

**Practices and Challenges of Implementation of School Improvement Program in
Secondary Schools of Metekel Zone**



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The thesis titled: The Practices and Challenges of Implementation of School Improvement Program in Metekel Zone Secondary Schools by Abera Mekango approved for the degree of “Master of Arts in Educational Leadership.”

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Declar

I declare that this my original work and has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.



Signature

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Date

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

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Abstract

The main purpose of this study was to assess the practices and challenges of school improvement program implementation in secondary school, to identify the major achievements made, to identify, basic problems associated with the implementation of school improvement program /SIP/ and then to provide recommendations to identified

problems. To achieve these purposes four basic research questions related to the practices and challenges of SIP in secondary schools were set. Descriptive survey methodology was employed and simple random sampling, purposive sampling and area or cluster sampling techniques were used. Accordingly, questionnaire, interview and focused group discussion were used to collect quantitative and qualitative data and pilot test was conducted and questionnaire administered to 74 teachers, 9, principals, 7 cluster supervisors.86 (eight six) Questionnaires were properly filled and returned. Interviews were conducted with 7 woreda education office experts, 1 zone education office and 32 PTA members. In addition, focus group discussion was conducted with 58 SIPC members. Then the information obtained through questionnaires was analyzed using percentage and mean value and the information gathered from interview and focus group discussion was qualitatively described. The finding of this study indicates that the practices of school improvement have been low in most cases, medium in some cases and high in rare cases. Due to this, the status of school improvement program implementations was not to the expected level. The achievements made so far are not encouraging and no significant efforts have been made to strengthen the implementation of school improvement program. Thus, to overcome the major problems associated with the implementation of school improvement program, recommendations have been forwarded; this include: preparing adequate awareness creation program to ensure practical involvement of all stake holders, organizing and allocating the necessary resources, providing proper technical support and practical training to support the implementation of school improvement program(SIP).

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Acronyms/ Abbreviations

ACT- Australian Capital Territory

BGREB-Benishangul Gumuz Region Education Bureau

CPD- Continuous Professional Development

EFL- Education for All

EIC- Education Improvement Commission

ESDP- Education Sector Development Program

GEQIP- General Education Quality Improvement Package

ICT- Information Communication Technology

IQEA- Improving the Quality of Education for All

KETBM-Kebele Education and Training Board Members

MOE- Ministry of Education

NCREL- North Central Regional Education Laboratory

PSR-Pupil-Section Ratio

PTA- Parent- Teacher -Association

PTR-Pupil-Teacher Ratio

SAGE- Student Achievement Gap Elimination

SIP- School Improvement Program

SIPC-School Improvement Program Committee

TDP- Teacher Development Program

CHAPTER ONE

1. Problems and its Approach

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

1.1. Back ground of the Study

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

Educators around the world have been trying to make changes in schools and trying to make schools to more efficient and effective. Throughout the mid and late 1970s school improvement efforts were directed at improving students’ basic skills and implementing state wide testing Programs to ensuring acquisitions of these skills (Carlson, 1996).The rapid growth and change of the needs of the society, enforces schools to update their system in accordance with the growth and varying necessity of the society. Such increasing competitive environment in which schools operate forced them to raise standards and improve the quality of their service (Harris, 2005).

Schools carryout the teaching and learning activity in a routine practice rather than a systematic and well-designed manner so as it cannot improve student's learning ability and results. The focus areas that can enhance students' result are not identified and there is no systematic design to carryout activities. So, the Ministry of Education in collaboration with the regional states experts collected the best practices of schools in the country and studying the experiences of other countries started to implement SIP since 2007 (MOE, 2007).

Peter Mortimore in Hopkins (2004) has recently described school improvement as, "the process of improving "the way a school organizes, promotes and supports learning... It includes changing aims, expectations, and organizations, ways of learning, and method of teaching and organizational culture (p: 12). In supporting this Hopkins (2004) described school improvement as an appropriate response to the current pressures for educational reform that focuses both on the learning needs of students and on establishing the appropriate organizational conditions within the school. Based on the above description of scholars and by scaling up the experience of other countries, Ethiopia has initiated to reform change to improve teaching –learning and school conditions of the country as the result school improvement program started in all schools of the country since 2007 by setting strategies and the objectives of school improvement program.

According to MOE (2007), the objectives of school improvement program are: to improve the capacity of schools to prioritize needs and develop a school improvement plan; to enhance school and community participation in resource utilization, decisions and resource generation; to improve government's capacity to deliver specified amount of schools grant at woreda level; and to improve the learning environment by providing basic operational resources to school.

To achieve these objectives MOE has developed a General Education Quality Improvement Package which comprises the six pillars: such as Teacher development, Curriculum, management and leadership, School improvement, Civic and Ethical Education and Information Communication Technology. School improvement program is one of the components of general Education Quality Improvement Package. The school as a social

institution needs to adjust itself in order to be in a steady state. One of the mechanisms for this adjustment is improving their overall activities in relation with the needs of the student, parent and community at large. Accordingly, by taking the demand of society into consideration, Ministry of Education (MOE) has installed new program for schools. This newly introduced program is known as school improvement program /SIP/. According to MOE (2010), school improvement program is aimed to support schools in addressing the following four school domains:- Teaching learning, school leadership and management , parents-community school relationship, and safe and healthy school environment. Each of these domains is equally important, if anyone is weak, the strength and the success of the whole will be affected. Thus the schools should give due emphasis for each domain.

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

The major focus areas of the school improvement program is school leadership and management, parent and community partnership, student- centered learning, professional development and collaboration and quality instructional program. To this end school improvement program guideline has developed (MOE, 2005, p: 57). The intention to conduct this research is that the document of BGREB (2012) community mobilization manual and annual report of Metekel zone reported that the low status of implementation of SIP. This is the very reason that motivated the researcher to conduct the study in secondary schools of Metekel zone.

1.2.Statement of the Problem

According to Hopkins in Harris (2005), school improvement is a distinct approach to educational changes that enhances student's outcome, raising student's achievement focusing on teaching –learning process and conditions that support it. It is a strategy for improving the schools capacity for providing quality education in times of change.

The education system in Ethiopia has been suffering from quality and relevance, efficiency, educational leadership practices and organization problems (MOE, 2005:1). These problems caused dissatisfactions from stakeholders and suggestions and recommendations from educators for change in the education system at national level. This condition in turn calls for reform or improvement at schools. MOE, (2007), suggested that it is widely acknowledged that in general, achievements in access have not been accompanied by sufficient improvements in quality- in fact in some areas quality has deteriorated at least partly as a result of rapid expansion. In response to this MOE (2010) stated that schools to experience sustained improvement, it is probably necessary that school staff and their surrounding communities take responsibility for their own improvement. But for schools to be able to take such improvement actions they need to be supported by experts and supervisors in administration and they need to receive some funds (MOE, 2010, p: 23). To improve the quality of education through school improvement program implementation the strategies on ESDPIV focus on guide lines and instruments on how to prepare a school improvement plan is prepared and distributed to schools, Giving training for few Woreda and regional bureau experts to support schools and communities, and to extend the training to stake holders at the school levels, particularly for principals, teachers and members of PTA and school management communities.

School improvement program is one of the pillars that started since 2007 all schools of the country to improve the quality of education. The school improvement program required schools to do the major activities such as: preparation and collecting of information, system survey, deciding performance level of school, designing SIP plan, implementation of the plan, monitoring and evaluation as well as reporting (MOE, 2007).

Quality is one of the major problems of education system of the Benishangul Gumuz Regional, state. According to the annual abstract prepared by the Regional Education Bureau by (2010) Student- Teacher and Section- Student Ratio at, secondary schools, which are the indicators of quality, are greater than the national standard. The Regional Education Bureau document stated that secondary schools require teachers with a minimum qualification of first-degree in each subject area. For year of 2010 the percentage of qualified secondary school teachers of the region is 86.7%.for the year of 2011 (94.5%), for the year of 2012 (94%) for secondary schools (9-12). The Pupil- Section Ratio/ PSR/, lower Pupil- Section Ratio in comparison to the national standard indicates underutilization of resources while a higher pupil-section ratio /PSR/ indicates overcrowding of classes and hence less interaction between students and teachers as well as among students themselves. In 2010 the pupil section ratio for Benishagul-Gumez regional state is 70 in the year of 2010, 67 in the year of 2011 and 66 in the year of 2012 for secondary (grade 9-12) schools (p, 22).

According to the regional document, the regional education system is not efficient for secondary education compared to national standard. However, deficiencies in degree teachers, shortage in student textbooks and section still stand at fore front of the challenges towards providing accessible, quality and efficient education (BGREB, 2010).

Mesele (2011) 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. In supporting this Frew, (2010) also stated that, the major problems that affected the implementation of SIP are: insufficient budget, lack of school facilities, limited support of community, and lack of the necessary awareness of stakeholders.

In addition, General Education Quality Assurance community mobilization manual of the Regional Education Bureau indicates that lack of awareness from stakeholders, limited support, and shortage of educational finance, lack of commitment and low participation of the community is the major challenges of SIP implementation of the region (BGREB, 2012).

Therefore, based on the above information, shortage of textbooks, classroom, lack of qualified teachers, lack of awareness in implementing the program, shortage of educational finance, limited support to the implementation of SIP and low participation of stakeholders are challenges of school improvement in secondary schools indicate quality as one of the major problems of secondary schools of the region. Hence, suffering of the education system from low quality makes school improvement program (SIP) crucial. The study by Mesele and Frew was conducted in primary schools in Wolyita zone sodo zura and Jimma administrative tow in primary school respectively to assess the practices and challenges of SIP. However this study was conducted in secondary schools of Metekel zone to assess the practices and challenges of implementation of SIP. Therefore, this study different from the studies of Mesele and Frew, because the level of school the study conducted and the area of the study conducted make the research different the two studies.

As a recent program to be implemented, studying the practices and challenges of school improvement program /SIP/ is very decisive so as to help the implementation process.

“Every school’s problems are slightly different. No single solution will serve as a panacea to remedy all the ills that are fall school” (OFSTED, 1992 as cited in Margaret Maden, 2001, p: 2), so, conducting a research in a specific area is very crucial. Based on the above background, factors that can affect the implementation of SIP are area of concern for this study. Because, different stakeholders, schools and woreda reports, documents, and observation explained that implementation level of school improvement program varies from one woreda to the other. Even though, differences are essential for innovation and creativity, broader differences can be problems in implementation. In this regard, identifying the major factors that can be faced in implementing SIP at school level and suggesting valid and valuable recommendation is found to be necessary.

Moreover annual reports of the Metekel zone and Woreda education office and community mobilization manual of the Regional Education Bureau (2012/2013) indicates the low status of implementation of school improvement program in the secondary schools of Metekel zone.

These are the very reason to study the practices and challenges of school improvement program /SIP/ implementations in secondary schools of Metekel zone.

Consequently, the researcher has set the following basic questions to be addressed in the study:

1. To what extent the stakeholders contribute for the implementation of school improvement program /SIP/ activities in secondary schools of Metekel zone?
2. To what extent the major activities of school improvement program /SIP/ are implemented to achieve the expected outcomes in secondary schools of Metekel Zone?
3. What are the challenges observed in implementing school improvement program?
4. What are the possible measures that shall be taken to tackle the challenges in the implementation of SIP?

1.3. Objectives of the Study

1.3.1.General Objective

The major objective of this research is assessing the practices and challenges of implementation of school improvement program in secondary schools of Metekel zone.

1.3.2.Specific Objectives

The study will have the following specific objectives:-

1. To identify the extent to which stakeholders contribute for the implementation of school improvement program activities in secondary schools of Metekel zone.
2. To examine the extent to which the major activities of school improvement program are implemented to achieve the expected outcomes of SIP
3. To point out the challenges faced in the implementation of the school improvement program in secondary schools of Metekel zone.
4. To suggest the possible measures that shall be taken to solve the existing problems that hinder the implementation of SIP in secondary schools of Metekel zone

1.4. Significance of the Study

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

1. All teachers, principals, Educational experts under the study might benefit from the findings which hopefully contribute for the implementation of school improvement program.
2. The finding might provide important information for principal, teacher, PTA members, woreda education and zonal education experts on how SIP activities are implemented in secondary schools.
3. It would help the school improvement committee, cluster supervisor and principals to point out the strengths and weakness observed in implementing SIP and to take corrective action.
4. It might also hopefully provide some insight that could trigger other researchers to extend the study into a wider scope to make similar studies at other level.

1.5. Delimitation of the Study

The research would focus on the practices and challenges of implementing school improvement program in secondary schools of Metekel Zone. The seven Woreda of Metekel Zone would be included in the study. To make this research manageable, the study was geographically delimited to secondary schools of Metekel zone of Benishangul Gumuz Regional state. Besides, due to time and financial constraints the researcher forced to delimit the study to nine (9) sample secondary schools.

MOE(2007) has started the implementation of SIP since 2007 in all schools of the country with 150 practical indicators, 29 standards and 4 school domains. On the base of this BGREB was started the implementation of SIP at regional level by taking 74 indicators, 29 standards and 4schools domains at all schools of the region from 2000-2002 E.C for three years. Based on the first round implementation of SIP MOE has revised and minimized the number of indicators from 150 to 88 and the standard from 29 to 24 to make the number of indicators and standards uniform at national level. Based on the revised indicators and standards all schools of the region has started the second-round implementation of SIP from 2003-2005

E.C for three years. The secondary schools of Metekel zone has started the implementation of second-round SIP by preparing three year school improvement plan.

The school improvement program could have various dimensions to be studied, but to make the study manageable; conceptually the study would be delimited to assess the practices and challenges of the major activities of school improvement program (SIP) such as preparation, self-enquiry, planning, implementation and evaluation phase of SIP from 2003-2005 E.C in secondary schools of Metekel zone.

1.6. Limitation of the study

There was reluctance of some teachers, principals and cluster supervisors to fill and return the questionnaire by the time table set at the beginning. Latest books and written documents which deals with the practices and challenges of school improvement program in the secondary schools were not adequately available in the libraries of the University to which the researcher had easy access.. Therefore, the result of the study should be considered with this limitation.

1.7 Operational Definition of Key Terms

Challenges: -difficulties to implement school improvement program

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

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

Practices: -performing school improvement program (SIP) activities.

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

School Improvement program: - is a program which was launched by MOE and being implemented in secondary schools that have four different school domains.

School improvement: - is defined as systematic, sustained effort aimed at change in learning conditions and other related internal condition the ultimate aim of accomplishing educational goals more effectively.

Secondary schools: - It is a school of four years durations consisting of two years general secondary education (grade 9-10)and two years of preparatory education(11-12).

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

1.7. Organization of the Study

This study would be organized into five chapters:-

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

chapter deals with data presentations, analysis and interpretation. The fifth chapter would present the summary, conclusions and recommendations of the study.

CHAPTER TWO

2. Review of Related Literature

This chapter deals with the concept of school improvement, definition of school improvement, rational of SIP, assumption of SIP, principle of school improvement, school improvement committee, frame work for school improvement, the school domains and elements, the school improvement cycle, school improvement planning, the school

improvement program initiatives in Ethiopia, school improvement and teachers professional development, conditions for school improvement program and challenges for SIP.

2.1. The Concept of School Improvement

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

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

In general, the term improvement is familiar to all. It simply means reforming, transforming or upgrading the quality of inputs, process, service or product.

The school improvement has been defined in different ways by different scholars. According to Harris (2005), school improvement is defined as “a distinct approach to educational change that enhances student’s outcomes as well as strengthens the school’s capacity for managing improvement initiatives”. Hopkins further elaborated that school improvement is about raising student’s achievement through focusing on the teaching and learning process and those conditions which support it. And also (Velzen et al., as cited in Reynolds et al., 1996) has defined “a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively.” Hopkins (in Macbeath and Mortimore, 1996) also defined school improvement as “a strategy for educational change that enhances student

outcomes as well as strengthening the school's capacity for handling change." In addition to these definitions,

Plan International (2004) defines school improvement with some explanations as:

School improvement means making schools for learning. This relies on changes at both school level and within classroom, which in turn depends on school being committed to fulfilling the expectations of the children and their parents. In other words, school improvement refers to a systematic approach that improves the quality of schools (p,1).

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

2.2. Rationale of School Improvement Program

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

"Ensuring teachers are competent and motivated, promoting active learning methods supported by appropriate teaching and learning aids, promoting the active participation of children and parents in schools governance, ensuring a safe, sound and effective learning environment establishing a relevant curriculum--, ensuring empowered and supporting school leaders and advocating for supporting supervision" (p,2).

Each of the core elements is equally important; if any one becomes weak, the strength and the success of the whole will be affected. Therefore, the school should give greater attention for each of the core elements to attain the purpose of school improvement.

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

2.3. Assumptions of School Improvement Program

By treating historical background (Reynolds et al., 1996, p: 97) have discussed the approach that school improvements have. They said that, over the past thirteen years, school improvement has been characterized by two different sets of assumptions. These two assumptions can be discussed as follows for the purpose of clarification.

They have put their extended explanations as in the 1960's and 70's, SI in the United States, the United Kingdom and internationally displayed a number of paradigmatic characteristics. By the time, curriculum innovation was brought to schools from outside, and then introduced 'top down'. The innovation were based up on knowledge produced by persons outside the school, the focus was on the school's formal organization and curriculum, the outcomes were taken as given , and the innovation was targeted at the school more than the individual practitioner. The whole improvement structure was based up on positivistic, quantitative evaluation of effects. The worldwide failure of this model of school improvement to generate more than partial take-up by schools of the curricula or organizational innovations became an established finding within the educational discourse of the 1970's.

(Reynolds et al., 1996) extended their explanation by saying, out of the recognition of the above failure; the new improvement paradigm came in the early 1980's, which is still

reflected in much of the writing on school improvement today. This new orientation celebrated a 'bottom up' approach to school improvement, in which the improvement attempts were 'owned' by those at school level; although outside school consultants or experts could put their knowledge forward for possible utilization. This approach tended to celebrate the 'folklore' or practical knowledge of practitioners rather than the knowledge base of researchers and focused up on needed changes to educational process, rather than to school management, or to organizational features which were regarded as reified constructs. It wanted outcomes or goals of school improvement programs to be debated and discussed, rather than merely accepted as given. Those working within this paradigm also tended to operate at the level of the practitioner as well as the level of the school, with a qualitative and quantitative measurement. Therefore, the improvement attempts was 'whole school' oriented and school based, rather than outside school or course based.

Other scholars like Hopkins and Llargerweij (in Reynolds et al., 1996, p: 67) stated additional assumptions about school improvement.

The school is the center of change. This means that external reforms need to be sensitive to the situation in individual schools, rather than assuming that all schools are identical. It also implies that the school improvement efforts need to adopt a 'classroom-exceeding perspective', without ignoring the classroom.

Another assumption of school improvement is that, there is a systematic approach to change. That is school improvement is not a haphazard activity but it is a carefully planned and managed process that takes place over a period of time. In addition to the above assumption, Hopkins and Llargerweij said that the "internal conditions" of schools are a key focus for change. These include the teaching and learning activities in the school, the schools' procedures, role allocations and resources uses that support the teaching learning process.

The accomplishment of educational goals more effectively is the other parts of assumption of school improvement. Because educational goals reflect the particular mission of a school, and represent what the school itself regards as desirable. This suggests a broader definition of outcomes than students' scores on achievement tests, even though for some schools these

maybe prominent. Schools also serve the more general developmental needs of students, the professional development needs of teachers and the needs of its community.

School improvement has also an assumption of a multi-level perspective. That means, although the school is the center of change, it does not act alone. The school is embedded in an educational system that has to work collaboratively if the highest degrees of quality are to be achieved. This implies that the role of teachers, heads, governors, parents, support staff and local authorities should be defined, harnessed and committed to the process of school improvement.

Implementation strategies integrated in school improvement is also the other part of assumptions. This means a linkage between 'top down' and 'bottom-up', remembering of course that both approaches can apply at a number of different levels in the system. Ideally, 'top down' policy provides policy aims, an overall strategy, and operational plans; this is complemented by 'bottom-up' responses involving diagnosis, priority goal setting and implementation. The former provides the framework, resources and menu of alternatives, the latter, provides the energy and school-based implementation.

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

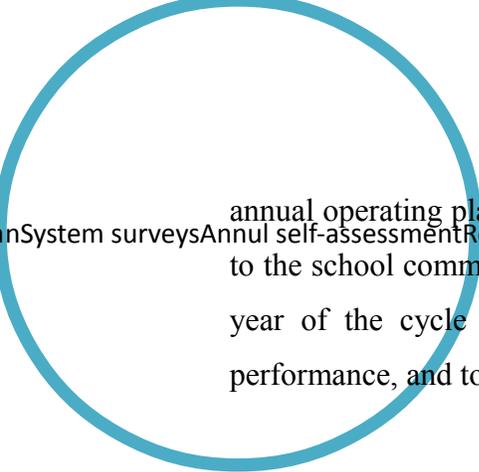
2.4. Principles of School Improvement

According to Abeya Geleta and Tamiru Jote (2009), researchers in the area developed a number of important principles that result in school effectiveness and excellence. Based on recent efforts to improve schools and the school reform, basic principles that school leaders can adopt for improving their own schools are listed below. The school has clearly stated mission or set-off goals. School achievement is closely monitored.

Provisions are made for all students, including tutoring for low achievers and enrichment programs for the gifted; teacher and administrators agree on what is good teaching and learning a general philosophy and psychology of learning prevail.; emphasis on cognition is balanced with concern of students' personal, social and moral growth; students are taught to be responsible for their own behavior; teachers and administration expect students to learn and convey these expectations to students and parents; teachers are expected to makes significant contribution to school improvement; administrators give ample support, information and time for teacher enrichment; Sense of teamwork prevails ; there is inter disciplinary and inter departmental communication; Incentives ,recognition and rewards are conveyed to teachers and administrators for their efforts on the behalf of the team and school mission; the interest and needs of individual staff members are matched with the expectation of the institution; The staff has the opportunity to be challenged and creative; there is a sense of professional enrichment and renewal; staff development is planned by teachers and administrators to provide opportunities for continuous professional growth; the school environment is safe and healthy; there is a sense of order in classrooms; parents and community members are supportive of the school and are involved in school activities; the school is a learning center for the large community; it reflects the norms and values of the community; the community sees the school as an extension of the community (p: 144).

2.5. The School Improvement Cycle

The schools improve its implementation when they draw on a range of evidence from a variety of sources to inform their decision-making. Coordination of this evidence-base is a continuous process, designed to efficiently and effectively distribute effort and resources to best meet changing needs and address school and system priorities. While processes, strategies and timeframes within the four-year cycle are largely managed by each school to best address their particular contexts, the timing of annual surveys, completion of school plans, publication of annual school board reports and external validation are generally at fixed points within the cycle. Each school will develop a strategic four-year school plan and an



annual operating plan, self-assess on an annual basis and report the outcomes against this plan to the school community. Each school will also participate in external validation in the fourth year of the cycle to gain an objective evaluation of its achievements and standards of performance, and to inform future planning for continuous improvement (ACT, 2009).

2nd Year System surveys Annual self- assessment Monitoring Reviewing & planning reporting

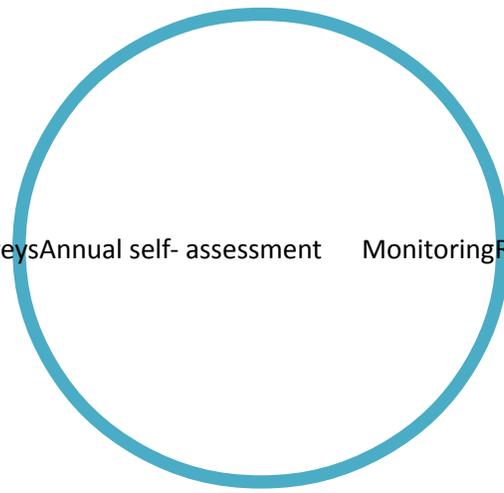
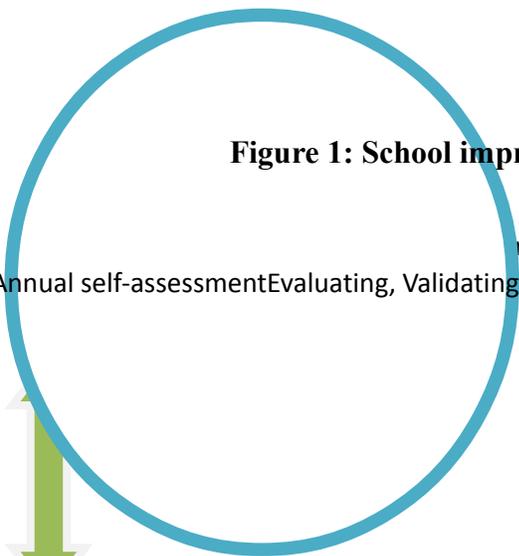
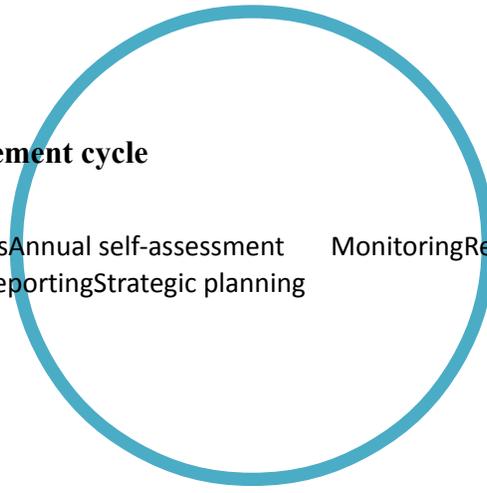


Figure 1: School improvement cycle



System surveys Annual self-assessment Monitoring Reviewing & planning reporting
Annual self-assessment Evaluating, Validating Reporting Strategic planning





Source: (ACT, 2009). School Improvement Cycle

MOE has also developed school improvement cycle, a system consists of several tools and processes by which schools able to conduct self-enquiry, develop strategic plan, implement the plan, monitor and control the progress and report to the stakeholders.

The SIP framework identified that, the process of SIP is not only continuous, and cyclical but also modified on the basis of information obtained from both external evaluation and self-enquiry which the school itself conducted at the end of each year as well as at the end of three years. The strategic plan of school improvement program covers three years. There are activities to be performed as per years The following figure briefly shows activities to be performed within three years.

Figure 2: School improvement cycle in Ethiopia

1st year Conducting self-enquiry Planning Implementation Monitoring & Evaluation

2nd year Conducting yearly self-enquiry Planning Implementation Monitoring & Evaluation

3rd year

Conducting yearly self-enquiry Planning Implementation Monitoring & Evaluation

Plan

Source: (MOE, 2003E.C).School Improvement Framework

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

2.5.1 School Improvement Planning

Planning for improvement is a disciplined process through which a school communities and board reflect on relevant information about both context and achievement and design strategies for enhancing those areas that can be positively influenced. The true measure of

improvement planning effectiveness, of course, is the degree to which improvement planning, implementation and monitoring produce positive change in student achievement and growth over time (EQA0, 2005). When board and school staff develops improvement plans collaboratively with representatives of their school communities and school councils, they are more likely to engender a sense of shared responsibility and shared commitment to bringing about the required changes. Therefore shared responsibility and decision making are the cornerstones of successful planning. EIC (2000) suggest that, a school improvement plan is also a mechanism through which the public can hold schools accountable for student success and through which it can measure improvement. One of the first steps a crucial one in developing an improvement plan involves teachers, school councils, parents, and other community members working together to gather and analyze information about the school and its students, so that they can determine what needs to be improved in their school.

The improvement plan should incorporate the following key components, to be effective. These are: a review of the previous improvement plans (before the creation of a new improvement plan, all stakeholders should be given the opportunity to re-examine the data that have been gathered throughout the year and to discuss the effectiveness of the previous improvement plan); strategies(selecting the strategies that will make a difference to student achievement is a critical); indicator of success(it provide schools and board with standard against which they can measure their progress toward a goal); timelines for status updates (timelines must allow for data collection and analysis, reflection, implementation, professional development, status updates and revisions); resources required(both staff and community members need to understand the implication of improvement planning on budgets); roles and responsibilities(clearly assigning responsibility will ensure that each strategy of the improvement plan has a “champion” to support its implementation) and performance targets(precise target- setting requires that the school and the board determine the level of student achievement expected) (EQA0 , 2005).

According to MOE (2007) the purpose of school improvement is about improving students learning and their learning outcome at higher level. Hence, schools primarily need to conduct

self-enquiry on the weaknesses and strengths of their current performance. This gives them the actual current picture and a basis for future improvement. Self-enquiry is an essential means for schools to create a sense of responsibility and accountability for students learning and to practically show their accountability to their stakeholders, to assess the extent to which they are satisfying the needs of their students and the impact of their services as well as future directions of improvement. The first stages of the school improvement planning process: creating a school improvement planning team that is school improvement committee; assembling and assessing information about student achievement, the school environment, and parental participation (that is, the context for the plan); and establishing priorities for improvement through a series of activities. Therefore, school principal play a crucial role in these early stages. He/she facilitate the formation of a planning team, which will be responsible for establishing priorities, and they ensure that the information required for effective planning such as aggregate report card marks, the results of assessments conducted by the SIP committee and a summary of responses to the parent survey is collected and made available to the committees. Also, Principals should make every effort to inform teachers, school council members, parents, and other community members about the improvement process in a way that welcomes their participation (MOE, 2007).

All participants should have a positive attitude towards the process and understand that they must work as a team. Scheduling meeting times for the planning team that are acceptable to both staff and parents may be a challenge. One solution is to organize parallel processes, whereby staff meets during after school staff meetings and parents meet in the evening. The advantage of this arrangement is that it allows more parents to participate. To ensure that one group does not make decisions without hearing the views of and having a discussion with the other group, certain teachers could volunteer or be delegated to participate in both the after-school staff meetings and the evening parent meetings. The school improvement planning team has the task of analyzing data and information about the level of student achievement in the school, the effectiveness of the school environment, and the level of involvement of parents in their children's education. Based on their analysis, team members make decisions about areas that need to be improved (priorities). Therefore, the ultimate goal of their activity

is on improving the learning outcomes of students and to do this, cooperation and team spirit are essentials.

After the school priorities are once identified SIP Committees can design the school improvement plan. They use format during developing this plan. The format includes, goals, objective, priorities, implementation strategies, timeline, responsibility for implementing strategies, monitoring and evaluation and ways of modification of the plan or opportunities for revision. Once, the SIP committee has developed the plan and get the approval of all stakeholders, the next stage is about organizing various task forces that are responsible for the development of action plan for each domain. In the formation of taskforces, the principal should encourage parents, teachers, students and other stakeholders to take active part. Besides, the principal need to encourage the involvement of department heads, PTA members, students" council, in the development of the action plans. She/he should create ways through which taskforces exchange information with SIP committees. The taskforces, while developing action plans, need to consider various issues. These are: *setting Goals*-in the preparation of goal statements, taskforces need to revise issues raised in the self-enquiry. The revision enables them to analyze the information on which the priorities are identified. And the goal must be that can be achieved within a specific period of time, and call for the active involvement of stakeholders that can move the schools to the higher level of performance. To sum up, goals must be SMART, and stated in simple and clear language; *identifying most import priorities*- the achievement of a given goal is realized, when particular attention is provided to the most important priorities. Hence, taskforces need to consult the school data so as to identify the most important priorities; *designing strategies*-the strategies designed must get an approval of all stakeholders in effectively addressing the domains; *identifying indicators*-indicators identified must be in the position to measure students" learning outcomes and teachers teaching performances; *setting timeline*-activities in the plan must be presented with the specific period of implementation time. They can be planned in semester, year or three years and should get the approval of principals, teachers, SIPC and PTA; *assigning responsible-bodies*-Responsibilities of performing particular activities should be assigned to particular bodies: PTA, principal, teachers and students; *status update*-in order to ensure continuous and sustained school improvement, update strategy must be considered; *revision of the plan*-evaluation of the implementation conducted by the end of each year, as a

result revision of priorities, and timelines can be made. Hence, the action plan taskforce need to consider the revision techniques (MOE, 2007).

Therefore the school plan will include the following elements such as: a statement of school context, purpose and profile, identified priorities, improvement targets, whole school strategies, a timeframe; and expected outcomes of the school.

An annual operating plan sets out how the school plan will be progressed in that year. The operating plan is developed after reviewing the school plan and identifying the priorities and objectives that will be the focus for the year. Operating plans are internal to the school and should be developed by school staff. Typically they include: the priorities and improvement targets in the three-year plan being addressed that year, specific strategies that will be employed, the responsible body for implementing the strategies, timeframe, allocating resources to the strategies implementation and the ways that the implementation will be evaluated.

Planning should also occur at the classroom level. Classroom planning is central to school improvement as it is what teachers do in their classrooms that impact most directly on student achievement (MOE, 2007).

2.5.2.-The school planning process

The planning process allows schools to identify its priorities and targets over each year cycle. The school plan also describes how progress is monitored and how achievement will be measured, including the evidence that will be gathered. Through planning, a school embeds into its processes and practices a capacity to meet internal and external demands.

So, schools typically prioritize their strategic intentions in ways that provide the best balance between available resources (including human, physical and financial resources) and competing demands of stakeholders across the school. It is important that schools set an achievable number of priorities, at the same time providing the school with a broad range of significant challenges for each year of the cycle (MOE, 2007).

By identifying a school's priorities and describing them in a strategic and operational context, a school community can begin to systematically map out a plan for improvement in its cycle. For each strategic priority a school will establish an intended course of action. Schools will need to reflect system commitments into their priorities. School planning is a dynamic and systematic process. Schools should ensure that their processes allow planning to evolve to meet changing needs and circumstances. Schools will establish a school improvement committee to work with the principal to develop and monitor the school's planning and improvement processes. In devising a planning process the school's improvement committee should ensure: full and open consultation with the school community, strategies for improvement, data sources and monitoring processes, communicating the process of improvement to key personnel, the availability of documentation to support the improvement process and future plans are informed by what has been learned (ACT, 2009).

2.6.School Improvement Committee

According to Hopkins (in Harris et al., 2005), school improvement groups are an essential feature of sustained school improvement. We sometimes refer to these "internal change agent" as the cadre- group, a term borrowed from Schmuck and Runkels (1985) organizational development cadre in Oregon who fulfilled a similar role in those schools. They are responsible for the day-to-day running of the project in their own schools, and for creating link between the principals and idea of school improvement and practical action. Typically, the cadre group is across hierarchical team of between four six members of the staff. Though one of these is likely to be the head teacher, it is important to establish groups that are genuinely representative of the range of perspectives and ideas available in the school. Cadre group members should also not come together in any existing group within the school, such as the senior management team or heads of department group, so that the problem of pooled rationalization is minimized. In terms of their school improvement work, cadre group members are involved in: Out of school training session on capacity building and teaching

and learning, Planning meetings in school, consultancy to school working groups, Observation and in-classroom supports,

The cadre or school improvement group is essentially a temporary membership system focused specifically upon inquiry and development (Harris, 2005).

According to the MOE (2012: 104), school improvement committee is a committee set up from teachers, supportive staff members, students, parents and local communities to lead the improvement program of their school. According to the document the head of the committee is the school principal and the working period of time is three years. The committee has the following roles and responsibilities to run school improvement program in their school:

To attend and actively participate, in all school improvement meetings; participate actively in all school improvement program activities; assist the committee to develop and successfully implement, a three-year school improvement strategic plan, and a one- year school improvement action plan.; assist the school to raise resources from parents and community to implement the one year school improvement action plan.; assist the school to realize measurable improvement in student results for all students; assist the school to assess their achievement and the end each school year and to report to parents and community members twice a year (six month and twelve month). Therefore, school improvement committee is essential a group of members to run the effective implementation of school improvement program in all schools of the country.

2.7.A Framework for School Improvement

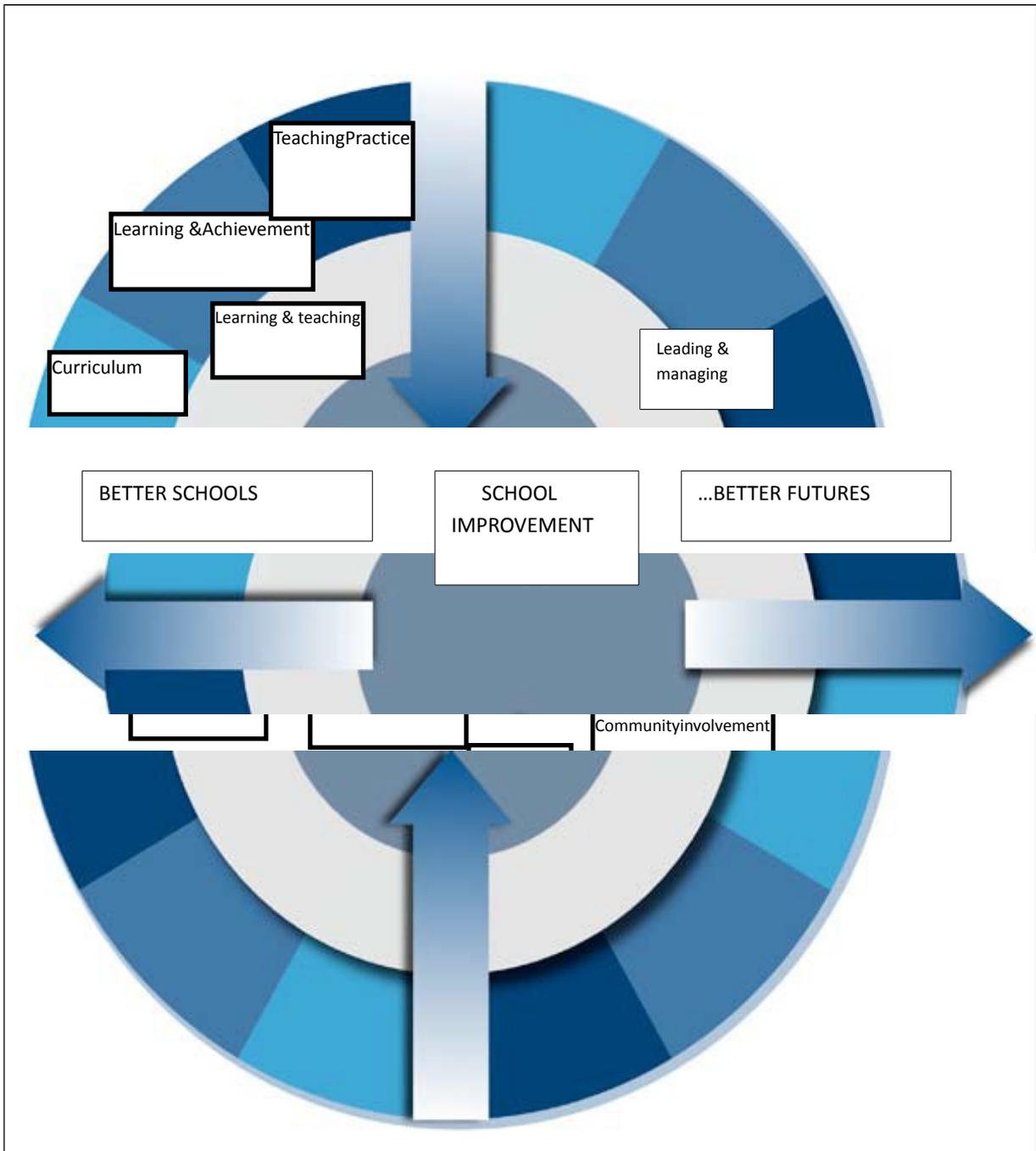
The School Improvement Framework supply the schools with a structure for raising quality, achieving excellence and delivering better schools for better futures. The framework sets up a dynamic relationship between research and planning that will assist schools to undertake self-assessment, which is context-specific, evidence-informed and outcomes focused (ACT, 2009).

All ACT public schools will use the School Improvement Framework to critically examine their programs and practices. The framework provides a focus through which schools can

evaluate the extent to which they are meeting stakeholder expectations, delivering on system priorities and implementing strategic initiatives.

As a result framework will help schools to: make best use of evidence-informed processes and tools to evaluate their performance, self-assess to identify school priorities, develop a four year school plan and an annual operating plan with a focus on improvement over time, establish accountability measures and targets that indicate their improvements and inform further planning report on their progress regularly (ACT, 2009)

Figure 3: The School Improvement Framework



Source :(ACT Government, 2009: School Improvement Framework)

Effective implementation of the School Improvement Framework will see schools developing a cyclic approach to achieving and sustaining school improvement. The progress will be evident across four domains of school improvement: learning and teaching; leading and managing; student environment; and community involvement. The domains represent the four

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

2.8. The school domains and elements of school framework

Learning and teaching domain

The learning and teaching domain describes the context in which the curriculum is delivered. High quality learning occurs when teachers make appropriate decisions about what is taught, how to engage students in meaningful experiences and how progress will be assessed to inform future actions.

These elements describe how: teachers apply their contemporary and professional knowledge to establish highly effective learning environments teachers set expectations, plan for success and assess learning outcomes school curriculum design and delivery establishes explicit and high standards for learning.



Leading and managing domain

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



These elements describe how: school vision is collaboratively developed to be realistic, challenging and futures oriented leaders use reflective practices to appropriately manage people to achieve improvements to teaching and learning the school's leadership team demonstrates effective resources management to achieve results.

Student environment domain

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



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

Community involvement domain

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



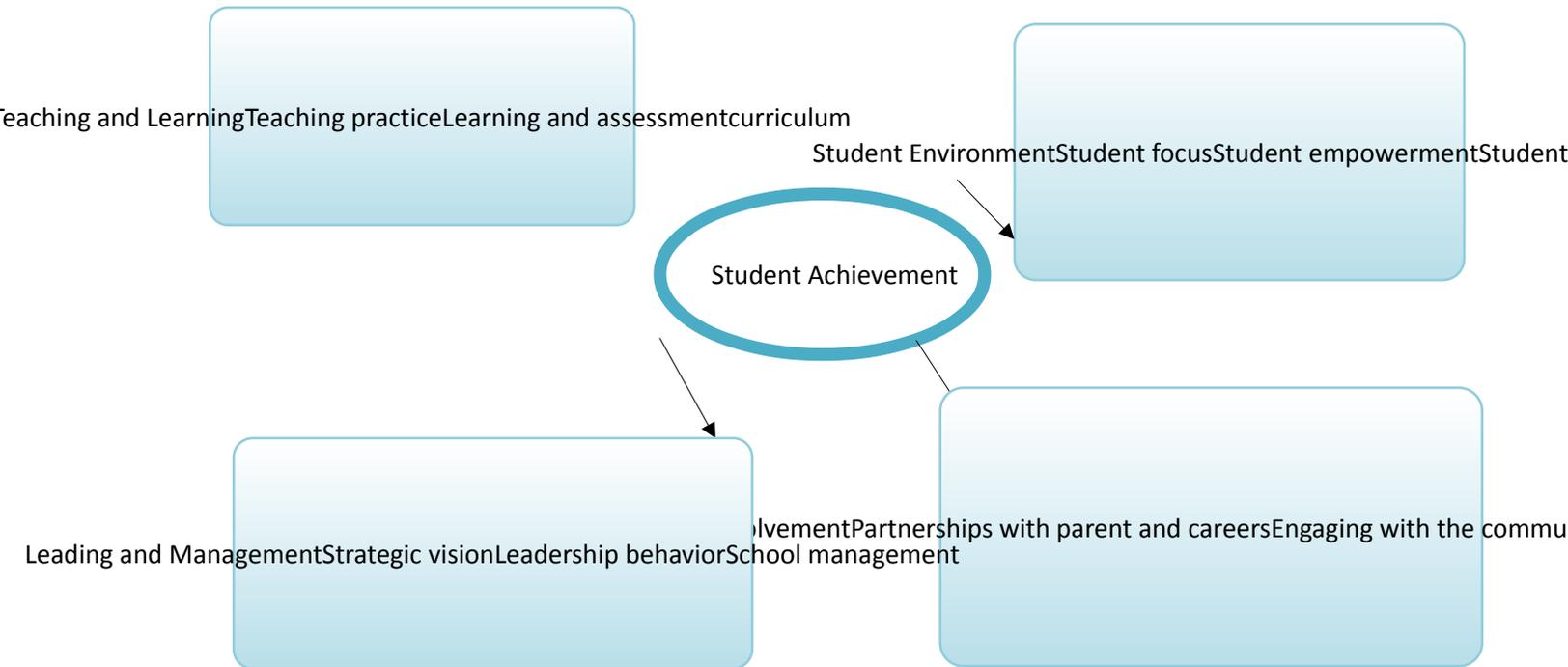
These elements describe how: schools develop effective relationships with parents/careers to support student engagement with learning the school enriches the curriculum through partnerships and activities involving the local community and resources the school celebrates successful learning outcomes and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

Source: (ACT, 2009). School domains and elements

According to MOE, to ensure the quality of education, expertise of ministry of education and the region together by gathering the best experiences from the school of our country and by adopting other countries experiences prepared a framework of school improvement to be implemented by all levels of schools of our country.

In reliability of this, the school improvement framework context is a system which has tools or instruments enables to measure to what extent the schools are achievable using the standards. The framework provides principles that help schools enable to know their level what should do for the future and planned what kind of concrete result they need. Besides the main instruments are: tools that provides schools to evaluate and make decisions of their level according to the main domains of schools; tools that help to make survey research, that uses to collect information from stakeholders and report for essential issues and also using these tools can be able to evaluate, plan, implement, follow up and control, investigate revise and report the implementation of the school improvement program to all stakeholders (MOE 2003E.C.).

Figure 4: School improvement domains and its elements in Ethiopia



Source: (MOE, 2003 E.C). School Improvement Framework (Revised)

2.9. The School Improvement Program Initiatives in Ethiopia

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

2.10. School Improvement and Teachers Professional Development

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

The quality of education to a great extent depends on the success of school improvement program which in turn depends on the quality and competence of teachers in their professional development. Teachers are the nucleus of school partners for school improvement program (SIP) and school based CPD is the crucial component of school improvement program. In the process of raising pupils' achievement, CPD and SIP cannot be seen separately, but used together to provide a holistic approach to the improvement of learning and teaching in each school (MOE, 2009).

According to Simpkins (2009) view, SIP is not a separate process led by higher level administrators. Rather, it is the flip side of the coin of the school based CPD. Hence, school improvement activities are most effective when carried out in collaboration with consolidated teacher professional development program.

Professional development is part of the ongoing process of continuous school improvement and it should happen, formally and informally, at every stage in the process. Importantly, effective school leaders know how effective professional learning can be put into operation as part of an overall strategy for school improvement. Investing in professional learning is the key to ensuring that schools become learning communities where teachers work together, learn from each other and share best practices on effective teaching and learning. It is only through the collective work of teachers and by creating a shared professional knowledge that sustained school improvement will be secured (Adams, 1993).

Professional development should necessarily be integrated with the comprehensive plan for school improvement. Too often, professional development is episodic response to an immediate problem which deals with only part of the problem teachers confront when trying to improve student achievement. If professional development is to be effective, it must deal with real problems and needs to do so over time. Moreover, unless professional development is carried out in the context of a plan for school improvement, it is unlikely that teachers will have the resources and support they need to fully utilize what they have learned (Simpkins, 2009).

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

Therefore, Professional development should be connected to a comprehensive change process focused on specific goals of school improvement. Research clearly shows that teacher growth is the most significant school-based influence on student learning. Therefore, one would think that investments in enhancing teacher growth would be a major focus of school improvement efforts. In the literature on professional development, one sees an increasing attention to embedding teacher learning opportunities in the day-to-day work of schools (Little, 1994).

School improvement almost always calls for enhancing the knowledge, skills, and dispositions of teachers and supporting staff. Whatever course of action a school adopts, success usually is central to providing support and resources for teachers to strengthen existing expertise or to learn new practices. Teacher knowledge and skills are at stake as well as their beliefs and attitudes, their motivations, their willingness to commit, and their capacity to apply new knowledge to their particular school and classrooms. Professional development and implementation usually should not be separate steps in the process of change in the school improvement program (Simpkins, 2009).

Furthermore, for the comprehensive school improvement, teacher professional development is an essential element. The professional development needs of other members of school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. These standards provide guidance for achieving high quality professional development planning, design, delivery and assessment, and should serve as a foundation for all professional development in schools. Research indicates that teacher quality is the single most powerful influence on student achievement; it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice (Little, 1994).

The school based CPD strategy offers an important skill development by giving teachers a range of opportunities for relevant, need focused and collaborative approaches to professional learning. The core aspiration for this strategy is to place professional development at the heart of school improvement and it offers a number of new initiatives to achieve particular goal. These professional development opportunities will allow teachers to focus upon their own learning, career ambitions and to consider new responsibilities within their own school context. The assumption is that this will lead to an improved and enhanced sense of professionalism for teachers, plus an increased motivation to stay within the profession (Harris, 2001).

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

2.11. Conditions for School Improvement Program

It is difficult to plan and implement any school activity within a state of turmoil and unstable conditions. Those in charge of preparing and putting into action school improvement plan need to feel that they are working in a state of relatively stable environment. According to Harris(2005) the internal drives for change can be characterized as complex mixture of school- based factors, i.e the institutional needs and wants which provide the impetus for the schools development, some of these internal drivers are ‘givens’ in that they would exist irrespective of the type of leadership approach adopted. Other internal drivers are constructed by the leaders within the school by their commitment to a particular vision; values framework or strategies of management. The ‘external drivers’ arise from policy interventions and edicts that require compliance. Increasingly head teachers, and those around them, are aware of being caught between these two set of drivers.

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

2.11.1. Internal Condition for School Improvement

Hopkins (2004) suggests that, difficulties often occur for both individual teachers and the school when initially embarking on school improvement. Teachers may be faced with acquiring new teaching skills or with mastering new curriculum material, and the school, as a consequence, may be forced in to new ways of working that are incompatibles with existing organizational structure. It is therefore often necessary to work on some aspects of the internal conditions within the school at the same time as achieving the curriculum or other priorities the school has set itself. Hopkins has also attempted to state a number of 'conditions' within the school with its capacity for sustained development: (1) a commitment to staff, 2) practical efforts to involve staff, students and the community in the school policies and decisions, 3) transformational leadership approaches, 4) effective co-ordination strategies, 5) serious attentions to the potential benefits of enquires reflection, 6) a commitment to collaborative planning activity.

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

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

2.11.1.1. Staff Development

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

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

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

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

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

2.11.1.2. Collaborative Planning

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

2.11.1.3. Coordination

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

Communication is vital to overall school-coordination. In order for a school to organize itself to accomplish its goals, maintain itself in good working order and, at the same time ,adapted

to changing circumstance, sound procedures for communication are essential (Hopkins,2004, p:100)therefore, good coordination is vital for school improvement program implementation.

Schools produced communication systems, procedures and the way in which groups can be created and sustained to coordinate improved effort across a range of levels. The school's capacity to coordinate the action of teachers behind agreed policies is an important condition in promoting change. Coordination is about getting groups of teachers, and usually groups with different values and goals to contribute to the good of all. The importance of coordination for school improvement is so vital that schools that have a well-coordinated team are likely to have successful implementation of reform programs (Hopkins, 2002).

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

2.11.1.4. Involvement

According to Hopkins (2004) ,on effective schools, there is strong evidence that success is associated with a sense of identification and involvement that extended behind the teaching staff. This involves pupils, parents and indeed, other members of the local community. It does seem that those schools that are able to create positive relationships with their wider community can create a supportive climate for learning.

Reynolds (1991) in Hopkins refers to the existence of what he calls an “in corporative approach”. This he notes has to major elements: incorporation of pupils in to the organizations of the school and the incorporation of their parents through supportive roles. In many improving schools this approach is widened to include members of the local community (Gray et al., 1999 in Hopkins, 2004).

Pupil's involvement is a particularly important factor in school improvement. This can occur at an organizational level, by involving pupils in decision making and encouraging them to take responsibility for the day-to-day routines. At the class level, student can be encouraged to take responsibility for their own learning and through involvement, to learn organizational, planning, discussion, decision- making and leadership skills (Stoll, 1991; Rudduck et al., 1996 in Hopkins, 2004).

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

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

The whole issue of communications between school and parents therefore needs to be handled effectively, particularly through careful planning and skillful interviewing techniques.

In addition Hussein and Postlethwaile, 1994 in Frew, 2010 stated that the success of school is associated with the sense of identification and involvement extends beyond the teaching staff. In other words, involvement and sense of identification of pupils, parents, non-teaching staff and other community members is as crucial as that of the teaching staff for the success of schools. Because the success of an improvement program (perhaps any other educational program) requires an interaction between many participants at different levels.

2.11.1.5. Leadership

Studies of school effectiveness affirm that leadership is a key element in determining school success (Mortimore, 1999 as cited in Hopkins, 2004:98). Recently, studies of leadership in schools have moved away from the identification of this function exclusively with the head teacher, and begun to address how leadership can be made available throughout the management structure and at all level in the school community (Gronn, 1999 as cited in Hopkins, 2004). This shift in emphasis has been accompanied by a shift in thinking about leadership itself. There is an increasing call for ‘transformational’ approaches which distribute and empower rather than ‘transactional’ approaches which sustain traditional, and broadly bureaucratic, concepts of hierarchy and control (Hallinger, 1992; Letiwood, 1993 in Hopkins, 2004, p: 99). Schools that are successful with their improvement efforts not only regarded leadership as distributed function, they also deliberately set out to promote discussion about leadership style and to help staff from different levels in the school to share perceptions about how leadership operates. In improving quality education for all (IQEA) schools, such discussion tends to identify a number of key aspects of the leadership role (Hopkins et al., 1994 in Hopkins, 2004):

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

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

The way leadership is used in group or team meeting, leader behavior is obviously an important determinant of group effectiveness. A strong commitment to the quality of relationships within the group can however sometimes lead to over cohesiveness, with a

corresponding decline in the quality of critical thinking which individuals bring to the group. The dangers associated with ‘group think’ are well known.

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

2.11.1.6. **Enquiry and Reflection**

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

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

2.11.2. External Conditions for School Improvement

2.11.2.1. Capacity Building

School capacity can be described as the collective competency of the school as an entity to bring about effective change. This implies four core components: knowledge, skills and disposition of individuals' staff; a professional learning community in which staff work collaboratively; program coherence; technical recourses (Hopkinset al., 2001).

Building capacity for whole school improvement involves bringing together these four core components: resources, structure, culture and the schools of staff, not only focusing on improvement but doing so in ways which are synergistic. The reason why building capacity at whole school level is so difficult to achieve is that all different elements develop, and decline unevenly (Hadfield in Harris, 2005). Therefore, Capacity is the key construct in creating the conditions within the school to enhance both teaching and learning.

2.11.2.2. Policy Issue

It is clear that, for success of school improvement initiatives the existence of a clear policy and intervention strategy will have a paramount importance. Thus the school internal conditions, classroom practices and the policy context should support each other, or should pull to have impact on SIP.

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

capacity, research and dissemination. Hence for success of school improvement it needs to provide schools a wide range of policy options so as they can make choice and policy should aligned with system policy.

2.12. Challenges for School Improvement Program

School improvement program is very complex that it might be hindered by various impediments that challenge the implementation (Stoll and Fink, 1996). These challenges include:” complexity of the program, mobility of teachers and principals, principals coordination problems (ineffectiveness of leadership) and sustaining commitment, low support from top level officials and lack of involvement of the stakeholders.”

According to Hussen and Postethwore (1994), Challenges to the school improvement may vary in accordance with the variations with the unique features of schools as well as with the external environment in which schools are operating. One simple example, the size of the school is associated with innovative behavior for that smaller schools apparently lack the resources to engage in significant change. However there are common challenges that most school improvement programs face. These are lack of schedules in schools that permit teachers to meet and work together for sustained periods of time; the demanding nature of teachers” work as an increasing number of students arrive at school less well-socialized, less prepared to deal with materials, and more frequently from family settings that are not supportive; the aging and often demoralization of teachers due to declining resources, increasing levels of bureaucratization and the rapid and frequent demands for change that come from central authorities. In addition, an organizational structure with in which teachers” work is less autonomous and more integrated with that of other teachers” affects the development of commitment to change. Moreover, the continues transfer of teachers, principals and educational administrators at the local level puts pressure on the program to continuously train new staff who may not serve in schools for long (Plan Sudan, 2006).

Duffie and Balkon in Marzano(2003) , also suggest that, in South Africa the initiatives of SIP was faced by lack of material resources; limited capacity of educational leaders; poor participation and lack of safe environment. Similarly, Harris (in Hopkins, 2002) has noted that

the difficulty to change school management and working culture as a problem to the SIP in developing country.

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

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

2.12.1. Lack of Commitment of School Leaders

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

2.12.2. Lack of Stakeholders Participation

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

2.12.3. Lack of Conducive Environment in School

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

2.12.4. Lack of Educational Input

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

CHAPTER THREE

3. Research Design and Methodology

3.1. The Research Design

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

3.2. The Research Methodology

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

3.3. Source of Data

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

3.4. The Study Population, Sample Size and Sampling Techniques

3.4.1. The study population

Metekel zone is one of the three zones in Benishangul Gumuz Regional state, which comprises the seven Woredas all the woredas such as: Pawi, Guba, Dangur, Debatei, Mandura, Bullen and Wombera would be included in the study. The study population would be 18 secondary schools of Metekel zone that compresses 18 principals, 115 SIP committee, 7 secondary school cluster supervisors, 7 Woreda and 1 Zone education office SIP focal persons, 126 PTA members and 357 secondary school teachers, a total of 631.

3.4.2. Sample Size and Sampling Techniques

To select the sample size for the purpose of the study two sampling techniques would be employed. For the purpose of the study, all the 7 Woreda of the zone would be selected by available sampling. To determine the sample size of schools found in Metekel zone, out of 18 secondary schools 9 secondary schools would be selected by using cluster sampling technique. Cluster sampling is one of sampling technique used to take sample size base on the arranged cluster of the study area. Therefore the seven (7) clusters of secondary schools of Metekel zone were included in the study to select sample schools. This helped to provide independent and equal chance to be selected for the schools. The researcher believed that the sample size of 9 secondary schools would be representative sample and would help to manage the work of the study in terms of time and minimized cost.

The respondents for the purpose of this study would be selected by using two types of sampling techniques. School principals, Woreda and Zone education office SIP focal persons

and secondary school cluster supervisors would be selected by using available sampling technique. Because they are responsible in facilitating and coordinating all the activities of school improvement program in secondary schools. Accordingly, 9 principals, 7 secondary school cluster supervisors and 7 Woreda and 1 zone education office SIP focal persons, a total of 24 would be included in this study as the respondents. Because of assuming them that they would provide more information about the implementation of school improvement program and its challenges in secondary schools of the study area.

From sample secondary schools 58 school improvement program committee members would be selected by using available sampling technique, with the assumption that all committee members have direct contact to the implementation of SIP and also they can provide relevant information for the purpose of the study. From 63 sample size of PTA members 32 (50%) of PTA members would be selected by using simple random sampling technique.

To determine the sample size of teachers, from 183 teachers in the sample secondary schools, 74 (40 %) of them would be included in this study as respondents. The researcher believed that the sample of 40% is sufficient to secure the data from teacher respondents. The respondent teachers from 9 sample secondary schools would be selected by using simple random sampling technique, particularly through lottery method with assumption that all teachers have equal chance of being selected and also to obtain representative sample. The sample size of teachers in each school is proportional to the probability proportion of the total sample size.

Accordingly, the samples would be selected by using lottery method passing through the following steps

Step 1: Constructing a sample frame

Step 2: All teachers' name in each school would be alphabetically arranged

Step 3: The number of sample teachers from each school would be determined

Step 4: The name of the teachers would be rolled on a ticket.

Step 5: The rolled ticket would be picked up randomly until the required number of sample is obtained.

Table 1: The summary of the total population of sample school, sample size and sampling technique is presented as follows:

No	Types of respondents	Sample school	Total population	Sample size	%	Sampling technique
1	Teachers	Guba	22	9	40%	Stratified Simple random sa
		Mambuic	38	15	40%	
		Mandar 2 ketene - 2	12	5	40%	
		Pawi	30	12	40%	
		Duhanizbaguna	20	8	40%	
		Debate	32	13	40%	
		Dobie	12	5	40%	
		Senkora	9	4	40%	
	Bolaliya	8	3	40%		
2	PTA members in each school		63	32	50%	
3	SIP committee members in each school		58	58	100%	Available sampling techniqu
Total			304	166		
4	Principals		9	9	100%	Available sampling techniqu
5	Secondary school cluster supervisors		7	7	100%	Available sampling techniqu
6	Woreda education office SIP focal person		7	7	100%	Available sampling technique
7	Zone education office focal person		1	1	100%	Available sampling techniqu
Total			24	24	100%	

3.5. Instruments of Data Gathering

For the purpose of collecting the necessary data questionnaire, interview questions, guiding question for focus group discussion and document analysis check list would be prepared in English language and interview questions and focus group discussion guiding questions were translated in to Amharic language to make it clear for respondents.

3.5.1. Questionnaire

The questionnaires comprising both close ended and limited open-ended items would be prepared to collect quantitative and qualitative data from sample secondary school teachers, school principals and secondary school cluster supervisors. This is because questionnaire is convenient to collect information from large number of respondents with in short period of time and in a cost effective way. Therefore, 64 close-ended and 1 open-ended items were distributed for 74 respondents.

3.5.2. Semi-Structured Interviews

Semi-Structured interview was used to acquire qualitative data from sample school PTA members and Woreda education office and the Zone education office SIP focal experts on the practice and challenges in implementation of school improvement program. The interview question prepared in English language and translated in to Amharic language to make clear for interviewees. Semi-Structured interview is preferred because it has the advantages of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee. This will help to get relevant information concerning the issue under the study. Therefore, semi-structured interview was conducted with 40 interviewees of sample secondary schools.

3.5.3. Focus Group Discussion

Focus group discussion would be conducted with some selected school improvement committee members. The number of SIPC members involved in each group from sample secondary schools were (7=from Pawi, 7=from Debate, 7=from Mambuk, 7=from Guba, 6=from Duhanizbaguna, 6=from Bolayila, 6=from Sonkora, 6=from Mandar 2 ketene2, 6=from Dobi secondary schools). Based on this 9(nine) focus group discussion was conducted. These techniques would be employed to obtain qualitative data concerning the various aspects of school improvement program implementation. In addition, this method of data gathering would enable the researcher to generate qualitative data which gives an insight into attitude and perceptions in a social context where people can consider their own views in the context of others and where new ideas can be introduced as it allows observation of group dynamics. In order to maximize the responses which would be obtained from focus group, the

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

3.5.4. Document Analysis

In addition to primary sources, relevant information was included from secondary sources. This technique would help the researcher to cross check the data that would be obtained through primary sources (i.e. questionnaire and interview). Document analysis would focus on such documents SIP implementation plan, SI committee minuets, self- assessment tools, evaluation tools and over all SIP practices records.

3.5.5. Procedures of Data Gathering

To ensure that the questionnaire would work as expected, the questionnaire was commented by the advisors of the researchers and professionals who have completed their second degree. Having done this pilot test was carried out on 18 randomly selected secondary school teachers in Madura secondary school. Based on the pilot –test, some questions were re- worded to make that the respondents were clear about the intent of each item. Finally, Cronbach alpha was used to calculate the reliability of each item. Thus, the reliability was to be 0.83 and this coefficient can be regarded as an indicators of high reliability .Before questionnaire was distributed, the researcher gave brief orientation to his subjects, teachers, school principals and cluster supervisors, on the purpose of the study and on how to fill the questionnaire. Then finally, the questionnaire was distributed for teachers, school principals and cluster supervisors and collected by the researcher and his assistant with the collaboration of unit leader and school principals of the sample school.

The semi-structured interview prepared for woreda education office expert, Zone education office expert and for PTA members was conducted by the researcher himself. The researcher had initial contacts with the interviewees to make them clear about the purpose of the study.

Then, during the interview, the researcher jotted down the main points given by the respondents.

3.5.6. Method of Data Analysis

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

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

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

3.6. Ethical Consideration

To conduct this research, supportive letters from the department of educational planning and management was written from the university. After receiving supportive letter from the department, the researcher, would move to the study area and contact with principals, SIP committee members, PTA members, teachers, secondary school cluster supervisors and Woreda and Zone education office SIP focal persons to get their willing and to arrange their

convenient time to the questionnaire and interviews. The respondents would be informed of the purpose of the research. Finally they would be informed of the information obtained from the respondents; the data obtained will be used for research purpose only.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

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

4.1. Characteristics of the Respondents

Ninety (90) copies of questionnaire were distributed for the purpose of the study, of which 74(82%) were for teachers, 9(10%) were for school principals and 7(8%) were for cluster supervisors. Among the distributed questionnaire 4(4%) questionnaire were not returned from teachers. Then from the total questionnaires distributed, 86(96%) copies of questionnaires were collected, rated and analyzed statistically Interview was conducted with seven woreda education of SIP focal persons and with one zone education expert and with 32 PTA members. Focus group discussion was conducted with 58 SIPC members in each sample school of study area. In addition document analysis was conducted in each schools of under study. The data obtained from interview, focus group discussion and document analysis was incorporated in the analysis.

Table 2: The characterstics of the respondents

No	Item	Respondents												
		Teachers(70)		School principals(9)		Cluster supervisors (7)		PTA (32)		SIPC (58)		Educational experts(8)		
		No	%	No	%	No	%	No	%	No	%	No	%	
1	Sex	Male	56	80	9	100	7	100	16	50	7	12	8	100
		Femal	14	20	-	-	-	-	1	3	3	5	-	-

		e							6	0		0		
2	Age	20-24	7	10	-	-	-	-					-	-
		25-30	8	11	-	-	1	14					3	37.5
		31-40	25	36	4	44	6	86					3	37.5
		Above 40	30	43	5	46	-	-	3	1	5	1	2	25
								2	0	8	0			
3	Educational qualification	Diploma	5	7	-	-	-	-		7		6	-	-
		Degree	65	93	5	46	5	71		2		4	8	100
		Master's	-	-	4	44	2	29						
4	Service years in teaching, school leading and cluster supervision	6-10	8	11		-	-	-					-	-
		11-15	10	14	2	22	3	43						
		16-20	14	20	7	78	4	57					3	37.5
		Above 20	20	29	-	-	-	-					4	50
			18	26	-	-	-	-					1	12.5

As presented in table two of item one, all school principals (100%) and the majority of teachers (80%) were males which indicates that females are not coming to both school leaders and teaching position in secondary schools as male counter parts. Since females have strong relationships with students and their environment at large, they would bring better in teaching and leadership in secondary schools to create good school environment for the implementation of school improvement program.

All of cluster supervisors (100%) and educational officials (100%) were males, which show the low participation of females in the area of supervision and educational officials at woreda and zonal level. Therefore, it needs attention to encourage the participation of females in educational system.

As shown in table two of item two, all of school principals (100%) were above the age of 31 years old. This indicates that school principals have quite a medium experience and are matured enough to carry the responsibility for the effective implementation of SIP activities for improving the teaching –learning process. The majority of teachers (90%) were above the

age of 25 years old that contributes to the better sense of responsibility and understanding of teaching learning process and for activities related to school improvement program. And also all of cluster supervisors (100%) and educational officials (100%) were above 28 years old. This shows that they have quite enough experience and matured to carry out and support the implementation of school improvement program activities for the improvement of teaching learning process.

Educational background of the respondents is analyzed in item three of table two, as shown in the table the majority of teachers (93%) and all (100%) of educational officials were degree holders. And also (44%) of school principals and (29%) of cluster supervisors were masters. According to MOE (2007) the appropriate educational level of standard for teachers in secondary schools (9-10) is holding degree from University. As shown in the table (7%) of teachers was diploma, so this calls for special attention to enhance those teachers according to standard for the better improvement of teaching and learning.

As presented in table two of item four, the respondents' service year in teaching profession was analyzed. Accordingly, (89%) teachers, (100%) of school principals, (100%) of cluster supervisors and (100%) of educational officials had served for more than 6 years, which makes them better respondent since they had better experience in the teaching profession. This shows that they had better responsibility and understanding to give relevant information for the issue under study.

4.2. Analysis and Interpretation of the Findings

4.2.1. Respondents Response on Preparation Phase of SIP

4.3. Table 3: The activities of preparation phase of SIP

4.4. N	4.5. Item	4.6. Respondents	4.7. Response					4.8. Differences in opinion b/n groups	
			4.12. S A	4.13. A	4.14. UD	4.15. D A	4.16. S D A	4.26. A	4.27. DA
			4.21. No (%))	4.22. No (%)	4.23. No	4.24. No (%))	4.25. No (%))		
4.28. 1	4.29. The school has provided adequate orientation regarding SIP to stakeholders	4.30. Teachers	4.31. 2 (2 .9 %))	4.32. 8(11.4	4.33. 2(2.9	4.34. 4 0 (5 7 .1 %))	4.35. 1 8 (2 5 .7 %))	4.36. 14.3	4.37. 82.8
		4.40. School principals	4.41. 1 (1 1 .1 %))	4.42. 1(11.1	4.43. 1(11.1	4.44. 3 (3 3 .3 %))	4.45. 3 (3 3 .3 %))	4.46. 22.2	4.47. 66.6
		4.50. Cluster supervis	4.51. 1 (4.52. 1(14%)	4.53. 1(14%	4.54. 2 (4.55. 2 (4.56. 28%	4.57. 58%

		ors	1 4 %))			2 9 %))	2 9 %))		
4.58. 2	4.59. organized and allocated the necessary resources for the implementation of SIP	4.60. Teachers	4.61. 2 (2 .9 %))	4.62. 9(12.8	4.63. 4(5.7	4.64. 2 5 (3 5 .7 %))	4.65. 3 0 (4 2 .9 %))	4.66. 15.7	4.67. 78.6
		4.70. School principals	4.71. 1 (1 1 .1 %))	4.72. 2(22.2	4.73. 1(11.1	4.74. 3 (3 3 .3 %))	4.75. 2 (2 2 .2 %))	4.76. 33.3	4.77. 55.5
		4.80. Cluster supervisors	4.81. 1 (1 4 %))	4.82. 1(14%)	4.83. 1(14%	4.84. 2 (2 9 %))	4.85. 2 (2 9 %))	4.86. 28%	4.87. 58%
4.88. 3	4.89. establishment of SIPC by involving stake holders according to blue print	4.90. Teachers	4.91. 3 5 (5 0 %))	4.92. 21(30	4.93. 4(5.7	4.94. 7 (1 0 %))	4.95. 3 (4 .3 %))	4.96. 80%	4.97. 14.3

		4.100. School principals	4.101.3 (3 3 . 3 %))	4.102. 3(33.3	4.103. 1(11.1	4.104.1 (1 1 . 1 %))	4.105.1 (1 1 . 1 %))	4.106. 66.6	4.107. 22.2
		4.110. Cluster supervisors	4.111.2 (2 9 %))	4.112. 2(29%)	4.113. 1(14%	4.114.1 (1 4 %))	4.115.1 (1 4 %))	4.116. 58%	4.117. 28%
4.118.4.119. 4	collected the necessary information in line with four school domains: teaching and learning, safe and healthy school environment ,leadership and management and school community relationship	4.120. Teachers	4.121.1 5 (2 1 . 4 %))	4.122. 10(14.3	4.123. 5(7.1	4.124.3 0 (4 2 . 9 %))	4.125.1 0 (1 4 . 3 %))	4.126. 35.7	4.127. 57.2
		4.130. School principals	4.131.2 (2 2 . 2 %))	4.132. 3(33.3	4.133. 1(11.1	4.134.2 (2 2 . 2 %))	4.135.1 (1 1 . 1 %))	4.136. 55.5	4.137. 33.3
		4.140. Cluster supervisors	4.141.1 (1 4	4.142. 2(29%)	4.143. 1(14%	4.144.2 (2 9	4.145.1 (1 4	4.146. 43%	4.147. 43%

			%)			%)	%)		
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4.148.As shown in the item 1 of table 3, the respondents were asked to show their agreement on the provision of adequate orientation regarding SIP to stake holders. Accordingly, (82.8%) of teachers, (66.6%) of school principals, and (58%) of cluster supervisors were disagreed on the provision of adequate orientation regarding SIP to stakeholders. Besides, the focus group discussion conducted with SIPC members and interview conducted with PTA members indicates that awareness creation for stake holders were not adequately provided.. In supporting this, Mesele (2011), suggested that enough awareness creations were not made for stakeholders in order to make them play active role in implementing the school improvement program at school level.

4.149.

4.150.With regard to item 2 of table 3, respondents were asked to show their agreement on the status of organizing and allocating the necessary resources for the implementation of SIP in secondary schools. Accordingly, (78.6%) of teachers, (55.5%) of school principals and (58%) of cluster supervisors were disagreed. Therefore, as indicated by the result obtained from questionnaire, it is possible to conclude that the status of organizing and allocating the necessary resource for the implementation of SIP in secondary schools of study area is low.

4.151.

4.152.In item 3 of table 3, the respondents were asked to indicate their agreement on the establishment of SIPC within their respected schools. Accordingly, the majority of teachers (80%), school principals (66.6%), and cluster supervisors (56%) agreed. Besides, the focus group discussion held with SIPC member's show that their agreement level on the establishment of SIPC in their respected school. However the focus group discussion which was conducted with SIPC members indicates that the committee was not fully functional to help the implementation of SIP in the secondary schools under study. The information obtained from document analysis of sample schools of the study area indicates that the establishment of SIPC and the presence of the committee document. Therefore, from the above result obtained through questionnaire, focus group discussion and document

analysis we can conclude that the school has effectively established SIPC but it was not fully functional according to information obtained from focus group discussion.

4.153.

4.154.With regard to item 4 of table 3, the respondents were asked to show their agreement level on the status of collecting the necessary information in line with four school domains for the purpose of SIP implementation. Accordingly, (35.8%) of teachers, (55.5%) of school principals and (43%) of cluster supervisors were agreed. However, (57.2%) of teachers, (33.3%) of school principals and (43%) of cluster supervisors were disagreed. From this we can conclude that the status of collecting the necessary information in line with four school domains for the purpose of SIP implementation needs further attention to improve the status. The information obtained from interview conducted with woreda and zone education of experts reveals that the major activities performed during preparation phase of SIP were forming SIPC members, awareness creation for stakeholders, financial and material support and technical training. They were rated that the level of awareness creation, financial and material support and technical training was not adequately performed. However, they responded that the status of forming SIPC members was properly performed. In supporting this the GEQIP community mobilization manual of BGREB (2012) stated that awareness creation for stakeholders, financial and material support and practical training was not properly implemented.

4.155.

4.156.

4.157.

4.158.

4.159.

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- 4.165.
- 4.166.
- 4.167.
- 4.168.
- 4.169.

4.169.1. Self-Enquiry phase of SIP

4.170. Table 4: The major activities of self-enquiry phase of SIP

4.171. Item	4.173. Response	4.174. Response					4.175. Difference	
		4.179. SA	4.180. A	4.181. UD	4.182. DA	4.183. SD	4.193. A	4.194. D
		4.188. No	4.189. No	4.190. No	4.191. No	4.192. No		
4.195. The self-enquiry was conducted continuously	4.197. Total	4.198. 3(4%)	4.199. 6(9%)	4.200. 3(4)	4.201. 34(4)	4.202. 24(3)	4.203. 13	4.204. 8
	4.207. School principal	4.208. 1(11)	4.209. 2(22.2)	4.210. 1(11)	4.211. 2(22)	4.212. 3(33)	4.213. 33.	4.214. 5

		als								
		4.217.C l u s t e r s u p e r v i s o r s	4.218. 1(14.	4.219. 1(14.3	4.220. 1(14	4.221. 3(42	4.222. 1(14	4.223. 28.	4.224. 5	
4.2254.226.2	PTA and KETB M were actively involved in the self-enquiry phase	4.227.T e a c h e r s	4.228. 8(11	4.229. 12(17	4.230. 2(3	4.231. 32(4	4.232. 16(2	4.233. 28	4.234. 6	
		4.237.S c h o o l p r i n c i p a l s	4.238. 1(11.	4.239. 2(22.2	4.240. 1(11	4.241. 4(44	4.242. 2(22	4.243. 33.	4.244. 6	
		4.247.C	4.248.	4.249.	4.250.	4.251.	4.252.	4.253.	4.254.	

		l u s t e r s u p e r v i s o r s	1(14	2(29%	1(14	2(29	1(14	43	4
3	4.255-4.256. All the members of SIPC were actively involved in self-enquiry	4.257. T e a c h e r s	4.258. 11(1	4.259. 20(28.	4.260. 4(5.	4.261. 22(3	4.262. 13(1	4.263. 44.	4.264. 5
		4.267. S c h o o l p r i n c i p a l s	4.268. 1(11.	4.269. 4(44.4	4.270. 1(11	4.271. 2(22	4.272. 1(11	4.273. 55.	4.274. 3
		4.277. c l u s t	4.278. 1(14.	4.279. 1(14.3	4.280. 1(14	4.281. 3(42	4.282. 1(14	4.283. 28.	4.284. 5

		er s u p e r v i s o r s								
4.2854.286.	The strength and weaknesses of the school was identified and prioritized	4.287.T e a c h e r s	4.288. 14(2	4.289. 23(33	4.290. 2(2	4.291. 18(2	4.292. 13(1	4.293. 53	4.294. 4	
		4.297.S c h o o l p r i n c i p a l s	4.298. 2(22.	4.299. 4(44.4	4.300. 0(0.	4.301. 2(22	4.302. 1(11	4.303. 66.	4.304. 3	
		4.307.C l u s t e r s	4.308. 2(28.	4.309. 3(42.8	4.310. 0(0.	4.311. 1(14	4.312. 1(14	4.313. 71.	4.314. 2	

		u p e r v i s o r s								
5	4.315-4.316. The level of school performance was properly evaluated and identified	4.317. T e a c h e r s	4.318. 13(1)	4.319. 20(29)	4.320. 3(4)	4.321. 24(3)	4.322. 10(1)	4.323. 62	4.324. 3	
		4.327. S c h o o l p r i n c i p a l s	4.328. 2(22.)	4.329. 3(33.3)	4.330. 0(0.)	4.331. 3(33)	4.332. 1(11)	4.333. 55.	4.334. 4	
		4.337. C l u s t e r s u p e r	4.338. 1(14)	4.339. 2(29%)	4.340. 0(0.)	4.341. 3(43)	4.342. 1(14)	4.343. 57	4.344. 4	

			v i s o r s						
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4.345.

4.346.

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

4.348.

4.349.

4.350.In the first item of table 4, respondents were requested to reveal their level of agreement on conducting self- enquiry continuously in the implementation of SIP. Accordingly, the majority of (83%) teachers,(55.5%) of school principals and (57.1%) cluster supervisors were disagreed. In addition the document analysis conducted in sample schools of study area revealed that the presence of self – enquiry tools as document of the school but it was not conducted continuously. From the above response we can conclude that the status of conducting self-enquiry in the secondary schools of the study area was low.

4.351.

4.352.Concerning item 2 of table 4, respondents were asked to show their agreement on active involvement of PTA and KETBM in the self-enquiry phase of SIP. Accordingly, (69%) of teachers, (66.6%) of school principals and (43%) cluster supervisors were disagreed. In addition the data obtained from interview indicates that the low level of PTA and KETBM in self-enquiry. In supporting this view Tewodros (2012) stated that the low status of involvement of PTA and KETBM in self- enquiry phase SIP. Therefore, the above result of respondents indicates that active involvement of PTA and KETBM in self-enquiry was low.

4.353.

4.354.As shown in item 3 of table 4 the respondents were requested to show their agreement on the status of involvement of SIPC members in self-enquiry phase of

SIP. Accordingly (44.3%) of teachers, (55.5%) school principals and (28.6%) of cluster supervisors were agreed on the status of SIPC members involvement in self-enquiry phase of SIP. However (50.2%) of teachers, (33.3%) of school principals and (57.1%) of cluster supervisors were disagreed. On the other hand the focus group discussion held with SIPC members revealed that the low involvements of SIPC members in self- enquiry phase SIP. In strengthening this, Tewodros (2012), suggested that the school improvement committee members were not fully functional and did not conduct regular meeting and discussion on how to facilitate and coordinate the implementation of SIP. From the above result we can conclude that the response of teachers, cluster supervisors and focus group discussion show that the low status of involvement. There for, it calls for special attention to promote the involvement of SIPC members in self-enquiry. In strengthen this idea MOE (2012) suggest that active involvement of SIPC members in self-enquiry is crucial to run the implementation of SIP effectively.

4.355.

4.356.In the 4th item of table 4, respondents were asked to show their level of agreement on identifying and prioritizing the strength and weakness of the school. Accordingly, (53%) teachers, (66.6%) of school principals and majority (71.4%) of cluster supervisors were agreed on the status of identifying and prioritizing the strength and weakness of school. From the above result we can conclude school has been playing significant role in identifying and prioritizing strength and weakens of the school for effective implementation of SIP.

4.357.

4.358.In the fifth table 4, respondents were requested to reveal their agreement on evaluating and identifying the level of school performance in the implementation of SIP. Accordingly, (62%) of teachers, (55.5%) of school principals and (57%) of cluster supervisors were agreed on evaluating and identifying the level of school performance in implementing SIP. In addition the data obtained from SIPC members and document analysis of sample secondary schools of the study area indicates that the better status of evaluating and identifying performance levelof schools in the process of SIP implementation. In supporting this view GEQIP

community mobilization manual of BGREB (2012) indicates that the better status of evaluating and identifying of school performance in secondary school. There for, from the above response can conclude that the level of evaluating & identifying school performance in the implementation of SIP was relatively better.

4.359.

4.359.1. Planning Phase of SIP

4.359.2. Table 5: The major activities of planning phase of SIP

3.1.1.	3.1.2. Item	3.1.3. Respo	3.1.4. Response					3	
			3.1.9.	3.1.10.	3.1.11.	3.1.12.	3.1.13.		
			3.1.18.	3.1.19.	3.1.20.	3.1.21.	3.1.22.		3.1.23.
3.1.25.	3.1.26. The	3.1.27. Teache	3.1.28.	3.1.29.	3.1.30.	3.1.31.	3.1.32.	3.1.33.	3.1.34.
		3.1.37. School	3.1.38.	3.1.39.	3.1.40.	3.1.41.	3.1.42.	3.1.43.	3.1.44.
		3.1.47. Cluster	3.1.48.	3.1.49.	3.1.50.	3.1.51.	3.1.52.	3.1.53.	3.1.54.
3.1.55.	3.1.56. The	3.1.57. Teache	3.1.58.	3.1.59.	3.1.60.	3.1.61.	3.1.62.	3.1.63.	3.1.64.
		3.1.67. School	3.1.68.	3.1.69.	3.1.70.	3.1.71.	3.1.72.	3.1.73.	3.1.74.
		3.1.77. Cluster	3.1.78.	3.1.79.	3.1.80.	3.1.81.	3.1.82.	3.1.83.	3.1.84.
3.1.85.	3.1.86. The	3.1.87. Teache	3.1.88.	3.1.89.	3.1.90.	3.1.91.	3.1.92.	3.1.93.	3.1.94.
		3.1.97. School	3.1.98.	3.1.99.	3.1.100.	3.1.101.	3.1.102.	3.1.103.	3.1.104.
		3.1.107. Cluster	3.1.108.	3.1.109.	3.1.110.	3.1.111.	3.1.112.	3.1.113.	3.1.114.
3.1.115.	3.1.116. Actio	3.1.117. Teache	3.1.118.	3.1.119.	3.1.120.	3.1.121.	3.1.122.	3.1.123.	3.1.124.
		3.1.127. School	3.1.128.	3.1.129.	3.1.130.	3.1.131.	3.1.132.	3.1.133.	3.1.134.
		3.1.137. Cluster	3.1.138.	3.1.139.	3.1.140.	3.1.141.	3.1.142.	3.1.143.	3.1.144.
3.1.145.	3.1.146. Indivi	3.1.147. Teache	3.1.148.	3.1.149.	3.1.150.	3.1.151.	3.1.152.	3.1.153.	3.1.154.
		3.1.157. School	3.1.158.	3.1.159.	3.1.160.	3.1.161.	3.1.162.	3.1.163.	3.1.164.

4.359.4.

strongly disagree)

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

4.359.5.

4.359.6. With regard to item 1 of table 5, respondents were asked to show their agreement whether the school has followed the planning procedure according to the guideline in the implementation of SIP. Accordingly, (47.2%) of teachers, (44.4%) of school principals and (42.9%) of cluster supervisors were agreed. On the other hand (48.5%) of teachers, (55.5%) of school principals and (57%) of cluster supervisors were disagreed. This may imply that schools have no fully followed planning procedure according to the guideline.

4.359.7.

4.359.8. Concerning item 2 of table 5, respondents were requested to reveal their level of agreement on the presence of one year action plan of SIP. Accordingly, (81.4%) of teachers, (100%) of school principals and (100%) of cluster supervisors were agreed on the presence of one year action plan of SIP. Besides, the data obtained from document analysis and interview show that the presences of one year action plan of SIP at all schools of the zone. In supporting this BGREB (2012) stated that the presence of one year action plan of SIP.

4.359.9.

4.359.10. With regard to item 3 of table 5, respondents were asked to show their agreement on the presences of three years SIP plan. Accordingly, (78.6%) of teachers, (100%) of school principals and (100%) of cluster supervisors agreed on the presences of three years SIP plan. Information obtained from document analysis of sample school reveals that the presences of three years SIP plan within the school.

4.359.11.

4.359.12. As show item 4 of table 5, respondents were asked to show their agreement on the presences of action plan for each department in sample schools of under study. Accordingly, (42.8%) of teachers, (44.4%) of school principals and (42.9%) of cluster supervisors agreed. However, (52.9%) of teachers, (44.4%) of school principals and (47.1%) of cluster supervisors were disagreed on the presence of action plan for each department of sample schools of study area. Besides, information obtained from document analysis show that almost half of department of sample school has no action plan of SIP.

4.359.13.

4.359.14.

4.359.15. In the fifth item of table 5, respondents were asked to show their level of agreement on the presence of individual teacher's action plan in line with their department. Accordingly, (37.1%) of teachers, (55.5%) of school principals and (57.1%) of cluster supervisors were agreed. On the other hand (60%) of teachers, (44.4%) of school principals and (42.9%) of cluster supervisors were disagreed. Information obtained from document analysis reveals that almost half of teachers have no prepared their own action plan of SIP in sample schools of study area. In supporting this idea the document of BGREB (2012) indicates that the presence of individual teachers action plan in secondary schools of the region.

4.359.16.

4.359.17.

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4.359.32.

4.359.33.

4.359.34. Implementation Phase of SIP

4.359.35. Table 6: Activities that should be carried out in the implementation phase of SIP

3.1.175.	3.1.176. Item	3.1.177.	3.1.178.					Response		3.1.179.
			3.1.183.	3.1.184.	3.1.185.	3.1.186.	3.1.187.			
			3.1.192.	3.1.193.	3.1.194.	3.1.195.	3.1.196.	3.1.197.	3.1.198.	
3.1.199.	3.1.200. The existing	3.1.201.	3.1.202.	3.1.203.	3.1.204.	3.1.205.	3.1.206.	3.1.207.	3.1.208.	
			3.1.211.	3.1.212.	3.1.213.	3.1.214.	3.1.215.	3.1.216.	3.1.217.	3.1.218.
			3.1.221.	3.1.222.	3.1.223.	3.1.224.	3.1.225.	3.1.226.	3.1.227.	3.1.228.
3.1.229.	3.1.230. The school	3.1.231.	3.1.232.	3.1.233.	3.1.234.	3.1.235.	3.1.236.	3.1.237.	3.1.238.	
			3.1.241.	3.1.242.	3.1.243.	3.1.244.	3.1.245.	3.1.246.	3.1.247.	3.1.248.
			3.1.251.	3.1.252.	3.1.253.	3.1.254.	3.1.255.	3.1.256.	3.1.257.	3.1.258.
3.1.259.	3.1.260. Provision of a	3.1.261.	3.1.262.	3.1.263.	3.1.264.	3.1.265.	3.1.266.	3.1.267.	3.1.268.	
			3.1.271.	3.1.272.	3.1.273.	3.1.274.	3.1.275.	3.1.276.	3.1.277.	3.1.278.
			3.1.281.	3.1.282.	3.1.283.	3.1.284.	3.1.285.	3.1.286.	3.1.287.	3.1.288.
3.1.289.	3.1.290. Is	3.1.291.	3.1.292.	3.1.293.	3.1.294.	3.1.295.	3.1.296.	3.1.297.	3.1.298.	
			3.1.301.	3.1.302.	3.1.303.	3.1.304.	3.1.305.	3.1.306.	3.1.307.	3.1.308.
			3.1.311.	3.1.312.	3.1.313.	3.1.314.	3.1.315.	3.1.316.	3.1.317.	3.1.318.

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

4.359.37. With regard to item 1 of table 6, respondents were requested to show their agreement on the change of existing ways of implementation into new plan. Accordingly, (55.8%) of teachers, (55.5%) of school principals and (57.1%) of cluster supervisors were disagreed on the change of the existing ways of implementation in to new plan of SIP. Therefore, from the above result we can understand that the status of changing existing ways of implementation in to new plan of SIP.

4.359.38.

4.359.39. As indicated in item 2 of table 6, respondents were requested to reveal their level of agreement on the status of ensuring the necessary resource for the implementation of the SIP plan. Based on their responses, (57.1%) of teachers, (66.6%) of school principals and (71.4% of cluster supervisors were disagreed on the status of ensuring the necessary resources for the implementation of SIP plan.

4.359.40.

4.359.41. As shown in item 3 of table 6., respondents were asked to show their level of agreement on providing a progress report on the implementation of school improvement plan to concerned bodies. Accordingly, (25.7%) of teachers , (22.2%) of school principals and (28.6%) of cluster supervisors were agreed. On the other hand, (71.4%0 of teachers, (66.4%) of school principals and (71.4%) of cluster supervisors were disagreed on providing a progress report on the implementation of school improvement plan.

4.359.42.

4.359.43. Concerning item 4 of table 6, respondents were requested to respond their agreement on the status of communicating the implementation of SIP plan to the community properly. According to their response, (38.6%) of teachers, (55.5%) of school principals and (28.6%) of cluster supervisors were agreed. However, (58.5%) of teachers, (44.4%) of school principals and (57.1%) of cluster supervisors were disagreed on the status of communicating the implementation of SIP plan to the community properly.

4.359.44.

4.359.45. With regard to item 5 of table 6, respondents were asked to respond their level of agreement on Woreda education office in providing technical support to the implementation of SIP. According to their response (38.5%) of teachers, (44.4%) of school principals and (28.6%) of were agreed. On the other hand, (55.8%) of teachers, (44.4%) of school principals and (57.1%) of cluster supervisors were disagreed on the provision of technical support by Woreda education office in the implementation of SIP. This implies that the low provision of technical support in the implementation of SIP by Woreda education office.

4.359.46.

4.359.47. As shown in item 6 of table 6, respondents were requested to show their level of agreement on cluster supervisors in providing technical support in the implementation of SIP. Accordingly, (34%) of teachers, (33.3%) of school principals and (43%) of cluster supervisors were agreed. However, (64.3%) of teachers (55.5%) of school principals and (43%) of cluster

supervisors were disagreed on the provision of technical support by cluster supervisors in the implementation of SIP.

4.359.48.

4.359.49. Regarding to item 7 of table 6, respondents were asked to indicate their level of agreement on the provision of adequate support for the implementation of SIP by PTA members. As we can understand from their response (27.1%) of teachers, (33.3%) of school principals and (42.9%) of cluster supervisors were agreed. On the other hand, (68.6%) of teachers, (55.5%) of school principals and (57.1%) of cluster supervisors were disagreed on the provision of adequate support for the implementation of SIP to be effective.

4.359.50.

4.359.51. Concerning item 8 of table 6, respondents were requested to show their level of agreement on the provision of adequate support for the implementation of SIP by KETBM. Accordingly, (28.6%) of teachers, (33.3%) of school principals and (43%) of cluster supervisors were agreed. However, (68.5%) of teachers, (66.6%) of school principals and (43%) of cluster supervisors were disagreed on the provision of adequate support by KETBM for the implementation of SIP effectively. This implies that the status of providing adequate support by KETB member for the implementation of Sip was low.

4.359.52.

4.359.53.

4.359.54.

4.359.55.

4.359.56. Evaluation Phase of SIP

4.359.57. Table 7: The issues to be considered in the evaluation phase of SIP

4.359.58.	It	4.359.59.	4.359.60.					4.359.61.	4.359.62.	4.359.63.
			4.359.67.	4.359.68.	4.359.69.	4.359.70.	4.359.71.			
			4.359.72.4.359.73.4.359.74.4.359.75.4.359.76.4.359.77.4.359.78.4.359.79.4.359.80.4.359.81.							
4.359.84.	To	4.359.85.	4.359.86.	4.359.87.	4.359.88.	4.359.89.	4.359.90.	4.359.91.	4.359.92.4.359.93.4.359.94.4.359.95.	
			4.359.99.	4.359.100.	4.359.101.	4.359.102.	4.359.103.	4.359.104.	4.359.105.4.359.106.4.359.107.4.359.108.4.359.109.	
			4.359.110.4.359.111.4.359.112.4.359.113.4.359.114.4.359.115. Cluster							
4.359.117.	T	4.359.118.	4.359.119.	4.359.120.	4.359.121.	4.359.122.	4.359.123.	4.359.124.	4.359.125.4.359.126.4.359.127.	
			4.359.128.4.359.129.4.359.130.4.359.131.4.359.132.4.359.133.4.359.134.4.359.135.4.359.136.4.359.137.4.359.138.4.359.139.4.359.140.4.359.141.4.359.142.4.359.143.4.359.144.4.359.145.4.359.146.4.359.147.4.359.148.4.359.149. School							
			4.359.149.4.359.150.4.359.151.4.359.152.4.359.153.4.359.154.4.359.155.4.359.156.4.359.157.4.359.158.4.359.159. Cluster							
4.359.151.	T	4.359.152.	4.359.153.	4.359.154.	4.359.155.	4.359.156.	4.359.157.	4.359.158.	4.359.159.4.359.160.4.359.161.	
			4.359.162.4.359.163.4.359.164.4.359.165.4.359.166.4.359.167.4.359.168.4.359.169.4.359.170.4.359.171.4.359.172.4.359.173.4.359.174.4.359.175.4.359.176.4.359.177.4.359.178.4.359.179.4.359.180. School							
			4.359.181.4.359.182.4.359.183.4.359.184.4.359.185.4.359.186.4.359.187.4.359.188.4.359.189.4.359.190. Cluster							
4.359.182.	T	4.359.183.	4.359.184.	4.359.185.	4.359.186.	4.359.187.	4.359.188.	4.359.189.	4.359.190.4.359.191.	

cluster supervisors as low level of conducting regular monitoring and evaluating of SIP implementation.

4.359.251.

4.359.252. With regard to item 2 of table 7, respondents were asked to rate about modifying school improvement plan based on the information obtained from evaluation. The respondents rated this item with weighted mean value of (1.69) which indicates a low level of modifying school improvement plan based on the information obtained from monitoring and evaluation of the program.

4.359.253.

4.359.254. The result of individual mean of teachers (2.0) and cluster supervisors (2.43) reveals the item rated as low level of modifying school improvement plan based on evaluation result. On the other hand, school principals with the mean value of (3.3) rated the item as medium level.

4.359.255. As shown in item 3 of table 7, the respondents were asked to rate the extent to which SIP evaluation is timely conducted. Accordingly, the respondents rated the item with the mean of (2.31) which shows that the low level of conducting monitoring and evaluating process of SIP implementation timely.

4.359.256.

4.359.257. The result of individual mean of teachers (2.07) and cluster supervisors (2.43) shows that the item rated as low level of conducting evaluation of SIP on time and school principals with mean score of (2.88) rated the item as medium level.

4.359.258. In item 4 of table 7, the respondents were asked to rate the status of providing feedback based on the result

of SIP implementation evaluation. Accordingly, the item rated by the respondents with the weighted mean value of (2.79) which indicates that the medium level of providing feedback based on evaluation result of SIP implementation in secondary schools of the study area.

4.359.259. Although the individual mean score of three groups of respondents rated the item as medium level of providing feedback and the result of individual mean that is teachers (2.72), school principals (3.0) and cluster supervisors (2.86).

4.359.260.

4.359.261. As indicated in the fifth item of table 7 the respondents were requested to rate the status of providing implementation report after completing the evaluation of the program. Accordingly, the respondents rated this item with mean value of (3.24) which indicates the medium level of providing implementation report after completing the evaluation phase of SIP.

4.359.262.

4.359.263. The result of individual mean of teachers (3.21) and cluster supervisors (3.14) indicates that the item rated as medium level in providing implementation report after completing SIP. On the other hand, school principals rated the item with mean score of (2.44) as low.

4.359.264.

4.359.265.

4.359.266.

4.359.267.

4.359.268.

4.359.269.

4.359.270.

4.359.271.

4.359.272.

4.359.273.

4.359.274. Achievement of Expected Outcomes of SIP

4.359.275. Table 8: Issues related to the major outcomes of SIP that are achieved during the implementation of the program

4.359.276.	4.359.277. Item	4.359.278.					4.359.279.	4.359.280. Individual	4.359.281. Average
		4.359.285.	4.359.286.	4.359.287.	4.359.288.	4.359.289.			
		4.359.289.299.299.299.299.299.							
4.359.302.	4.359.303. The extent	4.359.305.405.405.405.405.405.	4.359.306.406.406.406.406.406.	4.359.307.407.407.407.407.407.	4.359.308.408.408.408.408.408.	4.359.309.409.409.409.409.409.	4.359.310. 3.14	4.359.311. 4.359.312.	
		4.359.313.413.413.413.413.413.	4.359.314.414.414.414.414.414.	4.359.315.415.415.415.415.415.	4.359.316.416.416.416.416.416.	4.359.317.417.417.417.417.417.	4.359.322. 3.1	4.359.313. 3.14	
		4.359.318.418.418.418.418.418.	4.359.319.419.419.419.419.419.	4.359.320.420.420.420.420.420.	4.359.321.421.421.421.421.421.	4.359.323.423.423.423.423.423.	4.359.332. 3.1		

4.359.334.	4.359.335.	4.359.336.	4.359.337.	4.359.338.	4.359.339.	4.359.340.	4.359.341.	4.359.342.	4.359.343.	4.359.344.
		The extent							2.53	4.359.345.
									4.359.359.	4.359.346.
									4.359.360.	4.359.347.
									2.77	4.359.348.
										4.359.349.
										4.359.350.
									4.359.370.	2.62
									4.359.371.	
									3.1	

	4.359.373.	4.359.374.	4.359.375.	4.359.376.	4.359.377.	4.359.378.	4.359.379.	4.359.380.	4.359.381.	4.359.382.
		The extent							3.37	4.359.383.
			4.359.385.	4.359.386.	4.359.387.	4.359.388.	4.359.389.	4.359.390.	4.359.397.	4.359.384.
									2.88	4.359.385.
										4.359.386.
										3.10
			4.359.405.	4.359.406.	4.359.407.	4.359.408.	4.359.409.	4.359.410.	4.359.407.	4.359.387.
									2.85	4.359.388.

4.359.409.

4.359.410. In item 1 of table 8, the respondents were asked whether the school achieved already stated teaching learning objective of the plan. Accordingly, the respondents rated the item with the mean of (3.14) which indicates medium level of achievement of teaching learning objective of SIP. According to MOE 2012, the main objective of SIP is achieving student learning and learning outcome. To achieve this objective it needs special

attention to promote the level of achievement than the result indicates.

4.359.411.

4.359.412. Although the individual mean score of the three groups of respondents rated item number one as medium level of achievement of teaching-learning objective of the plan and the result of individual mean that is teachers (3.14), school principals (3.1) mean and individual mean shows the same result rating the item as medium in achieving teaching learning objectives of the plan.

4.359.413.

4.359.414. As shown in item 2 of table 8, the respondents were requested to rate the status of school materials and facilities. Accordingly, the respondents rated the item with mean value of (2.62) which indicates the medium level of well equipment of school materials and facilities.

4.359.415.

4.359.416. In addition the individual mean score of teachers (2.53), school principals (3.77) and cluster supervisors (3.1) indicated the same result in equipping school materials and facilities.

4.359.417. In item 3 of table 8, the respondents were asked to rate the status of teaching learning quality improvement. According to their response the respondents rated the item with mean value of (3.10) which indicates the medium level of teaching learning process of improvement.

4.359.418.

4.359.419. The individual mean score of teachers (3.37), school's principal (2.88), cluster supervisors (2.85) and average men indicates the same result in the improvement of teaching - learning quality.

4.359.420.

4.359.421.

4.359.422.

4.359.423.

4.359.424.

4.359.425.

4.359.426. Domains of SIP

4.359.426.1. Teaching and Learning Domain

4.359.427. Table 9: The Achievement of Teaching and Learning Domain

4.359.428.	4.359.429. Item	4.359.430.					4.359.431.	4.359.432. 4.359.433.	4.359.434. 4.359.435. Average
		4.359.439. Very high	4.359.440.	4.359.441.	4.359.442.	4.359.443.			
		4.359.444. 4.359.445. 4.359.446. 4.359.447. 4.359.448. 4.359.449. 4.359.450. 4.359.451. 4.359.452. 4.359.453.							
4.359.456. 4.359.457.	4.359.458. Teachers	4.359.459.	4.359.460.	4.359.461.	4.359.462.	4.359.463.	4.359.464.	4.359.465. 4.359.466.	4.359.467. 4.359.468. 4.359.469. 4.359.470. 2.34
		4.359.478.	4.359.479.	4.359.480.	4.359.481.	4.359.482.	4.359.483.	4.359.484. 4.359.485.	
		4.359.488.	4.359.489.	4.359.490.	4.359.491.	4.359.492.	4.359.493.	4.359.494. 4.359.495.	
4.359.493. 4.359.494.	4.359.495. Class work	4.359.496.	4.359.497.	4.359.498.	4.359.499.	4.359.500.	4.359.501.	4.359.502. 4.359.503.	4.359.504. 4.359.505. 4.359.506. 4.359.507. 2.86
		4.359.510.	4.359.511.	4.359.512.	4.359.513.	4.359.514.	4.359.515.	4.359.516. 4.359.517. 4.359.518.	

			4.359.522.	4.359.523.	4.359.524.	4.359.525.	4.359.526.	4.359.527.	4.359.528.	4.359.529.
4.359.531.	4.359.532.	Teachers	4.359.533.	4.359.534.	4.359.535.	4.359.536.	4.359.537.	4.359.538.	4.359.539.	4.359.540.
			4.359.541.	4.359.542.	4.359.543.	4.359.544.	4.359.545.	4.359.546.	4.359.547.	4.359.548.
			4.359.549.	4.359.550.	4.359.551.	4.359.552.	4.359.553.	4.359.554.	4.359.555.	4.359.556.
			4.359.557.	4.359.558.	4.359.559.	4.359.560.	4.359.561.	4.359.562.	4.359.563.	4.359.564.

4.359.566.

4.359.567. In item 1 of table 9, the respondents were asked to rate that status of using teaching aid in teaching learning process. Accordingly, the respondents were rated the item with the mean value of (2.340 which indicates the low level of using teaching aid in teaching learning process.

4.359.568.

4.359.569. There was individual mean difference between three groups of respondents of their view of rating the item and the mean difference between teachers (2.1), school principals (2.3) and clusters supervisors (3.7). This

indicates that teachers and school principals rated the item as low and cluster supervisors with high score rated as medium level the status of using teaching aid in teaching-learning process in classroom.

4.359.570.

4.359.571. As indicated in item 2 of table 9, the respondents were asked to rate the status of giving class work and homework to students by teachers regularly. Accordingly, the respondents were rated the item with mean value of (2.86) which indicates the medium level of giving class work and homework to students by teachers regularly.

4.359.572.

4.359.573. The individual mean of teachers (2.88) and cluster supervisors (2.71) indicates that the item rated as medium level and school principals mean of (2.44) indicates that the item rated low the status of giving class work and home work to the students by the teachers.

4.359.574. In item 3 of table 9, the respondents were asked to rate the status of evaluating student performance through contentious assessment. Accordingly the respondents were rated the item with the mean value of (3.60) which shows that the high level of evaluating a student performance through contentious assessment.

4.359.575.

4.359.576. The individual mean score of teachers (3.62) and cluster supervisors (3.14) shows that the item rated as medium level and school principals mean of (2.44) indicates that the item rated as low in evaluating a student's performance through continuous assessment.

4.359.577.

4.359.578.

4.359.579.

4.359.580.

**4.359.580.1. Safe and Healthy School Environment
Domain**

4.359.581. Table 10: The achievement of safe and healthy school environment domain

4.359.582.	4.359.583. Ite	4.359.584. Respond					4.359.585.	4.359.586. 4.359.587. 4.359.588. 4.359.589.	4.359.589.
		4.359.597.	4.359.598.	4.359.599.	4.359.600.	4.359.601.			
		4.359.610.4.359.611.							
4.359.614. 4.359.615.	4.359.616. Th	4.359.617.4.359.618.4.359.619.4.359.620.4.359.621.					4.359.622.	4.359.623.	4.359.624.
		4.359.625.4.359.626.4.359.627.4.359.628.4.359.629.							
		4.359.632.4.359.633.4.359.634.					4.359.635.	4.359.636.	
4.359.637.4.359.638.4.359.639.4.359.640.4.359.641.					4.359.642.	4.359.643.			4.359.644.
4.359.645.4.359.646.4.359.647.4.359.648.4.359.649.							4.359.650.	4.359.651.	
4.359.647.	4.359.648. Th	4.359.649.4.359.650.4.359.651.4.359.652.4.359.653.							4.359.654.
		4.359.657.4.359.658.4.359.659.4.359.660.4.359.661.					4.359.662.	4.359.663.	
4.359.664.4.359.665.4.359.666.4.359.667.4.359.668.					4.359.669.	4.359.670.			4.359.671.
4.359.672.4.359.673.4.359.674.4.359.675.4.359.676.							4.359.677.	4.359.678.	
4.359.680.4.359.681.4.359.682.4.359.683.4.359.684.					4.359.685.	4.359.686.			4.359.687.
4.359.688.4.359.689.4.359.690.4.359.691.4.359.692.							4.359.693.	4.359.694.	
4.359.696.4.359.697.4.359.698.4.359.699.4.359.700.					4.359.701.	4.359.702.			4.359.703.
4.359.704.4.359.705.4.359.706.4.359.707.4.359.708.							4.359.709.	4.359.710.	
4.359.712.4.359.713.4.359.714.4.359.715.4.359.716.					4.359.717.	4.359.718.			4.359.719.
4.359.720.4.359.721.4.359.722.4.359.723.4.359.724.							4.359.725.	4.359.726.	
4.359.728.4.359.729.4.359.730.4.359.731.4.359.732.					4.359.733.	4.359.734.			4.359.735.
4.359.736.4.359.737.4.359.738.4.359.739.4.359.740.							4.359.741.	4.359.742.	
4.359.744.4.359.745.4.359.746.4.359.747.4.359.748.					4.359.749.	4.359.750.			4.359.751.
4.359.752.4.359.753.4.359.754.4.359.755.4.359.756.							4.359.757.	4.359.758.	
4.359.760.4.359.761.4.359.762.4.359.763.4.359.764.					4.359.765.	4.359.766.			4.359.767.
4.359.768.4.359.769.4.359.770.4.359.771.4.359.772.							4.359.773.	4.359.774.	
4.359.776.4.359.777.4.359.778.4.359.779.4.359.780.					4.359.781.	4.359.782.			4.359.783.
4.359.784.4.359.785.4.359.786.4.359.787.4.359.788.							4.359.789.	4.359.790.	
4.359.792.4.359.793.4.359.794.4.359.795.4.359.796.					4.359.797.	4.359.798.			4.359.799.
4.359.800.4.359.801.4.359.802.4.359.803.4.359.804.							4.359.805.	4.359.806.	
4.359.808.4.359.809.4.359.810.4.359.811.4.359.812.					4.359.813.	4.359.814.			4.359.815.
4.359.816.4.359.817.4.359.818.4.359.819.4.359.820.							4.359.821.	4.359.822.	
4.359.824.4.359.825.4.359.826.4.359.827.4.359.828.					4.359.829.	4.359.830.			4.359.831.
4.359.832.4.359.833.4.359.834.4.359.835.4.359.836.							4.359.837.	4.359.838.	
4.359.840.4.359.841.4.359.842.4.359.843.4.359.844.					4.359.845.	4.359.846.			4.359.847.
4.359.848.4.359.849.4.359.850.4.359.851.4.359.852.							4.359.853.	4.359.854.	
4.359.856.4.359.857.4.359.858.4.359.859.4.359.860.					4.359.861.	4.359.862.			4.359.863.
4.359.864.4.359.865.4.359.866.4.359.867.4.359.868.							4.359.869.	4.359.870.	
4.359.872.4.359.873.4.359.874.4.359.875.4.359.876.					4.359.877.	4.359.878.			4.359.879.
4.359.880.4.359.881.4.359.882.4.359.883.4.359.884.							4.359.885.	4.359.886.	
4.359.888.4.359.889.4.359.890.4.359.891.4.359.892.					4.359.893.	4.359.894.			4.359.895.
4.359.896.4.359.897.4.359.898.4.359.899.4.359.900.							4.359.901.	4.359.902.	
4.359.904.4.359.905.4.359.906.4.359.907.4.359.908.					4.359.909.	4.359.910.			4.359.911.
4.359.912.4.359.913.4.359.914.4.359.915.4.359.916.							4.359.917.	4.359.918.	
4.359.920.4.359.921.4.359.922.4.359.923.4.359.924.					4.359.925.	4.359.926.			4.359.927.
4.359.928.4.359.929.4.359.930.4.359.931.4.359.932.							4.359.933.	4.359.934.	
4.359.936.4.359.937.4.359.938.4.359.939.4.359.940.					4.359.941.	4.359.942.			4.359.943.
4.359.944.4.359.945.4.359.946.4.359.947.4.359.948.							4.359.949.	4.359.950.	
4.359.952.4.359.953.4.359.954.4.359.955.4.359.956.					4.359.957.	4.359.958.			4.359.959.
4.359.960.4.359.961.4.359.962.4.359.963.4.359.964.							4.359.965.	4.359.966.	
4.359.968.4.359.969.4.359.970.4.359.971.4.359.972.					4.359.973.	4.359.974.			4.359.975.
4.359.976.4.359.977.4.359.978.4.359.979.4.359.980.							4.359.981.	4.359.982.	
4.359.984.4.359.985.4.359.986.4.359.987.4.359.988.					4.359.989.	4.359.990.			4.359.991.
4.359.992.4.359.993.4.359.994.4.359.995.4.359.996.							4.359.997.	4.359.998.	
4.359.1000.									

4.359.889. The individual mean score of the three groups of the respondents and the average mean shows the same result rated the item as a medium level the presence of toilet room for male students.

4.359.890.

4.359.891. With regard to item 3 of table 10, the respondents were asked to rate the existence of pedagogic center with available teaching aids. Accordingly, the respondents rated the item with mean of (2.20) which shows that the presence of pedagogic center with available teaching aids was low in secondary schools of the study area. Therefore, this result makes the schools of the study area to pay attention in order to promote the presence of pedagogic center with available teaching aids.

4.359.892.

4.359.893. The individual mean score of school principals (2.88) and cluster supervisors (3.14) rated the item as medium and teachers with mean of (2.17) rated the item as low the result is same with average mean value.

4.359.894.

4.359.895. Concerning item 4 of table 10, the respondents asked to rate the presence of ICT center to promote information communication technology in secondary schools of the study area. Accordingly, the respondents were rated the item with the mean value of (1.94) which shows that the presence of ICT center to promote information communication technology was low.

4.359.896. The individual mean score of school principals (2.78) and cluster supervisors (2.86) indicates that the item rated as medium level and teachers with mean of (1.89)

rated the item as low the result is the same with average mean value of the respondents.

4.359.897.

4.359.898. As shown in item 5 of table 10, the respondents were asked to rate the presence of library to support students learning. Accordingly, the respondents rated this item with the mean value of (3.12) which indicates the medium level of the presence of library to support student learning.

4.359.899.

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

4.359.901. With regard to item 6 of table 10, the respondents were requested to rate the presence of enough learning class room to standardize student-classroom ratio. Accordingly, the respondents rated the item with weighted mean of (2.78) which shows that the presence of enough learning classrooms at medium level.

4.359.902. The individual mean score of teachers (2.73) and school principals (3.11) shows the same result as average men value. On the other hand, the individual mean of cluster supervisors (2.42) indicates low level of the presence of enough learning classrooms.

4.359.903. Concerning item 7 of table 10, the respondents were asked to rate the availability of text book to support teaching learning process. Accordingly the respondents rated the item with the mean value of (3.15) which implies

that the availability of textbook to support students learning at medium level.

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

4.359.905. With regard to item 8 of table 10, respondents were asked to rate the presence of laboratory with the necessary equipment to support practical learning. Accordingly, the respondents reports that the item with the mean value of (2.15) which implies that the presence of laboratory room with the necessary equipment was at low level in secondary schools of the study area.

4.359.906. The individual means score of school principals (2.55) and cluster supervisors (2.71) show the same result. On the other hand teachers with mean value of (1.85) the same with average mean score which indicates the low level of the presence of laboratory to support practical learning of students in the secondary schools of Metekel zone.

4.359.907.

4.359.907.1. Parent-Community –school Relationship Domain

4.359.908. Table 11: Parent-community- school relationship domain

4.359.909.	4.359.910. Item	4.359.911.	4.359.912.	4.359.913. 4.359.914.	4.359.915. Average

			4.359.919.	4.359.920.	4.359.921.	4.359.922.	4.359.923.	Individual
			4.359.933.	4.359.934.	4.359.935.	4.359.936.	4.359.937.	4.359.933.
4.359.936.	4.359.937. The school	4.359.938.	4.359.939.	4.359.940.	4.359.941.	4.359.942.	4.359.943.	4.359.944. 2.87
		4.359.944.	4.359.945.	4.359.946.	4.359.947.	4.359.948.	4.359.949.	4.359.945. 4.359.946. 4.359.947. 4.359.948. 4.359.949. 2.85
		4.359.950.	4.359.951.	4.359.952.	4.359.953.	4.359.954.	4.359.955.	4.359.958. 4.359.959. 2.66
		4.359.956.	4.359.957.	4.359.958.	4.359.959.	4.359.960.	4.359.961.	4.359.958. 4.359.959. 2.66
		4.359.962.	4.359.963.	4.359.964.	4.359.965.	4.359.966.	4.359.967.	4.359.968. 4.359.969. 2.85
		4.359.970.	4.359.971.	4.359.972.	4.359.973.	4.359.974.	4.359.975.	4.359.968. 4.359.969. 2.85
4.359.971.	4.359.972. The school	4.359.973.	4.359.974.	4.359.975.	4.359.976.	4.359.977.	4.359.978.	4.359.978. 4.359.979. 4.359.980.
		4.359.981.	4.359.982.	4.359.983.	4.359.984.	4.359.985.	4.359.986.	4.359.981. 4.359.982. 4.359.983. 4.359.984. 4.359.985. 4.359.986.
		4.359.987.	4.359.988.	4.359.989.	4.359.990.	4.359.991.	4.359.992.	4.359.994. 4.359.995. 4.359.996.
		4.359.993.	4.359.994.	4.359.995.	4.359.996.	4.359.997.	4.359.998.	4.359.994. 4.359.995. 4.359.996.
		4.359.1000.	4.359.1001.	4.359.1002.	4.359.1003.	4.359.1004.	4.359.1005.	4.359.1007. 2.77
		4.359.1006.	4.359.1007.	4.359.1008.	4.359.1009.	4.359.1010.	4.359.1011.	4.359.1005. 4.359.1006. 4.359.1007. 2.77
4.359.1009.	4.359.1010. Cluster	4.359.1011.	4.359.1012.	4.359.1013.	4.359.1014.	4.359.1015.	4.359.1016.	4.359.1017. 4.359.1018.

		The school	Teachers						2.34	4.359.1019.	
			4.359.1020.	4.359.1021.	4.359.1022.	4.359.1023.	4.359.1024.	4.359.1025.	4.359.1029.	4.359.1030.	4.359.1020.
		School							2.88	4.359.1021.	2.45
			4.359.1039.	4.359.1040.	4.359.1041.	4.359.1042.	4.359.1043.	4.359.1044.	4.359.1039.	4.359.1040.	
		Cluster							3.0		

4.359.1042.

4.359.1043. In item 1 of table 11, the respondents were asked to rate the status strengthening the relationship between the schools and communicate. Accordingly, the respondents were rated the item with the mean of (2.85) which shows the medium level of strengthening the relationship between the school and community.

4.359.1044. The individual mean score of the three groups of the respondents and the average mean shows the same

result rated the item as medium level in strengthening the relationship between the school and community.

4.359.1045.

4.359.1046. As shown in item 2 of table 11, the respondents were asked to rate the status of schools on encourage parents to support their children's school. According, the respondents rated the item with mean value of (2.77) which indicate the medium level of encourage parents to support their children's school. The individual mean score of the three groups of the respondents and the average mean shows the same result rated the item as medium level in strengthening the relationship between the school and community.

4.359.1047. In item 3 of table 11, the respondents were asked to rate the status of schools enabled parents to monitor and visit the learning activities of their students require. Accordingly, the respondents were rated the status of enabling parents to monitor and visit the students learning regularly with the mean value of (2.45) which indicates the low level of enabling parents to monitor and visit their students learning regularly.

4.359.1048. In addition the individual mean score of teachers (2.34) indicates that the low level of enabling parents to monitor and visit their students learning. On the other hand, the result of the individual mean score of school principals (2.88) and cluster supervisors (3.0) indicates that the enabling of parents to monitor and visit their students learning was at medium level

4.359.1049.

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4.359.1051.

4.359.1052.

4.359.1053.

4.359.1054.

4.359.1055.

4.359.1055.1. Leadership and Management Domain

4.359.1056. Table 12: Leadership and management domain

4.359.1057.	4.359.1058. Ite	4.359.1059. Respond					4.359.1060. R	4.359.1061. 4.359.1062. Individual	
		4.359.1075	4.359.1076	4.359.1077	4.359.1078	4.359.1079			
4.359.1092.	4.359.1093. Th	4.359.1089.1090.1091.1092.1093.1094.1095.1096.1097.1098.1099.					4.359.1100.1101.1102.1103.1104.1105.1106.1107.1108.1109.	4.359.1110.1111.1112.1113.1114.1115.1116.1117.1118.1119.	
		4.359.1100.1101.1102.1103.1104.1105.1106.1107.1108.1109.							4.359.1110.1111.1112.1113.1114.1115.1116.1117.1118.1119.
		4.359.1110.1111.1112.1113.1114.1115.1116.1117.1118.1119.							
		4.359.1120.1121.1122.1123.1124.1125.1126.1127.1128.1129.					4.359.1130.1131.1132.1133.1134.1135.1136.1137.1138.1139.		

	4.359.1124.	4.359.1125. Th	4.359.1125. Teachers	4.359.1125.	4.359.1125.	4.359.1125.	4.359.1125.	4.359.1125.	4.359.1125.	4.359.1132. 2.77
			4.359.1143. School	4.359.1143.	4.359.1143.	4.359.1143.	4.359.1143.	4.359.1143.	4.359.1143.	4.359.1145. 3.11
			4.359.1154. Cluster	4.359.1154.	4.359.1154.	4.359.1154.	4.359.1154.	4.359.1154.	4.359.1154.	4.359.1155. 3.0
	4.359.1157.	4.359.1158. Th	4.359.1158. Teachers	4.359.1158.	4.359.1158.	4.359.1158.	4.359.1158.	4.359.1158.	4.359.1158.	4.359.1166. 3.78
			4.359.1175. School	4.359.1175.	4.359.1175.	4.359.1175.	4.359.1175.	4.359.1175.	4.359.1175.	4.359.1177. 3.44
			4.359.1186. Cluster	4.359.1186.	4.359.1186.	4.359.1186.	4.359.1186.	4.359.1186.	4.359.1186.	4.359.1187. 4.57

4.359.1189.	4.359.1190. Th	4.359.1197. Teachers	4.359.1198. 3.05
	4.359.1191. reg	4.359.1203. School principal	4.359.1208. 3.33 4.359.1210. 4.359.1211.
		4.359.1220. Cluster	4.359.1221. 3.0
4.359.1223.	4.359.1224. Th	4.359.1230. Teachers	4.359.1231. 2.12
		4.359.1242. School	4.359.1243. 4.359.1244. 3.11
		4.359.1253. Cluster	4.359.1254. 2.85

4.359.1256.

4.359.1257. In item 1 of table 12, respondents were asked to rate the school leadership competency in the

implementation of SIP. Accordingly, the respondents were rated the item with the mean value of (3.14) which indicates the medium level school leadership competency in the implementation of SIP.

4.359.1258. The individual mean score of the three groups of respondents and the average men score revels that the same result rated the item as medium level that the school leadership competency in the implementation of SIP.

4.359.1259.

4.359.1260. Therefore, it needs attention to promote the competency of school leadership for the effective implementation of SIP than mentioned in the result.

4.359.1261.

4.359.1262. As shown in item 2 of table 12, respondents were asked to rate the ability of school leaders in creating awareness for school community, in the complementation of SIP. Accordingly, , the respondents were rated the item with mean of (2.83) which indicates medium level of school leaders ability in creating awareness in the implementation of SIP.

4.359.1263.

4.359.1264. The individual mean score of the three groups of respondent and the average men score indicates that the same result rated the item as medium level that school leader's ability in creating awareness in the implementation of SIP.

4.359.1265.

4.359.1266. In item 3 of table 12, the respondents were asked to rate the presence of school vision and mission in the

implementation of SIP. Accordingly, the respondent were rated the item with the mean value of (3.84) which indicates the high level of presence of school vision and mission in the implementation of SIP.

4.359.1267.

4.359.1268. In addition the individual mean score of school principal (3.44) and average men score reveals the, same result in the presence of school vision and mission. On the other hand, the individual mean of teachers (3.78) and cluster supervisors (4.57) indicates the result rated the item as high in the presence of school vision and mission.

4.359.1269.

4.359.1270. As indicated in item 4 of table 12, the respondents were asked to rate the regular time of school leadership and management to discuss on the implementation of SIP.

4.359.1271. Accordingly the respondents were rated the above item with the mean value of (3.08) which indicates the medium level of regular time to discuss on the implementation of SIP.

4.359.1272. The individual mean score of the three groups of respondents and the average men score indicates that the same result rated the item as medium level on the presence of regular time to discuss about the implementation of SIP.

4.359.1273. In item 5 of table 12, the respondents were requested to rate the ability of school leadership and management to identify and understand the training needs of the school. Accordingly, the respondents rated the item with the mean value of (2.29) which indicates the low

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

4.359.1274. In addition the individual mean score of teachers (2.12) shows that the low status of identifying and understanding the training needs of school by school leadership and management. On the other hand, the individual mean score of school principals (3.11) and cluster supervisors (2.85) indicates that the medium level of identifying and understanding of the training needs of school by school leadership and management.

4.359.1275.

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4.359.1280.

4.359.1281.

4.359.1282.

4.359.1283.

4.359.1284.

4.359.1285. Challenges in the Implementation of SIP

4.359.1286. Table 13: The challenges in the implementation of SIP

4.359.1287.	4.359.1288.	4.359.1289. Resp	4.359.1290. Respons	4.359.1291.	4.359.1292.
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			e					4.359.1292	359
			4.359.1298.	4.359.1299.	4.359.1300. serious Moderately	4.359.1301.	4.359.1302.		
			4.359.1308.	4.359.1309.	4.359.1310.	4.359.1311.	4.359.1312.		
4.359.1315.	4.359.1316. Difficulty	4.359.1317.	4.359.1318.	4.359.1319.	4.359.1320.	4.359.1321.	4.359.1322.	4.359.1323.	
			4.359.1324.	4.359.1325.	4.359.1326.	4.359.1327.	4.359.1328.	4.359.1329.	
			4.359.1330.	4.359.1331.	4.359.1332.	4.359.1333.	4.359.1334.	4.359.1335.	
			4.359.1336.	4.359.1337.	4.359.1338.	4.359.1339.	4.359.1340.	4.359.1341.	
			4.359.1342.	4.359.1343.	4.359.1344.	4.359.1345.	4.359.1346.	4.359.1347.	
4.359.1347.	4.359.1348. Resistance	4.359.1349.	4.359.1350.	4.359.1351.	4.359.1352.	4.359.1353.	4.359.1354.	4.359.1355.	
			4.359.1356.	4.359.1357.	4.359.1358.	4.359.1359.	4.359.1360.	4.359.1361.	
			4.359.1362.	4.359.1363.	4.359.1364.	4.359.1365.	4.359.1366.	4.359.1367.	
			4.359.1368.	4.359.1369.	4.359.1370.	4.359.1371.	4.359.1372.	4.359.1373.	
			4.359.1374.	4.359.1375.	4.359.1376.	4.359.1377.	4.359.1378.	4.359.1379.	
4.359.1378.	4.359.1379. Resistance	4.359.1380.	4.359.1381.	4.359.1382.	4.359.1383.	4.359.1384.	4.359.1385.	4.359.1386.	
			4.359.1387.	4.359.1388.	4.359.1389.	4.359.1390.	4.359.1391.	4.359.1392.	
			4.359.1393.	4.359.1394.	4.359.1395.	4.359.1396.	4.359.1397.	4.359.1398.	

			4.359.1403	4.359.1404	4.359.1405	4.359.1406	4.359.1407	4.359.1408.	
			Clust						
4.359.1410.	4.359.1411.	4.359.1412	4.359.1413	4.359.1414	4.359.1415	4.359.1416	4.359.1417	4.359.1418	4.359.
	Shortage of		Teach						4.359.
									4.359
			4.359.1421	4.359.1422	4.359.1423	4.359.1424	4.359.1425	4.359.1426	4.359.1430.
			Scho						
			4.359.1431	4.359.1432	4.359.1433	4.359.1434	4.359.1435	4.359.1436	4.359.1440.
			Clust						
4.359.1442.	4.359.1443.	4.359.1444	4.359.1445	4.359.1446	4.359.1447	4.359.1448	4.359.1449	4.359.1450	4.359.
	Lack of		Teach						4.359.
									4.359
			4.359.1451	4.359.1452	4.359.1453	4.359.1454	4.359.1455	4.359.1456	4.359.1462.
			Scho						
			4.359.1461	4.359.1462	4.359.1463	4.359.1464	4.359.1465	4.359.1466	4.359.1472.
			Clust						
4.359.1474.	4.359.1475.	4.359.1476	4.359.1477	4.359.1478	4.359.1479	4.359.1480	4.359.1481	4.359.1482	4.359.
	Large and		Teach						4.359.
									4.359
			4.359.1483	4.359.1484	4.359.1485	4.359.1486	4.359.1487	4.359.1488	4.359.1492.
			Scho						
			4.359.1489	4.359.1490	4.359.1491	4.359.1492	4.359.1493	4.359.1494	4.359.1502.
			Clust						
4.359.1504.	4.359.1505.	4.359.1506	4.359.1507	4.359.1508	4.359.1509	4.359.1510	4.359.1511	4.359.1512	4.359.
	Limited		Teach						4.359.
									4.359
			4.359.1513	4.359.1514	4.359.1515	4.359.1516	4.359.1517	4.359.1518	4.359.1522.
			Scho						
			4.359.1519	4.359.1520	4.359.1521	4.359.1522	4.359.1523	4.359.1524	4.359.1532.
			Clust						
4.359.1534.	4.359.1535.	4.359.1536	4.359.1537	4.359.1538	4.359.1539	4.359.1540	4.359.1541	4.359.1542	4.359.
	Limited		Teach						4.359.
									4.359
			4.359.1543	4.359.1544	4.359.1545	4.359.1546	4.359.1547	4.359.1548	4.359.1552.
			Scho						

			4.359.1564.	359.1564	359.1564	359.1564	359.1564	359.1564	359.1562.
			Clust						
4.359.1564.	4.359.1565.	4.359.1565.	4.359.1565.	359.1565	359.1565	359.1565	359.1565	359.1565	359.1565
	Limited	Teach	Teach						359.1572359
			4.359.1572.	359.1572	359.1572	359.1572	359.1572	359.1572	359.1582.
			Scho						
			4.359.1582.	359.1582	359.1582	359.1582	359.1582	359.1582	359.1592.
			Clust						
4.359.1594.	4.359.1595.	4.359.1595.	4.359.1595.	359.1595	359.1595	359.1595	359.1595	359.1595	359.1602359
	Lack of	Teach	Teach						
			4.359.1602.	359.1602	359.1602	359.1602	359.1602	359.1602	359.1612.
			Scho						
			4.359.1612.	359.1612	359.1612	359.1612	359.1612	359.1612	359.1622.
			Clust						

4.359.1624. As depicted in item 1 of table 13, difficulty of understanding to school improvement program with mean value of (3.66) was rated as serious problem that affect the implementation of SIP.

4.359.1625. The individual mean of teachers (3.72), school principals (3.55) and cluster supervisors (3.14) and average mean relatively show the same result rating the item as a serious problem that affect the implementation of SIP.

4.359.1626.

4.359.1627. Concerning item 2 of table 13, the respondents were asked to rate the status of teachers resistance in the implementation of school improvement program.

4.359.1628.

4.359.1629. Accordingly, the respondents were rated the seriousness of the item 2 with the mean value of (3.62) which shows that the resistance of teachers in the implementation of SIP was taken as serious problem.

4.359.1630. The individual mean of three groups of respondent's teachers (3.64), school principals (3.55) and cluster supervisors (3.42) and the average mean show the same result rating the item as a serious problem in the implementation of SIP.

4.359.1631.

4.359.1632. With regard to item 3 of table 13, the respondents were requested to rate the status of principals resistance in the implementation of SIP. Accordingly, the respondents were rated the item with the mean value of (2.72) which is moderately serious problem in the implementation of SIP.

4.359.1633. There was individual mean difference between on their view of seriousness of the problem and there was mean difference between teachers (3.0) and school principals (2.55) and cluster supervisor (3.0). However, the result indicates that the item rated as moderately serious problem

4.359.1634.

4.359.1635. As indicated in item 4 of table 13, the respondents were asked to rate the status of shortage of educational finance for the implementation of SIP.

Accordingly, the respondents were rated the item with the mean value of (3.79) as a serious problem in the implementation of SIP. In supporting this Mesele (2011), suggested that lack of educational finance was one of the major challenges in the implementation process of SIP.

4.359.1636. The individual mean score of teachers (3.81) and cluster supervisors (4.0) rated that shortage of educational finance as a serious problem. On the other hand school principals with the mean score of (3.22) rated the item as moderately serious problem to implementation of SIP.

4.359.1637.

4.359.1638. In item 5 of table 13, the respondents were asked to rate the status of school facilities in secondary schools. Accordingly the respondents rated the status of school facilities with the mean of (3.24) as a moderate serious problem. Therefore, from this we can conclude that lack of school facilities were moderately serious problem in the implementation of SIP in secondary schools.

4.359.1639.

4.359.1640. There was individual mean difference between the three groups of respondents on their view of the seriousness of the problem and there was mean difference between teachers (3.27), school principals (4.14) and cluster supervisors (3.0). This indicates that teachers and cluster supervisors rated the item as moderately serious problem and on the other hand, school principals rated as a serious problem.

4.359.1641.

4.359.1642. Concerning item 6 of table 13, the respondents were asked to rate about the size of classroom accordingly,

the respondents were rated the item with the mean value of (3.48) as a moderately serious problem. Therefore, from the above result we can conclude that large and overcrowded classroom size was moderately serious problem in the implementation process of SIP.

4.359.1643.

4.359.1644. There was individual mean difference between the two groups and teachers on the view of the seriousness of the problem and the mean difference between teachers (3.55), school principal (3.11) and cluster supervisors (3.14). This indicates that teachers rated the item as a serious problem and the two groups rated as moderately serious problem.

4.359.1645.

4.359.1646.

4.359.1647. With regard to item 7 of table 13, respondents were asked to rate about support from woreda education office for the implementation of SIP.

4.359.1648.

4.359.1649. Accordingly, the respondents were rated the item with the mean value of (3.69) as a serious problem. From the above result we can conclude that limited technical support from woreda education office in the implementation of SIP was one of the serious problems.

4.359.1650. The individual mean score of teachers (3.77) and school principals (3.55) rated the item as a serious problem and cluster supervisor with mean value of (3.28) rated the item as moderately serious problem.

4.359.1651.

4.359.1652. As shown in item 8 of table 13, the respondents were asked to rate about support from cluster supervisors to the implementation of SIP. Accordingly, the response of respondents was rated with the mean value of (3.69) as a serious problem in the implementation processes of SIP.

4.359.1653.

4.359.1654. With the individual mean score of (3.44) and (3.0) school principals and cluster supervisors respectively rated the item as moderately serious problem. However, teachers with the mean value of (3.77) rated the item as a serious problem.

4.359.1655.

4.359.1656. Concerning item 9 of table, the respondents were raised the question to rate about support from PTA members to SIP implementation. Accordingly, the respondents were rated the item with the mean value of (3.76) as a serious problem.

4.359.1657.

4.359.1658. Therefore, this implies that limited support from PTA members to the implementation of SIP was a serious problem in secondary schools. In supporting this Endraw (2011), stated that the participation of PTA members to link schools with community was not significant and schools and communities were not properly linked to support and improve the teaching –learning program.

4.359.1659.

4.359.1660. With the individual mean score of (3.22) and (3.44) respectively school principals and cluster supervisors rated the item as moderately serious problem. However, teachers with individual mean value of (3.85) rated the item as a serious problem.

4.359.1661.

4.359.1662. In item 10 of table 13, the respondents were requested to rate about practical training on the uses of SIP guide line. Accordingly, the respondents were rated this item with the mean value of (3.79) as a serious problem in the implementation of SIP. From this result we can conclude that lack of practical training on the use of SIP guideline was serious problem. Regarding to challenges of SIP implementation, the data collected through questionnaire revealed that difficulty of understanding SIP, resistance of SIP from teachers, shortage of educational finance, limited support from Woreda education office, limited supported from cluster supervisor, limited support from PTA and lack of practical training on the uses of SIP guide line rated as a serious problem. On the other hand resistance of SIP form school principals, lack of school facilities and large and overcrowded classroom was rated as moderately serious problem of SIP implementation.

4.359.1663.

4.359.1664. With individual mean value of (3.22) and (3.28) respectively school principals and cluster supervisors rated the item as moderately serious problem. On the other hand, teachers with the mean score (3.88) rated the item as a serious problem.

4.359.1665.

4.359.1666. Data collected through interview from woreda, education official, zone educational official and PTA member showed that the challenges of SIP implementation as: lack of commitment from stakeholders, lack of collaborative planning, lack of continuous monitoring and

evaluation system, lack of awareness from teachers parents and community and shortage of educational finance.

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4.359.1675.

4.359.1676.

**4.359.1677. The possible measures should be taken
for challenges of SIP implementation**

4.359.1678. According to the data obtained through open-ended questionnaire, interview and focus group discussion the possible measures that should be taken to solve the challenges that hinder the implementation of SIP was discussed as follows:

4.359.1679.

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

4.359.1680.

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

4.359.1681.

3. The monitoring, evaluation and supporting to SIP implementation should be done continuously and timely which were excluded by stakeholders (woreda education officials, cluster supervisors and PTA members).
4. Developing the culture of collaborative planning among school community to make effective the implementation of SIP.

5. Promoting the involvement of stakeholders in the implementation process of SIP starting from the beginning.
6. The community should have the experience of supporting schools in different ways such as constructing additional classroom, repairing desks, fences, constructing teacher's staff and financial support.
7. The cluster supervisors mad regular supervision to support schools. They report the problems encountered to the woreda and zone education office. The SIP focal person at woreda and zonal level in education office who could react on the problem reported.
8. Moreover, schools should evaluate the implementation process of their school, they could improve their weakness in the future to implement SIP effectively.

4.359.1682.

4.359.1683.

4.359.1684.

4.359.1685. CHAPTER FIVE

4.359.1686.

5. Summary, Conclusion and Recommendations

5.1.1. Chapter five is comprised of three sections the first section provides review of the study and its finding in summary form. The second section draws conclusion based on findings.

5.1.2. The third section consists of recommendations for teachers, school administrators, cluster supervisors, woreda and zone educational officials.

5.1.3.

5.2. Summary

5.2.1. The purpose of this study was to assess the practices and challenges of school improvement program implementation

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

5.2.2.

1. To what extent the stakeholders contribute for the implementation of school improvement program activities in secondary schools of Metekel zone?
2. To what extent the major activities of school improvement program /SIP/ are implementing to achieve the expected out comes in secondary schools of Metekel zone?
3. What are the challenges that observed in implementing SIP?
4. What are the possible measures that shall be taken to tackle the challenges in the implementation of SIP?

5.2.3.

5.2.4. The subject of the study were 74 teachers, 9 school principals, 7 cluster supervisors, 7 woreda and 1 zone education office SIP focal experts, 58 SIPC members, and 32 PIA members. Teachers and PTA members were selected by using simple random sampling technique, school principals, cluster supervisors woreda and zone education experts and SIPC numbers were selected by using available sampling technique.

5.2.5. Consequently questionnaires were distributed for 74 teachers, 9 school principals, 7 cluster supervisors from which 86 questionnaires were returned back.

5.2.6.

5.2.7. Interview was conducted with 7 woreda and 1 zone educational experts and with 32 PTA members. Focus group discussion was conducted with 58 SIPC members and also document analysis was conducted.

5.2.8.

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

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

1. With regard to the provision of adequate orientation regarding SIP stakeholders, the status of organizing and allocating the necessary resources for the implementation of SIP, and on the collecting of the necessary information in line with four school domains for the purpose of SIP implementation the majority of respondents were disagreed
2. With regard to on the establishment of school improvement program committee with in their respected school, majority of respondents were show their agreement.
3. With respect to conducting self-enquiry continuously, the majority of respondents (83%) of teachers, (55.5%) school principals and (57.1%) of cluster supervisors were disagreed.
4. Concerning active involvement of PTA and KETBM in self-enquiry phase of SIP (69%) of teachers, (66.6%) of school principals and (43%) of cluster supervisor were disagreed.
5. With regard to active involvement of all school improvement committee members in self- enquiry phase of SIP(44.3%) of teachers,(55.5%) of school principals and (28.6%) of cluster superstores were agreed. On the other hand, (50.2%) of teachers (33.3%) of school principals and (57.1%) of cluster supervisors were disagree.
6. Concerning the presence of individual teachers action plan in line with their department (37.10%) of teachers, (55.5%) school principals and (57.1%) of cluster supervisors were agreed. On the other hand (60%) of teachers, (44.4%) school principals and (42.9%) of cluster supervisors were disagreed.
7. With regard to the change of existing ways of implementation in to new plan (55.8%) of teachers,(55.5%) of school principals and (57.1%) of Cluster supervisors were disagreed.

8. Concerning on the provision of a progress report in the implementation of school improvement program, majority of respondents (71.4%) of teachers (66.4%) of school principals and (71.4%) of cluster supervisors were disagreed.
9. Concerning the status of communicating the implementation of SIP plan (58.5%) of teachers,(44.4%)of school principals and (57.1%) of cluster supervisors were shown their level of disagreement
10. With regard to providing of technical support by stakeholders majority of the respondents were shown their level of disagreement in the implementation of SIP.
11. Concerning regular monitoring and evaluation the implementation of SIP by SIPC respondents rated with mean rehear of (2.53) which indicates medium level and about modifying school improvement plan based on the information obtained from evaluation the respondents were rated with mean of (1.69) which indicates low level modifying school improvement plan.
12. With regard to the extent to which SIP evaluation is timey conducted the respondents were rated the item with mean value of (2.31) which shows the low level of conducting evaluation of SIP implementation process timely.
13. Concerning the status of strengthening the relationship between the school and community, the status of school encourage parents to support their students were rated with the mean value of (2.85) and (2.77) respectively which indicates the medium level of strengthening the relationship and encouraging parents.
14. The status of schools enabling parents to monitor and visit the learning activities of their students regularly were rated with the mean value off (2.45) which in dictate the low level of enabling parents to monitor and visit their students learning regularly.
15. Concerning the ability of school leadership and management to identify and understand the training needs of the school community the respondents were rated the item with the average mean of (2.29) which shows the low level of identifying and understanding training needs of school.
16. Concerning challenges of SIP the difficulty of understanding of school improvement, the status of shortage of educational finance, the status of school facilities, limited support from woreda education office, from cluster supervisors, from PTA members and practical training on the use of SIP guide line was rated as a serious problems that hinder the implementation of SIP in secondary schools of Metekel zone.
17. According to the finding the possible measures that should be taken to tackle the challenges that hinder the implementation of were creating the necessary awareness to

stakeholders before starting implementation, providing the necessary educational finance and school facilities to implement the program effectively, the process of supporting , monitoring and evaluation should be done by concerning bodies, developing the culture of collaborative planning among school community to make effective the implementation of SIP, and promoting the involvement of stakeholders in the implementation process of SIP starting from the beginning.

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5.3. Conclusions

5.3.1. On the bases of the major finding of the study, the following conclusions were drawn.

1. As shown in the finding by the majority of respondents, the major activities of SIP such as provision of adequate orientation regarding SIP to stakeholders, the status of providing the necessary resources and facilities for the implementation of SIP, the status of conducting self-enquiry, the evaluation process of SIP implementation, and

the practice of modifying school improvement plan based on the information obtained from the result of evaluation was low. Therefore, we can conclude that the practices of major activities of SIP were insignificant.

2. The result of the study also shows that, the involvement of PTA, KETBM and SIPC members in the implementation of SIP was low and the provision of technical support by Woreda education office, cluster supervisors, PTA and KETB members were not adequate to support the implementation of SIP. Therefore, we can conclude that the contribution of stakeholders for effective implementation of SIP was not adequate.
3. The study indicated that there were various problems that hinder the implementation of SIP. Thus, from the finding we can conclude that regarding the challenges of school improvement program the result indicates that the difficulty of understanding of school improvement program, shortage of educational finance, lack of school facilities, limited support from Woreda education office, cluster supervisors, PTA members and lack of practical training on the use of SIP guide lines were the major challenges that hinder the implementation of SIP in secondary schools of Metekel zone.
4. From the finding it is possible to conclude that the possible measures that should taken to solve the challenges that hinder the implementation of SIP were:

5.3.2.

- Creating the necessary awareness regarding to SIP to stakeholders before starting implementation.
- 2. Providing the necessary educational finance and school facilities to implement school improvement program properly.
- The monitoring, evaluation and supporting to SIP implementation should be done continuously and timely which were excluded by stakeholders (woreda education officials, cluster supervisors and PTA members).
- Developing the culture of collaborative planning among school community to make effective the implementation of SIP.
- Promoting the involvement of stakeholders in the implementation process of SIP starting from the beginning.

5.3.3.

5.4. Recommendations

- 5.4.1.** On the bases of findings obtained and the conclusion drawn, the following recommendations were forwarded to

improve the practices of school improvement program (SIP) implementation in secondary schools of the study area.

5.4.2.

1. Effective and efficient practice in the implementation of school improvement program is very important. An effective and efficient practice of school improvement comes through awareness creation for stakeholders. Preparing awareness creation program and continuous discussion in the implementation of school improvement program to ensure practical involvement of all stakeholders is important. Therefore, it is advisable to schools, SIPC, cluster supervisors, school management body, and Woreda and Zone education office to promote practical involvement of all stakeholders by creating adequate awareness to implement SIP effectively.
2. Providing the necessary resources and school facilities for the implementation of SIP is important step to improve teaching – learning and school environment. Therefore, it is better to recommend to schools, woreda and zonal education office and school management bodies to provide the necessary resources and school facilities before starting the implementation of SIP to achieve the intended objective s of the program.
3. To make effective the practices of school improvement program the provision of practical training on the use of the guidelines of SIP is advisable and important. Therefore, it is better to recommend that to schools, woreda and zone education office to provide adequate practical training program to support the implementation of SIP regularly.
4. To make effective and efficient the implementation of school improvement program it should be supported by technical, financial and material inputs by concerning bodies. Therefore, it is advisable to recommend that to woreda and Zone education office, cluster supervisors, PTA and KETBM to provide the necessary technical, financial and material support for effective implementation of SIP.
5. The practices of school improvement program is not free from various challenges and it needs continuous assessment of existing conditions of the practices to suggest the possible solutions for the problems encountered its implementation. Therefore, it is better to recommend that to educational experts of woreda and zone education office, cluster supervisors, principals, teachers and any other researchers, who has interested to conduct a

research in the area to draw the possible solutions for the challenges that encounter the practices of SIP in secondary schools.

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5.4.82. Appendix- A

5.4.83. Jimma University

**5.4.84. Institutes of Education and Professional Development
Studies**

5.4.85. Department of Educational Planning and Management

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

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

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

5.4.89. 1. No need of writing your name.

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

5.4.91. 3. Please provide appropriate response by using (X) mark in the space given.

5.4.92. 4. Your response will be kept confidentially. Thank you for great cooperation!

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5.4.100. Part I

5.4.101. General information of respondents

5.4.102. 1.1 Name of your school -----

5.4.103. 1.2 Name of your woreda-----

5.4.104. 1.3 Level of your school -----

5.4.105. Sex Male Female

5.4.106. 1.5 Age -----

5.4.107. 1.6 level of education Diploma Degree
Masters

5.4.108. 1.7 Service year (in teaching, cluster superv and
 school principal 1-5 6-10
11-15 16-20 21&above

5.4.109. General Directions

5.4.110. Part II preparation phase of school
improvement program Direction I To assess the school

preparation phase rate the following activities by using (X) mark in the space provided.

5.4.111. (5= strongly agree, 4= agree 3= undecided, 2= disagree and 1= strongly disagree)

5.4.112.	5.4.113. Items	5.4.114. Rat			
		5.4.117.	5.4.118.	5.4.119.	5.4.120.
5.4.122.	5.4.123. has provided adequate orientation regarding school improvement program to stakeholders	5.4.124.	5.4.125.	5.4.126.	5.4.127.
5.4.129.	5.4.130. has organized and allocated the necessary resource for the implementation of SIP	5.4.131.	5.4.132.	5.4.133.	5.4.134.
5.4.136.	5.4.137. Establishment of school improvement committee by involving stakeholders according to blue print	5.4.138.	5.4.139.	5.4.140.	5.4.141.
5.4.143.	5.4.144. Collected the necessary information in line with four school domains: teaching and learning ,safe and healthy school environment, leadership and management and school community relationship	5.4.145.	5.4.146.	5.4.147.	5.4.148.

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5.4.152. Self –enquiry phase of SIP

5.4.153. Direction II. The following major activities are expected to be carried out by the school in conducting self-enquiry. Please indicate your opinion on the extent to which the major activities were performed during the

schools self-enquiry process by putting <<X>> marks on the space provided below. (5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree)

5.4.154.

5.4.155.	5.4.156. 5.4.157. Items	5.4			
		5.4.165	5.4.166	5.4.167	5.4.168
5.4.166.	5.4.167. The self-enquiry was conducted continuously	5.4.168	5.4.169	5.4.170	5.4.171
5.4.173.	5.4.174. PTA and KETBM were actively involved in the self-enquiry	5.4.175	5.4.176	5.4.177	5.4.178
5.4.180.	5.4.181. All the members of school improvement committee (SIC) were actively involved in self-enquiry.	5.4.182	5.4.183	5.4.184	5.4.185
5.4.187.	5.4.188. The strength and weakness of the school was identified and prioritized.	5.4.189	5.4.190	5.4.191	5.4.192
5.4.194.	5.4.195. The level of school performance was properly evaluated and identified.	5.4.196	5.4.197	5.4.198	5.4.199

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5.4.207. Planning phase of SIP

5.4.208. Direction III .The following items are aimed at assessing the planning activities of SIP in your school.

5.4.209. Please indicate your idea concerning the extent to which the following activities were taken into consideration in planning of SIP by putting << x>> mark on the spaces provided below. (5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree)

3.1.440.	3.1.443.					3.1.445.
3.1.441.	3.1.444. Items					L
3.1.442.		3.1.448.	3.1.449.	3.1.450.	3.1.451.	3.1.452.
3.1.453.	3.1.455. The school has follow the planning procedure according to the guide line	3.1.456.	3.1.457.	3.1.458.	3.1.459.	3.1.460.
3.1.461.	3.1.462. The school has one year's action plan of SIP	3.1.463.	3.1.464.	3.1.465.	3.1.466.	3.1.467.
3.1.468.	3.1.469. The school has three years SIP strategic plan	3.1.470.	3.1.471.	3.1.472.	3.1.473.	3.1.474.
3.1.475.	3.1.476. Action plan for each of the department were designed	3.1.477.	3.1.478.	3.1.479.	3.1.480.	3.1.481.
3.1.482.	3.1.483. Individual teachers design their own action plan in line with their department	3.1.484.	3.1.485.	3.1.486.	3.1.487.	3.1.488.

5.4.210.

5.4.211.

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5.4.216. Implementation phase of SIP

5.4.217. Direction IV. Issues related to activities that should be carried out in the implementation phase of school improvement plan. Please indicate your agreement level on the extent to which the following activities were taken to account by putting “X” mark on the space provided.

5.4.218. (5= strongly agree 4=agree, 3= undecided, 2= disagree 1= strongly disagree)

5.4.219. 5.4.220.	5.4.221. 5.4.222. Items	5.4.	L					
		5.4.226	4.226	4.227	4.228	4.229	4.230	4.231
5.4.231.	5.4.232. The existing ways of implementation were changed into new plan	5.4.233	4.233	4.234	4.235	4.236	4.237	4.238
5.4.238.	5.4.239. The school leadership properly ensure the necessary resource for the implementation of the plan	5.4.246	4.246	4.247	4.248	4.249	4.250	4.251
5.4.245.	5.4.246. provision of a progress report on the implementation of school improvement plan to all concerning bodies	5.4.247	4.247	4.248	4.249	4.250	4.251	4.252
5.4.252.	5.4.253. Is communicated the implementation of the plan to the community properly	5.4.254	4.254	4.255	4.256	4.257	4.258	4.259
5.4.259.	5.4.260. The woreda education office was providing technical support to the implementation of the SIP	5.4.261	4.261	4.262	4.263	4.264	4.265	4.266

5.4.266.	5.4.267. The cluster supervisor was providing technical support to the implementation of the SIP	5.4.268.	5.4.269.	5.4.270.	5.4.271.	5.4.272.	5.4.273.	5.4.274.
5.4.273.	5.4.274. PTA members provide adequate support for the implementation of the plan	5.4.275.	5.4.276.	5.4.277.	5.4.278.	5.4.279.	5.4.280.	5.4.281.
5.4.280.	5.4.281. Keble education and training board members(KETBM) provide adequate support for the implementation of the plan	5.4.282.	5.4.283.	5.4.284.	5.4.285.	5.4.286.	5.4.287.	5.4.288.

5.4.287.

5.4.288. Evaluation phase of SIP

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

5.4.290.	5.4.292. Items	5.4.293. Ra				
5.4.291.		5.4.294.	5.4.295.	5.4.296.	5.4.297.	5.4.298.
5.4.301.	5.4.303. To what extent t school improvement committee conducted regularly monitoring and evaluating process of the implementation of the program	5.4.304.	5.4.305.	5.4.306.	5.4.307.	5.4.308.
5.4.302.						

5.4.309.	5.4.310. The extent to which effort made by the school in modifying its school improvement plan based on the information acquired from the evaluation	5.4.311.	5.4.312.	5.4.313.	5.4.314.	5.4.315.
5.4.316.	5.4.317. The extent to which SIP evaluation is timely conducted	5.4.318.	5.4.319.	5.4.320.	5.4.321.	5.4.322.
5.4.323.	5.4.324. The extent to which feedback is provided based on the result of evaluation	5.4.325.	5.4.326.	5.4.327.	5.4.328.	5.4.329.
5.4.330.	5.4.331. The extent to which the implementation report is provided after completing evaluation	5.4.332.	5.4.333.	5.4.334.	5.4.335.	5.4.336.

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5.4.343.

5.4.344. Achievement of expecte

SIP

5.4.345. Directions VI the following questions are intended to identify in what extent the major outcomes of SIP are achieved during the implementation of the program. Please indicate

5.4.346. Your position to the level of achievement by putting <<X>> marks on the space provided below.(5= very high, 4=high, 3=medium, 2=low, 1= very low)

5.4.347.	5.4.348. Items	5.4.349. R				
		5.4.352.	5.4.353.	5.4.354.	5.4.355.	5.4.356.
5.4.357.	5.4.358. The extent to which your school achieve the teaching learning objectives which are already stated in the plan	5.4.357.	5.4.360.	5.4.361.	5.4.362.	5.4.363.
5.4.364.	5.4.365. The extent to which your school is well-equipped with the necessary school materials and facilities according to the school standards set by MOE	5.4.366.	5.4.367.	5.4.368.	5.4.369.	5.4.370.
5.4.371.	5.4.372. The extent to which the quality of teaching and learning is improved	5.4.373.	5.4.374.	5.4.375.	5.4.376.	5.4.377.
				5.4.382.	5.4.383.	

- 5.4.385.
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- 5.4.391.
- 5.4.392.
- 5.4.393.

5.4.394. Part II Domains

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

5.4.396. 1. Teaching and Learning Domain

5.4.397.	5.4.399.	5.4.400. Items					5.4.401. Rating
5.4.398.	5.4.400. Items	5.4.402.	5.4.403.	5.4.404.	5.4.405.	5.4.406.	

5.4.409.	5.4.410. using teachings(aids in teaching learning process	5.4.411.	5.4.412.	5.4.413.	5.4.414.
5.4.416.	5.4.417. Class work and home work are regularly given by the teacher to the students	5.4.418.	5.4.419.	5.4.420.	5.4.421.
5.4.423.	5.4.424. Teachers evaluate students' performance through continuous assessment	5.4.425.	5.4.426.	5.4.427.	5.4.428.

5.4.430.

5.4.431. 2. Safe and Healthy School Environment Domain

5.4.432.	5.4.434.					5.4.433.
5.4.433.	5.4.435. Items					Rating
		5.4.439.	5.4.440.	5.4.441.	5.4.442.	5.4.443.
5.4.444.	5.4.445. The school has toilet room for female students	5.4.446.	5.4.447.	5.4.448.	5.4.449.	5.4.450.
5.4.451.	5.4.452. The school has toilet room male students	5.4.453.	5.4.454.	5.4.455.	5.4.456.	5.4.457.
5.4.458.	5.4.459. The school has pedagogic center with available teaching materials	5.4.460.	5.4.461.	5.4.462.	5.4.463.	5.4.464.
5.4.465.	5.4.466. The school has ICT center to promote information communication technology	5.4.467.	5.4.468.	5.4.469.	5.4.470.	5.4.471.
5.4.472.	5.4.473. The school has library to support students learning	5.4.474.	5.4.475.	5.4.476.	5.4.477.	5.4.478.
5.4.479.	5.4.480. The school has enough learning class rooms to student class room ratio	5.4.481.	5.4.482.	5.4.483.	5.4.484.	5.4.485.
5.4.486.	5.4.487. The school has available text book to support teaching learning process	5.4.489.	5.4.490.	5.4.491.	5.4.492.	5.4.493.
5.4.493.	5.4.494. The school has laboratory room with the necessary materials to support practical learning	5.4.495.	5.4.496.	5.4.497.	5.4.498.	5.4.499.

5.4.500.

3. Parent- Community -School

Relationship Domain

5.4.501.	5.4.503.
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5.4.502.	5.4.504.
Rating	

5.4.502.	5.4.504. Items									
		5.4.508.	5.4.509.	5.4.510.	5.4.511.	5.4.512.	5.4.513.	5.4.514.	5.4.515.	5.4.516.
5.4.513.	5.4.514. The school strength the relationship between the school and community	5.4.513.	5.4.514.	5.4.515.	5.4.516.	5.4.517.	5.4.518.	5.4.519.	5.4.520.	5.4.521.
5.4.520.	5.4.521. The school encourages parents to support their children’s school	5.4.522.	5.4.523.	5.4.524.	5.4.525.	5.4.526.	5.4.527.	5.4.528.	5.4.529.	5.4.530.
5.4.527.	5.4.530. The school has enabled parents to monitor and visit the learning activities of their students regularly	5.4.531.	5.4.532.	5.4.533.	5.4.534.	5.4.535.	5.4.536.	5.4.537.	5.4.538.	5.4.539.
5.4.528.								5.4.540.	5.4.541.	5.4.542.
5.4.529.										

5.4.543.

5.4.544. 4. Leadership and Management Domain

5.4.545.	5.4.547.									5.4.548.
5.4.546.	5.4.548. Items									Ra
		5.4.549.	5.4.550.	5.4.551.	5.4.552.	5.4.553.	5.4.554.	5.4.555.	5.4.556.	5.4.557.
5.4.557.	5.4.558. The school leader ship has competency in the implementation SIP	5.4.559.	5.4.560.	5.4.561.	5.4.562.	5.4.563.	5.4.564.	5.4.565.	5.4.566.	5.4.567.
5.4.564.	5.4.565. The school leader has created awareness for school community in the implementation of SIP.	5.4.568.	5.4.569.	5.4.570.	5.4.571.	5.4.572.	5.4.573.	5.4.574.	5.4.575.	5.4.576.
5.4.571.	5.4.572. The school leader has vision and mission of the school.	5.4.577.	5.4.578.	5.4.579.	5.4.580.	5.4.581.	5.4.582.	5.4.583.	5.4.584.	5.4.585.
5.4.578.	5.4.579. The school leader ship and management has regular time to discuss on the implementation of SIP	5.4.586.	5.4.587.	5.4.588.	5.4.589.	5.4.590.	5.4.591.	5.4.592.	5.4.593.	5.4.594.

5.4.585.	5.4.587. The school leadership and management has the ability to identify and understand the training needs of the school	5.4.588.	5.4.589.	5.4.590.	5.4.591.	5.4.592.
5.4.586.		5.4.594.	5.4.597.			

5.4.600.

5.4.601. Part IV Challenges in Implementation of SIP

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

5.4.603.	5.4.604. Items	5.4.605. Rating				
		5.4.608.	5.4.609.	5.4.610.	5.4.611.	5.4.612.
5.4.613.	5.4.614. Difficulty of understanding of school improvement program	5.4.613.	5.4.614.	5.4.615.	5.4.616.	5.4.617.
5.4.620.	5.4.621. Resistance of school improvement program from teachers	5.4.620.	5.4.621.	5.4.622.	5.4.623.	5.4.624.
5.4.627.	5.4.628. Resistance of school improvement program from principal	5.4.627.	5.4.628.	5.4.629.	5.4.630.	5.4.631.
5.4.634.	5.4.635. Shortage of educational finance	5.4.634.	5.4.635.	5.4.636.	5.4.637.	5.4.638.
5.4.641.	5.4.642. Lack of school facilities	5.4.641.	5.4.642.	5.4.643.	5.4.644.	5.4.645.
5.4.648.	5.4.649. Large and overcrowded class size	5.4.648.	5.4.649.	5.4.650.	5.4.651.	5.4.652.
5.4.655.	5.4.656. Limited support from woreda education office	5.4.655.	5.4.656.	5.4.657.	5.4.658.	5.4.659.
5.4.662.	5.4.663. Limited support from cluster supervisor	5.4.662.	5.4.663.	5.4.664.	5.4.665.	5.4.666.
5.4.669.	5.4.670. Limited support from PTA	5.4.669.	5.4.670.	5.4.671.	5.4.672.	5.4.673.
5.4.676.	5.4.677. Lack of practical training on the uses of	5.4.676.	5.4.677.	5.4.678.	5.4.679.	5.4.680.

5.4.683. For the above problems of school improvement program implementation, please write the possible solutions that you think in the space provided below.

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5.4.688. Appe

5.4.689. Jimma l

5.4.690. Institute of Education and professional Development students department of educational planning and management

5.4.691. An interview guide prepared for woreda and Zone education office SIP focal experts

5.4.692.

5.4.693. The objective of this interview is to collect information about the practices and challenges of implementation of

school improvement program in secondary schools of Metekel zone.

5.4.694. Therefore, I frankly request you to give your response for the following questions.

1. What were the major activities performed during the preparation phase of SIP?
2. All the stakeholders involve in the preparation phase of school improvement program
3. How do you rate the level of school improvement program implementation in secondary schools of your woreda/ Zone?
4. Did the schools achieve the major goals and objectives in implementing SIP in secondary schools of your woreda?
5. What were the major challenges in the implementation of SIP in secondary schools?
6. What measures should be taken to solve the problems in the implementation of SIP in secondary schools?

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5.4.701. Appendix-C

5.4.702. Jimma

5.4.703. Institute of Education and Professional Development studies

5.4.704. Department of Educational Planning and Management

5.4.705. An interview guide lines for PTA members

5.4.706. The objectives of this guide line is to collect the necessary data on the practices and challenges of SIP in the secondary schools of Metekel Zone

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

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

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

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

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5.4.723. Appendix D

5.4.724. Guide line for focus group discussion

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

1. Did your school establish /form/ school improvement program committee members by involving all concerning bodies according to blue print?
2. Did your school create awareness for stake holders concerning school improvement program and its implementation?
3. Is school improvement program committee functional in your school to help the implementation of the program?
4. Did the SIPC members actively participate in:-

5.4.726.

-The self-enquiry phase of SIP

5.4.727.

-The planning phase of SIP

5.4.728.

-The implementation phase of SIP

5.4.729.

-The monitoring and evaluations phase of SIP.

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5.4.740. Jimma University

5.4.741. Institute of Education and professional Development
studies Department of Educational planning and
Manage

5.4.742. Document Analysis
Check List

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

5.4.744.	5.4.745. Docum e n t t o b e A n a l y z e d	5.4.746. Component s to be analyzed	5.4.74
5.4.748.	5.4.749. School	5.4.750. Existence of the minuets	5.4.75

		<p>i m p r o v e m e n t c o m m i t t e e d o c u m e n t</p>	<p>5.4.751. How frequently meeting of committee were carried out?</p> <p>5.4.752. How directions were forwarded?</p> <p>5.4.753. Regular time and meeting procedures?</p>	
5.4.755.	5.4.756.	<p>Self- e n q u i r y</p>	<p>5.4.757. The presence of the tools</p> <p>5.4.758. How they are used by school?</p> <p>5.4.759. How they were organized?</p>	5.4.76

		t o o l s	<p>5.4.760. How they were recorded?</p> <p>5.4.761. In relation to the four domains of SIP</p>	
5.4.763.	5.4.764.	Strategic and Annual Action Plan	<p>5.4.765. The presence of strategic and action plan</p> <p>5.4.766. The presence of department and individual teachers action plan</p> <p>5.4.767. Components included in the plan</p> <p>5.4.768. How they were developed?</p>	5.4.76
5.4.770.	5.4.771.	PTA and KET MTM B me	<p>5.4.772. The presence of the document</p> <p>5.4.773. How they were prepared?</p> <p>5.4.774. How frequently meetings were carried out?</p> <p>5.4.775. Procedures of meetings and giving support</p>	5.4.77

		ber's documented		
	5.4.777.	5.4.778. Evaluat i o n t o l s 5.4.779. Questio n n a i r e 5.4.780. observa t i o n	5.4.781. The Presence of tools 5.4.782. Relevance and appropriatene ss 5.4.783. Clarity	5.4.78

<p>5.4.785. 5.4.786.</p>	<p>5.4.787. Stake h o l d e r s c o n t r i b u t i o n d o c u m e n t 5.4.788. In k i n d s 5.4.789. In</p>	<p>5.4.792. The Presence of the document 5.4.793. How they are prepared? 5.4.794. The continuity of the contributions</p>	<p>5.4.79</p>
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	m o n e y 5.4.790. In labor 5.4.791.	
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5.4.797. ጅማዩኒቨርሲቲ

5.4.798. የሰነ-ትም/ትናሙያዊልማት-ተቋም

5.4.799. የትም/ት ዕቅድናየሥራ-አመራርትምሀርት-ክፍል

5.4.800. ለመተከልዞንየትም/ትናሙያዊልማት-ተቋም ለደናለወረ-ዳዎች የትምህርት-ባለሙያዎች የ ተዘጋጅየቀለመጠይቅ መሪያ

5.4.801. የዚህቃልመጠይቅ ዋናዓለም “the practices and challenges of implementation of school improvement program in Metekel zone secondary schools”

በሚልርዕስለተዘጋጀውጥናት መረጃ ለመሰብሰብነው።

ስለሆነም ለሚከተሉት የቃልመጠይቅ ጥቁዎች ተገቢ ውንምላሽ እንዲትሰጡ ኝዘንድበት ህትና እጠይቃለሁ።

1. በዘንወይም በወረዳደረጃ በትምህርት ቤት መሻሻል ፕሮግራም አተገባባር በዝግጅት ወቅት የተካሄዱ /የተከናወኑ/ ዋና ዋና ተግባራት ምን ምን ናቸው?
2. እንደዘንወይም እንደወረዳ የትም/ት ባለሙያ ሁሉም ባለድርሻ አካላት በትም/ት ቤት መሻሻል አተገባባር በዝግጅት ወቅት ይሳተፉና ብለው ያምናሉ። ተሳትፎ አቸው ምን ይመስላሉ።
3. በዘንወይም በወረዳ በሚገኙ ሁለተኛ ደረጃ ት/ቤቶች ያወጥዳቸው የትም/ት ቤት መካከል ተግባራት እንዴት ይመዘናሉ ?
4. የትምህርት ቤት መሻሻል ፕሮግራም ዋና ዋና ግቦችና አላማዎች በሚፈለገው ደረጃ ማሳካት ተችሏል ብለው ያምናሉ ?
5. የትም/ት ቤት መሻሻል ፕሮግራምን በሁለተኛ ደረጃ ትም/ቤቶች በመተግበር ረገድ ያገጠሙ ዋና ዋና ችግሮች ምን ምን ናቸው ?
6. በትም/ት ቤት መሻሻል አተገባባር ያገጠሙ ችግሮችን ለመፍታት እርስዎ መፍትሄ ናቸው ብለው የሚያምኑ ምን ምን ናቸው ?

5.4.820. የስነ-ትምህርትና ሙያዊ ልማት ትምህርት

5.4.821. የዚህ መንገድ ጥያቄዎች ዋና ዓላማ

“

በመተከል ዘንድ ለተኛ ደረጃ ትምህርት ቤቶች በትምህርት መሻሻል አተገባበርና በአተገባበሩ በሚያገጥሙ ችግሮች”

በሚል ርዕስ ለተዘጋጀው ጥናት ከትምህርት ቤት መሻሻል ለሚታዩ አባላት ተገቢ ዉንመረጃ ለመስጠት ነው።

ስለ ሆነም የሚከተሉትን የመንገድ ጥያቄዎችን በጥምና በመደመጥ ተገቢ ዉንም ላሻሻሉ ሲሆኑ ምን ዓይነት ህትና እጠይቃለሁ።

1. ትምህርት ቤታችሁ የትምህርት ቤት መሻሻል ገዥ መመሪያን መሠረት በማድረግ ለድርሻ አካላት በመከተት የትምህርት ቤት መሻሻል ለሚታዩ አባላት ምን ዓይነት ጥያቄዎች ናቸው ?
2. ትምህርት ቤታችሁ ለባለድርሻ አካላት ስለ ት/ቤት መከልመር ማግኘት ምን ዓይነት ስለአተገባበሩ ግንዛቤ ፈጥሮዎታል ?
3. የትምህርት ቤት ኮሚቴ አባላት የትምህርት ቤት መሻሻል መርህ-ግብር አተገባበርን በመደገፍ ዉጤታማነት ለወያዎች ናሉ ?
4. የትምህርት ቤት መሻሻል ለሚታዩ አባላት በዕቅድ ዝግጅት፣ በአተገባበር ሂደት፣ በክትትልና ግምገማ ሂደት በኃቃት ይሳተፋሉ ?

5.4.822.

5.4.823.

5.4.824.

5.4.825.

5.4.826.

5.4.827.

5.4.828.

5.4.829.