



INSTITUTE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

ASSESSMENT OF SCHOOL IMPROVEMENT PROGRAM
IMPLEMENTATION: PRACTICES AND CHALLENGES IN
SECONDARY SCHOOLS OF WEST GUJI ZONE

BY:
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MAY, 2020
DILLA, ETHIOPIA

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**A thesis submitted to the department Educational Planning and
Management of Dilla University, in partial fulfillment of the requirements
for the Degree of Master of Arts in Educational Leadership and
Management**

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**MAY, 2020
DILLA, ETHIOPIA**

DECLARATION

I declare that this thesis entitled “assessment of school improvement program implementation: practices and challenges in secondary schools of West Guji Zone” is my original work and that all the relevant information or sources used for the thesis have been duly acknowledged.

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Place: Dilla University, Ethiopia

Date of Submission: May 2020

CERTIFICATION

MA Thesis advisor approval sheet

This is to certify that MA Thesis proposal entitle “**An Assessment of School Improvement Program Implementation: Practices and Challenges in Secondary Schools of West Guji Zone**” carry out by Tesfaye Tigabu under my observation therefore I recommended that the students ’MA Thesis proposal can be present for review and open oral **presentation**.

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Signature

Date

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LIST Abbreviations and Acronyms

EESDP.....	Education Sector Development Program
GEQIP.....	General Education Quality improvement package
ICT.....	Information and Communication Technology
MAP.....	Management and Administrative Program
MoE.....	Ministry of Education
SIP.....	School improvement program
SPSS	Statistical Packing for Social Science
TDP.....	Teacher's Development program

ABSTRACT

The purpose of this study was to assess of school improvement program implementation: practices and challenges in secondary schools of West Guji Zone. To serve this purpose was employed. For the study 5 woreda and 5 secondary schools were included through simple random sampling. From these sample schools, 162 teachers and 15 principals and 5 supervisors were selected by using respectively while 35 school improvement committee were selected by using. Questionnaires were used as main tool of data collection. Interview and document analysis were also used to substantiate the data gathered through questionnaire. Frequency, percentage, mean, standard deviation, and independent t-test were employed to analyze quantitative data and qualitative approach was used in addition. The result of the study indicated that collecting of the necessary information in line with four school domains for the purpose of SIP implementation rated low; teaching and learning domain it was found that shortage of facilities necessary materials and lack of techniques and monitoring and evaluation strategies of SIP were practiced to support SIP implementation was low. On the other hand there were low stakeholder's involvements in SIP implementation. The strategies of school improvement program were practiced to support school improvement program implementation was low. Lack of awareness about the school improvement program among the school community, lack of financial resource to implement SIP, absence of self-evaluation at the end of each academic year, inadequate planning of school improvement plan, insufficient school facilities and poor performance of follow-up of the supervisors on program implementation were the major challenges encountering the SIP implementation. Then, the study suggests that schools SIC, supervisors, school leaders, and woreda and zone education department provide support for stakeholders by creating adequate awareness to implement SIP effectively and it is better to recommend that woreda and zonal education experts, principals, teachers and researchers should suggest for the challenges that encounter the implementation of SIP in secondary schools.

Keyword: school improvement program implementation , West Guji Zone, practices and challenge

CHAPTER ONE

Introduction

This chapter deals with background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of the study and organization of the study. In the subsequent sections, each of the above stated components was discussed.

1.1 Background of the Study

School improvement helps to create a learning environment that welcomes all learners. It enables teachers to be responsive to the diverse learning needs of students in their teaching learning approaches *Hopkins* (2005). School Improvement; moreover, is essential to enhance the involvement of parents and the community in school activities and to improve the effectiveness of the school management. *Hopkins* (2005) defined school improvement as “a distinct approach to educational change that enhances students’ outcomes as well as strengthen the school’s capacity for managing improvement initiatives”.

Hopkins (2001) further elaborated that school improvement is about raising students’ achievement through focusing on the teaching and learning process and those conditions which support it. Based on the above description of scholars and by scaling up the experience of other countries, Ethiopia has initiated to reform change to improve teaching-learning and school conditions of the country as the result school improvement program started in all schools of the country since 2007 by sitting strategies and the objectives of school improvement program (MoE, 2004).

The school improvement program (SIP) is one of the GEQIP elements among others. General education quality improvement programs (GEQIP) design is based on findings from school effectiveness research. The school effectiveness approach is particularly suitable for GEQIP given the particular and fiscally decentralized structure of the Ethiopian education system, and in which quality improvement will depend on the capacity of school leadership to work with teachers, parents and students to diagnose constraint and implement change to improve results. One of the most important challenges of GEQIP is ability to integrate all the various components of the program which increased the completion rates and secondary school entrance (UNICEF, 2009). School improvement is defined in international school

improvement project as systematic, sustained effort aimed at change in learning conditions in one or more schools, with ultimate aim of accomplishing educational goals more effectively (Hopkins,2002).

Education promotes the development and extension of our democratic beliefs, contributes to the realization of individual potentialities, and prepares the way for future progress and change. It transmits and perpetuates the cultural achievements of each generation as well as advancing the economic well-being of the nation. According to World Bank (1995:19), education is a major instrument for economic growth and social development. Psacharopoulos (2007:423) also writes that ascertaining minimum level of educational provision is necessary to a country in order to better attain a reasonably high rate of economic growth. These are only a few of the many reasons why schools are organized.

To improve the quality of education in the country, the Federal Democratic Republic of Ethiopia issued two policy documents entitled, Education and Training Policy and Education Sector Strategy in 1994. Though these policies stressed the need to address issues of access, equity, relevance, quality and efficiency. They initially, focused on improving education access and equity. The Government then started to emphasize the importance of school governance. For example, the Education Sector Development Programmed (ESDP I) (MoE 2005) defined the roles and responsibilities of school governance at the federal, regional and district level. Another program recently developed and currently under implementation is the General Education (MoE 2005).

Quality Improvement Package (GEQIP) which has six pillars in it. These are; School Improvement program (SIP), Teachers ‘Development Program (TDP), Civics and Ethical Education, Curriculum Improvement Program, Information and Communication Technology (ICT) and Management and Administration Program (MAP) (MoE 1998).

Although there are six different pillars in General Education Quality Improvement Package (GEQIP) as indicated above, there is a substantial agreement that all of the other five pillars (that is; Teachers‘ Development Program (TDP), Civics and Ethical Education, Curriculum Improvement Program, Information and Communication Technology (ICT) and Management and Administration Program (MAP) are there to strengthen School Improvement Program (SIP), because all of them are inputs for SIP which gives more

attention to student achievement. The School Improvement Program comprises four domains, 12 elements, 29 standards and 150 indicators; all of them targeting at improving students' performance in general education sub sector. Therefore, the researcher chose to concentrate on SIP looking at the practices, challenges and opportunities existed in the implementation of School Improvement Program.

School Improvement Program in this context is described as a concept that has a major goal of improving students' performance in schools throughout the development of a school assessment system which is undertaken against the four school domains. The four domains include the teaching learning process school leadership and management, safe and healthy school environment, and relations among parents, community and school which are expressed as community involvement domain (MoE,1999).The elements and indicators of SIP are Interdependent and complementary to each other, which are directed towards attaining the major goals of improving students' performance. Therefore, school improvement is a systematic and planned effort to change both the learning conditions and other related internal conditions in schools, with the main aim of more effective achievement of educational goals. However, the school does not act on its own since it is a part of the education system with which it should work cooperatively to achieve the highest levels of quality (Hopkins & Lagerweij, 1997).

The importance of implementing SIP as indicated in school improvement guideline are: first it enables the school to improve the teaching-learning process by systematically increasing the competency, efficiency and motivation of teachers and the management through various techniques (mutual teaching by correcting weakness by self-evaluation and developing strong unity by exchanges the experiences and the realistic practical training). Second, it increases students' achievement or education and improving the necessary resources for education and to create suitable condition for learning. Third, it increases the participation of parents and the community and their feeling of responsibility by increasing their awareness regarding education and lastly it provides quality of education by providing the necessary resources through the coordination of the community, non-governmental organizations, in addition to assistance provided by the government (MoE, 2006).

Despite the apparent importance of school improvement program to my best knowledge, lack of experience and skills among school principals, low coordination of school community to implement the program and others, in addition there is no adequate study has been conducted to assess SIP implementation in the study area. Therefore, this circumstance initiated the researcher to conduct study in light of these facts; this study intended to assessment of school improvement program implementation: practices and challenges in secondary schools of West Guji Zone. Moreover, the study had looked into the opportunities existed which the schools could have been used to enhance the implementation of SIP but they did not use in Secondary Schools of West Guji Administrative Zone.

1.2 Statement of the Problem

The Ethiopian Government's commitments and efforts to improve the access, quality and efficiency of the countries education system since, the adaption of the policy in 1994, it is observed the major achievement of the policy is in access , implying that much has to be done to improve the quality. The Ethiopian Federal Ministry of Education (MoE, 2006) has currently become aware of the problems that hinder the provision of quality education and has become cognizant of the importance of launching the improvement program (SIP). The Ethiopian school improvement program (SIP) was introduced in 2005 . as one component of six pillars identified for the general education quality improvement package (GEQIP), when a new program is introduced it may face many challenges in its implementation since SIP is also a program under implementation, we cannot say that it is being implemented perfectly. Even if we assume that it is being implemented perfectly, an assessment of the achievements, challenges and prospects is essential (MoE, 2007).

On the other hand, the school improvement program is the corner stone for all school improvement activities. Moreover, it can also be noted that the quality of school improvement program implementation largely depends upon the presence of adequately trained school leaders in the field of educational leadership and management. However, the current practices showed that educational leaders have no enough capacity to implement SIP in the study area. Thus, the absence of adequately trained school leaders in the field of educational leadership and management would add to the weak implementation of the school improvement program (MoE, 2012).

To MoE (1998), the major problem that challenges school improvement initiatives include, lacking of providing performance standards for pupils, teachers and staff develop a standard guide system to assess the schools, establish incentive systems encourage self and peer monitoring and evaluation, and promote advocacy and social for quality education. Generally, the main challenge in school improvement everywhere is that not much powerful and sustainable change happens in schooling is inability to make it happens in classrooms. Although many of the SIP initiatives are related to teaching and assessment practices, we heard little to suggest that classroom practices being transformed in ways that would lead to improve students leaning (Earl, Davis & Ellison, 2003).

Various studies have been carried out on the implementation of school improvement program in government primary and secondary schools. Among these Dereje Hafosha (2013), Abdurahman Burka (2011), Abera Gudisa (2011), Isayas Ampune (2009), Esayas Gorfe (2010) and Adem Wado (2011) are some to be mentioned. The findings of these studies indicate that educational leaders lacked enough capacity to implement SIP. In addition, they conclude that, lack of awareness on the program, poor level of participation of stakeholders from planning to evaluation of the program and also inadequate of educational finance, lack of furniture and other facilities and inadequate competency of leadership were influencing factors of SIP implementation.

This study was different from above researchers, in this study the researcher intended to fill the responsiveness gap of stakeholders of SIP domains implementation. Therefore, the researcher initiated to identify the major factors that can be faced in implementing SIP. Moreover, it can also be noted that the quality of school improvement program implementation largely depends upon the presence of adequately trained school leaders in the field of educational leadership and management. However, the current practices showed that educational leaders have no enough capacity to implement SIP. Thus, the absence of adequately trained school leaders in the field of educational leadership and management would add to the weak implementation of the school improvement program.

Thus, in order to ensure impacts of the effective and efficient implementation of the program, it is necessary to identify its strengths, weakness, threats and opportunities through research; and then to propose possible scenarios of retaining the achievements, for correcting the

weaknesses/challenges for preventing possible threats and for harvesting the opportunities. As a result, the following basic research questions were attempted to be answered.

- 1) How SIP was implemented practiced in Secondary Schools of West Guji Administration Zone?
- 2) To what extent school leaders and supervisors discharged the responsibility of implementing SIP?
- 3) To what extent do Woreda and Zone education office experts provide professional support to teachers in SIP implementation?
- 4) What are the major challenges encountering the SIP implementation?

1.3. Objectives of the study

1.3.1 General Objective

The general objective of this study was to examine practices and challenges of implementation of school improvement program in the government Secondary Schools of West Guji Administrative Zone.

1.3.2 Specific Objective

In order to fulfill the above mentioned broad aim, some specific objectives were needed to be addressed. Specifically; therefore, the research would see to:

1. To evaluate the SIP implementation practiced in Secondary Schools of West Guji Administration Zone.
2. To investigate the extent of school leaders and supervisors discharged the responsibility of implementing SIP.
3. To investigate the extent of Woreda and Zone education office experts provide professional support to teachers in SIP implementation.
4. To evaluate the challenges encountering the implementation of SIP in government Secondary schools of West Guji administrative Zone.

1.4 Significance of the Study

Specifically, from the findings of the study, the following contributions may be gained. It may provide information for educational officials and secondary school principals on how SIP activities are being implemented in the secondary schools. It might enable educational

officials and school principals to identify the weaknesses and strengths observed in implementing SIP and in turn to take corrective measures.

It may help schools and other educational authorities at different administrative levels in providing valuable information; so that they can take timely corrective measures against deviation. It can have some promise for school learners to meet their academic need. It may add to the existing body of knowledge on school improvement. It may serve as good input for planners and policy makers to set strategy for better school improvement program clue for further details study in the areas and the study may also serves as source of knowledge for those who conduct similar studies on the same area. Finally it will serve as secondary data source and it helps to give direction for interested individuals or groups to conduct of research on this issue and helps to support further findings.

1.5 Delimitation of the Study

Programs of school improvement are very essential in improving students' achievement. However, it would be very difficult to investigate the practices and challenges of SIP at all levels of school system and in all regional states of the country even in Oromia National Regional State. Since it was very difficult to manage successfully and come up with an optimum result in such large area, the study was delimited to the assessment of the practices and challenges of the implementation of SIP in secondary schools of West Guji Zone in Oromia National Regional State. Conceptually the study delimited how the schools were implementing SIP; the factors hindered the effective implementation of the program and the possible ways to implement program effectively was assessed.

1.6 Limitation of the study

Any study cannot be free of a limitation and this study is not exceptional. The following were the major limitations encountered the study, the most of the research respondents were busy and had no enough time to respond to questionnaires and interview. Some of them who had enough time were also reluctant to fill in and return the questionnaire as per the required time. Thus, researcher was attempted to arrange convenient time and contacted with SIC and teachers repeatedly. Reliance on self-report of the respondents is one of such limitations. However, to minimize such limitation the researcher used different mechanisms such as properly ensuring the respondents confidentiality and pilot testing all the instruments used in the study. Other limitation to the study also included the small sample size involved in the

interview, and shortage of well-organized documented data which related to the study. Despite all these challenges, the researchers have tried to critically analyze the available data to answer questions raised in the study.

1.7 Operational Definitions of Key Terms

Improvement: is the action of providing better than previous situation. Improvement program in education: further enhancing its strategic goals of developing and implementing standards to improve the access and quality of education for all children to achieve at high level with long term aim.

Program: is a schedule or planned serious of events related to the activities in long term aim.

Secondary school: in this study secondary school is the school that consists from grade 9 to 10.

School Improvement Program (SIP): it is a school program anchored on teaching learning, school environment, leadership and management, community participation domains to conduct implementation and self-evaluation to improve the educational inputs and process that enable students to score excellent results.

Region: is the legitimate administrative structure that arranged above zone and below federal government.

Zone: is an intermediate administration levels blow region and above woreda administrative structure.

Woreda: is the formal administrative structure blow zonal structure that consists of number of kebeles.

1.8 Organization of the Study

This study will be organized in to five chapters. The first chapter will be treated the introductory part that deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, operational definition of key terms and organization of the study. The second chapter discusses the review literature part of the study. In the third chapter, research design and methodology, data sources, population, sample and sampling techniques, instrument of data collection, procedures of data gathering, methods of data analysis and ethical considerations. Chapter four consists of data analysis techniques and analysis of gathered data will be consists the results of the study and the fifth

chapter included the summary of major findings of the study, conclusions and recommendations of the study will be presented.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

The study mainly aimed at assessing the practices, challenges and opportunities of SIP implementation in secondary high schools of West Guji zone. In order to strengthen and Support the study by theoretical frameworks and practical experiences, an attempt was made to review the related literature, summarize studies of previous researches, books and internet sources.

2.1 The Nature and Essence of School Improvement

Different people conceptualize and perceive the term school in different ways. Authorities also define the term school in different ways of expressions. The prominent writer Bollen in Reynolds et al. (1996:12) elaborated school as it is a very complex entity in itself and is part of a complex educational system with local and national components. Furthermore, input, process and output system was suggested as a very fundamental to conceptualize school system. School is an open system organization that interacts with supra system and its environment. This statement supports that schools are the organization that expected to satisfy the needs of community and Exists by the existence of the community. Schools need to be changed if they are not going to meet the needs of today's students and society.

The organizational nature of school and rate of the changing situation may have an effect on functions of the school system. Schools have an integral component of our ever-changing society helps to create environment where in our schools must not only survive, but also meets the difficult challenge of providing for educational needs of a highly diversified client. Schools must serve the learning needs of the rich, the poor, the aged, the gifted, the disadvantaged, and the hand capped (Sparks, D. and Hirish, S. (1997).

In this regard, the basic change of the school leads us to the school improvement and coping with the changing context of the school improvement. The phrase school improvement interpreted in various writers in to several meanings having the same or nearly the same concept. Jeilu (2010:173) states that a school improvement is an activity to improve the input and process in order to improve teaching and learning outcomes.

According to MC Bride (1996) school improvement program is described in government document as critical professional friend to the school, helping its leadership to evaluate its performance, identifying priorities for improvement and planning effective change. The role of school improvement program is to build the schools capacity to improve the attainment of pupils and to achieve other key outcomes for pupils that bear on attainment. School improvement is the process to make the school a place that attracts the pupils to stay in it to learn and success in their educations.

In the same manner, MoE (2010).conceptualize the phrase school improvement as a dynamic, planned rational change process with structural and cultural aspect. School improvement is a process that is planned along three phases known as initiation, implementation and institutionalization. These writers state that the plan for school improvement is not one shot; it is the process needs the change of the structure in the school and change in the cultural aspect of the system. Moreover the plan for improvement requires the creation of awareness in the implementers and monitoring the implementation from Time to time.

MC Bride (1996) prepared the essence guidance and principles of school improvement program which includes: strict adherence to confidentiality, respect to the school autonomy to plan its development starting from the school's self-evaluation and needs of the community, focus on pupil's achievement and the many factors which influence it including the importance of pupil's well-being, professional challenge and support so that the head teachers feel that practice is improve by interaction with the school improvement program and there is evidence -based assessment of the school's performance and its strategies for improving and learning, intervention on inverse promotion to success, coherence so that external agencies consistently support the school's normal cycles of evaluation, planning and action.

Generally, school improvement is an approach to educational change rested on a number of assumptions, among which is a key focus on the internal condition of a school. These include not only the teaching and learning activities of the schools, but also its organizational norms, professional learning system, knowledge transform process, leadership arrangements and its receptiveness to external learning (Hopikins, 2005:86). The range of school improvement goals includes those related to pupils, teachers and school organization. School improvements ultimate aim is to enhance pupil's progress, achievement and development Robtalsall,

(1998:8). This means that school improvement program is a systematical, sustained effort aimed at changing the learning conditions and other related internal conditions in schools with the ultimate aims of accomplishing educational goals more effectively

2.2 Historical development of school improvement program

In the past decades, educational authorities have embarked up on an exercise that has come to be known as the restructuring of education. Recently, the issue of educational change and transformation is becoming the current and worldwide agenda.

According to MoE (2010) school improvement approach in the past thirty years approaches have been characterized by two different sets of assumptions. In the 1960s, school improvement internationally displayed a technological view of change, in which curriculum innovations were mainly introduced top down to schools from outside. The focus was on the schools formal organization and curriculum, outcomes were taken as given, and the innovation was targeted at the school rather than individual teachers. In the second assumptions and approach of school improvement paradigm of the early 1980s, school improvement was characterized by a bottom-up approach to school improvement, in which improvement attempts were owned by those within schools, although outside consultants or experts could offer knowledge for possible use. By the late (1980s), the journey was also undertaken to enable schools to evaluate their processes and outcomes (Townsend, 1997:17). The fourth phase was lasted by the year 1990s. Marzano; (2003:158) states that school improvement in this phase was characterized by systemic school reform. It does not mean that the fourth phase is the end era of school improvement, but this phase was pioneer for the current approach of school improvement.

Furthermore; Hopkins 2001:16-17, states that the fundamental approach that enables the current educational change for the development of the recent comprehensive approach to school improvement consists of achievement oriented, enquire based, aspiration, teacher leadership, capacity building, interventionist, and strategic external support, collaborative and change oriented approach. This recent approach guaranties to satisfy the need of current society, students and the overall objective of the government.

2.3 The rationale and principles of school improvement program

2.3.1 The rationale for school improvement program

Under a topic, frames for organizational change Broman and Deal (1984) in Jones, and Mallow, (1988:124-125), have described organizations from four different perspectives:

Human resources frame-involves changing people through training, coaching and personal shifts. Structural frame restructuring goals, technology and tables of organization on the assumption that form and function are rationally related them. Political terms a distribution of power among shifting coalitions of groups formed by their self-interests and past interactions. Symbolic frame,-leaders refocus meanings, values and visions to create a new organizational ethos. School reformers need all four frames to recognize the incredible complexities of human resources, strategies and structures, power struggles, and cultural meanings present in every organizational change.

As to Gallagher 2004:2:3, school excellence as a concept specialize that teachers 'role determine student learning and their outcomes. Assuring high student outcome, as the basis for its existence, schools are targeting strategies toward classroom instruction where teachers take the unique and key responsibility. Such initiative, therefore, enable schools provide quality learning and enhance their effectiveness.

Hopkins, and Ainiscow (1993:289-291), further indicate that the logic of school improvement Is developed to make their project work well-guided, on grounds of the given assumptions, that Is, outcomes for students and staff; school culture the aggregate of values, norms, and beliefs that Characterize the way in which a group of people behave with in a specific organizational setting; the school's background and organization; the chosen improvement priorities some aspect of curriculum, assessment or classroom process; the conditions necessary to support such changes frame works, the roles and responsibilities school needs to get work done; and the school improvement strategy are the deliberate actions or sequence of actions taken by a school staff in order to implement identified curriculum or organizational priorities.

2.3.2 Principles of School Improvement

School improvement process is a systematic approach that follows its own principles. Lunen, B and Ornstein (1991:294) have listed the following guiding principles that need to be owned

in school Improvement process: (i) Schools should employ a set of goals and missions which are easy to understand, (ii) Students' achievement must be continuously checked and evaluated, (iii) Schools need to help all students especially the low achievers need to be tutored and enrichment program should be opened for high talented students, (iv) Principals and staff should be actively involved in continuous capacity building to update their knowledge, information and to develop positive thinking, (v) Every teachers needs to contribute to successful implementation of school improvement program,(vi) Teachers must involve in staff development by planning implementing it, (vii) School environment has to be safe and health, (viii) School community relationship should be strengthened so that community and parents needs to involve in SIP implementation, and (ix) School leadership should be shared among staff, students and parent.

2.4 Components of general education quality improvement package (GEQIP)

In the document of GEQIP (2007), it is indicated that the SIP components is again divided into two sub components which are the school improvement program (SIP); and the school grant program. The document further describes the main objectives of the component as improving the capacity of school to prioritize needs and to develop a school improvement program, enhance school and community participation in resource utilization decision government capacity to deliver specified amount of school grants at the Woreda level and improve learning environment by providing sufficient resource to school, and resource generation; improving the school Environment.

2.5 The domain of school improvement program

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

2.5.1 Teaching and Learning Domain

Teaching and learning domain describes the context in which the curriculum is delivered. High quality learning occurs when teachers make appropriate decisions about what is taught, how to engage students in meaningful manner experiences and how progress will assessed to inform future action. Some educators claim good teaching cannot be attained because the criteria differ for every instructional situation and every teacher.

Harris, (2002) states that, while it cannot be denied that there are conditions at school level which can make class room improvement more possible, there teaching-learning process the main determinant of educational outcomes.

Flutman (1999) in Harris, (2002) have stated the school improvement research highlights the center of teaching and learning in the pursuit of sustained school improvement. Curriculum is the issue that could be taken in to account in the processes of teaching-learning processes. In development and implementation of curriculum, teachers are the fundamental agents and direct in and institutional delivery and evaluation of the curriculum.

2.5.2 Conducive Learning Environment Domain

Environment describes the promotion of positive and respectful relationships able, welcoming and inclusive in safe and productive learning environments strongly engaged and participate in the broad range of learning opportunities. The decision about their learning and their contributions are valued. In a safe school disciplined environment personal and school property are not subject to thief. Hence, safe conducive climate and healthy school environment plays significant role for school improvement. (MoE, 2006) states that school environment consists of focus, students empowerment and students support and decisive domain for the implementation of school improvement program.

2.5.3 Community Involvement Domain

According to Van and Lamer (1990:25-32), in Kruger (1996), parent involvement is the active and willing participation of parents in a wide range of school and home based activities which may be educational or non-educational. It extends from supporting and upholding the school ethos to supervising children's homework at home.

Parent 'involvement implies mutual cooperation, sharing and support. 'Community involvement domain describes the development quality, ongoing community relationship and networks. Schools are responsive to community expectations, suitable for learning,

school administration and community participation. Community participation in educational affairs is one of the most important. Community participation is a process through which stakeholders shared control over development initiatives.

As to Van (1990:1924) in Kruger, (1996:78), parent involvement is a matter of principle; parent involvement in formal education is legally prescribed; formal education on its own cannot fully satisfy the demands of the twenty- first century; guarantee for maintenance of community values; the high costs of education requires that funds be utilized in the best possible ways; the intellectual development of the child calls for parent-teachers cooperation.

Similarly McNergney, et.al. (2004:194), further indicates that good schools and good homes go together. Evidence suggests that connection between home and school help students adjust and learn. Parents boost their children's academic achievement by exposing them to intellectually stimulating experiences, requesting information, and participating in school governance.

According to MoE (1996:83), has also indicated the following activities as a means for parents to get school; helping children with homework, fund raising ; maintenance building and supporting of pupil's; organization functions at school helping with extracurricular and supporting school activities. Several reports on community involvement indicate that school in general and teacher and students in particular benefits a lot from the involvement of the community in the issue of schools (MoE, 2006).

Van (1990:25-32) in Kruger, (1996:78-79),emphasize the following merits of parent involvement for the teacher, the pupil and the school: engender parent- teacher positive spirit, trust, support, lightening of teacher work load, and knowledge of circumstances of students at home; improvement of pupil's learning performance and school attendance, illumination of learning and behavioral problems, increase in pupil's sense of security and emotional stability, improvement of unity and coordination of education, valuable service in the interests of the school, improved support from the community and can lead to greater financial support.

Dodd, and Kontal, (2002:240), suggest that many people in a community have few links to schools these include, single people, married couples without children and older parents whose children are no longer in school. Others who work in the local business, profit organizations and places of worship do not live in the community. Yet schools affect them.

Their attitudes toward the schools affect the schools-especially when school budgets are debated and decided.

According to Kruger, (1996:110-111), marketing has an essentially dual character... to view the school from the point of market; changing in attitude of very one wit in the school so that they are able to share that marketing perspective. Once this fundamental change has taken place, the school management can considered the best way of communicating with the market information to the market on what the schools offers; convincing the market to take advantage of those offers...there are four distinct phases in promotion draw the attention of potential clients; generate interest in the product on offer; create a desire for the advantage of the product; encourage action on the part of the part of those who are convinced of these advantages.

As Cheng, (2005:487),has also suggested the following developmental program for parental involvement in education: environmental scanning of current situation; identify the strategic needs of the school and parents; design and develop development program including objectives, methods, implementation time frame, resource allocation, evaluation and monitoring mechanism; implementation of plan; monitoring and evaluation.

2.5.4 Leadership and Management Domain

The leading management domain is considered with communicating a clear vision for a school and establishing effective management structures. Leaders set directions guide the school community alignment of its purpose and practice. Effective leadership within the school is collegial student centered and teachers focus promoting a collective responsibility for improvement.

Harris and Linda (2003) describe the concept of leadership by explaining the leadership is an enacted variable depend up on interactions between leader follower and context. South (2004, p.1) also noted the leadership and context when the state that; Leadership is contingent upon environmental and contextual factors. One characteristic that marks out successful leader of school is to understand the contexts in which they operate. Leadership is a shared function and only expresses itself with and through others. But it cannot delegate. The expansions of leadership is empowering others to lead and improve schools.

Empowerment as Arcaro, (1997:14) states : people are encouraged to be open, creative, and innovative in finding new ways to work within the system enable everyone achieve the

system wide vision leadership a critical and essential variable in the process of generating capacity for school improvement. It builds capacity for individuals flourish and for school to continually improve and change. School leadership plays a great role in implementing school improvement programs. To implement school improvement programs effectively and sustainable school leadership capacity has to be enhanced. Hopkins et al, 2001 in Harris et al. (2003:122) point out school capacity is the collective competency of the school to bring about effective change.

School principal empower other to lead and serves as catalyst for changes (Harris and Linda Lambert, (2003:38-39). Hal Linger and Heck, 1996 (in Harris et al.2003) indicate four areas in which head teacher influences the school. The first is through establishing and conveying the purpose and goal of the schools. A second through the inter play between the schools organization and its social network. A third is trough influence over people and fourth is a relation to organizational culture. Successful leaders articulate a vision for their schools so that everyone articulates a vision for their school. So that everyone understands the vision shares authority, responsibility and accountability to accomplish it (Lovis and Miles, 1990 in Harris and Daniel Muijes 2005:15).

Cheng 2005:283-285, suggested school leadership can be performed in terms of the following five critical dimensions: Human leadership-involves showing high sensibility and concern for other's needs; structural leadership-implies strong emphasis for careful planning and clear timeliness; political leadership-demands anticipating and dealing skillfully with organizational conflict; cultural and symbolic leadership involve the use of celebrations and symbols to shape values, build moral; and educational leadership- involves encouragement of teachers to continuously develop their professional competence. Harris, (2001), in Harris (2002:11), indicates that school improvement research has re enforced the importance of leadership in securing school level change. It has shown that leaders with in improving schools have vision and derive change forward. It has also demonstrated with in improving schools leadership is shared and distributed.

Harris, (2002:5), has also urged that the success of any school improvement effort will ultimately depend on the context in which it takes place. It will not occur by chance but requires a conscious s effort to create an environment that is supportive of risk taking and mutual learning. Explicit efforts need to be made to foster trust, to develop the relationships

within the schools and to create the conditions for improvement to occur. School leaders have an important role to play in creating those conditions.

2.6 Ethiopia Experience of SIP Implementation

Education is all rounded instrument and fundamental for the production of ethical citizens and changes the behavior of the society to the desired direction of change, adopting the society with the new technology and scientific innovation initiates socio-economic cultural development of the country. In our country, to make education an instrument of development, the new policy and training was promulgated and implemented since 1994 E.C. The implementation of the new policy played crucial role in all levels of education in terms of access and equity parallel with access and equity, to improve the quality of education several activities have been done. Among those activities developing the skill and knowledge of teachers through different training mechanisms, inspection and improvement of curriculum, educational training for the leaders of education, creation of awareness in community to develop the sense of ownership and increase participation in the issues of education, increasing the supply of educational materials, supporting the instruction in the classroom by technology and the others (MoE 1999:1). But supplying and accessing what mentioned above couldn't bring the desired result of education (MoE 1999:1). This statement in a sense improving some parts of school safeties and narrowing the gap of equity and access doesn't guarantee the role of education supposed to play and problem of quality yet not solved.

According to MoE (1999), the evidence from a research conducted shows that students within different levels were scoring average result in their education. This is because of the teaching-learning system was not systematic and scientific rather than practicing routine or traditional approach in teaching and learning did not focus on the students' achievement. In response to the low level of achievement of pupils, Ministry of Education making of collaboration with the regional educators by scaling up the good practices of the schools in the countries and comforting with the experiences obtained from other countries schools improvement program was promulgated (MoE, 1999:2). School improvement program is designed by focusing on quality provision of education in the classroom and improving the achievement of students' learning outcomes by identifying the domains that have an impact on learning outcomes of the pupils (MoE 1999:1). In the year 1999 E.C,

Ministry of Education has identified four domains of school improvement program by assuming high performing schools supporting students' learning through best. Practices across a range of elements within the four domains of school improvement program that edge.

The four domains are teaching and learning; safe, conducive climate and healthy school Environment; leadership and management; and community participation. These four domains are the pillars and future can be broken-down in to elements consisting of twelve essential points. When we generalize school improvement program in Ethiopian context, the Ministry of Education has been engage in formulation and implementation of different policies and programs, one of the land marks to this effect is putting the 1994 Education and Training Policy along with the Education Sector Strategy and Education Sector Development Program (ESDP III) in place. Another program recently developed and currently under implementation is the general education improvement package (GEQIP) which has six important pillars. Those are the following: teachers development program (TDP), School improvement program (SIP), civic and ethical education (CEE), information and communication technology (ICT), and curriculum improvement program (CIP) and management and leadership.

Although an attempt to provide basic education for all and the educational coverage has shown a remarkable progress, the quality of education provided in the country has a serious problem among the evidence that indicate the problem of quality in education, the result of national learning assessment MoE (2005) in ESDP III, the national primary and secondary leaving examination results researches on the implementation of curriculum, MoE (2006) are a few to mention. Due to poor quality of education students, achievement for most subjects is below average. This is the main reason for the promulgation of GEQIP in Ethiopia.

2.7 Responsibilities of Key Stakeholders

According to MoE (2010), school improvement program guidelines states the responsibilities of governmental structure that govern the overall school improvement program. Some of them are:

- (i) The MoE will be responsible for the coordination of the national SIP, translate, print and distribute SIP guidelines to all Regions, Zones, Woreda and Schools based on the allocations.

- (ii) The regional education bureaus will be responsible for the success of the SIP in each region. Translate, print, and distribute the SIP guidelines. Organize Zonal and Woreda training workshop on the SIP guidelines and monitor the SIP implementation.
- (iii) The Zonal education office (ZOE) staff will be responsible for providing supervision and advisory support to woreda's by supervising the Woreda SIP training workshops, monitor the SIP implementation.
- (iv) Woreda education office (WEO) will be responsible for the success of the school improvement program implementation in each Woreda. By selecting three representatives from each school to attend the Woreda SIP training workshop, organize Woreda school improvement program workshop, provide support to schools, monitor school grants program, undertaking the school self-evaluation.

2.8 Problems for implementation of school improvement program (SIP)

The school improvement program is complex process which can be challenged by different Factors during its implementation. In this respect, Fullan (2001:89-90) has noted that when a new initiative is introduced into an organization it will create difficulty for both individuals and institutions. Thus for success of the program it needs to consider challenging factors prior to the implementation of the program and in due process rendering quality and relevant education to citizens has been the most challenging concern to almost all countries. It is even more serious in developing countries like ours. A lot of attempts have been made in reform and improvement to change.

Endeavour has been facing challenge. Some of the problems identified by Khosa (2009), indicate that many schools are dysfunctional and are not transforming teaching schedules, physical and financial resources in learning outcomes next to curriculum delivery is poor; teachers do not complete the curriculum and pitch their teaching at levels lower than those demanded by the curriculum. In addition, district supports and monitoring functions are inadequate and ineffective. Last not least, community supports of schools are low. The major problems that challenge school improvement initiative include lack of performance standards provision for pupils, teachers and staff do not develop a standard guidance system to assess the schools, establish incentive system encourage self and peer monitoring and evaluation and promote advocacy and social for quality education generally, the main challenge in school improvement everywhere in the world that does not match powerful and sustainable

change happens in schooling is inability to make it happens in classrooms. Although many of the SIP initiatives were related to teaching and assessment practices, we heard little to suggest that classroom practices were being transformed in ways that would lead to improve students' learning (Earlet al., 2003).

Stoll and Fink (1996:55) also indicate that lack of commitment or reluctant to change at schools as the other major challenge for the successful implementation of SIP. Besides that, Anderson (1992:84) states that other reluctant to change can happen due to lack of awareness on the purpose of intended change, lack of knowledge and skills needed to make the change happen, and the belief that the changes will not make any difference to them/their students.

According to the school improvement program manual (MoE, 2007:2-3), the obstacles of SIP implementation include lack of commitment to depart from traditional practice, absence of responsible organized effort at all levels which could direct and monitor the program implementation, shortage of training, lack of initiative and good look on the part of some teachers and school leaders, absence of awareness creation among stakeholders and absence of clearly stated role about the participation level of each stakeholders.

Similarly, Harris in Hopkins (2009:19) has noted difficulty to change school management arrangement and working culture as one of the challenge to SIP in developing countries. In our case; too, school improvement program seemed as it was challenged by lack of necessary inputs, lack of commitment, low level of motivation and poor leadership practices in the schools.

2.9 School grant as a factor influencing school improvement

The ministry of education has begun allocating schools with grant to support school improvement program and bring quality education in the schools. In 2009, MoE issued a manual to implement school grant which has been previously stated in the blueprint book. School grant is an initiative designed by government partners (donors) to be administered by general education quality improvement packages (GEQIP). It is designed with the intention to build a capacity to the teaching learning and improve quality of alternative basic education, primary and secondary education of government and public schools MoE (2009). School grant should be spent to inputs that improve school performance and the quality of education.

School grant guidelines specified items that cannot be spent on the given grant to strictly direct the money for improvement and avoid misuse.

Accordingly, items prohibited from spending funds of school grant includes new building classrooms, teachers' salaries and per diems, PTA members payment, Television, fuel and weapons MoE (2009). School grant funds must be used for items that would improve the quality of education at schools. The source of fund is GEQIP from the center; that is ministry of education and allocated it to the regions. Allocations of school grant is good start that helps schools to buy necessary inputs to support school improvement endeavors.

2.10 School facilities as a factor of influencing school improvement program

Clean, quiet, safe, comfortable and healthy environment are an important part of teaching and learning. On this account, scholars suggested that school facilities can facilitate the implementation of school improvement program. For example, Bishop (1995:111), states that the ability of school facilities such as teaching materials and equipment, laboratory apparatus, specialist work rooms, the media of communication, the design of the class room influence on the students learning. From the author view point; therefore, it is clear that school facilities can enhance or affect students' learning. This in turn, would make school facilities to affect school improvement program implementation.

2.11 Monitoring and evaluation for school improvement program

Questions arisen in school improvement program implementation such as what does it mean to be improving school? And how can it be measured? Need to be answered and decision about schools and children are likely to be based on these evidences. This point stretched to the evaluation process in areas of intense activity for several decades; they are in many ways, still in their infancy (Earl et al, 2003). The work that has been done in many different countries; certainly, extended knowledge and understanding about ways in which education and the broader community can engage in the process of improving school.

Goldstein 1998 in Earl et.,al (2003) indicates that the academic research community is just beginning to become more effective and to develop research methodologies and analysis technique that capture the complexity of change. It is imperative that the concept of the school improvement is just beginning to establish some comprehensive models of how school can change to become more effective and to develop research methodologies and analysis techniques that capture the complexity of change. Impressive that the concept of the school

improvement is clearly defined and understood and the measurements used to represent in congruent within the definition. The implication of measuring school improvement is for reaching with regard to the trends in evaluating of school improvement initiatives.

2.12 Countries experience in school improvement implementation

This part dealt with some experience over the world which exercised SIP. Accordingly, an attempt has been made to assess of their research findings and literatures on the issue of SIP on the ground long history on the development of the program and experience.

2.12.1 The case of USA

Goodlad (1966) in Lieberman, (2005:2), discussing about the roots of school improvement in the context of the USA states that: ...sponsored by the growing infusion of federal funds through the national defense education act of 1958, the national science foundation and other private foundations educators began to look more closely at schools, classrooms and the curriculum and how to improve theme, who was to take responsibilities to take change? How were they to be made? What conditions would be necessary to support serious reform? These were some questions that were gaining national attention as, for the first time, large amounts of federal funds were being appropriate to improve school.

Expanding Goodlad's idea, Smith and Giacquinta also in Liberman, (2005:3), stated that curriculum reform efforts, civil right movement pressures, commitment towards, war on poverty, and money provided for a wide variety of educational programs to support equity and the improvement of school eventually cause evaluation of how school used the money and how the program for change actually made their into school practice that led to understand school as social organizations and the enormous difficulties that were involved in trying to change them and all of which to give ground for the beginning of school improvement. As a response to Evans statement, Harris, (2002), argues as follows: within the United States; particularly, school improvement efforts are yet the success of restructuring as a means of improving schools remains questionable.

According to Jones, et al. (1988:5), the following were focus areas of school improvement strategies for Americans since world war II; new math, flexible schedule ling, desegregation, educational television, management by objectives, open classrooms, competency based curricula, micro-computers, master teachers or merit pay plans, teachers preparations programs, and mainstreaming special needs students.

Passow (1989) in Cookson, et al. (1992:454-455), have also discussed the following futures of the two waves of the post 1980s: the first wave was concerned primarily with the issue of accountability and achievement with a top-down reform measure represented by increased graduation requirements; toughened curriculum mandates; and increased the use of standardized test scores to measure student achievement proven being ineffective to dealing with the schools numerous problems. The second wave was more decentralized to the local and school levels.

2.12.2 Arab Republic of Egypt

According to Cookson, et al. (1992:150-153), educational reform in Egypt goes back to 1868. And educational reform that took place in between 1868 and 1952 includes: democratization of education, with free and compulsory education; encouraging female education; coverage versus quality; and improvement of teachers' training. Especially in 1980s, efforts were also made through a series of declarations which aimed at expanding compulsory education; improving quality of education; linking education to development and productivity; keeping up with the expansion of knowledge and advancement of science and technology to respond to information explosion; requiring flexibility in the education system; and demanding closer links between education and the work force. Obsolete administrative and management procedures; centralization; statue based on merit but not seniority; duplication of effort; weak communication among sectors, departments, schools; teachers shortage and lack of training; problems of curriculum development; lack of physical facilities and educational materials; academic versus technical education; drop outs and repetitions; problems of improving technical education; universalization of basic education; illiteracy; and the mismatch between skills acquired and skills required in the job market.

2.12.3 United Kingdom

United Kingdom is one of the countries that have a long history by exercising school improvement program to enhance the provision of quality education. According to Hopkins (1987:8), school improvement in the UK which provided a context for more detailed discussion of the four major themes that emanated from International SIP: namely school-based review for school improvement, the role of external support, the role of the head-teacher and internal change agents in school improvement and the development and

implementation of school improvement policies by education authorities. International school improvement program (ISIP) aimed in the UK improve teaching and learning of the pupils.

As Hopkins et al. (1994:74) study since 1990s the model of IQEA is become the activities of the many schools across the world. Improvement of quality education for all (IQEA) is the result of international school improvement program which focuses on the improvement of teaching-learning by improving the main agents of the school.

Supporting this idea Hopkins (2002:71) has discussed that IQEA project is fundamentally based up on central premises that without an equal focus on the development of capacity, or internal conditions of the school and classroom development, innovative work quickly becomes marginalized. This implies that development focusing to improve some area or partial improvement is not guarantee the school improvement; rather, the entire system needs the emphasis to be treated well to bring quality education and to realize school improvement.

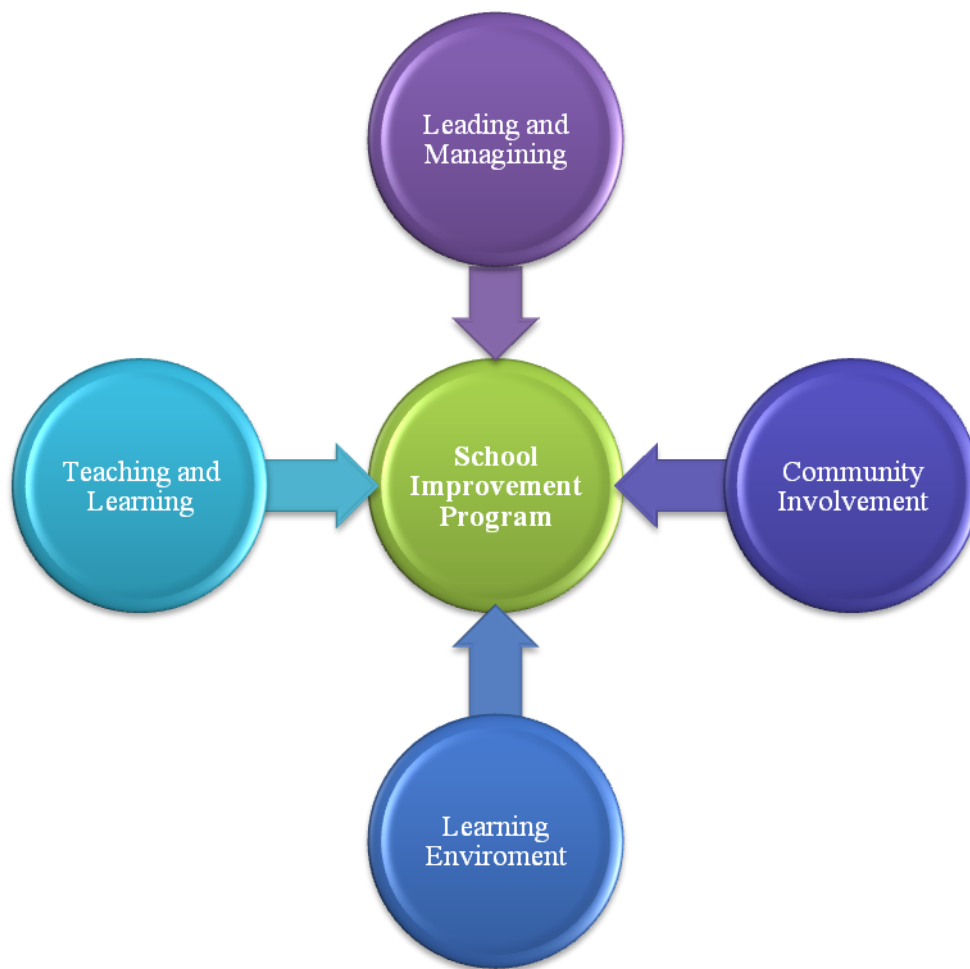
2.12.4 Australia

School improvement program in Australia has a large extent been due to state education system initiatives (Marsha, 1988:13). The emergence of a very different, decentralized system in Victoria in the 1980s warrants special mention. The incoming labor government introduced series of ministerial papers during 1982-1984 to announce the creation of school council, a state board of education (Marsha, 1998:14). Moreover, this authority described that it is evident that other states education system in Australia are likely to follow the lead given by the act school authority and the Victorian education ministry in devolving decision making to the local school level. Many different patterns many emerge during the next decade, but highly likely that parents and students will be encouraged to be more closely involved in local school decision-making. School improvement ventures in the future are therefore likely to involve and should involve parents and community members and students, as well as teachers and related professional group.

2.13 Conceptual Framework

The framework provides a focus through which schools can evaluate the extent to which they are meeting stakeholder expectations, delivering on system priorities and implementing strategic initiatives. The framework may help schools to: self-assess and to identify school priorities, make best use of evidence-informed processes and tools to evaluate their

performance. Effective implementation of the School Improvement Framework will see schools developing a cyclic approach to achieving and sustaining school improvement. The progress will be evident across four domains of school improvement: learning and teaching; leading and managing; student environment and community involvement. SIP domains with their respective major elements on a regular basis affect the teaching and learning process in the education system. Therefore, to bring real reform in the schools, there is a need to conduct self-evaluation by involving teachers, students, parents, and local communities to know the status of improvement practices in terms of the four domains (ACT, 2009).



Source: ACT (2009).

Figure 1: The School Improvement Framework

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

This chapter presented the appropriate research method that is suitable for the topic under this study. It also described sources of data, instruments and data collection methods, sample and sampling techniques, and method of data analysis.

3.1 The Research Design

Quirk (1979) stated that the design and methodology of a research is determined by the purpose of the study. So, the research design is the plan of action that links the philosophical assumptions to specific methods (Creswell & Plano lark, 2007). This study attempted to obtain information to examine and describe the school improvement program implementation. Hence it used a descriptive survey design with the belief. This design was suitable to obtain sufficient information on the issue under study from a relatively large number of cases at a particular time. The strategy was the concurrent triangulation strategy which uses both quantitative and qualitative methods of data collection concurrently in order to best understand the phenomenon of interest (Creswell, 2003).

3.2 The Research Methods

This study was used both qualitative and quantitative approach through collecting and analyzing data. The researcher was used quantitative method through survey questionnaire, while researcher also used interviews to substantiate the quantitative data. There are some rationales to use qualitative and quantitative methods approach for this study. First, using such method is advantageous to examine the same phenomenon from multiple perspectives (Cohen, 2007). Second, qualitative and quantitative method approach is important to build upon the strength that exists between quantitative and qualitative methods in order to understand a given phenomenon than is possible using either quantitative or qualitative methods alone (Creswell, 2003).

3.3 Sources of Data

Both primary and secondary sources of data were used to collect relevant data for the study. The primary data were collected from teachers, students, school improvement committee members, principals and assistance principals, and supervisors. Secondary data were collected

by reviewing relevant policy documents and guidelines such as Education Sector Development Program and the School Improvement Program Blue Print and Implementation Manual.

3.4 Population, Sample Size and Sampling Techniques

3.4.1 Population

A population is a group of individuals who have the same characteristic. For instance, all teachers would make up the population of teachers, and all high school administrators in a school district would comprise the population of administrators. A target population (or the sampling frame) is a group of individuals with some common defining characteristic that the researcher can identify and study (Creswell, 2003).

In this study, the target population was secondary principals, teachers, supervisors and SIP committee. This is because of researcher believes they are the right source of information on the issue under investigation. In West Guji Zone there are 12 Woredas, out of which 5 woredas were selected by using simple random sampling technique. The reason behind selecting simple random sampling technique is to give equal chance for the schools so that defined study population in each school was have equal and independent chance of being included in the sample.

3.4.2 Sampling and Sample Size

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2003). Selected Woredas/town, namely, Bule Hora town administration, Mekane Eyesus town, Bule Hora Woreda, Dude Dawa and Melka Sodo were selected by using simple random sampling techniques which is the best way to get representative samples and to have every subject equal chance to be selected. In the five sampled woredas, there are 13 secondary schools, out of which 5 secondary schools were taken by using simple random sampling techniques (n=5)38% of the schools in the selected areas, this is because of researcher believed that from these secondary schools can get sufficient information on the issue under investigation. These secondary schools include: Bule Hora, Mekane Eyesus, Gebra, Dude Dawa, and Melka Sodo.

In the selected schools, a total 179 teachers, out of 179, 10% teachers, 15% principals, 5% supervisors and 35(100%) SIP committee (7 in each school) was included in the study. Since

principals and supervisors were few in number and was the core people for school improvement program implementation, all of them were included from the selected schools. Students are selected from five schools in order to conduct focused group discussion with them in the classes. Teacher and school improvement committee are generally included in the study.

3.4.3 Sampling Techniques

Sampling techniques are researchers' decide type of sampling to use in their study based on factors as the amount of rigor they seek for their studies, the characteristics of the target population, and the availability of participants (Creswell, 2003).

Sample woredas and secondary schools were selected by using simple random sampling techniques, which is the best way to get representative samples and to have every subject equal chance to be selected (Creswell, 2003). In order to select samples from target population, the researcher used availability sampling was used to select teachers, principals and supervisors and SIC committee, this is because of researcher believed that from this group of respondents sufficient information can be obtained.

Table 3.1: Population, Sample and Sampling Techniques

S N	Sample Woredas/Town	Sample Schools	Teachers			Principals			SIC			Supervisors		
			T.P	S.S	%	T.P	S. S	%	T. P	S. S	%	T.P	S. S	%
1	Bure Hora town adm.	Bule Hora	20	20	100	3	3	100	7	7	100	1	1	100
2	Mekane Yesus town adm.	Mekane Eyesus	56	56	100	3	3	100	7	7	100	1	1	100
3	Bule Hora	Gerba	19	19	100	3	3	100	7	7	100	1	1	100
4	Dude Dawa	Dude Dawa	52	52	100	3	3	100	7	7	100	1	1	100
5	Melka Sodo	Melka Sodo	32	32	100	3	3	100	7	7	100	1	1	100
Total			179	179	100	15	15	100	35	35	100	5	5	100
Sampling Techniques			Availability			Availability			Availability			Availability		

3.5 Instruments and procedures of Data Collection

3.5.1 Instrument of Data Collection

In this study, questionnaire and semi-structured interviews were employed as data collection instruments. The researcher believed that the combinations of different instruments were useful to obtain adequate information for assessing the practices, challenges and opportunities

of school improvement program implementation. In the design of these instruments, the researcher used literature review as a base. As a result, this study used a combination of the following methods as data collection tools.

3.5.1.1 Questionnaire

This study was questionnaire to collect data from teachers and SIP committee. The questionnaire is used for data collection because it offered considerable advantages in the administration. It also presented an even stimulus potentially to large numbers of people simultaneously and provided the investigation with an easy accumulation of data. Gay 1992 claims that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. The questionnaires was constructed by the researcher to access the required information from teachers on the basis of theoretical ground about practices and challenges that schools encountered when implementing school improvement program. As a result, the questionnaire assessed the practices and the major challenges that existed for schools when implementing school improvement program. The questionnaire comprised of both close-ended and open-ended and fivity-three items. The researcher used a five point Likers response set ranging from strongly disagree to strongly agree. The questionnaires divided into two sections. The first list section collected the background information of the teachers. The second section was used to measure teachers and SIP committee view about practices and challenges existed for schools when they implement school improvement program. All the questionnaires are prepared in English and later on are translated to Affan-Oromo.

3.5.1.2 Interview

Interviews were administered to 15 principals and 5 supervisors using an interview guide because it could help one generate a wide range of ideas. Interviews also guarantee an immediate feedback and thus could generate reliable data. Consequently, face-to-face questions are asked and comments are made to meet the objectives of the study. After being drafted the questioner in English, the guides were translated into Afan-Oromo. All interviews are conducted in person, primarily at the residence of the principals and supervisors the school in order to reduce the burden on the interviewee and increase their participation rates. Each interview was conducted approximately 20-to-35 minutes. The results of interview were employed to substantiate the results gathered through questionnaires.

3.5.1.3 Document Analysis

Document review was also another tool that was applied to collect data for this study. In this regard, documents such as the GEQIP and different educational statistic annual abstracts of the West Guji zone education department was consulted during the analysis and interpretations of the collected data from above mentioned sources.

3.6 Pilot Study

Pilot test will be conducted in Kilanso Mokonsa secondary school that was not included in sample secondary schools with 30 teachers to check the reliabilities of items prior to the final administration of the questioners to all respondents. The purpose of pilot testing was made necessary amendment so as to correct confusing and ambiguous questions. The pilot test was further conducted to secure the validity and the reliability of the instruments with the objectives of checking whether or not the items included in the instrument can enable the researcher to gather relevant information.

3.6.1 Validity of the Instrument

In this study, survey items, and the items about the background information was reviewed for content and clarity by experts in the field. For example, one faculty members from Educational Planning and Management department of Dilla University invited to review those survey questionnaires to insure that the instruments comprehensively cover the domain or items that it proposed to cover. Feedbacks on the instruments were also solicited from the student researcher's advisor. Finally, all accepted comments and feedbacks were included in the final version of the instruments. Moreover, since the participants were not forced by anyone to participate in the study, such situation can increase the trustworthiness of their response.

3.6.2 Reliability of the Instruments

According to Fraenken and Wallen (2003) reported that reliability refers to the consistency of the scores obtained how consistency they are for each individual from set of item to another. Relatively speaking the more reliable a test is the more valid the data. The internal consistency reliability estimate was calculated using Cronbach coefficient of alpha for the questionnaires.

Table 3.2: Reliability Test Results with Cronbach's Alpha

S N	Items Type	No of items	Reliability coefficient
1	The practices of SIP domain implementation in the secondary schools	25	.865
2	The extent of school leaders and supervisors discharged the responsibility of implementing SIP	12	.842
3	The major challenges encountering the SIP implementation	16	.924
Overall Reliability Coefficient			.877

3.7 Procedures of Data Collection

In order to collect data, first permission was sought from the University. Then, permissions also sought from the relevant educational authorities in the West Guji Zone for a voluntary, anonymous survey to be conducted among thirteen government secondary schools educators in their administration. Third, principals of each participating schools were contacted to arrange a date for the administration of the survey and interviews among teachers, principals, supervisors, students and school improvement committees respectively in their respective schools and areas. On the arranged dates, first the questionnaires are disseminated and retrieved with the assistance of school principals and their management teams at each school selected for the survey. Then, interview was conducted with school principals and supervisors.

3.8 Methods of Data Analysis

In this study both qualitative and quantitative data analysis techniques were employed. The quantitative data obtained through questionnaires were edited, categorized, and tabulated. The data, then, were analyzed using appropriate descriptive statistics such as frequencies, percentage, mean standard deviation and inferential statistics like independent sample t-test. The reason why descriptive statistics were used in the study under consideration is that it helps to describe the characteristics and the relationship between variables. The results were obtained and the relationship of each variable is thoroughly interpreted and discussed on the basis of key questions. Quantitative analysis was done through software called Statistical Package for the Social Science (SPSS) 20 version.

The qualitative data gathered through open-ended questionnaire and interviews were described as supplementary evidence in addition to the discussions of quantitative data. The data were analyzed using description and quoting as it is. Finally, conclusions were drawn from the major findings and possible recommendations from the identified problems were suggested.

3.9 Ethical Considerations

Taking the severity of the ethical considerations in mind, this study will be done with highest importance placed on ethics, confidentiality, and anonymity. In this study, confidentiality and anonymity of the respondents will be emphasized to protect their privacy and the dignity (Cohen et al., 2007). Thus, on the cover page of the survey questionnaire, the researcher clearly presented how to protect confidentiality and anonymity of the participants; informing them that involvement in the study is voluntary; the involvement is free of any intended risk; and their names and the names of their schools will be kept anonymous. The research also will be used polite language expression and respect while he will interview the respondents with a given type data gathering tool/question. Besides, the other ethical issues that the researcher needs to follow are: not violating rights, not exposing the participant physically or mentally to illegal issue, not invading personal privacy, not duplicating another data to the study in the data collection process from the respondents and not copying of documents for purpose of the study /plagiarism/.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of data collected through questionnaire and interview and document analysis. The subjects of the study were teachers, principals, supervisors and school improvement committee. The focus of this study was to analyze and interpret data on variables of the study namely an assessment of school improvement program implementation: practices and challenges in secondary schools of west Guji Zone. Data were collected using questionnaires for teachers and school improvement committee (SIC). The quantitative data are presented frequency, percentage, tables, mean and standard deviation and inferential statistics (independent sample t-test) were used to check whether relationship of each variable in thoroughly interpreted and discussed on the basis of key question. Qualitative data were collected through open-ended questionnaire and interview was described as supplementary evidence in addition to the discussions of quantitative data.

Questionnaires were distributed to 35 SIC and 179 teachers. Among the distributed questionnaires, 35(100%) of SIC were filled and returned correctly. Whereas the questionnaires distributed to teachers 162(90.5%) were filled and returned correctly and the rest 17(9.5%) of teachers' responses were rejected because their responses were incomplete. The responses given by them were analyzed and interpreted. According to Babbie (1998) 50% response rate is adequate, a 60% response is considered good while a 70% response rate is considered very well. A low reply rate is not acceptable and leads to concerns regarding external validity of the study. Thus, in the following section analysis and interpretation of data were presented in the following sub-sections corresponding to the basic research questions and characteristics of respondents.

4.1 Characteristics of the Respondents

By describing characteristics of the respondents, it is possible to know some background information about the sample population who participated in the study. The following table shows the general characteristics (sex, level of educational and work experiences). The data collected on the characteristics of the respondents are presented in the below Table 4.1.

Table 4.1: Characteristics of Respondents

S N	Items	Variables	Respondents Type			
			Teachers (N=162)		SIC (N=35)	
			F	%	F	%
1	Sex	A) Male	120	74.1	28	80
		B) Female	42	25.9	7	20
		Total	162	100	35	100
2	Educational Qualification	A) Diploma	3	1.8	-	-
		B) 1 st Degree	151	93.2	31	88.6
		C) 2 nd Degree	8	4.9	4	11.4
		Total	162	100	35	100
3	Service year leading/teaching	A) 1-5	67	41.3	9	25.7
		B) 6-10	59	36.4	16	45.7
		B) 11-15	24	14.8	4	11.4
		C) 16-20	7	4.3	4	11.4
		D) 21 & above	5	3.1	2	5.7
		Total	162	100	35	100

Key: - F= Frequency and %=Percentage

As depicts in Table 4.1, in relation to sex distribution of teachers 120(74.1%) of them were males and 42(25.9%) females. On the other hand, regarding SIC 28(80%) were males and 7(20%) were females. From this, one can realize that the number of females in the teaching profession, leading position is much lower than males in the sampled schools of west Guji Zone.

As illustrated in the above Table 4.1 (see item, 2), regarding the qualification of the respondents, 3(1.8%) teachers were diploma holders; 151(93.2%) teachers were first degree holders, while 8(4.9%) of them were MA/MSc or 2nd degree holders. Currently government give high attention for employ qualified and competent human resources in secondary schools, but still now some teachers were diploma holder, this should be improved because of its contradiction with government Ethiopian education policy (MoE, 1995). On the other hand, 31(88.6%) of the SIC and 3(60%) were degree holders.

As it can be seen in Table 4.1, item 3, indicates that the years of work experience of the respondents 67(41.3%) of teachers and 9(25.7%) of SIC belongs to experience years ranging from 1-5 and 59(36.4%) of teachers and 16(45.7%) of SIC found between 6-10 years; 24(14.8%) of teachers, and 4(11.4%) of SIC belongs to the range of 11-15 year work experience. The remaining, 7(4.3%) of teachers, and 4(11.4%) of SIC were belongs to the

range of 16-20 year work experience. The rest 5(3.1%) of teachers and 2(5.7%) of SIC belongs above 21years of work experience. This implies that the majority of teachers, principals and SIC respondents expected to have better work skills and ability to implement SIP.

4.2 The practices of SIP domain implementation in the secondary schools

As indicated in review of related literature there are four domains or focus areas for school improvement program (MoE, 2006) which are supposed to school performance and ultimately improves quality of education. This part discusses the major four domains of school improvement program activities. These four domains namely; teaching-learning domain, safe and healthy school environment, school leadership and management domain and community involvement domain had been treated based on the selected items that represent the successful implementation of SIP in each school domains. Accordingly, the SIP has four domains in which every domain links to each other and aims at improving students' learning outcomes.

4.2.1 Teaching Learning Domain Activities

Teaching learning domain is the major determinant of students' achievement that indicates what is going in the class room. Not much powerful and sustainable change happens in teaching learning process unless it happens in class rooms (Earl, 2003). This domain focuses on the actual interaction between teachers and learners. The following items stated the teaching learning process, and were responded by the respondents of the study as can be viewed from the following table.

Table 4.2: The extent of teaching-learning domain activities implementation

SN	Items	Respondents Type				t-value	p-value
		Teachers (N=162)		SIC (N=35)			
		Mean	SD	Mean	SD		
1	The extent to which student centered method of teaching was practiced by teachers	2.33	1.23	2.75	1.20	-1.39	.165
2	The extent to which student achievement were improved from initial point	2.53	1.14	2.40	1.09	.468	.641
3	The degree of using different techniques by teachers to motivate students	2.46	1.17	2.75	1.11	-1.01	.312
4	The level of laboratory services provided to students	2.22	1.39	1.86	1.14	-2.06	.040
5	The level of library services provided to students	2.36	.858	2.35	.933	.091	.927
6	The degree to which teachers identifying individual learning needs and providing the lesson accordingly	2.73	1.25	2.90	1.20	-.557	.579
7	The extent to which teaching process meets the general needs of students and curriculum standards	2.46	1.17	2.75	1.11	-1.01	.312

Key: VL= Very Low (1.00-1.49) L=Low (1.50-2.49) M= Moderate (2.50-3.49) H= High (3.50-4.49) VH= Very High (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and P-value. Significance level=0.05 Significant at $p < 0.05$, not significant at $p > 0.05$.

Table 4.2, item 1, indicates that the opinions of respondents on the extent to which student centered method of teaching was practiced by teachers. As seen from the data, for all of the items listed the mean responses were found between (M=2.33, SD=1.23) for the teachers and (M=2.75, SD=1.20) for the SIC. This indicates that teachers' respondents responded at low and SIC responded at moderate level. It was seen that there was statistically significance difference between the two groups of respondents, on the extent to which student centered method of teaching was practiced by teachers; the t-test value was employed ($t = -1.39$, $p > 0.05$).

In item 2, of Table 4.2, respondents were requested to indicate their perception on the extent to which student achievement was improved from initial point. Consequently, the mean scores of the total respondents found to be in between (M=2.53, SD=1.14) and (M=2.40, SD=1.09) of the teachers and SIC respectively, indicating teachers rated low and SIC rated moderate item regarding the request about the extent to which student achievement was improved from initial point. This is proved by calculated t-test value $t = .468$, and its p-value is greater than p-

value=0.05. This shows that there is no statistically significant difference between teachers' and p SIC responses.

Table 4.2, item 3, indicates that the opinions of respondents the degree of using different techniques by teachers to motivate students. As seen from the data, for all of the items listed the mean responses were found between (M=2.46, MD=1.17) of the teachers and (M=2.75, SD=1.11) of the SIC. This indicates that teachers responded low item and SIC responded at moderate level. It was seen that there was no statistically significance difference between the two groups of respondents, the degree of using different techniques by teachers to motivate students; the t-test value was employed ($t=-1.01$, $p>0.05$). Thus, it is possible to perceive that teachers and SIC in each sample schools have similar perceptions even if there is no difference between both parts on the extent of the degree of using different techniques by teachers to motivate students.

As it can be seen in Table 4.2, item 4, deals with the level of laboratory services provided to students. In this regard, the calculated mean of teachers (M=2.22, SD=1.39) and SIC (M=1.86, SD= 1.14) indicates that both school SIC and teachers respondents responded low item to the request. Similarly, the calculated t-test value ($t=-2.06$, $p<0.05$) shown that there is statistically significant difference between the two respondents on the issue. Therefore, this shows that attention has not been given in categorizing laboratory service to enhance learners. One of school principal said:

School facilities like laboratory works are inadequate and laboratory aids in schools under study were insufficient. Furthermore, the interview respondent reveals that the level of laboratory and library services provided to students in the majority of sample schools had no sufficient laboratories and its services. Even though there were laboratory rooms, they had no chemicals and low number of equipment with shortage of books and poor quality of services. And also revealed that availability of pedagogical centers and instructional aids in the schools were with inadequate and poor quality of instructional materials. This might negatively affected the academic achievement of students which is expected of the implementation of SIP.

However, Bishop (2003) claims that the availability of facilities such as teaching material equipment and laboratory apparatus in the schools has acceleration or deadening influence in the students learning that in turn affects students' achievement". Thus, from the given responses, it can be inferred that most of the sample schools had no laboratory works and its

services which hinders the teaching learning process. Therefore, from the above discussion, it can be deduced that the implementation of teaching learning domain through facilitating laboratory services in implementing SIP was not attractive.

In item 5, of Table 4.2, respondents were requested to indicate their perception on the level of library services provided to students. Consequently, the mean scores of the total respondents found to be in between ($M=2.36$, $SD=.858$) and ($M=2.35$, $SD=.933$) of the teachers and SIC respectively. This indicates that both teachers and SIC rated low item regarding the request the level of library services provided to students. This is proved by calculated t-test value $t=.091$, and its p-value is greater than significance difference, $=0.05$. This shows that there is no statistically significant difference between teachers' and principals' responses. Thus, from the given responses, it can be inferred that most of the sample schools had no adequate library materials and its services which hinders the teaching learning process. Therefore, from the above discussion, it can be understand that the implementation of teaching learning domain through facilitating library services in implementing SIP was not attractive.

Table 4.2, item 6, the degree to which teachers identifying individual learning needs and providing the lesson accordingly. As seen from the data, for all of the items listed the mean responses were found between ($M=2.73$, $SD=1.25$) of the teachers and ($M=2.90$, $SD=1.20$) of the SIC. This indicates that both groups responded at moderate item level. It was seen that there was no statistically significance difference between the two groups of respondents; the t-test value was employed ($t=-.557$, and $p>0.05$).

Table 4.2, item 7, deals with the extent to which teaching process meets the general needs of students and curriculum standards, the mean score were found ($M=2.46$, $MD=1.17$) of the teachers and ($M=2.75$, $SD=1.11$) of the SIC. This indicates that teaching process meets the general needs of students and curriculum standards is moderate. It was seen that there is no statistically significance difference between the two groups of respondents, the t-test value was employed ($t=-1.01$, $p>0.05$).

4.2.2 Learning Environment Domain Activities

Safe and conducive learning environment describes the promotion of positive and respectful relationships which are stable, welcoming and inclusive. In safe and healthy learning environments students willingly engaged and participate in the broad range of learning opportunities. These are presented in table 4.3 below:

Table 4.3: The extent of learning environment domain activities implementation

S N	Items	Respondents Type				t- value	p- value
		Teachers (N=162)		SIC (N=35)			
		Mean	SD	Mean	SD		
1	There is clearly defined, consistent and mutually accepted student governing rules	2.79	1.28	2.07	1.16	3.66	.146
2	There is a positive relation between teachers and students	2.84	1.23	2.20	1.26	1.61	.170
3	The school compound is highly safe (teachers and students feel secure in the school)	2.05	1.24	1.95	1.19	-.354	.724
4	The class size (number of students in classroom) is standardized (< 40)	1.96	.987	2.40	1.09	1.73	.085
5	Teaching and learning materials are adequately available in the school	2.60	1.44	2.63	1.48	-.126	.900
6	Necessary facilities (water supply, latrine, and cafeteria) are adequately available for Student	2.57	1.63	2.58	1.45	-.052	.959

Key: SDA= Strongly Disagree (1.00-1.49) DA= Disagree (1.50-2.49) M= Moderate (2.50-3.49) A=Agree (3.50-4.49) SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and P-value.

In table 4.3, item 1, the respondents were requested either there is clearly defined, consistent and mutually accepted student governing rules or not. In this regard, the calculated mean scores of the respondents were (M=2.79, SD=1.28) teachers perceived moderate level on the issue and (M=2.07, SD=1.16) SIC performed disagreed level on the same issue. In addition to this, the calculated t-test value ($t= 3.66$, $p>0.05$) shows that there is no statistically significant difference between the two respondents on the issue.

As it can be seen in Table 4.3, item 2, the respondents were requested that either there is a positive relation between teachers and students or not. In this regard, the calculated mean of teachers (M=2.84, SD=1.23) and SIC (M=2.20, SD=1.26). This reflects that both teachers and SIC respondents were have been rated disagree item. On the other hand, the calculated t-test value ($t= 1.61$, $p>0.05$) reflects there is no statistically significant difference between

teachers' and SIC responses. Therefore, from this one can deduce that there is a no positive relation between teachers and students.

In table 4.3, item 3, the respondents were requested either the school compound is highly safe or teachers and students feel secure in the school or not. In this regard, the calculated mean scores of the respondents were ($M=2.05$, $SD=1.24$) of teachers and ($M=1.95$, $SD=1.19$) of SIC. This indicates that both teachers and SIC responded disagree to the issue. In addition to this, the calculated t-test value ($t= -.354$, $p>0.05$) shows that there is no statistically significant difference between the two respondents on the issue. Therefore, it can be showed that the schools that study took place areas were not highly safe and also teachers and students feel secure in the school. This reveals that the school leaders do not tried to make the school environment conducive and participatory. On the other hand, Arcaco, (1997:14) stated that people are encouraged to be open, creative, and innovative in finding new ways to work within the system enable everyone to achieve the system wide vision, leadership is critical and essential variable in the process of generating capacity for school improvement.

As it can be seen in Table 4.3, item 4, the respondents were requested that the extent of the class size (number of students in classroom) is standardized (< 40). In this regard, the calculated mean of teachers ($M=1.96$, $SD=.987$) and SIC ($M=2.40$, $SD=1.09$). This reflects that both teachers and SIC respondents were have been rated disagree item. On the other hand, the calculated t-test value ($t= 1.73$, $p>0.05$) reflects there is no statistically significant difference between teachers' and SIC responses. Thus, it is possible to perceive that teachers and SIC in each sample school have similar perception on the making of safety and conducive learning environment. Therefore, from this one can deduce that the class size and number of students' classroom ratio is below required standard. On the other hand, data collected from interview on suitability of classroom for teaching-learning process also revealed that moderate level, but not as it is required to be. However, the researcher heard from them that there were attempts to make school compound attractive for school community and to facilitate teaching learning process even if the progress is slow where as fast students' enrollment.

As it can be seen in Table 4.3, item 5, the respondents were requested that either teaching learning materials are adequately available in the school or not. In this regard, the calculated mean of teachers ($M=2.60$, $SD=1.44$) and SIC ($M=2.63$, $SD=1.48$). This reflects that both

teachers and SIC respondents have been rated moderate item. On the other hand, the calculated t-test value ($t=-.126$, $p>0.05$) reflects there is no statistically significant difference between teachers' and SIC responses. Therefore, from this one can revealed that teaching and learning materials were not adequately available in the school. Accordingly, during document analysis the researcher observed model 19. This model was included most of the school compound external attraction rather internal facility and fulfilling students need like library, laboratory, pedagogy center and etc. These and other internally most important materials have not bought to the school because school leaders and school committee more give high attention to the external environment.

In Table 4.3, item 6, the respondents were requested the extent how much necessary facilities (water supply, latrine, and cafeteria) were adequately available for student. In this regard, the calculated mean scores of the respondents were ($M=2.57$, $SD=1.63$) and ($M=2.58$, $SD=1.45$) of teachers and SIC respectively. This indicates that both teachers and SIC responded moderate item. In addition to this, the calculated t-test value ($t= -.052$, $p>0.05$) shows that there is no statistically significant difference between the two respondents on the issue from the both respondents. Therefore, it can be showed that necessary facilities (water supply, latrine, and cafeteria) were not adequately available for students and its quality protection was one problem. One of the interviewed supervisor asserted:

In school to effective implementing of SIP there was lack of materials resources such as library and laboratory equipments. In addition, school environment was not conducive to implement SIP according to its principles, thus, can negatively affect the implementation of SIP.

4.2.3 Leadership and Management Domain Activities

The leading and managing domain is considered with communicating a clear vision for a school and establishing effective management structures. Leaders set directions, guide the school community alignment of its purpose and practice.

Table 4.4: The extent of school leadership and management domain activities implementation

S N	Items	Respondents Type				t- value	p- value
		Teachers (N=162)		SIC (N=35)			
		Mean	SD	Mean	SD		
1	The school leaders develop strategic plan based on assessment	2.06	1.20	2.07	1.17	-.025	.980
2	The school leadership and management have shown a strong commitment and accountability for student’s results	2.46	1.40	2.23	1.18	.908	.366
3	The school principals played effective leadership role in school improvement program implementation	2.60	1.37	2.32	1.21	1.06	.291
4	The school leadership and management give valuable responses to identify school improvement implementation problems immediately	1.76	.817	2.11	1.16	-1.55	.123
5	Resources of the school are used in manner that they assist students to achieve higher results	2.26	1.20	2.61	1.35	-1.28	.199
6	Principals have been regularly supervising classroom instructions to give constructive feedback for teachers	2.23	1.16	2.35	1.33	-.451	.652

Key: SDA= Strongly Disagree (1.00-1.49) DA= Disagree (1.50-2.49) M= Moderate (2.50-3.49) A=Agree (3.50-4.49) SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and P-value. Significance level=0.05 Significant at $p < 0.05$, not significant at $p > 0.05$.

In table 4.4, item 1, the respondents were requested either the school leaders develop strategic plan based on assessment or not. In this regard, the calculated mean scores of the respondents were (M=2.06, SD=1.20) of the teachers and (M=2.07, SD=1.17) of SIC. This indicates that both teachers and SIC responded disagree item. In addition to this, the calculated t-test value ($t=-.025$, $p>0.05$) shows that there is no statistically significant difference between the two respondents on the issue. Therefore, it can be realized that the school leaders develop strategic plan without any assessment.

As it can be seen in Table 4.4, item 2, the respondents were requested the extent that school leadership and management have shown a strong commitment and accountability for student's results. In this regard, the calculated mean of teachers (M=2.46, SD=1.40) and SIC (M=2.23, SD=1.18). This reflects that both teachers and SIC respondents have been rated disagree item. On the other hand, the calculated t-test value ($t= .908$, $p>0.05$) reflects there is no statistically significant difference between teachers' and SIC responses. Therefore, from this one can

inferred that the school leadership and management have shown a strong commitment and accountability for student's results.

In table 4.4, item 3, the respondents were requested how much the school principals played effective leadership role in school improvement program implementation. In this regard, the calculated mean scores of the respondents were ($M=2.60$, $SD=1.37$) and ($M=2.32$, $SD=1.21$) of teachers and SIC respectively. This indicates that teachers' respondents rated moderate response and SIC responded disagree to the same item. In addition to this, the calculated t-test value ($t= 1.06$, $p>0.05$) shows that there is no statistically significant difference between the two respondents on the issue. Therefore, it can be realized that there was some weakness on school principals to play effective leadership role in school improvement program implementation.

As it can be seen in Table 4.4, item 4, the respondents were requested that the school leadership and management give valuable responses to the identified school improvement implementation problems immediately. In this regard, the calculated mean of teachers ($M=1.76$, $SD=.817$) and SIC ($M=2.11$, $SD=1.16$). This reflects that both teachers and SIC respondents have been rated disagree item. This is proved by the calculated t-test value ($t=-1.55$, $p>0.05$) reflects there is no statistically significant difference between teachers' and SIC responses. Thus, it is possible to perceive that teachers and SIC in each sample school have similar perception on the school leadership and management give valuable responses to the identified school improvement implementation problems immediately. Therefore, from this one can understand that there is big gap on the school leadership and management to give valuable responses to the identified school improvement implementation problems immediately.

As it can be seen in Table 4.4, item 5, the respondents were requested that either resources of the school are used in manner that they assist students to achieve higher results or not. In this regard, the calculated mean of teachers ($M=2.26$, $SD=1.20$) and SIC ($M=2.61$, $SD=1.35$). This reflects that teachers respondents rated disagree item and SIC respondents were rated moderate the same item. On the other hand, the calculated t-test value ($t= -1.28$, $p>0.05$) reflects there is statistically significant difference between teachers' and SIC responses.

Therefore, from this one can realize that resources of the school were not used effectively in manner that they assist students to achieve higher results.

In table 4.4, item 6, the respondents were requested the how principals have been regularly supervising classroom instructions to give constructive feedback for teachers. In this regard, the calculated mean scores of the respondents were (M=2.23, SD=1.16) and (M=2.35, SD=1.33) of teachers and SIC respectively. This indicates that both teachers and SIC disagreed on the item. In addition to this, the calculated t-test value ($t = -.052$, $p > 0.05$) shows that there is no statistically significant difference between the two respondents on the issue. Therefore, it can be inferred that principals have not been regularly supervising classroom instructions to give constructive feedback for teachers.

4.2.4 Community Participation Domain Activities

The community involvement domain describes the development quality, ongoing, community partnerships and networks. Schools are responsive to community expectations, suitable environment for learning, school administration and community participation.

Table 4.5: The extent of community participation domain activities implementation

S N	Items	Respondents Type				t- value	p- value
		Teachers (N=162)		SIC (N=35)			
		Mean	SD	Mean	SD		
1	The extent to which parent teacher associations have contributed to the success of the school improvement program	2.49	.816	2.35	.875	.737	.462
2	The level of involvement of parents in decision making	2.75	.875	2.25	.786	.000	.302
3	The degree to which parents follow up their children and involved in their learning to improve their achievement	2.58	.812	2.45	.825	.680	.497
4	The extent to which parents discuss with teachers on students' achievement and discipline	2.20	.953	2.03	.782	.931	.354
5	The extent to which parents contributed in fund raising activities to the school	2.37	.805	2.00	.762	2.35	.243
6	The degree to which parents discuss with the school leaders on teaching and learning	2.57	.924	1.87	.751	3.88	.000

Key: VL= Very Low (1.00-1.49) L= Low (1.50-2.49) M= Moderate (2.50-3.49) H= High (3.50-4.49) VH= Very High (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and P-value. Significance level=0.05 Significant at $p < 0.05$, not significant at $p > 0.05$.

Table 4.5, item 1, the respondents were requested how extent to which parent teacher associations have contributed to the success of the school improvement program. In this regard, the calculated mean scores of the respondents were ($M=2.49$, $SD=.816$) and ($M=2.35$, $SD=.875$) of teachers and SIC respectively. This indicates that both teachers and SIC responded low item. In addition to this, the calculated t-test value ($t=.737$, $p>0.05$) shows that there is no statistically significant difference between the two respondents on the issue. Therefore, it can be understand that the extent to which parent teacher associations have contributed to the success of the school improvement program was poor.

As it can be seen in Table 4.5, item 2, the respondents were requested the level of involvement of parents in decision making. In this regard, the calculated mean of teachers ($M=2.75$, $SD=.875$) and SIC ($M=2.25$, $SD=.786$). This reflects that teachers rated low response and SIC respondents were having been rated moderate item. On the other hand, the calculated t-test value ($t=.000$, $p>0.05$) reflects there is no statistically significant difference between teachers' and SIC responses. Therefore, from this one can conclude that the level of involvement of parents in decision making was insufficient.

As it can be seen in Table 4.5, item 3, the respondents were requested the degree to which parents follow up their children and involved in their learning to improve their achievement. In this regard, the calculated mean scores of the respondents were ($M=2.58$, $SD=.812$) and ($M=2.45$, $SD=.825$) of teachers and SIC respectively. This indicates that teachers' respondents rated moderate response and SIC responded low to the same item. In addition to this, the calculated t-test value ($t=.680$, $p>0.05$) shows that there is no statistically significant difference between the two respondents on the issue. Therefore, it can be realize that the degree to which parents follow up their children and involved in their learning to improve their achievement haven't created awareness and it needs attention.

Table 4.5, item 4, the respondents were requested that the extent to which parents discuss with teachers on students achievement and discipline. In this regard, the calculated mean of teachers ($M=2.20$, $SD=.953$) and SIC ($M=2.03$, $SD=.782$). This reflects that both teachers and SIC respondents were having been rated low item. This is proved by the calculated t-test value ($t=.931$, $p<0.05$) reflects there is no statistically significant difference between teachers' and SIC responses. Thus, it is possible to perceive that teachers and students in each sample

school have similar perception on the extent to which lack of parent discuss with teachers on students achievement and discipline. Therefore, from this one can inferred that there is big gap on the parents about discuss with teachers on students achievement and discipline.

As it can be seen in Table 4.5, item 5, the respondents were requested that the extent to which parents contributed in fund raising activities to the school. In this regard, the calculated mean of teachers ($M=2.37$, $SD=.805$) and SIC ($M=2.00$, $SD=.762$). This reflects that both teachers and SIC respondents rated low rate to the request. On the other hand, the calculated t-test value ($t= 2.35$, $p>0.05$) reflects there is no statistically significant difference between teachers' and SIC responses. Therefore, from this one can understand that the extent to which parents contributed in fund raising activities to the school was low.

In table 4.5, item 6, the respondents were requested the degree to which parents discuss with the school leaders on teaching and learning. In this regard, the calculated mean scores of the respondents were ($M=2.57$, $SD=.924$) and ($M=1.87$, $SD=.751$) of teachers and SIC respectively. This indicates that teachers responded moderate and SIC responded low item. In addition to this, the calculated t-test value ($t= -.052$, $p<0.05$) shows that there is statistically significant difference between the two respondents on the issue. Therefore, it can be realize that the degree of parents intervention on pupils achievement improvement and discuss with the school leaders on teaching and learning were medium.

4.3 Extent of stakeholders discharged responsibility of implementing SIP

School leaders make the school conducive and participatory environment for SIP implementation and participatory environment for SIP implementation. The following table indicated that the extent of stakeholders to discharged their responsibility the implementation of SIP. These are presented in table 4.6 below:

Table 4.6: Extent of stakeholders discharged responsibility of implementing SIP

SN	Items	Respondents Type				t- value	p- value
		Teachers (N=162)		SIC (N=35)			
		Mean	SD	Mean	SD		
1	Involvement of stakeholders in formulating SIP plan	1.90	1.10	2.35	1.39	-1.91	.057
2	Participation of stakeholders in SIP implementation	2.49	.816	2.35	.875	.737	.462
3	School leaders make the school conducive and participatory environment for SIP implementation	2.39	1.17	2.03	1.27	-.169	.866
4	Extent of community participation in school improvement plan implementation	2.23	1.24	2.40	1.32	1.32	.186
5	Extent of parent contribution in fund raising activities in school	2.46	1.04	2.30	1.10	-.108	.914
6	Extent of school improvement committee to coordinate efforts in developing school improvement plan	2.41	1.26	2.34	1.32	.921	.358
7	Extent of school improvement committee to monitoring and evaluating of the implementation of SIP	2.47	1.26	2.43	1.31	.974	.331
8	School leaders had set clear goals, vision and mission in light of SIP	2.45	.825	2.58	.812	.680	.497
9	School leaders are actively engaged in coordinating stakeholders and school improvement committee for the preparation of SIP	2.19	1.38	2.80	1.60	-2.53	.053
10	School leaders frequently evaluated performance and discussed with teachers on the program implementation out comes	1.84	1.04	2.53	1.56	-3.00	.003
11	There is strong work team among stakeholders to implement the SIP	2.52	1.43	2.22	1.37	1.42	.156
12	School are actively engaged in improving learning conditions and learning outcomes	2.05	1.22	3.20	1.53	-4.98	.057

Key: VL= Very Low (1.00-1.49) L= Low (1.50-2.49) M= Moderate (2.50-3.49) H= High (3.50-4.49) VH= Very High (4.50-5.00). M- is mean, SD- is standard deviation, t-is independent sample t-test and P-value. Significance level=0.05 Significant at $p < 0.05$, not significant at $p > 0.05$.

Table 4.6, item 1, respondents were asked to show their level of agreement the extent to which the listed activities were carried out during the planning of school improvement program. Accordingly, the calculated mean scores of the respondents were ($M=1.90$, $SD=1.10$) and ($M=2.35$, $SD= 1.39$) of teachers and SIC respectively. This indicates that both principals and teachers respondents responded low response. In addition to this, the calculated t-test value ($t=-1.91$, $p>0.05$) showed that there is no statistically significant difference between the two respondents on the issue. Therefore, it can be realize that involvement of stakeholders in formulating SIP plan was not reached the needed level. On this issue, one principal respondent said,

Schools work need the participation of all stakeholders in the school plan, but most of the time school plan is prepared by school principals. Therefore, the school mission and vision is not visible to all stakeholders and the intended students' outcome and ethical-centered activities are not achieved without the participation of stakeholder. Due to this, participation becomes weak between school and society.

This is due to lack of awareness about the SIP implementation. However, to enhance community participation on SIP implementation it is mostly school principals' responsibility to aware and motivate the community actively to participate in the issue of the school. From this we can concluded that insufficient involvement of school community is one factor that affect SIP implementation. However, participation through the contribution/extraction/ of money and material was low though it differs from school to school.” Stoll and Dean Fink (1996) described that if schools create a strong sense partnership with parents, they contribute a lot to pupil's success; they support schools by providing their knowledge, skills and resources. From this evidence, the school community should support schools in various aspects when school develops strong relationship between partner ships. From the responses given, it could be understand that the extent of parent contribution in fund raising was low though it varies from school to school. This evidenced that school principals create strong relationship and aware about the purpose of fund raising for school communities to get resources for the success of SIP.

Table 4.6, item 2, the respondents were requested how much participation of stakeholders in SIP implementation. In this regard, the calculated mean scores of the respondents were ($M=2.49$, $SD=.816$) and ($M=2.35$, $SD= .875$) of teachers and SIC respectively. This indicates

that both teachers and SIC response was low item. In addition to this, the calculated t-test value ($t=.737$, $p>0.05$) shows that there is no statistically significant difference between the two respondents on the issue. Therefore, it can be deduced that participation of stakeholders in SIP implementation was low. On the issue, one of the interviewed supervisor point out that,

The reason why low involvement of stakeholders specially parents and community, not willing to come to school is not only because of the principal makes less effort. Some principals in collaboration with supervisors were sometimes trying to invite parents and the community to school specifically by writing legal letters for each individual, but the majority does not respond the response on time except few of them because the school plans were not participatory.

As it can be seen in Table 4.6, item 3, the respondents were requested how much school leaders make the school conducive and participatory environment for SIP implementation. In this regard, the calculated mean of teachers ($M=2.39$, $SD=1.17$) and SIC ($M=2.03$, $SD=1.27$). This reflects that both teachers and SIC respondents were rated low item. On the other hand, the calculated t-test value ($t= -.169$, and $p>0.05$) reflects there is no statistically significant difference between teachers' and SIC responses. Therefore, from this one can inferred that school leaders did not make the school conducive and participatory environment for SIP implementation. According to one supervisor during interview;

School cannot succeed without the support of the parents and community. It is therefore essential for the school principal to develop good relations with parents especially. The simplest level is to ensure that parents and communities are always informed about what is happening in the school. Parents and communities cannot provide the necessary support for learning without a good understanding of what the school actually does. Thus, the school should communicate regularly with the community, and should receive both positive and negative feedback at regular intervals. The period for such communications should be agreed upon, and should be regular such as once a month, or once a term. It is important to consider what school responsibilities can be shared with the parents. Principals need support from woreda education office but heads are busy by receiving other sector work rather than education tasks because there were challenges from administrative bodies.

In item 4 of Table 4.6, respondents were requested to indicate their perception on the extent of community participation in school improvement plan implementation. Consequently, the mean scores of the total respondents found to be in between ($M=2.23$, $SD=1.24$) and ($M=2.40$, $SD=1.32$) of the teachers and SIC respectively, indicating both SIC and teachers rated low item regarding the extent of community participation in school improvement plan implementation. This is proved by calculated t-test value $t=1.32$, and P-value=.168 which is

greater than its significance difference=0.05. This shows that there is no statistically significant difference between teachers' and SIC responses.

In item 5 of the Table 4.6, respondents were asked about the extent of parent contribution in fund raising activities in school. In this regard, the mean score of total respondents fall between (M=2.46, SD=1.04) of teachers and (M=2.30, SD= 1.10) of SIC. This indicating both teachers and SIC respondents' rated low response to the item regarding the extent of parent contribution in fund raising activities in school. This is proved by calculated t-test value $t=-.108$, and P-value is greater than $p\text{-value}=0.05$. This shows that there is no statistically significant difference between teachers' and SIC responses. Therefore, one can understand that the extent of parent contribution in fund raising activities in school was low. Moreover, one interview principal said,

School improvement planning can only lead to genuine and profound change if schools have at least a minimum level of resources to work with. Without such resources, the school improvement program could become de-motivating. This can be improved when parents and local communities actively participating in school improvement planning and implementation.

In addition to the above, interviewed supervisor revealed that stakeholders were participating in limited work in the schools. For instance, their participation was limited to only meeting attendance and less in implementation of school improvement program. From the above data, one can say that the participation of stakeholders in school improvement program implementation was low, but their levels of involvement in implementing the program vary from school to school. Thus, it is clear to say that inadequate participation of key stakeholder interims of resource allocation and generation is as factor that hinders proper implementation of SIP.

As it can be seen in Table 4.6, item 6, deals with how extent of school improvement program committee to coordinate efforts in developing school improvement plan. In this regard, the calculated mean of teachers (M=2.41, SD=1.26) and SIC (M=2.34, SD=1.32) indicates that both school teachers and SIC respondents responded very low item to the request. Similarly, the calculated t-test value ($t=.921$, $p>0.05$) showed that there is no statistically significant difference between the two respondents on the issue. Therefore, it is possible to infer that school improvement program committee did not play high role to coordinate efforts in developing school improvement plan.

Table 4.6, item 7, indicates that the opinions of respondents on the extent of school improvement committee to monitoring and evaluating of the implementation of SIP. As seen from the data, for all of the items listed the mean responses were found between (M=2.47, SD= 1.26) of the teachers and SIC (M=2.43, SD=1.31). This indicates that both teachers and SIC responded at low level. It was seen that there is no statistically significance difference between the two groups of respondents, on the extent of school improvement committee to monitoring and evaluating of the implementation of SIP; the t-test value was employed ($t=.974$, $p>0.05$). Thus, it is possible to perceive that teachers and SIC in each sample schools have similar perceptions on the extent of school improvement committee to monitoring and evaluating of the implementation of SIP.

Table 4.6, item 8, indicates that the opinions of respondents on the extent of school leaders had set clear goals, vision and mission in light of SIP. As seen from the data, for all of the items listed the mean responses were found between (M=2.45, SD= .825) of the teachers and SIC (M=2.58, SD=.812) respectively. This indicates that teachers' respondents responded at low and SIC responded at medium level. It was seen that there was no statistically significance difference between the two groups of respondents, on the extent of school leaders had set clear goals, vision and mission in light of SIP; the t-test value was employed ($t=.680$, $p>0.05$). Thus, it is possible to perceive that teachers and SIC in each sample schools have different perceptions on the extent of school leaders had set clear goals, vision and mission in light of SIP. Therefore, it can be realize that school leaders had not yet clear goals, vision and mission in light of SIP. In the situation where school leaders had no clear goals, vision and mission, it might be difficult to schools to address the objectives of school improvement program and to implement it because implementation needs clear goals, vision and mission.

Table 4.6, item 9, indicates that the opinions of respondents on the extent of school leaders are actively engaged in coordinating stakeholders and school improvement committee for the preparation of SIP. As seen from the data, for all of the items listed the mean responses were found between (M=2.19, SD=1.38) of the teachers and (M=2.80, SD=1.60) of the SIC. This indicates that teachers' respondents responded at low and SIC responded at moderate level. It was seen that there is no statistically significance difference between the two groups of respondents, on the extent of school leaders were actively engaged in coordinating stakeholders and school improvement committee for the preparation of SIP. Thus, it is

possible to perceive that teachers and SIC in each sample schools have different perceptions on the extent of school leaders were actively engaged in coordinating stakeholders and school improvement committee for the preparation of SIP. Therefore, it can be realize that school leaders were not effectively and efficiently engaged in coordinating stakeholders and school improvement committee for the preparation of SIP.

In the Table 4.6, item 10, respondents were asked to show their level of agreement of the extent to which the school leaders frequently evaluate performance and discuss with teachers on the program implementation out comes. Accordingly, the calculated mean scores of the respondents were (M=1.84, SD=1.04) and (M=2.53, SD= 1.56) of teachers and SIC respectively. This indicates that principals' response was moderate and teachers' respondents responded low response to the item. In addition to this, the calculated t-test value ($t=-3.00$, and $p<0.05$) shows that there is statistically significant difference between the two respondents on the issue. Therefore, it can be understand that school leaders did not frequently evaluate performance and discuss with teachers on the program implementation impacts. The data collected from document review reveals that in all sampled schools three years school improvement plans were developed by the school leaders. Besides, their activities do not involve key stakeholders and self-evaluation of schools and prioritizing problems. However, MoE (2006) suggested that school self-evaluation is the starting point to draft school improvement plan, as it gives direction to what issues should be addressed first and followed based on the priority given by school leaders, students, parents and teachers. Similarly, an interview held with supervisor depicted that,

Schools did not carry out self-evaluation to prepare and evaluate its impacts of school improvement program. Only school principals prepare and present for approval by school committee at the beginning of the years and report its outcomes without evaluation. Especially supervisor stressed that without conducting self-evaluation about its impact and identifying specific problems areas SIP implementing is difficult. So it can be deduced that the plan was not put in to action.

In addition to this, school improvement committee confirmed that schools' self evaluations were not made in accordance with the guideline and standards. In this regard, the school principals made us to review the performance of schools without discussing the school improvement program frameworks. This made all of us not to have a good understanding of the SIP Framework. They have to correct it.

Therefore, from this it can be realized that there is no school self-evaluation during preparation of strategic plan in sample schools. Hence, it is clear that inadequate self-evaluation in SIP planning was taken as one of the major constraints that affects implementation of SIP.

As it can be seen in Table 4.6, item 11, the respondents were requested how much work team created among stakeholders to implement the SIP. In this regard, the calculated mean of teachers ($M=2.52$, $SD=1.43$) and SIC ($M=2.22$, $SD=1.37$). This reflects that teachers' respondents replied medium and SIC respondents were rated low item. On the other hand, the calculated t-test value ($t=1.42$, $p>0.05$) reflects that there is no statistically significant difference between teachers' and principals' responses. Therefore, from this one can understand that there are weak ties of working team among stakeholders to implement the SIP.

Table 4.6, item 12, indicates that the opinions of respondents on the extent of principals were actively engaged in improving learning conditions and learning outcomes. As seen from the data, for all of the items listed the mean responses were found between ($M=2.05$, $SD=1.22$) of the teachers and ($M=3.20$, $SD=1.53$) of the SIC. This indicates that teachers responded low item and principals responded at moderate level. It was seen that there was statistically significant difference between the two groups of respondents, on the extent of principals are actively engaged in improving learning conditions and learning outcomes; the t-test value was employed ($t=-4.98$, $p<0.05$). Thus, it is possible to perceive that teachers and SIC in each sample schools have similar perceptions even if there is no difference both groups on the extent of principals are actively engaged in improving learning conditions and learning outcomes.

4.4 The major challenges encountering the SIP implementation

The implementation of SIP might be challenged due to various reasons in this respect, Fullan (2001:89-90) has noted that when a new initiative is introduced undoubtedly, it will create difficult to both individuals and institutions. Thus, for success of the program it needs to consider challenging factors prior to the implementation of the program. As to Anderson (1992:84) among others reluctant to change happens due to lack of awareness on the purpose of the intended change, lack of knowledge and skills needed to make the change, and the belief that the changes will not make any difference to their students. In addition to this some of the problems identified by Khosa (2009) include; many schools are dysfunctional, and are not transforming time, teaching, physical and financial resources in learning outcomes, next

curriculum delivery is poor; teachers do not complete the curriculum, and pitch their teaching on their level of interest than those demanded by the curriculum. Besides, district educational official's support and monitoring processes are inadequate and not effective. Moreover, it was indicated in review of related literature, several factors are likely to affect the effective implementation of SIP. In line with this two groups of respondents, secondary school teachers and principals were asked to indicate to what extent those listed in below table affect the implementation of SIP. Accordingly, the respondents provided their responses in the way summarized in the following table

Table 4.7: The major challenges encountering the SIP implementation

SN	Items	Respondents Type				t-value	p-value
		Teachers (N=162)		SIC (N=35)			
		Mean	SD	Mean	SD		
1	Lack of awareness about the school improvement program among the school community	4.00	.587	3.20	1.07	-6.13	.023
2	Shortage of material resources to implement SIP	3.76	.727	3.67	1.10	-5.55	.000
3	Absence of collaboration among stakeholders	3.37	1.37	2.89	1.48	-4.62	.000
4	Absence of self-evaluation at the end of each academic year	3.90	1.15	3.60	1.24	-3.36	.001
5	Lack of follow-up and supervision on the implementation of school improvement program	4.07	.828	3.62	1.35	-3.60	.000
6	Teachers resistance to the program	3.49	1.46	3.67	1.33	-4.46	.500
7	Inability of the school leadership to coordinate efforts for the program implementation	3.58	1.28	3.96	1.11	-4.94	.000
8	Inadequate professional support from woreda education office	3.70	1.33	3.88	1.18	2.78	.001
9	Lack of adequate training for stakeholders	2.92	1.58	3.44	1.24	-2.63	.000
10	Low stakeholders involvement in SIP implementation	3.70	1.18	3.68	1.19	-1.32	.001
11	Poor performance of school improvement committee	3.60	1.29	3.80	1.26	1.29	.006
12	Poor performance of follow-up supervisors on SIP implementation	3.54	1.30	3.05	1.50	3.67	.196
13	Insufficient school facilities	3.80	1.18	4.07	1.01	-3.08	.002
14	Lack of financial resource to implement SIP	3.90	1.20	3.44	1.06	-2.56	.011
15	Inadequate planning of SIP	3.82	1.16	3.41	1.41	-1.63	.144
16	Lack of teachers commitment to implement SIP	3.74	1.11	3.99	1.08	3.65	.000

Key: SDA= Strongly Disagree (1.00-1.49) DA= Disagree (1.50-2.49) M= Moderate (2.50-3.49) A=Agree (3.50-4.49) SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation.

As it can be seen in Table 4.7, teachers rated lack of follow-up and supervision on the implementation of school improvement program (M=4.07, SD=.828), lack of awareness about the school improvement program among the school community (M=4.00, SD=.587), lack of financial resource to implement SIP (M=3.90, SD= 1.20), absence of self-evaluation at the end of each academic year (M=3.90, SD=1.15), inadequate planning of school improvement plan (M=3.82, SD=1.16), insufficient school facilities (M= 3.80, SD=1.18), shortage of material resources to implement SIP (M=3.76, SD=.727), lack of teachers commitment to implement SIP (M=3.74, SD=1.11), inadequate professional support from woreda education office (M=3.70, SD=1.33), low stakeholders involvement in SIP implementation (M=3.70, SD=1.18), poor performance of school improvement committee (M=3.60, SD=1.29), inability of the school leadership to coordinate efforts for the program implementation (M=3.58, SD=1.28), poor performance of follow-up of the supervisors on program implementation (M=3.54, SD= 1.30), teachers' resistance to the program (M=3.49, SD=1.46), absence of collaboration among stakeholders (M=3.37, SD=1.37), lack of adequate training for stakeholders (M=2.92, SD=1.58) in their respective order.

On the other hand SIC respondents rated that insufficient school facilities (M=4.07, SD=1.01), lack of teachers commitment to implement SIP (M=3.99, SD=1.08), inability of the school leadership to coordinate efforts for the program implementation (M=3.96, SD=1.11), inadequate professional support from woreda education office (M=3.88, SD=1.18), poor performance of school improvement committee (M=3.80, SD=1.26), low stakeholders involvement in SIP implementation (M=3.68, SD=1.19), teachers resistance to the program (M=3.67, SD= 1.33), shortage of material resources to implement SIP (M=3.67, SD=1.10), lack of follow-up and supervision on the implementation of school improvement program (M=3.62, SD=1.35), absence of self-evaluation at the end of each academic year (M=3.60, SD=1.24), lack of adequate training for stakeholders (M=3.44, SD=1.24), lack of financial resource to implement SIP (M=3.44, SD=1.06), inadequate planning of SIP (M=3.41, SD=1.41), lack of awareness about the school improvement program among the school community (M=3.20, SD=1.07), poor performance of follow-up of supervisors on SIP

implementation ($M=3.05$, $SD=1.50$), lack of strong collaboration among stakeholders ($M=2.89$, $SD=1.48$) in their respective order.

Therefore, both respondents reported that lack of awareness about the school improvement program among the school community, lack of financial resource to implement SIP, absence of self-evaluation at the end of each academic year, inadequate planning of school improvement plan, insufficient school facilities, shortage of material resources to implement SIP, lack of teachers commitment to implement SIP, inadequate professional support from woreda education office, low stakeholders involvement in SIP implementation, poor performance of school improvement committee, inability of the school leadership to coordinate efforts for the program implementation and poor performance of follow-up of the supervisors on program implementation were the major challenges encountering the sip implementation.

Finally, qualitative data collected from principals through interview reported that shortage of financial resources is the most determinant factors that affect SIP implementation; since the school grant budget allocated for schools was not enough to keep effective schools improvement process and it was not managed well. Besides, the respondents reported that lack of commitment of teachers is the critical one that negatively affects SIP implementation. Supporting this ideas, Stoll and Fink (1996) indicates lack of commitment or reluctant to change as the major challenges to success of SIP. Through open ended questions respondents asked to describe additional challenges that hinder the proper implementation of SIP. In response to this, teachers reported that due to shortage of time and lack of inviting concerned bodies to participate in all issues in school plans. In addition, they complained that resource allotment to SIP implementation is not enough and community participation to support schools in implementation of SIP program was low. Generally, it can be deduced that smooth implementation of school improvement was constrained by different problems encountered at different levels.

In the same way, the above items (1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 13, 14 & 16) t-test and p-value result conformed that there is statistically significant difference between the teachers and SIC respondents. Therefore, one can realized that teachers and SIC were not rated the major challenges encountering the SIP implementation. This means two group of respondents

reported different numerical data either strongly agreed or agreed. Therefore, between teachers and SIC respondents have rated different rating scale. Whereas the items (6, 12, & 15) t-test and p-value showed that there is no statistically significant difference between two groups of respondents about the major challenges encountering the SIP implementation. Therefore, the p-value conform that teachers and SIC there is no difference in relation to challenges encountering the SIP implementation. This means teachers and SIC agreed up on the issue that raised concerning challenges encountering the SIP implementation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Major Findings

This chapter highlights the summary of major findings, conclusions, and recommendations of the study. The study was intended to investigate the assessment of school improvement program implementation: practices and challenges in secondary schools of west Guji Zone. To achieve the purposes of the study, the researcher guided by the following research questions:

1. How SIP implementation practiced in Secondary Schools of West Guji Administration Zone?
2. To what extent have school leaders and supervisors discharged the responsibility of implementing SIP?
3. To what extent do Woreda and Zone education office experts provide professional support to teachers in SIP implementation?
4. What are the major challenges encountering the SIP implementation?

The study using descriptive survey design along with both quantitative and qualitative method, the researcher collected quantitative data from 162 randomly selected teachers, of them, 120(74.1%) were males and 42(25.9%) were females and 35 availability selected SIC, of them, 28(80%) were males and 7(20%) were females. Qualitative data were also collected actual (through the semi-structured interview) from 5 supervisors included through availability and 15 principals purposefully selected.

Finally, the researcher used descriptive statistics; including frequency distribution, mean, and standard deviation to analyze the quantitative data and researcher also used inferential statistics an independent sample t-test. Setting the alpha level of significance at five percent ($\alpha=0.05$), to determine whether groups of scores are significantly different, all collected quantitative data were analyzed using version 20 of Statistical Package for the Social Sciences (SPSS). The content analysis description approach was also used to analyze the qualitative data. On the basis of the results and the discussions of the collected data, the following major findings are drawn:

- 1) Analysis of the teachers and SIC demographic data demonstrated that majority of them were male respectively; had less than six years of experience in both the school leadership and the teaching profession; and only a few of them had second degree in different subject areas including educational leadership.
- 2) The majority of the respondents indicated that regarding teaching and learning domain, it was found that shortage of facilities in like library, laboratories, absence of student-centered method practice and lack of techniques that were used to teachers in identifying individual learning needs and providing the lesson accordingly.
- 3) The study revealed that majority of the internal challenges in implementing SIP were lack of awareness about the school improvement program among the school community, low level of stakeholders' participation to the program, low level of supervision towards monitoring and evaluation mechanisms, shortage of material resources to implement SIP, lack of follow-up and supervision on the implementation of the program, inadequate planning of SIP, inadequate professional support from woreda education office and lack of teachers commitment to implement SIP were identified as major challenges that hinder the effective implementation of SIP .
- 4) Study also revealed that monitoring and evaluation strategies of SIP were practiced to support SIP implementation was rated low. In addition to this, result of study showed that stakeholders gave low attention on its planning and implementation of the school improvement program.
- 5) The study indicated that the low stakeholder's involvements in SIP implementation, this is resulted due to the lack of school leaders frequently evaluated performance and discussed with teachers on the program implementation outcomes lack of parent contribution in fund raising to enhance SIP activities and to improve students' academic achievement, lack of monitoring and evaluating of the programs by school improvement committee and, school principals were not actively engaged in coordinating stakeholders activities that related to SIP, lack of strong work team among stakeholders to implement the SIP, school principals were not actively engaged in improving teaching-learning conditions and teaching-learning outcomes rather than following and evaluating administrative issues and lack preparing school strategic plan based on self-evaluation.

- 6) According to this study the school leadership and management bodies were not gave valuable and relevant responses to identify school improvement program implementation and to solve the problems immediately. Regarding to this issue the respondents were rated the low level of the agreement with its mean scores ($M=2.06$). Additionally, the school principals develop strategic plan based on assessment that assessed and collected from stakeholders like school improvement committee, teachers, students, parent teachers students association, woreda education office experts, and community at all with its mean value ($M= 1.93$).
- 7) Finally, the study reveal that there is weakness on school principals regarding playing effective leadership roles in SIP implementation with its calculated mean scores ($M=2.46$).

5.2 Conclusions

Based on the major findings of this study, the following conclusions were drawn.

However, the school improvement program needs participation of all stakeholders, study concluded that there is low level of stakeholders' involvement in the program implementation due to the reason were lack of school principals' frequent evaluation performance of the school improvement program activities, lack of parent contribution in fund raising to promote SIP activities, weakness on monitoring and evaluation of the SIP implementation by school improvement committee and school leaders were not actively engaged in coordinating stakeholders and they lack building strong work team among stakeholders to implement the program effectively. This might affected impeding effective implementation of the school improvement program disassociated the stakeholders from the school participation, discouraged stakeholders' creativity and increase their dissatisfaction and affected students' achievement.

It also found out according to this study, there were gaps on implementing four domains of the school improvement program. These domains were teaching-learning domain, conducive learning environment domain, leadership and management domain and community participation domain. These domains were not being effectively and efficiently implemented in the study area due to insufficient school facilities, absence of training to the stake holders on school improvement program implementation strategies, low level of stakeholders'

participation, and low level of supervisors 'monitoring and evaluation mechanisms. This seemed resulted from the low consideration given to the importance of school improvement program from school principals and woreda education office.

Finally, from the finding concluded that lack of awareness about the school improvement program among the school community, low level of stakeholders 'participation, and low level of supervisors monitoring and evaluation mechanisms, inability of the school leadership to coordinate efforts for the program implementation, shortage of material resources to implement SIP, inadequate professional support from woreda education office and lack of teachers commitment to implement SIP were major challenges that hinder the effective implementation of SIP. In line with this, Fullan (2001) has noted that when a new initiative is introduced into an institution it will create difficulty for both individuals and the institution. Thus for success of the program it is needed to consider challenging factors prior to the implementation of the program process rendering quality and relevance of education.

5.3 Recommendations

Based on the findings of this study, the following recommendations were drawn.

- 1) It is advisable to schools, SIC, supervisors, school leaders, woreda education office and zone education department to promote practical involvement of all stakeholders by creating adequate awareness and preparing different discussion programs on implementing SIP as its manner effectively.
- 2) Study suggested that woreda education offices, supervisors, PTSA and SETB to make struggle adequate financial and material support and follow up for the sake of effective implementation of SIP.
- 3) School should communicate regularly with the students' family and community at large, and should receive feedback from the societies at regular intervals. The period for such communications should be agreed upon, and should be regular such as at least once per month. It is important to consider what school responsibilities can share with the parents. Principals need support from woreda education office but most of the time office heads were busy by receiving other sector mission rather than education accountability.

- 4) The researcher advises education sector heads and experts to give more attention on educational activities rather than fulfilling other sector mission at all even if there are challenges from administrative political positions.
- 5) The findings of the study show that SIP activities are not fulfilled it are impossible to say there is educational quality and students cannot bring good academic result. These responsibilities are not concern only school administration and community, but also it is the accountability of the governmental organizations start from woreda to regional governments suggest possible solutions and create awareness to the society.
- 6) Therefore, to overcome this problem more awareness creation should be done by woreda education office, school leaders and concerned bodies.
- 7) Finally, this study is not the final solution to solve the problems of SIP implementation of the study area, so the researcher recommends to educational experts of woreda and researchers, who have interested to conduct a research on practices and challenges of implementing SIP program to draw the possible solutions for the challenges that encounter the practices of SIP in secondary schools.

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APPENDIX
Appendix A
Dilla University
Institute of Education and Behavioral Science
Department of Educational Planning and Management
QUESTIONNAIRE TO BE FILLED BY SCHOOL IMPROVEMENT
COMMITTEE (SIC)

Dear Respondents

This research questionnaire is intended to gather information on the assessment of school improvement program implementation: practices and challenges in secondary schools of West Guji Zone. Your genuine responses are vital for the success of the study. Thus, the researcher kindly requests you to read all of the questions and fill the questionnaire. The researcher acknowledges your cooperation to a great extent.

Thank you in advance for your cooperation!

General Direction

- ❖ No need of writing your name on the questionnaire
- ❖ Read all the instructions before attempting to answer the questions
- ❖ Please read each item carefully and patiently, and give the answer of each questions sequentially based on your knowledge
- ❖ Please do not leave any the question unanswered
- ❖ Any information obtained from you will be used for this research purpose only,
- ❖ Provide your response by placing a “√” tick mark in the space provided

Part I. Background Information of Respondents

- 1) Name of the school _____
- 2) Sex: A) Male ☐ B) Female ☐
- 3) Level of educational attainment at present A) Diploma ☐ B) B.A / B.Sc. Degree ☐
C) M.A. / M.Sc. Degree ☐ D) Other specify _____

4) Work experience in years in leading A) 1-5 B) 6-10 C) 11-15 D) 16-20 E) 21 and above

Part II. The practices of SIP domain implementation in the secondary schools

Please consider the practices in your school. Show your level of agreement for each item using the scales: 5=Very high 4=High 3=Moderate 2=Low and 1=Very low

SN	Teaching-Learning Domain Activities	5	4	3	2	1
1	The extent to which student centered method of teaching was practiced by teachers					
2	The extent to which student achievement were improved from initial point					
3	The degree of using different techniques by teachers to motivate students					
4	The level of laboratory serves provided to students					
5	The level of library serves provided to students					
6	The degree to which teachers identifying individual learning needs and providing the lesson accordingly					
7	The extent to which teaching process meets the general needs of students and curriculum standards.					
	Learning Environment Domain Activities	SDA	DA	M	A	SA
1	There is clearly defined, consistent and mutually accepted student governing rules.					
2	There is a positive relation between teachers and students.					
3	The school compound is highly safe (teachers and students feel secure in the school)					
4	The class size (number of students in classroom) is standardized (< 40)					
5	Teaching and learning materials are adequately available in the school					
6	Necessary facilities (water supply, latrine, and cafeteria) are adequately available for Student					
	Leadership And Management Domain Activities	SDA	DA	M	A	SA
1	The school leaders develop strategic plan based on assessment					
2	The school leadership and management have shown a strong commitment and accountability for student's results					
3	The school principals played effective leadership role in school improvement program implementation					
4	The school leadership and management give valuable responses to the identified school improvement implementation problems immediately					
5	Resources of the school are used in manner that they assist students to achieve higher results					
6	Principals have been regularly supervising classroom instructions to give constructive feedback for teachers					
	Community Participation Domain Activities	VL	L	M	H	VH
1	The extent to which parent teacher associations have contributed to the success of the school improvement program					
2	The level of involvement of parents in decision making					
3	The degree to which parents follow up their children and					

	involved in their learning to improve their achievement					
4	The extent to which parents discuss with teachers on students' achievement and discipline					
5	The extent to which parents contributed in fund raising activities to the school					
6	The degree to which parents discuss with the school leaders on teaching and learning					

Part II. The extent of school leaders and supervisors discharged the responsibility of implementing SIP. Please show your level of agreements for each item using the following scales: 5=Very high 4=High 3=Moderate 2=Low and 1=Very low

SN	Items	Extent of Agreement				
		1	2	3	4	5
1	Involvement of stakeholders in formulating SIP plan					
2	Participation of stakeholders in SIP implementation					
3	School leaders make the school conducive and participatory environment for SIP implementation					
4	Extent of community participation in school improvement plan implementation					
5	Extent of parent contribution in fund raising activities in school					
6	Extent of school improvement committee to coordinate efforts in developing school improvement plan					
7	Extent of school improvement committee to monitoring and evaluating of the implementation of SIP					
8	School leaders had set clear goals, vision and mission in light of SIP					
9	School leaders are actively engaged in coordinating stakeholders and school improvement committee for the preparation of SIP					
10	School leaders frequently evaluated performance and discussed with teachers on the program implementation outcomes					
11	There is strong work team among stakeholders to implement the SIP					
12	School are actively engaged in improving learning conditions and learning outcomes					

Specify if any _____

Part IV. The major challenges encountering the SIP implementation

Please indicate your responses using the scales: 5=Strongly Agree 4=Agree 3=Moderate
2=Disagree and 1=Strongly Disagree

SN	Items	5	4	3	2	1
1	Lack of awareness about the school improvement program among the school community					
2	Shortage of material resources to implement SIP					
3	Absence of collaboration among stakeholders					
4	Absence of self-evaluation at the end of each academic year					
5	Lack of follow-up and supervision on the implementation of school improvement program					
6	Teachers resistance to the program					
7	Inability of the school leadership to coordinate efforts for the program implementation					
8	Inadequate professional support from woreda education office					
9	Lack of adequate training for stakeholders					
10	Low stakeholders involvement in SIP implementation					
11	Poor performance of school improvement committee					
12	Poor performance of follow-up supervisors on SIP implementation					
13	Insufficient school facilities					
14	Lack of financial resource to implement SIP					
15	Inadequate planning of SIP					
16	Lack of teachers commitment to implement SIP					

Please specify if any other major challenges that hinder the implementation of SIP in your school? _____

What solutions do you suggest to improve the implementation of SIP _____?

Appendix B
Dilla University
Institute of Education and Behavioral Science
Department of Educational Planning and Management
QUESTIONNAIRE TO BE FILLED BY TEACHERS

Dear Respondents

This research questionnaire is intended to gather information on the assessment of school improvement program implementation: practices and challenges in secondary schools of West Guji Zone. Your genuine responses are vital for the success of the study. Thus, the researcher kindly requests you to read all of the questions and fill the questionnaire. The researcher acknowledges your cooperation to a great extent.

Thank you in advance for your cooperation!

General Direction

- ❖ No need of writing your name on the questionnaire
- ❖ Read all the instructions before attempting to answer the questions
- ❖ Please read each item carefully and patiently, and give the answer of each questions sequentially based on your knowledge
- ❖ Please do not leave any the question unanswered
- ❖ Any information obtained from you will be used for this research purpose only,
- ❖ Provide your response by placing a “√” tick mark in the space provided

Part I. Background Information of Respondents

- 5) Name of the school _____
- 6) Sex: A) Male ☐ B) Female ☐
- 7) Age: A) 21-25 ☐ B) 26-30 ☐ C) 31-35 ☐ D) 36 – 46 ☐ E) 46-50 ☐
F) >50 ☐
- 8) Level of educational attainment at present A) Diploma ☐ B) B.A / B.Sc. Degree ☐
C) M.A. / M.Sc. Degree ☐ D) Other specify _____
- 9) Work experience in years in teaching A) 1-5 ☐ B) 6-10 ☐ C) 11-15 ☐ D) 16-20 ☐ E) 21 and above ☐

Part II. The practices of SIP domain implementation in the secondary schools

Please consider the practices in your school. Show your level of agreement for each item using the scales: 5=Very high 4=High 3=Moderate 2=Low and 1=Very low

SN	Teaching-Learning Domain Activities	5	4	3	2	1
1	The extent to which student centered method of teaching was practiced by teachers					
2	The extent to which student achievement were improved from initial point					
3	The degree of using different techniques by teachers to motivate students					
4	The level of laboratory serves provided to students					
5	The level of library serves provided to students					
6	The degree to which teachers identifying individual learning needs and providing the lesson accordingly.					
7	The extent to which teaching process meets the general needs of students and curriculum standards.					
	Learning Environment Domain Activities	SDA	DA	M	A	SA
1	There is clearly defined, consistent and mutually accepted student governing rules.					
2	There is a positive relation between teachers and students.					
3	The school compound is highly safe (teachers and students feel secure in the school)					
4	The class size (number of students in classroom) is standardized (< 40)					
5	Teaching and learning materials are adequately available in the school					
6	Necessary facilities (water supply, latrine, and cafeteria) are adequately available for Student					
	Leadership And Management Domain Activities	SDA	DA	M	A	SA
1	The school leaders develop strategic plan based on assessment					
2	The school leadership and management have shown a strong commitment and accountability for student's results					
3	The school principals played effective leadership role in school improvement program implementation					
4	The school leadership and management give valuable responses to the identified school improvement implementation problems immediately					
5	Resources of the school are used in manner that they assist students to achieve higher results					
6	Principals have been regularly supervising classroom instructions to give constructive feedback for teachers					
	Community Participation Domain Activities	VL	L	M	H	VH
1	The extent to which parent teacher associations have contributed to the success of the school improvement program					
2	The level of involvement of parents in decision making					
3	The degree to which parents follow up their children and					

	involved in their learning to improve their achievement					
4	The extent to which parents discuss with teachers on students' achievement and discipline					
5	The extent to which parents contributed in fund raising activities to the school					
6	The degree to which parents discuss with the school leaders on teaching and learning					

Part II. The extent of school leaders and supervisors discharged the responsibility of implementing SIP. Please show your level of agreements for each item using the following scales: 5=Very high 4=High 3=Moderate 2=Low and 1=Very low

SN	Items	Extent of Agreement				
		1	2	3	4	5
1	Involvement of stakeholders in formulating SIP plan					
2	Participation of stakeholders in SIP implementation					
3	Make the school conducive and participatory environment for sip implementation					
4	Set clear goals, vision and mission in light of SIP					
5	Actively engaged in coordinating stakeholders and school improvement committee for the preparation of SIP					
6	Frequently evaluated performance and discussed with teachers on the program implementation out comes					
7	Work team among stakeholders to implement the SIP					
8	Engaged in improving learning conditions and learning outcomes					

Specify if any _____

Part IV. The major challenges encountering the SIP implementation

Please indicate your responses using the scales: 5=Strongly Agree 4=Agree 3=Moderate 2=Disagree and 1=Strongly Disagree

SN	Items	5	4	3	2	1
1	Lack of awareness about the school improvement program among the school community					
2	Shortage of material resources to implement SIP					
3	Absence of collaboration among stakeholders					
4	Absence of self-evaluation at the end of each academic year					
5	Lack of follow-up and supervision on the implementation of school improvement program					
6	Teachers resistance to the program					
7	Inability of the school leadership to coordinate efforts for the program implementation					
8	Inadequate professional support from woreda education office					
9	Lack of adequate training for stakeholders					
10	Low stakeholders involvement in SIP implementation					
11	Poor performance of school improvement committee					
12	Poor performance of follow-up supervisors on SIP implementation					

13	Insufficient school facilities						
14	Lack of financial resource to implement SIP						
15	Inadequate planning of SIP						
16	Lack of teachers commitment to implement SIP						

Please specify if any other major challenges that hinder the implementation of SIP in your school? _____

What solutions do you suggest to improve the implementation of SIP_____?

Appendix C
Dilla University
Institute of Education and Behavioral Science
Department of Educational Planning and Management
INTERVIEW GUIDE PRINCIPALS AND SUPERVISORS

Dear Respondents

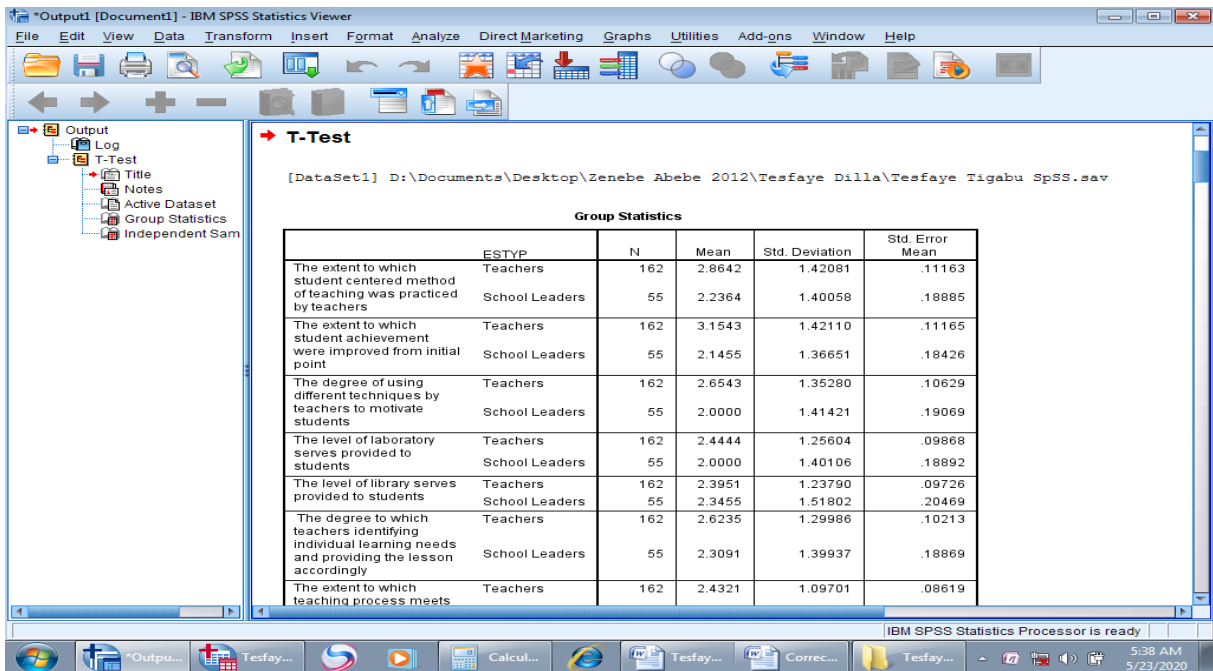
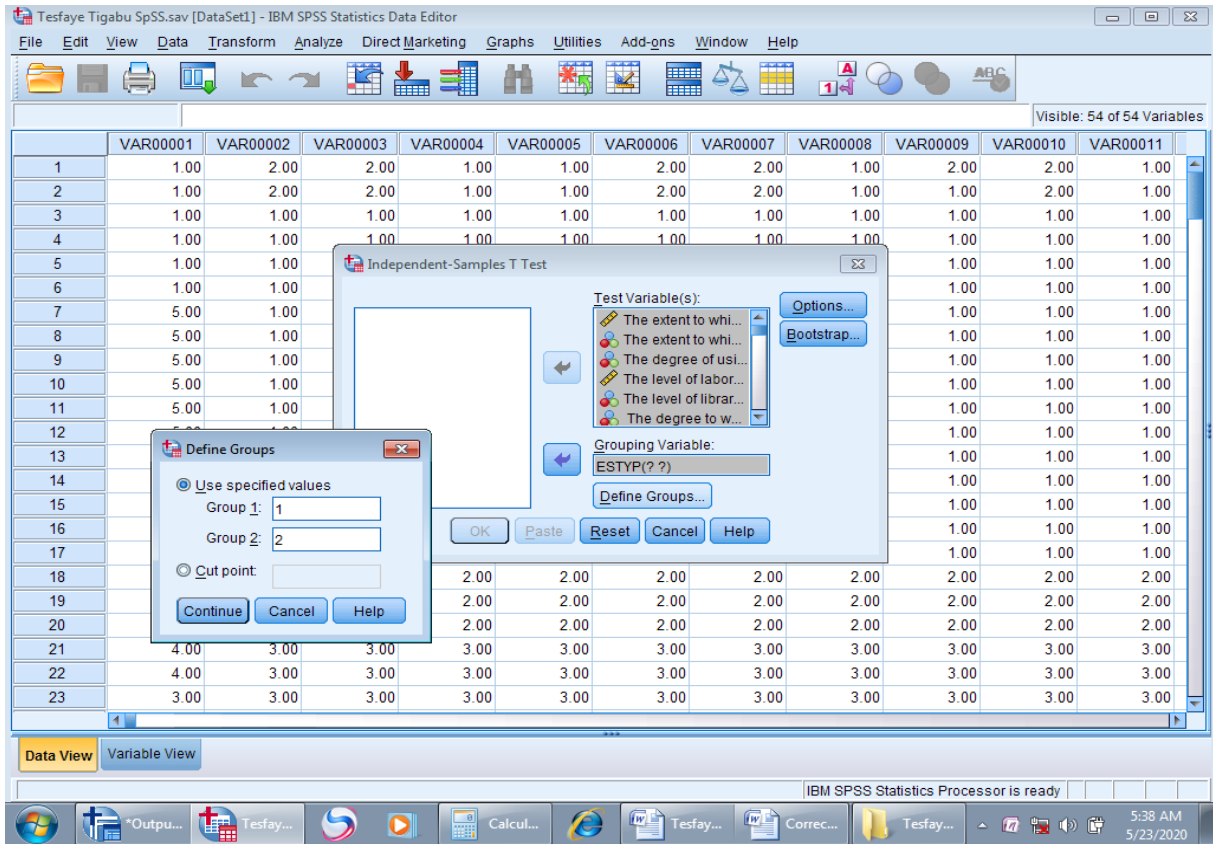
The main objective of this interview is to collect data for the study on the assessment of school improvement program implementation: practices and challenges in secondary schools of West Guji Zone. You are kindly requested to provide necessary information on different issues related to the study. It is very important that you provide honest responses as frankly as possible.

Thank you in advance!

PART I: Interview Questions

- 1) How did you conduct self-evaluation during the preparation of the strategic plan?
- 2) The extent to which four SIP domains effectively implemented in your school?
- 3) How do you communicate with school improvement committee?
- 4) What about community participation in supporting your school?
- 5) How do you see the overall students' achievement after SIP had been implemented in your school?
- 6) Could you mention major challenges encountered when SIP was implemented?
- 7) What do you think should be done to improve teaching-learning activities in your school?
- 8) What do you suggest to make the school environment safe and conducive for students learning achievement? _____
- 9) What are the major challenges that hinder stakeholders' participation in implementation of SIP? _____
- 10) To what extent do Woreda and Zone education office experts provide professional support to teachers in SIP implementation?

11) How do supervisors take monitoring and evaluation, provide technical support for SIP planning and implementation in your school?



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		Equal variances assumed	Equal variances not assumed						
Lack of awareness about the school improvement program among the school community	Equal variances assumed	1.677	.197	-6.132	215	.000			
	Equal variances not assumed			-7.008	122.035	.000			
Shortage of material resources to implement SIP	Equal variances assumed	10.957	.001	-5.552	215	.000			
	Equal variances not assumed			-6.630	135.375	.000			
Absence of collaboration among stakeholders	Equal variances assumed	.033	.855	-4.623	215	.000			
	Equal variances not assumed			-4.768	98.647	.000			
Absence of self-evaluation at the end of each academic year	Equal variances assumed	3.951	.048	-3.369	215	.001			
	Equal variances not assumed			-3.797	118.324	.000			
Lack of follow-up and supervision on the implementation of school improvement program	Equal variances assumed	1.013	.315	-3.600	215	.000			
	Equal variances not assumed			-3.930	110.402	.000			
Teachers resistance to the program	Equal variances assumed	.057	.811	-4.464	213	.000			
	Equal variances not assumed			-4.679	102.351	.000			
Inability of the school leadership to coordinate efforts for the program implementation	Equal variances assumed	.305	.581	-4.947	213	.000			
	Equal variances not assumed			-4.884	91.676	.000			
Inadequate professional support from woreda education office	Equal variances assumed	9.286	.003	2.787	213	.006			
	Equal variances not assumed			2.439	76.438	.017			

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2	1.00	2.00	2.00	1.00	1.00	2.00	2.00	1.00	1.00	2.00	1.00
3	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
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17	5.00	1.00									
18	5.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
19	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
20	3.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
21	4.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
22	4.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
23	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

Independent-Samples T Test

Test Variable(s):

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