mentioned activities were implemented in your school based on your opinion and observation by putting "X" mark in the space provided corresponding to each item under the rating like scales that represents your opinion.

2. Issues related to the practices and challenges of School Improvement Program can be generally, stated as; Preparation, Self- Enquiry, Planning, implementation and Evaluation.

2.1 Activities Performed in the Preparation Phase of School Improvement Program.
The following are activities that are expected to be carried out in the preparation phase of school improvement program. Please indicate your answers by circling the letters of the choices provided and put "√" mark for the items that require your rating.

2.2 Did the school provide adequate orientation regarding the school improvement program to the key stakeholders

No	Stakeholders	Response		
		Yes	No	Do not know
1	Teachers			
2	Administrative staff			
3	Students			
4	Parents			

5	Community members			

Others (specify)_____

2.1.1　　If your answer for one of the stakeholders is 'yes', did the goals and objective of SIP were clearly communicated?

　　a. Yes　　　　　　　　b. No　　　　　　　c. Do not know

2.1.2　　Did the school provided you any SIP guidelines?

　　a. Yes　　　　　　　　b. No

2.1.3　　Did the school establish a school improvement committee

　　a. Yes　　　　　　　　b. No　　　　　　　c. Do not know

2.1.4　　If your answer to question No 2.1.5 is 'yes', do you think the

formation of SIPC was made from the members representing key

stakeholders? (Principal, teaches, students, parents and other community

members)

　　a. Yes　　　　　　　　b. No　　　　　　　c. Do not know

2.1.5　　Did the committee established discussion procedures and time line for its own meeting?

　　a. Yes　　　　　　　　b. No　　　　　　　c. Do not know

2.1.6 Did practical training on the use of SIP formats and documents provided to

　　1. Teachers　　　　　a. Yes　　　　　　b. No

　　2. SIPC members　　　a. Yes　　　　　　b. No

2.1.7 To what extent were the following necessary resources organized in your

school forschool improvement program? Please indicate your response

regarding the extent to which the resources were provided by putting

'√' mark on the spaces provided below.

(5=very great extent, 4=great extent, 3=undecided, 2=to lower extent, 1=to very low extent, 0=do not know)

No	Resources	Extent rates				
		5	4	3	2	1
1	Human					
2	Financial					
3	Material					

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4	Technical					

Others (specific)_____

2.1.8   Do you know your duties and responsibilities in the school improvement program?

     a. Yes   b. No

2.1.9   If your answer for the question No 2.1.10 is "No" why do your think the reasons might be?

     a. I was not clearly informed

     b. I was not being provided in written form

     c. They are ambiguous and not clear

     d. Others (specify)_____

2.2 The following are major activities expected to be carried out by the school in conducting self-enquiry.

2.2.1   Did the school conduct self-enquiry?

     a. Yes   b. No   c. Do not know

2.2,2 If your answer question No 2.2.1 is 'No', what do you think the reasons might be? Please specify _____

_____

_____

2.2,3 If your answer for question no 2.2.1 is 'I don't know' pleas specify the possible reasons _____

_____

_____

2.2.4 If your answer for question no 2.2.1 is "yes" please indicate your opinion on

the extent to which these activities ware performed during the schools' self-

enquiry process by putting '√' on the space provided below.

(5=highly agree, 4=agree, 3=undecided, 2=Disagree, 1=Highly disagree, 0=I don't know)

No	Items	Level of agreement				
		5	4	3	2	1
1	Students' academic results were effectively analyzed on the basis of national standards					
2	An effective assessment of students' satisfaction was carried out					
3	The self-enquiry was conducted on continuous fashion					
4	Achievements and experiences of other schools' were investigated					
5	Recent statistics, school level performance indicators, subject matter information and national standards were effectively analyzed					

6	The perceptions of key stakeholders (teachers, students, parents and others) on the quality of the provision education was properly recorded and analyzed					
7	Students personal development was assessed					
8	Impacts observed due to the provision of physical infrastructure were analyzed					
9	Reports from stakeholders were effectively used					
10	PTA and KETMB were actively involved in the self-enquiry					
11	City administration education office was actively involved in the self-enquiry					
12	All the members of SIPC were actively involved in the self-enquiry					
13	Short term and long term objective were clearly identified					
14	School priorities were properly identified					
15	Tools of self-enquiry, provided by MoE SIP framework were properly utilized					
16	All the four domains, their sub-domains, standards are indicators were effectively					

No	Items					
	analyzed					
17	The level of the school performance was genuinely indentified					
18	The process of self-enquiry was simple and clear					

2.3 The following questions /items/ are aimed at assessing the planning activities of SIP in your school

2.3.1   Did the school has developed a three years strategic plan?

    a. Yes   b. No   c. I don't know

2.3.2 If your answer for question No 2.3.1 is "yes" please indicate your opinion concerning the extent to which the following activities were taken in to consideration in the planning of SIP by putting "√" mark on the spaces provided. (5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree, 0=I don't know)

No	Items	Level of Agreement				
		5	4	3	2	1
1	The school's annual plan was derived from its 3 years strategic plan					
2	Appropriate planning formats were used (i.e. that consists of goals, objective, timelines, responsible body, priorities, implementation strategies)					
3	The school improvement plan was approved by the SIP committee					
4	All the stakeholders were involved in the approval of the plan					
5	Goals of the plan were SMART					
6	Time lines of activities were clearly set out					
7	Responsible bodies for the implementation of activities were clearly identified					
8	Most important priorities were clearly identified					
9	Implementation strategies were clearly set out					
10	The school's previous performance was thoroughly evaluated					
11	Action plan for each of the domains were designed					

2.4 The following issues are related to activities that should be carried out in the implementation of the schools' school improvement plan. Please indicate your position on the extent to which these activities were taken in to account by putting '√' mark on the spaces provided (5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree, 0=I don't know)

No	Items	The level of agreement				
		5	4	3	2	1
1	Before implementing, the SIPC approved the plan for implementation					
2	The existing ways of dong were tuned to the new plan					
3	The school leadership effectively ensures the availability of necessary resource for the implementation					
4	The school provide a progress report on the implementation of SIP to all the stakeholders					
5	The school communicated the implementation of the program to the community effectively					
6	Various communication tools were intensively used to address stakeholders					
7	PTA and KETMB members provided adequate assistance and support to the implementation of the plan					
8	City administration was providing proper guidance, assistance and support to the implementation of the plan					

2.4.11 Could you please state some aspects of the assistance and support provided by

_{2.4.8.1} PTA and KETMB _____

_____

_{2.4.8.2} City administration education office _____

_____

2.5 The following questions are intended to investigate what actives were being carried out during the evaluation phase. Please indicated your response by circling the alphabets in which your opinion is presented.

2.5.1　　　　Did the school SIP committee conducted formal monitoring and evaluation of the implementation of the program?

　　_{a.} Yes　　　　　　　　　　b. No　　　　　　　　　　c. Do not know

2.5.2　　　If your answer to question no 2.5.1 is 'yes', how frequently it was conducted?

　_{a.}　Weekly　　　　　　　　　b. Monthly　　　　c.　Within　　three

　months　　　　d. Within six months　　　　e. other (specify)_____

_____

2.5.3　　　Did the school staff carried out a discussion on the implementation of SIP?

　　_{a.} Yes　　　　　b. No　　　　　　　　c. Do not know

2.5.4　　　If your answer to question 2.5.3 is yes, how frequently they made a discussion?

　　_{a.} Monthly　　　　　　b. Three months　　c. Within six months

　　d. Yearly　　　　　　e. others specify _____

2.5.5　　　　　　　　　　　　　　　　　　　　　　　What evaluation techniques were employed to evaluate the implementation of the program? Please specify_____

_____

_____

2.5.6　　　How do you rate the effort made by the school in modifying its plan based on the information acquired from the evaluation?

　　_{a.} Very high　　　　b. High　　　c. Moderate

　　d. Low　　　　　　e. Very low

2.5.7　　　Did the city administration education office made any attempt of monitoring and evaluating the program?

　　_{a.} Yes　　　　　b. No　　　　　　c. I don't know

2.5.8   If Your answer to question No 2.5.7 is 'yes', how frequently the office conduct the monitoring and evaluation?

    a. Always   b. sometimes   c. Rarely

3. The following are potential challenges that affect the practices school improvement program. Some of the challenges are listed below. Please indicate your opinion on the extent to which these challenges affect the school improvement practice of your schools by putting '√' mark on the space provided. (5=very high, 4=high, 3=moderate, 2=low, 1=very low, 0=don't know)

No	Challenges of SIP	Level of challenges				
		1	2	3	4	5
1	Turn over and shortage of man power					
2	Difficulty of understanding SIP guideline					
3	Resistance of the program from teaches					
4	Resistance of the program from students					
5	Resistance of the program from the community					

6	Lack of necessary awareness, attitude and practical involvement in SIP implementation students					
7	Lack of necessary awareness, attitude and practical involvement in SIP implementation teachers					
8	Lack of necessary awareness, attitude and practical involvement in SIP implementation community					
9	Insufficient budget					
10	Lack of school facities					
11	Large and overcrowded class-size					
12	Lack of rewards for those who deserved it					
13	Lack of qualified principals					
14	Lack of trained teachers' for special need education					
15	Limited support from city administration education office					
16	Limited support from the KETMB					
17	Limited support from the community					
18	Lack of practical training on the uses of SIP tools					

Others (specify)_____

_____

_____

4. What do you think are the possible solutions to tackle the problems? Please state them _____

_____

_____

_____

APPENDEX-B
Jimma University

College of Education and Behavioral studies

Department of Educational planning and Management

<u>Interview guide for   school supervisors</u>

First of all I would like to thank you for consulting to spend your time to discuss with me on the implementation of the school improvement program in your school. The purpose of the interview is to collect data about the implementation of school improvement. It is also assured that the information that you would provide can be kept confidentially as the data to be used only for academic purpose. Since the information you will provide is invaluable for the success of the study.

You are kindly requested to provide genuine information.

Thank you for your cooperation!.

1.   **Background In formation**

   1.1.   Name of the school_____

   1.2.   Age _____

   1.3.   Sex_____

   1.4.   Total service _____Years

   1.5.   Work experience as supervisor _____Years

   1.6.   Qualification_____

   1.7.   Area of specialization _____

2.   How do you explain the implementation the SIP in your respective secondary schools?

3.   How do you explain the leadership function that you and the school management play with regards to   the SIP?

4.   What efforts have been exerted to make the physical and social environment of the class room and the school conducive for learning?

5.   Could you explain any effort made to increase awareness of the stakeholders of SIP? What is their involvement look like at present time?

6.   To what extent finance (school budget and school grant) and technical supports given to secondary   school to facilitate SIP implementation?

7.   What challenges have you come across in the SIP implementation endeavor?

8.   What do you think the measure to be taken?

9.   Have you any more to add?

The End