

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF EDUCATIONAL SCIENCE AND TECHNOLOGY
TEACHERS TECHNOLOGY EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

PRACTICE AND CHALLENGES OF SCHOOL IMPROVEMENT
PROGRAM IMPLEMENTATION IN GOVERNMENT PRIMARY
SCHOOLS OF GUJI ZONE, OROMIA REGIONAL STATE

BY
DEJENE TESHOME SHIBRE

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ADAMA

**PRACTICE AND CHALLENGES OF SCHOOL IMPROVEMENT
PROGRAM IMPLEMENTATION IN PRIMARY SCHOOLS OF
GUJI ZONE, OROMIA REGIONAL STATE**

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APPROVED BY BOARD OF EXAMINERS

SIGNATURE

Chair Person

Advisor

External Examiner

Internal Examiner

Date

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TABLE OF CONTENTS

page	
Acknowledgment -----	i
Table of Contents-----	ii
List of Tables- and Figures-----	v
Abbreviations & Acronyms-----	vi
Abstract-----	vii
CHAPTER ONE: The problem and Its Approach	
1. Introduction-----	1
1.1 Background of the Study-----	1
1.2 Statement of the Problem-----	4
1.3 Objective of the Study-----	7
1.3.1 General Objective of the Study-----	7
1.3.2 Specific Objectives of the Study-----	7
1.4 Significance of the Study-----	8
1.5 Delimitation of the Study-----	9
1.6 Limitations of the Study-----	9
1.7 Operational Definition of Terms-----	9
1.8 Organization of the Study-----	10
CHAPTER TWO	
2. Review of the Related Literature-----	11
2.1. Quality in Education-----	11
2.1.1. The Concept of Quality in Education-----	11
2.1.2. Underlying Issues for Quality of Education-----	12
2.1.3. Strategies to Promote Quality Education-----	12

2.2. School Improvement-----	14
2.2.1. The Concept of School Improvement-----	14
2.2.2. Theories of School Improvement-----	15
2.2.3. Factors Facilitating School Improvement-----	16
2.2.4. Strategies for School Improvement-----	17
2.2.5. School Improvement Domains-----	18
2.2.5.1. Teaching-Learning Process-----	19
2.2.5.2. Leadership and Management-----	23
2.2.5.3. Parent/Community Involvement-----	26
2.2.5.4. Enabling School Environment-----	29
2.3. Countries Experience on School Improvement-----	30
2.3.1. School Improvement Plan in Nepal-----	29
2.3.2. Namibia's School Improvement Plan (NSIP) -----	32
2.3.3. Ethiopia School Improvement Program-----	34
2.4. Challenges of School Improvement-----	37
CHAPTER THREE	
3. The Research Methodology-----	39
3.1. The Research Method-----	39
3.2. Sources of Data-----	40
3.2.1. Primary Sources-----	40
3.2.2. Secondary Sources-----	40
3.3. Population and Sampling Techniques-----	40
3.4. Instruments and Procedure of data collection-----	43
3.4.1. Questionnaire-----	43
3.4.2. Interview-----	43
3.4.3. Observation-----	44
3.5. Content Validity and Reliability-----	44
3.6. Method of Data Analysis-----	44
3.7. Ethical Consideration-----	45
CHAPTER FOUR	
4. Presentation, Analysis and Interpretation of Data-----	46
4.1. Background Information of the Respondents-----	46
4.2. Analysis of data on the practice and challenges of SIP-----	49

4.2.1. Teaching-Learning Domain-----	49
4.2.2. Safe and Enabling School Environment Domain-----	54
4.2.3. Leadership and Management-----	56
4.2.4 Parent/Community Involvement-----	59
4.2.5. Problems Affect the Implementation of School Improvement-----	62
CHAPTER FIVE-----	69
5. Summery, Conclusion and Recommendations-----	69
5.1. Summary-----	69
5.2. Conclusion-----	72
5.3 Recommendations-----	74
References-----	77
Appendices -----	82

LIST OF TABLES

Table	Page
1. Population and Sample Size -----	42
2. Background Profile of the Respondents -----	47
3. The Results of Teaching- Learning Domain-----	51
4. Results of Safe and Enabling Environment Domain-----	54
5. Results of Leadership and Management Domain-----	57
6. SIP related Training for School Leaders PTA Members and Teachers-----	59
7. Results of Parent/Community Participation Domain-----	61
8. Response on Problems Affecting the Implementation of SIP-----	63
9. Results of the Observation-----	66

LIST OF FIGURES

Figure 1: Domains and elements of SIP-----	19
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ACRONYMS AND ABBRIVIATIONS

ANOVA- Analysis of Variance
CRC- Cluster Resource Center
DEO- District Education Office
EFA- Education for All
ESDP- Education Sector Development Program
GEQIP- General Education Quality Improvement Program
ICT- Information Communication Technology
MoE- Ministry of Education
PTA- Parent Teacher Association
REB- Regional Education Bureau
SD- Standard Deviation
SIP- School Improvement Program
TDP- Teacher Development Program
TGE- Transitional Government of Ethiopia
UNESCO- United Nation Education, Scientific and Cultural Organization
UNICEF- United Nation's International Children's Fund
WEO- Woreda Educational Office
ZED- Zone Education Development

ABSTRACT

The purpose of this study was to investigate the practices and challenges of school improvement program implementation and to recommend alternative solutions for its improvement. The study was conducted in Guji Zone government Primary schools. Out of 32 government schools, 10 (31.3 %) schools were taken as a sample using simple random sampling technique. From the sample schools educational leader, teacher, council of students, Cluster Resource center supervisors and PTA heads were taken as participants since they had direct relationship with School Improvement Program implementation. The collected data were analyzed using statically tools of percentage, mean and one-way ANOVA. The result of the study indicates that among the four domain of SIP; safe and enabling environment and parent/community participation are found to be at aspiration level, On the other hand, the teaching-learning and leadership and management exercise are at starting level. In general, The teaching-learning activities in the sample schools is below the expected standard; the current status of parent's participation in the school activities is low; the current status of leadership practices in the schools was found to be low. Moreover, lack of experience sharing, misunderstanding about the program, lack of incentives and lack of commitment and appropriate supervision are among the serious problems in implementing SIP. Awareness raising, conference and meeting with the local community to enhance their participation in school activities, organizing and motivating students to work in group to improve the internal environment, discussion and meeting with donors and/or organizations to draw external support, provision of incentives for those who implement the program successfully, and continuous monitoring and supervision by woreda education office and school management are some of the recommendations forwarded as alternative solutions to the problems..

CHAPTER ONE

INTRODUCTION

This part of the study presents background of the study, statement of the problem, objectives, significance, delimitation, limitation definition of operational terms/, and organization of the study.

1.1. Background of the Study

Educational institutions are the place where citizens are shaped and developed through the process of teaching and learning. Schools are expected to play a significant role in developing the student's potential to the highest level. This requires the effectiveness and commitment of the stakeholders particularly teachers, school leaders and management (Aggarwal, 1985:104). Thus, schools must improve their basic functions of teaching and learning process that aims at helping and enhancing all students' performance. To improve student's performance, we need to have well developed curriculum, and improved instructional situations and professionally motivated and competent teachers

Educational organization should be effective to the extent it makes use of the available resources to achieve its stated aims and objectives. The major objective of every school system irrespective of the level of education is to provide high quality education for learners (Whawo, 1993:4).

In line with this, Education is a process by which man can transmit his experiences, new findings, and values accumulated over the years in his struggle for survival and development, through generation. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes, (FDRGE,ETP, 1994:1). Therefore, schools are a place where knowledge and skills transferred to young generation and ultimately produce better, responsible and productive citizens

Education is a critical element of human development and an essential ingredient for fulfilling other aspects of human rights, such as effective economic and political participation and eminence health care. Besides, it is the strong instrument used to empower human being to foster ecologically sustainable development;

to provide democracy, justice and gender equality, social and economic development: to build a society in which violence and conflict are replaced by dialogue and a culture of peace based on justices (Mammo, 2001:9)

In line with this, education occupies a position of high priority for it accelerates the economic, political, social and cultural progress of a given nation. According to Harrison (1998:1), “the speed and facility with which any society progress toward solution of its political, social and economic problems are directly and positively related to the quantity and quality of education available to its people.” Indeed, the survival of the nation perhaps the whole world may be dependent on the effectiveness of the educational enterprise. Therefore, provision of effective education is necessary up on which the development of a given nation is built on. The relevant and quality education can be provided for the learners by engaging well-trained and professionally developed teachers at all levels of education. Construction of schools and distribution of educational materials are meaningless without effective and efficient human power that can transmit the educational content to learners. According to the MoE(2004), “in the last ten years, substantial quantitative achievements have been made in education mainly students’ enrollment and expansion of schools.” Although quantitative progress has been made, the quality of education being offered is not as the desired level. The issue of quality of education is important as that of quantitative expansion. There is a great debate among educationalists at all levels about the quality of education.

The notion of quality should not be limited to student result alone, but should also take in to account the determinant factors that influence it, such as provision of teachers, buildings, equipment’s and curriculum. As such, the general concept of quality of education is made up of three interrelated dimensions. These are the quality of human and material resources available for teaching (input) quality of teaching practices (process) and the quality of results (output and out comes)

According to Change and Townsed, (2005:167) education reform in the Asia pacific region which is one of the fastest developing areas in the world, is receiving strong and intensive global and local attention. Since the 1990s, huge national resources invested on education and relative initiatives in nearly every country in the region for bringing about substantial improvement and development in many different aspects of society.

Provision of quality education is also a serious problem in Ethiopia education system. Thus, a number of reasons can be cited as the need for quality improvement program in the country. The major one is low achievement of students observed in various profile tests and national examination results at all levels. For instance, the 2007 national learning assessment (NLA) in grade 4 shows a reduction from the 1990/2000 baseline learning assessment (47.6 percent to 40.9 percent) and achievement in grade 8 has also deteriorated (42.6 percent to 39.8 percent) (MoE, 2008:2) . Therefore, the results of students decrease from time to time in case of national and school examinations.

Wagner, (in Walter, 2004:21) suggest the school system must be a dynamic, responding to the new capacities and skills gaps of incoming students and to ever- changing demands of society and the work force. To play such role it needs to meet minimum quality standard

This being the reality, although the right to education has been reaffirmed on many occasions. Since the universal declaration of human rights was proclaimed in 1948, much has not been done on the qualitative dimension of learning until recently. It was on the world declaration on education for all (1990) and the Dakar frame work for action (2000) that quality of education was recognized as a prime condition for achieving education for all and nation committed to provide all aspect of good quality primary education (UNESCO, 2000:7-10)

Based on the recommendation in the Dakar Frame Work for Action and the convention of the right of the child, as well as a number of other international conventions and recommendations, it can be concluded that everyone has the right not only to receive education, but also to receive education of a high quality.

A quality education system is a must to provide all children and young people with a comprehensive education and with an appropriate preparation for working life, life in a society, and private life. This should be achieved without distinction of any kind, such as those based on parent's income, color, gender, language, religion, political or other opinion, national or social origin.

Hence, Ethiopia has also accepted the convention and identified improving quality as one of its highest national priorities.

In spite of progress in relation to demand for increased access, there has been dissatisfaction in the practice of ensuring quality education in the country (Tekeste 2006:20).

In line with this, the Ministry of Education has designed programs and strategies to bring quality education at primary level, but implementing them are still a major challenge for schools (MoE, 2008:8).

In response to the deep-rooted education problem, the MoE and its development partners have placed a high priority on improving the quality of education during the years to come. In 2007, the MoE developed a new package to improve quality of education at both the primary and secondary levels.

This reform package the General Education Quality Improvement Program encompasses four key areas of intervention: the teacher development program curriculum improvement, leadership and management, the school improvement program and two complementary packages, 'civic and ethical education and 'Information communication Technology (MoE, 2007:3)

Since 2007, efforts were made to improve the quality of education and the government announces the new quality education enhancement strategy called "school improvement program" during ESDPIII and guideline developed, and schools have been implementing the program. The major focus areas of the school improvement program are: school management and leadership, parent and community partnership, student centered learning, professional development and collaboration and quality instructional program (MoE, 2007:1)

Based on the points raised above, it is possible to conclude that the role of quality education for national development is of utmost important. Therefore, this study attempted to look at the practices and challenges of SIP implementation in government primary schools of Guji Zone in Oromia Regional State. Besides, the study was not only to evaluate the practices and identify the challenges of SIP implementation but also to suggest a way to improve trends of quality, effectiveness and efficiency of SIP implementation in the primary schools.

1.2 Statement of the Problem

Before some years ago, it is known that Ethiopia education is entangled with complex problems of relevance; quality; accessibility and equity the objective of education do not take cognizance of the society's needs and do not adequately indicate future direction. The absence of interrelated contents and mode of presentation that can develop student's knowledge, cognitive abilities and behavioral change by level, and adequately enrich problem solving ability and attitude are some of the major problems of our education system (FDRGE, ETP, 1994:2)

The Education and Training Policy and its Implementation document (2002:11-23) identified that unrelated and simply copied education system, curriculum that cannot address the pressing needs and problem of the country, absence of adequate students textbooks, shortage of library and laboratory apparatus, absence of student centered teaching methodology and incapable student to conduct even elementary scientific practical experiments were the major short coming of the pre-1991 training and education policy of Ethiopia.

In line with this, the government has set the strategies and programs to ensure quality education in all regions of the country. Almost all of the regions are not implementing them accordingly. Moreover, the government is repeatedly accused of pursuing the policy of ridiculing teacher's concern about decline of quality (Tekeste, 2006:28)

The failure of schools in addressing children's right to quality education has become manifested by the score of National Learning Assessments conducted in 2000, 2004 and 2008. When compared to the 2000 baseline, academic achievements of students in grade 4 shows only a slight improvement, from 47.9 percent in 2000 to 48.5 percent in 2004, whereas achievement scores for grade 8 deteriorated from 41 percent in 2000 to 39.7 percent in 2004 (MoE, 2007).

A look in to the 2008 assessment report also gives rather a bleak picture compared to the previous two assessment results. Only 39.9 percent of students scored more than 51 percent the standard to pass the national examination 24 percent of the students scored 51 percent, and the majority 62 percent, scored below 51 percent (MoE, 2007).

According to the document, General Quality assessment package, MoE(2007:5-7) Amharic version, result obtained from National examination, Test profile and National learning, assessment indicate that education being given at various levels is not in a position to producing citizen with the capacity of promoting the countries socio-economic development forces. Students lack of capacity as the result of absence of deficient teachers, absence of adequate educational materials, text books and class rooms, and an availability of healthy school environment.

Beginning from 2007 on words MoE has provided regional education bureau through the woredas' education office to schools written materials like blue print, frame work, hand books and other guide lines and checklists so as to enable school implement program effectively. Besides, since its initial implementation up to now, many formal and informal reports regarding the school status of school improvement reported. Seeming unclear, some of the reports are supporting the good future of the implementation process, while others are not

The schools in Guji zone are not exceptional to other schools in the country and they start to implement SIP since 2007. It is now more than five years that SIP is on operation at schools, it comprises five years, three years, and annual plan in which activities prioritized according to the reality in the particularly school and the national policy in general.

In line with this, specific to the Guji zone primary schools, an average achievement score of students in Grade 4 is only 52.5% in the year 2004, and the average achievement score for grade 8 is only 51.58 for females and 54.77% for males in the year 2004. Concerning the class student ratio, teacher student ratio and student text book ratio it is 1:81, 1:79 and 1:2 respectively for primary education. For grade 5-8 it is 1:64, 1:59 and 1:2 respectively (Guji Zone education office annual report) (2004:8)

In relation to the specific study of this research that is SIP recent development has shown that the government of Ethiopia and the community have collaboratively worked to improve schools to make the school a better learning environment.

However, studies show that schools have the following major problems (GEQIP, 2011:12):absence of qualified and competent teachers at all levels, lack of administrators who can make student success and behavior top priority, failure of schools to create conducive environment for student's success and behavior, Critical shortage of resources and absence of strategic plan.

According to Guji Zone Educational Department annual reports in 2012/13 similar things have been exercised in achieving quality education in general and improving the schools for better teaching learning environment in particular. Thus, among the problems seen in the schools include: there is poor partnership among parents, community & school; school environments are not conducive for teaching learning process; weak school administration and management, and challenges of SIP have not been identified and managed for the successful implementation of the program. Actually, after a new educational program or practice has been introduced, it is essential to undertake regular and systematic assessment on its effectiveness. Thus, it is the intention of this study to investigate the practice and challenges of school improvement program implementation in primary schools of Guji Zone.

As far as the practice of SIP in primary and secondary schools is concerned, some research were conducted in Addis Ababa and different regions by Haileliul(2011),Bayisa(2013) . Haileliul's study focuses only on the role of leadership domain, and Bayisa's investigation focuses on community participation domain of SIP. Thus, this study is different from them that it includes all the four domains of SIP (teaching learning domain, creating conducive and safe environment domain, leadership and management domain, and parent/community participation domain). Moreover, this study also takes place in Guji Zone where no investigation has been conducted in the area of this problem.

Thus in order to carry out this study, attempt was made to find answers for the following basic questions:

1. To what degree the school environment is conducive to teaching learning process is applied in the schools?
2. To what extent dose the school leader ship and management support implementation of SIP?
3. To what extent parents and the community participated in SIP implementation?
4. What are the major factors that hinder the effective implementation of SIP in primary schools of the study area?

1.3 Objectives of the Study

The study has both general and specific objectives

1.3.1. General Objectives of the Study

The general objective of the study is to asses' the practice and challenges of school improvement program implementation in government primary school of Guji Zone, Oromia Regional State

1.3.2 Specific objectives of the Study

Based on the main objectives of the study attempt was made to address the following specific objectives.

1. To identify factors affecting the effective implementation of SIP in primary School of Guji Zone in Oromia Regional state
2. To identify the contribution of SIP to the government to improve GEQIP
3. To assess the challenges in the implementation of SIP in Guji primary schools
4. To identify the level of the attractiveness of school environment to encourage student learning
5. To examine the extent of parent /community participation in school activates to insure SIP implementation

1.4. Significance of the Study

Schools are the major social institutions where by behaviors, skills and attitudes of a child are shaped accordingly through teaching learning process. Therefore, challenges and inconveniences which affect the appropriate functioning of the school need to be carefully examined.

Appropriate strategies also need to be implemented to improve schools there by to deliver quality education for the child. Besides, educational leaders and teachers by virtue of their position are key people for appropriate functioning of schools.

They are facing constantly the challenges of education and can only achieve maximum efficiency when they manage the problems at satisfactory level. Hence, the inconveniences of school process should be identified and managed in order to improve the practices of SIP strategies. Therefore, it is hoped that the study may be of significant and is expected to contribute the following;

1. It may help teachers and school leaders improve and reflect on their day to day practices
2. It may help to educational planners, fund donors and policy makers to understand the level of success of SIP
3. It may indicate for schools to take corrective measures in order to improve the inadequate situation
4. It may provide information to Zonal and Woreda educational officials on the current status of School Improvement Program Implementation
5. It may help as input for further researcher in the area of SIP(GQEIP)

1.5 Delimitations of the Study

The importance of quality education is a critical issue at all levels of the education system and all over the country. To find out the problem which affects the quality of education all over the school systems, it needs a large amount of financial support and manpower, and a lot of time.. Therefore, the study attempts to survey the implementation of SIP and the researcher presumes the problem confined only in some selected primary schools of Guji Zone in Oromia Regional stat. Besides this, from the six quality ensuring programs, the study delimited to focus only on school improvement program which has four domains: teaching learning process, school environment, leader ship and management and community involvement. This is because, it is helpful to make the study more manageable, since time, finance and facility would be constrained.

In line with this, to make the study more manageable, it was decided to delimit only to collect data from school leaders, teachers, and councils of students and Parent teacher association heads about the practices and implementing school improvement program.

1.6 Limitation of the study

School Improvement Program is a new government initiated strategy and even though, manuals and guidelines are there, so far materials developed on the practice and challenges of the school improvement program at nationwide is not available. As the result, the researcher encountered with difficulties in accessing of the general overview of the program implementation in the country. Despite all these ups and downs, the findings of the study are worthwhile.

1.7 Definitions of Terms

CRC Supervisor: is an expert who is in charge of supporting and monitoring teachers and school leaders of a group of schools organized under one center.

Government school: is school supported and administered by the government and the local community in Guji zone.

Primary school: is an educational institution which consists of grades 1-8.

School improvement program: is a program initiated by the government to improve the quality of education that enhance students outcomes as well as strengthening the school capacity of managing change.

1.8 Organization of the Study

The research report is organized in to five chapters. The first chapter includes background of the study, statements of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study and definition of key terms. Chapter two deals with the review of related literature. The research design and methodology was presented in chapter three. The forth chapter teats data presentation analysis and interpretation. Summary, conclusion and recommendations were presented in chapter five.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter has three main parts. The first deals with quality in education and present the review of issues related to it like the concept of quality in education, underlining issues for quality education and strategies to promote quality education. In the second part, School improvement program discussed in detail with the main points: concept of SIP, theories of SIP, Factors facilitating SIP, strategies for SIP, and domains of SIP. The last part deals with countries experience in SIP.

2.1 Quality in Education.

2.1.1 The Concept of Quality in Education

The literature contextualizes education quality in several different ways; quality as resource and inputs (Kamet, 2000; Adams ,1993; Fair, et al.,1991); quality as process (Kamet, 2000; Adams 1993; Frymier, 1983); quality as content (Adams, 1993) ; quality as out-put and out comes (Adams, 1993; IEQ project paper,1991). It is important to note that educational quality can be defined as, one of the above or a combination of the above (UNICEF, 2000).

Sharma,(2006:22) indicates quality in education implies a philosophy that aligns the activities of all the key people in the education system with the common focus of customer satisfaction through continuous improvement of the educational system.

Stalla and Gyanan, (in Sharma, 2006:20) state that quality is not an added future to a product but a component of achievable, measurable, profitable unit that can be achieved when one has the commitment and understanding and prepared for the hard work. It is enhancement. It cannot be achieved as an administrative process. It is a participative process involving various units of the institution.

2.1.2 Underlying Issues for Quality of Education

Indeed, several authors argue that policies calling for a focus on educational quality increasingly supplement and even replace earlier attention given to educational access and expansion (Adams, 1993).

In particular, the issue of educational quality has become an area of great interest and concern to many sub-Saharan Africa nations due to the conviction that education plays a pivotal role in national development (Adios et al., 2003). Coupled with such a belief is the concern that the quality of education in Africa is declining and indeed, that African educational system are in crisis.

A series of international educational conferences reflect a concern for educational quality. While in 1990, the world conference on education for all, held in Jamtien, Thailand, announced an action plan to ensure education for all, it also stressed the importance of signatory nations insuring that they offer education of an acceptable standard to all their citizens (“World Declaration on education for all, 1990).

An improvement of educational quality is one of the most urgent priorities expressed in the action plan. This sense of urgency regarding educational quality carried forward in 2000, during the world education forum held in Dakar, Senegal. In the action plan emerging from this conference, it made clear that efforts to expand access to education will be in vain if educational quality is not insured (UNESCO, 2000:7-10).

In addition to the urgency with which quality treated in the conferences’ deliberations is the notion that considerations of educational quality are not isolated from other futures of an educational system-most notably, access. EFA Global Monitoring report entitled “The quality imperative” in 2004 stresses that “.... The achievement of universal participation in education will be fundamentally dependent on the quality of education available” (UNESCO, 2004).

2.1.3 Strategies to Promote Quality Education

The transitional government of Ethiopia (TGE) (2004:2) issued anew education and training policy to respond to the successively accumulated deep-rooted education problems and indicate that it is known that problems related to education are serious. Its relevance and quality found in their worrying condition.

Moreover, such reform general effort to make school better place for students and for students to learn strategies are designed to remove fundamental obstacles that stand in the way of quality and relevant education as curriculum change, sufficient supply of

education materials and equipment and improving teacher training for better quality teaching deployment translation.

ESDPI (2006:14), report forward medium term recommendation regarding quality point out that school should devise ways to insure fair teaching load for teachers, thereby permitting them keep quality records of pupils and establishing a close and regular contact with parents. Developing standard to serve the purpose of quality control with such indicators as the relevance of the curriculum, adequacy and availability of text books and other teaching learning materials and facilities, competency and motivation of teachers, language of instruction, management of the education measured by achievement tests.

MoE (2007:12) has also suggested that to put in to practice the design strategy so as to preventing the deteriorated educational quality. The Ethiopia government has been designed a general educational quality assessment package (GEQAP) consisted of five programs such as teacher development program (TDP); school improvement program (SIP); civic and Ethical education improvement program; information communication technology service expansion program; general education management and organization improvement program launched from the beginning of the second half of 2006 all over the country.

So that to respond to the identified educational problems. The MOE has designed alternative strategy called school improvement program (SIP) among others and regarding this SIP training manual, MOE (2007:2), state that in order to provide quality education, in a better way, calculating the best practice and using them to the maximum potential is becoming an area of concern and key improvement strategy.

The MoE, as part of its continual effort recently made advertisement un a topic: “Education week” has celebrated at national level; (2008:1:2) became a duty of education quality and indicate the role that education to solve and made poverty a history. The need for a concerted effort starting from the ministry of education down to the school level to coordinate and harmonize human and material assists and insure quality of education.

In general, quality of education is the significant future of education system achieved through the input, through put, out-put process with the application of various strategies to satisfy the needs of education customer.

2.2. School Improvement

2.2.1 The Concept of School improvement

It is general effort to make school better place for students and for students to learn. In the other case, strategy for educational change that enhances student out comes as well as strengthening the school capacity for managing changes Hopkins (1996:32).

Males et al. (in Harris, 2002:10), define school improvement as “...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 Harris, 2002:10) suggests that there are two senses in which the term school improvement is generally used. The first “ it is a common sense meaning which relates to general efforts to make school better place for students and (for) students to learn’. The second is a more technical or specific definition in which Hopkins (1996:32) defines school improvement as a ‘strategy for educational change that enhances student out comes as well as strengthening the school capacity for managing change.’

According to Barth, (in Harris, 2002:11) school have capacity to improve themselves, if the conditions are right. A major responsibility of those inside the school is to help provide. These conditions for those outside. School improvement is an effort to determine and provide from without and within conditions under which the adults any youngsters who inhabit schools will promote and sustain learning among them.

In a similar manner Hopkins, (2005:5) has also indicated that school improvement is not a single activity or approach but a power full set of processes that can significantly enhance the generality of teaching and learning. School improvement is not fad or a fashion but a systematic way of generating change and development within the school.

Gallaghay, (2004:15), indicates the school improvement refers to the process whereby schools under the governance of school boards undertake a continuous cycle of self-assessment. School monitor performance against system and school goals and report to the school community and the chief executive.

Hopkins, (in Li,et al.2006:21), asserts that an approach to educational change that is concerned with process as well as outcomes. School improvement is about raising student achievement for enhancing the teaching – learning process and the conditions, which support it. It is about strategies for improving the school’s capacity for providing quality education.

MoE(2007:2) further state that SIP is a concept focused on enabling student score excellent result by making schools conduct self-evaluation based on varied school domains and improve the input and process of education.

2.2.2 Theories of School Improvement

Reynolds suggested (in Li, et al. 2006:5), the academic study of school improvement has passed through a number of phases: mid-1960s to the 1970s and emphasis on the adoption of curriculum materials. Most of the 1970s and emphasis on implementations with a combination of strategic planning and individual learning (teacher training); late 1970s to mid-1980s the publication of effective school research coupled with the conduct of same major large scale school improvement projects; late 1980s to the present – an emphasis on managing change and actual participation in school improvement. In less than a decade, school improvement has become an expectation of all schools across many western countries. In the UK, as many other educational systems, school improvement has become a dominant theme in contemporary educational reform and development.

The growing concern amongst politicians and the wider public about educational standards has resulted in a wide variety of school improvement interventions and initiatives. Some of these have been government directed while other have been locally initiated and developed Harris, (2002:2)

In most western education system there has been a move from a somewhat paternalistic approach to education a situation where schools are not only encouraged, but are increasingly required to take responsibility for their own development.

The emphasis on self-improvement has increased in the past decade with the trend in most western countries of decentralizing the responsibility for the implementation of education reform, whilst at the same time decreasing the level of support to schools from external agencies. A long side this increase in political pressure for institutional renewal,

there has been a study realization that traditional strategy for educational reform, neither centralization nor decentralization work and that a better way found.

2.2.3 Factors Facilitating School Improvement

Hopkins (2005: vii), has assert that our work place in under-going rapid changes, unemployment seems to become large change, and only those societies with a major capacity for renewal are able to complete. Faced with global competition, supported by free accessible information and technologies, our traditional work places will constantly need to renew themselves.

In the last decade many counties and areas in the Asia- pacific region have poured in huge amount of money to rein force their education reforms. Most of the reformer and educators are still disappointed with the performance of their education systems and the doubt whether their graduates have been well prepared to face the challenges of the new country change (Hopkins, 2005:176-177)

Botha, et al. (2002:4) indicates matters that considered to be in need of urgent school improvement include overcrowded condition in schools, un motivated teachers, lack of parent involvement, poor facilities, absence of learning culture and shortage of text books.

The Federal Democratic of Ethiopia: Poverty reduction Strategy,(2005:30) states that the number of student has been increasing from year to year. However, the number of class rooms as well as teachers has not been able to grow with the same proportion. This has resulted in large class sizes and high student teacher ratios, affecting the quality of the teaching learning process. There is also a need to print and effectively distribute move text books so that every student gets a copy of text book for each core subject.

2.2.4 Strategies for School Improvement

Clark, et al. (1986:49), state that methods are made up of strategies and techniques. Strategy is a plan of attack. It outlines that approach you intend to take in order to achieve your objective. The strategies in this case the asking of specific questions and handling of answers variously known as tactics, operations, or techniques.

Hopkins, (2005:105) attests the following school improvement mechanisms: conducting systematic review and evaluation process; base focus of information needed on school condition, purpose, and achievements.

They lead to action on aspects of school's organization or curriculum; allowing engagement of participants in a collegial process; school ownership of process and its outcomes; and their purpose is school improvement and their aspiration is to march towards the goal of "problem solving" or relatively autonomous school.

Harris (2002:7), has indicated that the system level reform and change strategy has the nature of concentrating on outcomes rather than process, as its qualifier greater accountability and system wide reform that is founded up on improvements in standards and performance. "Across many countries there has been a substantial shift towards greater central control over education systems and a 'standard driven' agenda for reform in schools...."

Fullan (2005: ix) has in contrast stated that some of the research findings on educational change have ever been accorded the status of generalizable rules or 'lesson' of change. This includes the maxims that a practice change before beliefs, the successful change is the product of both pressure and support, that evolutionary planning works better than linear planning and so forth.

In reconciling such controversial approaches to school improvement, Hopkins as cited by Harris (2002:11) suggests that school improvement work has shown that there is no one blueprint for action but approaches to improvement will vary across different types of school. It has directly challenged the assumption of the one-size-all approach to improvement by demonstrating the importance of matching improvement strategy to school type.

Fullan (2005:10) again urges that because of their singular nature, most school improvement strategies fail to a greater or lesser degree to affect the culture of the school. They tend to focus on individual changes, and individual teachers and classrooms, rather than how these changes can fit in with and adapt the organization and ethos of the school.

In relation with this, Harris, (2002:4), state successful school improvement can only occur when schools apply those strategies that best fit their own context and particular developmental needs. Consequently, a first step in the process of school improvement is

to diagnose and identify the developmental needs that exist within the school and subsequently select the most appropriate improvement strategies.

2.2.5 School Improvement Domains

Schools as organization established to educating citizens of nations. To discharge this responsibility, school needs domains based on which they can operate effectively. For instance, Sammons, Hillman and Mortimore (1997) in Li, et al. (2006:6), identified eleven factors for effective schooling is that: professional leadership, purposeful teaching, concentration on teaching and learning, learning environment, shared vision and goals, positive reinforcement, high expectation, pupil right and responsibilities, monitoring process, a learning organization and home school partnership.

Wisconsin department of public instruction (in Klousmeir, 1985:6), approved the following characteristics of effective schools: clear school mission and accompanying instructional program; high expectation of students; an orderly school learning climate; opportunity to learn and an emphasis on academic learning time; frequent monitoring of pupil progress; high degree of community involvement.

As Lock Head and Levin, cited in Li (2006:6), stated, in developing countries three elements are needed for the creation of effective schools: basic inputs (curriculums, instructional materials, time of learning, teaching practices), facilitating conditions (community involvement, school based professionalism, flexibility), and the will to change or to act (vision, decentralized solution).

Minnesota state department of education (in Mauriel, et al. 1989:78), has also identified the following two groups of attributes of effective schools:

Social organization:- clear academic and social behavior goals, order and discipline, high student expectations, teacher efficiency, all-encompassing caring, public rewards and incentives, administrative leadership, community support. Instruction and curriculum: high academic learning time; frequent and monitoring home work; frequent monitoring of student progress; tightly coupled curriculum; variety of teaching strategies; opportunity for student responsibility.

Nergney, et al. (2004:193), have further states the attributes of school effectiveness as “effective leadership; standard school mission and clear goals; staff professional development and professional collaboration; strong core or integrated curriculum and instruction; safe and positive school environment; small class size; positive family and community relations and parental involvement”.

As to Gllagher, and MOE, 92004:8, 2007:2), high performing schools support student learning through best practice across orange of elements within the four domains of schooling; teaching learning, student environment, leadership and community involvement. These four domains have been identified as the constant factor in schooling. They can further broken-down in to elements. The relationship between these elements is dynamic, each one influence and support practice in all domains.

Figure 1: Domains and Elements of Schooling

Learning and teaching teaching practice learning and assessment student achievement curriculum	Student environment Student focus Student empowerment Student support
Leader ship and management Strategic vision Leader ship behavior School management	Community involvement Parent ship with parent and caregivers Engaging the community Promoting education.

Source: School improvement framework, MoE 1999 E.C P.2 (Translation)

2.2.5.1 Teaching Learning Process

Greemer (in Harris, 2002:1), state that while it cannot be denied that there are conditions at the school level which can make classroom improvement more possible, the teaching learning process remains the main determinant of educational outcome.

Improving curricula, providing text books, increasing community participation, augmenting financing for education are among strategies pursued to address the perceived decline in the quality of education.

Moreover, while all policy documents stress the importance of teachers for promoting learning, the emphasis on improving teacher quality is most prominent in the 2005 Education Sector Development Program (MoE, 2005:1)

Hopkins, (2005:13) has stated that “..... We are convinced however that powerful learning does not occur by accident. It is usually the product of an effective learning situation created by a skillful teacher”. In justifying necessity of considering differences in pupils, Collahan, J.E.et al. (1988:305-306), indicates that has the key responsible professionals, teachers

are expected to design appropriate teaching strategy and tactics so as to accommodate the available or observed in individual differences.

Slavin and sting field, (in Hopkins, 2005:13), urge strike a contemporary chord....as they both underline the need for carefully selected instructional strategies which are designed to make the particular development needs of schools.

Phye, et al. (2005:74) assert that ‘.... individual result, research based theory of learning must be at the heart of educational reform because education is essentially at learner-centered process.’ Deborah, et al. (2009), has also noted in their research abstract that research has documented that skilled and highly effective teachers make a positive difference in student learning and achievement. Research has also show that more time spent on quality professional development means teaching that is more effective.

Clark, et al. (1986:48-49) urge that teaching methods are the means by which the teacher attempt to bring about the desired learning that is formulating the goals and objectives for the teaching, selecting the subject matter and the teaching procedures, calculate the success of learning activities, following their success and failures.

I Teaching Practice

According to Berliner, Casonova, Bluin, Joyce, Horsh and Mckibbin and Robinson (in Heneveld, Craig, and world Bank 1996:24) teacher in effective schools waste less class time in Starting and ending instructional activities; they select curriculum materials which are appropriate to students’ abilities; they emphasize academic instruction and active learning strategies; and they provide immediate constructive feedback to students.

Fullan (2005: Viii-ix) further states that research on what made teachers in their class room also expanded to address what made schools effective or in-effective as a whole and as lists of effective school characteristics were discovered. Such as creating a safe and orderly environment for learning or setting checking homework regularly, those sometimes used as administrative blue print to try to make particular schools become more effective in due course.

Hoy, et al. (2000:178) indicated that if learning is the most important outcomes of what happens in schools, then teaching is the principal means by which this learning is brought about.

Moreover, teacher-what teachers do, how they teach- is shaped primarily by what they believe learning and about learners, rather than what they are told to do by any text book or course description.

The Ethiopia Training Policy set standards for teachers and described a new approach to education The new approach promotes active learning, problem solving and student-center teaching methods (MoE, 2009:4).

II Learning Assessment or Evaluation

As Black, et al. and Stiggins, stated in Fullan, (2009:97), culture of evaluation serve external accountability as well as internal data processing proposes. They produce data on an ongoing basis that enables groups to use information for action planning as well as for external accounting. A culture of evaluation must couple with a culture of learning for school to sort out promoting from not-so- promising ideas and especially to depend on the meaning of what is learned. One of the highest-yield strategies for educational change recently developed is assessment for learning.

Clarck, et al.(1986:346) define evaluation as putting a value on or assign worth to something. It includes quantitative and/or a qualitative description (that is a measurement or assessment) plus a value judgment. The essential element in evaluation is judgment. This quality makes it different from measurement or assessment.

Callahan, et al. (1988:330-340) have also suggest that to learn effectively, students must know how they are doing.

Similarly, to be an effective teacher, you must be informed on what the student knows, feels, and can do so that you can build on student skills, knowledge and attitude. Therefore, you need continuous feedback indicating student progress and problems in order to plan operate learning activities.

Every effort an individual exert in his or her life is with the intention to achieve something. After the efforts have been made, it becomes essential to know the level of achievement so that accordingly further action can be planned and executed to sail a head. Similarly, the teacher also makes an effort, by means of teaching to import knowledge to the students.

And to examine how successful has been his effort, he evaluates the students' performance through tests, measurement, assessment and evaluation (Ahmed, 2009:257) .

III Curriculum

As Fullan, (2006:5) states, curriculum is the principal agent for educational reform and this is still the dominant orthodoxy in many educational systems. The failure of curriculum reform movement to positively affect levels of student achievement is usually attribute to a failure in implementation. More ever, a curriculum however good cannot influence directly on student learning. To affect learning, the curriculum as artifact has to be medicated through a process of instruction.

Write Olivia (in Ornastein, et al., 2004:24) explains that teachers are seen as the primary group in curriculum development. Their role is to develop, implement and evaluate curriculum. Teachers work in committees and initiate proposals, review proposals, gather data, conduct research, make contact with parents and other lay people, write and create curriculum materials, obtain feedback from learners, and evaluate program.

Ornstein, et al. (2004:360-361), further suggest that; “....student should also assume some responsibility for assessing the curriculum. Student can work with teachers in class rooms and curriculum committees in deciding the work and effectiveness of various curriculum component... educators are now giving student responsibility for creating portfolios containing their own work and their comments on how well they liked and how much they learned from particular curriculum units...’

2.2.5.2. Leadership and Management

According to Smith and Lagston (in Moyles, 2006:5), leadership management complement each other... where they differ is with regard to change. Managers cope with the complexities and results of change while leaders inspire and initiate change.

Both characteristics are important in the context of change with in education, particularly at the pre-school stage, where the parent (client teacher) manager relationship is altering rapidly

In order for early years establishment to achieve the high standards expected of them they must attract people who are capable of motivating others towards attainable goals: in short,

they must inspire loyalty and act as driving force. The same person, however, needs to establish procedure for staff and make a rational and balanced assessment of current situations; She or he needs to be able to plan, to organize, to forecast and to control so that visions are turned in to reality.

The improvement of primary education in Africa countries also requires school heads: who articulate a vision of what their school should be like and demonstrate an energetic commitment to that vision (Manasse 1984; Steller 1988). Who devote much of their time to the coordination and management of instructional process, who have high academic expectations, who regularly communicate with staff, parents; and others in the community and who are highly visible and accessible in the school while sharing their responsibilities for its management (Dalin et al. 1992; Lock heed vespoor, 1991)).

The performance out comes, skills and knowledgerequired to apply leadership and management concepts and practices in monitoring, supporting and evaluating schools planning and implementation process for improvement. It covers enabling schools to design and implement their structure and process, to meet legal requirements, to establish profile and promote their services ,guiding for effective school management (MoE,2012:8).

According to Audit commission, (in Hopkins, et al. 1994:97), although final decision on school development plan rest with the governing body, the head teacher will take the lead in the participation of the plan. The head teacher will involve all the staff who will implement it in order to maximize their commitment to its success.

Teacher's participation relates not to involvement for its own sake, as a collegial professional or democratic concern, but for purposes of the management of motivation. The school development plan signifies and celebrates the exclusion of teacher.

As Fullan, (2006:33), asserts, it becomes increasingly clear that leadership at all levels of the system is the key lever for reform, especially leaders who (a) focus on capacity building and (b) develop other leaders who can carry on.

Systemic change for school improvement requires effective leadership-leaders who take an active role in supporting and sustaining a reform effort (Murphy and Datnow, 2002) and take a risk to develop a positive school culture that encourage change (Deal and Peterson, 1991), school leaders are critical in insuring that school improvement efforts are successful. They are expected to possess the skills needed to lead instruction and manage the improvement effort's implementation.

According to Harris, et al. (2005:167), leadership is essentially the process of building and maintaining a sense of vision, culture and interpersonal relationships whereas management is the coordination, support and monitoring of organizational activities.

Mauriel, et al (1989:5-7), further urge that a discussion of a meaning of the terms leadership and management has some similarities to the discussion of policy versus administration. You know the common wisdom "boards set policy, school officers, administrator, and each should not try to do the other's job" without a joint effort and administrative support, however policy making is not very effective. The same is true of management and leadership, without good management of the process leadership initiatives can lose their power.

Fullan, (2005:37), has also assert that school need to become learning organizations, both to insure continues improvement in educational practice and to teach students how to function well in such organizations a legitimate social expectation.

As step in the right direction would be to devise ways in which a school and school board can themselves become learning organizations harnessing the directory of professional expertise in collaborative effort to enhance the learning of all students. Historical forms or leadership that preserves a hierarchical distribution of power are likely to impede this effort.

Duke, (in Lumby, et al. 2008:84), states that unlike the preceding approach outcome based concepts of effectiveness take a relatively benign stance toward the training of the school leaders. What counts is output. A school leader's effectiveness is based on how well students achieve. As long as student performance meets or exceeds expectation, school leaders are presumed to be doing their jobs well.

The contemporary view of effective school leaders has moved on, and assumed up by Riley and Ma Beath (as cited in Lumby, 2008:84), that effective leaders are distinguished by their vision and passion; and by their capacity to bring a critical spirit in to the complex and demanding job of leadership. Whilst at the same time focusing on staff and pupil performance, and on classroom pedagogy.

As stated by Thomas and Martin, (in Bush, 2006:12), the organization for Economic cooperation and Development (OECD) conclude that, it is likely to be beneficial greater autonomy in school leaders to greater effectiveness through greater flexibility in and therefore, better use of resource to professional development selected at school level to more knowledgeable teacher and parents. So better financial decisions to whole school planning and implementation with priorities set on the basis of data about student (outcomes) and needs.

I Strategic Vision

Harris, (in Harris, 2002:11), indicate that school improvement research has reinforced the importance of leadership in securing school level change. It has shown that leaders with in improving schools have vision and drive change forward. It has also demonstrated with in improving school leadership in shared and distributed level.

Harris, (2002:5), has also urged that the success of any school improvement effort will ultimately depend on the context in which it takes place. It will not occur by chance but requires conscious effort to create an environment that is supportive of risk taking; and mutual learning, explicit efforts need to foster trust, to develop the relationship with in the school leaders have an important role play in creating those conditions.

2.2.5.3 Parent /Community Involvement

Traditionally, school have tended to keep parent out, using the argument that a professional skill such as teaching must be carried out without interference. Today, this

attitude is changing and schools are trying to encourage parents to take a greater interest in the school.

According to Sgvelch and Lemmer, in Krunger, (1996:75),

Parent involvement in the active and willing participation of parents in a wide range of school based and home- based activities which may be educational or non-educational. It extends from supporting and upholding the school ethos to supervising children home work at home. Parent involvement implies cooperation, sharing and support. The closer the parent is to the education of the child, the greater the impact on child development and educational achievement. ''

Funk Houser, J.(1997:vi) urged that successful school family partnership require the sustained mutual collaboration, support and participation of school staffs and families at home and at school in activities that can directly affect the success of children's learning. If families are to work with schools as full partner in the education of their children, school must provide them with the opportunities and support and support they need for success.

Eagle, Hendorson and Berla, U.S. Department of education and Ziegler (in Funk Houser, 1997: Xvii), state that when families are involved in their children's education, children learn higher grades and receive higher scores on tests.

Attend school more frequently, complete more homework, demonstrate more positive attitude and behaviors, graduate from high school at higher rates, and are more likely to enroll in higher education than students with less involved families. For this reasons, increasing family involvement in the education of their children is an important goal for schools, particularly those serving low-income and other students at risk of failure.

Ryburn, (in Roa, 2008:70), describes the relationship between school and community as there must be a vital connection between the life of the pupils in school and the life of the community from which they come. There must be a vital connection between the school, which is the corporate life of pupils and teachers and community. Otherwise the school can never succeed in its aim of enabling its pupil to go to out and to face society and make necessary adjustment nor can it, as a corporate body, even have the vital influence on the community, which it ought to have.

Fullan (2001:198) stated that the closer the parent is to the education of child, the greater the impact on child development and educational achievement. Furthermore, Shaeffer (1994) statests that the opinion about what conditions determine parent-community involvement in the school is the most beneficial.

We have to understand the different forms of parent/community participation and their consequences for the school, the learner and other personnel in the whole school system.

I. Rationale for Parent/Community Involvement

Learner's commitment to schooling (or engagement in learning) is primarily shaped by: parents through the curriculum at the home and parents involvement is an alterable variable which can be influenced by school and teacher practice (Coleman, 1998:11).

As to van Schalkwyk, (in Kruger, 1996:78), parent involvement is a matter of principle. Parent involvement in formal education is legally prescribed; formal education on its own cannot fully satisfy the demand of 21st century values; the high cost of education requires that funds be utilized in the best possible ways; the intellectual development of the child calls for parent-teacher cooperation.

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

Dodd, et al. (2005:5) urge that regardless of what any community make changes that will last must involve parents in the process... the great, a change without sufficient parent and community involvement can be came a full0scale crisis. The loser is always the children who get caught in the middle of warring adults. Student achievement is another reason parents should be involved in school. Research shows that parent involvement influences the level of student achievement. Parent involvement can also build support for the school and its staff because parents who are involved in school are more likely to have positive opinion about teachers *ibid*.

Fullan (2005:36:37), also suggest that we need to invent a new education model for the information age in order to build a learning society. Many of the established structure of education were forged to meet a set of social and economic demands that arose during the individual revaluation. We now need to integrate school in to a broader community and social efforts to provide high quality social environments that promote and support learning.

The study by Coleman (1998:11), was every clear about the benefit and necessity of parents community engagement is the learners commitment to schooling (or engagement in learning) is primarily shaped by parents through the curriculum at the home and parents involvement is an alterable which can be influenced by school and teacher practice.

II Level of Parent (Community Involvement in Their Children Learning

Cheng, (2005:475-476), suggest the following four levels of parent involvements: first, school policy formulation- act as school managers, participate in school meetings. Second, school daily operations-help in school open day, in organizing extracurricular activities, as teaching

assistances, as library assistances. Third, parent organizations-organized and participate in related activities, contribute resources. Fourth, individual students education act as a model for students behavior, supervise student at home, support the necessary information of students development.

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

Kruger, (1996:83), further indicated the following activities as a way of parent to get involved in their children education: helping children with homework; fund raising; maintenance of buildings and grounds; transport of pupils; attendance at parent evenings; organizing functions at the school; helping with extra-curricular activities; helping teachers in the class room; and supporting school activities.

Nergney, et al.(2004:41), also suggest that school have always tried to involve parent in the education of their children, but school efforts seems to have increase in recent years. Common and visible examples are parent-teacher conferences, school open houses, parent-teacher associations and, organization (PTA and PTOs), school advisory councils. PTA and PTO vary in size and level of participation in schools. Their goals are to involve parents in school activities to tackle virtually every kind of problem imaginable.

In many instances, the groups fund raising efforts allow schools to produce class room materials and equipment.

II Partnership with Parent and Caregivers

As Massa Chusetts Department of Education (2000) studies of families show, what the family does with the children is more important to student success than family income or the education level of the parents. Parental participation improves student learning whether the child is in preschool or in the upper grades, whether or not the family is straggling economically or is affluent, or whether the parents finished high school or graduated from college (Epsteing, 1991; Henderson, and Berla, 1994,; Liontos, 1992; Reynolods, et al.; 1991; Zellman, G.1L., and water man J.M., 1998).

2.2.5.4 Enabling School Environment

As California department of education (2004:12), states that providing students a healthy and inviting learning environment where they are protected from physical and emotional harm is central to the mission of all schools. Safe schools are not just place where advanced security procedures. They are also place that help student to develop ‘‘asset’’ that allow them to succeed even in difficult circumstances. Safe schools encourage health behaviors that help students learn about fitness, nutrition, and healthy choice.

For the overall development of students, for bringing about desirable changes in behavior of students and making school as a means of development of community and society, good and conducive environment plays an important role. ‘School environment’ here means all those conditions, resources and their integrated and interrelated activities, which directly or indirectly affect functioning of the school.

A positive correlation is found in such type of performance and school environment. Better is the school environment, better will be the function of the school. In an unsuitable environment or opposing environment, the possibility of going in opposite direction becomes prominent. The environment of the school reflects the quality of the school-good or bad.

Fullan (2005:37), has asserted that school need to become learning organizations both to ensure continuous improvement in educational practice and to teach students how to function well in such organizations. A legitimate social expectation of school is that they

should prepare student for work. As step in the right direction would be to devise ways in which school and school boards can themselves become learning organization harnessing the diversity of professional expertise in collaborative effort to enhance the learning of all students.

Owens(in Kruger, 1996:20), define organizational climate as it is a relatively enduring quality of the internal environment of an organization that: a) is experienced by its members; b) influences their behavior; and c) can be described in terms of the values of a particular set of characteristics of an organization.

I Rationale for Enabling School Environment

Education sector strategy (1994:2), and Haile Selassie (2003:19) indicated, the center for any education system is the school. All conscious and concerted efforts undertaken at any level of the educational system are ultimately to create an enabling environment at school as a mission center realizes the objectives of the education system, which is to cultivate the individual's capacity for problem solving and adaptability to the environment by developing the necessary knowledge, skill, and attitude.

2.2.3 Countries Experience on School Improvement

2.2.3.1 School Improvement Plan in Nepal

In Nepal SIP has been introduced under basic primary education program II (BPEP II) has insisted on decentralized planning for the improvement and development of education at the local level. BPEPII introduced the district planning procedure and envisaged that the procedure should be increasingly participatory and build up on SIPs.

The concept of bottom up planning was introduced by strengthening the local level EMIS and enhancing the local capacity. Micro-planning exercise was taken as basic to the preparation of SIP that would include action plans for the physical and instructional improvement of the schools. However, SIP was introduced as an integral part of local capacity building, not as an independent program.

The main purpose of SIP is to encourage the school to work closely with the community for boosting its development. It recognizes the strategies or interventions proposed by the schools and its community for the resolution of problems. It intends to generate, mobilize and manage resource at the local level. SIP promotes ideas and solutions to development problems that come from the school itself and the community rather than

from outside. It places emphasis on school community links and participatory approach by involving members of the community in the decision-making process, encouraging the school to look at planning as a tool to provided locally devised solutions, developing better teaching learning conditions in schools, and gradual devolution of authority and freedom of control over resource to the school and community. Thus, SIP stands as a major instrument for implementing the decentralization reform process in the education. The SIP process started in the schools of 12 districts in the first year of BPEPII implementation (1998/99). In the following year, SIP was extended to 20 districts. In 2000/01 75 districts were covered. As SIP generated from the schools and operated (at the school level), the role of head teachers (HTs) and school management committee (SMCs) in its design and implementation come to be considered significant. Therefore, efforts were made to enhance their capacity.

Schools were given freedom to design their own programs in the consideration of their problems and needs. In addition, management trainings were also provided them to enhance their managerial capacity. Even though, the effort to introduce SIP, in the country could not gather momentum, the importance of SIP for change in school education has not shrunk. District education office (DEO) did not undermine the contribution of SIP to the development of schools. Therefore, the department altered the strategy and introduced SIP as a pilot program in the 5 selected districts in order to record its strengths and limitations and to observe the change it could make for the advancement of primary education.

At present, SIP is being implemented in all the schools of 12 districts and in the remaining districts where SIP has been introduced in the schools under the 2 resource centers (RC). SIP has covered even the lower secondary and secondary schools. The provision of funding for SIP in these schools is based on the head count of students aged six to ten. This SIP grant is released by DEO only up on the submission of the SIP document by the school. The participants were oriented on the administrative process for plan approval and fund flow mechanism.

For the preparation of SIP, district education office (DEO) organized a capacity-building program 6-day training. At first, master trainer training for HT and SMC members were conducted. This training designed based on the needs of the schools.

Practical exercise was done during the training. On the training, the participants were oriented on the education for all programs, school accreditation, school grants operation guidelines, and on the concept of SIP. Similarly, participants were visited school for practical exercises. They interacted with stakeholders, collected data and information from the school profile (which include school status), identified problems, set properties, vision and objectives, identified programs and strategies, determine targets, estimated costs, developed an annual action plan and a monitoring plan. That master trainers organized training in concerned districts for resource-center level personnel who later organized training for school planning team.

Currently, school grant operational guidelines was developed and distributed to schools, in view to empower school management committees to manage schools by providing flexibility with respect to the utilization of resources.

To ensure universalized education for all children within the service area of each school in coordination with all schools within the municipality, to link the school grants with the achievement of the school based on given indicators, and to motivate schools for undertaking self-assessment and analysis in partnership with stakeholders. Based on the guidelines, the schools could estimate how much money they got from the government for SIP implementation.

2.2.3.2 Namibia's School Improvement Program (NSIP)

The Namibian SIP newsletter is a forum for the exchange of ideas among parents, teachers, principals, learners, education officials and the public on the ideas and activities that are under way in the SIP schools in the four Northern education regions of Namibia.

The main goal of Namibia's SIP is to develop schools with norms of continuous improvement by building capacity from within, which is also the theme of the program. The major elements of the program: circuit inspectors, lower primary advisory teachers, and SIP resource teachers are the officers who provide guidance and support to the schools in the program.

In each of the target regions, the SIP circuit support team (CST) member work with the parents, teachers, and principals on developing then implementing their schools development plans. The plans guide the SIP school teams in their efforts to establish their

own needs related to teaching and learning. Parent participation in working on the SDP as well as in improvement activities are the backbone of the school improvement program.

I. School Self-Assessment

All over the world, educators and program evaluators are learning that a well-designed, well implemented, and thoroughly analyzed self-assessment system can provide a great deal of use full information about the quality and impact of improvement interventions in school programs.

Here in Namibia, the four target regions have been piloting an innovative and challenging approach to monitoring and evaluation. Namibia is becoming part of an important international movement in education programs impact measurements. Self-assessment was tried, in European and North American schools; and in a few education systems in Africa

It is seen as an important tool the process of measuring their own performance and using those ideas to develop improvement strategies. During the third school team circuit support teams have been reporting back to SIP schools on the results of their 2002 self-assessment. Parents and community members are participating in the dialogue on how to measure and report their progress in school improvement.

In a recent study on school self-assessment, pointed out that'' More importantly, this information provides bases for developing action plans for school improvement. The approach represents a radical departure from more traditional use of performance data''.

II School Improvement Program Teacher and Principal Conferences

For the third year in a row, SIP teachers and principals come together during holiday time to participate in session on how to use continuous assessment effectively in their classrooms, and how to improve their use of learner centered teaching strategies in their classrooms. This year, over 500 teachers from all regions met for three or four days together to share ideas, learn new improvement strategies, and make new friends.

2.2.3.3 Ethiopian School Improvement Program

Ethiopia is currently implementing its Plan for Accelerated and Sustained Development to End Poverty (PASDEP).The PASDEP's strategic vision is one of rapid and sustained growth primary through large domestic investments and scaled up development assistance targeted at eliminating the poverty traps that have hindered the development of

the country, Strengthening human resource capacity and achievements of the MDG's of which education is a key element is a corner stone of the Government development strategy(PASDEP report, 2007:2).

The provision of education is the concurrent responsibility of Federal, Regional and Woreda governments. The federal government plays the dominant role in the provision post-secondary education, while also setting standards and overall policy guidance and monitoring and evaluation for the entire sector. Regional governments are responsible for the oversight of the training of primary school teachers, for providing primary text books and for adapting the primary syllabus to local conditions.

Woredas are responsible for paying and recruiting primary and secondary teachers and for supervision and training of primary and secondary teachers (MoE, 2008:4). So that education is the corner stone for any achievement. The government prepared the national Education and Training Policy (ETP) in 1994, and within the framework of the ETP launched the first five year education sector Development program(ESDP) in 1997 as a part of a twenty-year education sector plan

The target set for ESDPI of rising primary enrollment from 3.7 million to 7 million was surpassed with enrollment reaching 8.1million in 2000/01 and 13.5 million in 2005/06when ESDPIII was launched.

The Education and Training Policy has stipulated that ensuring the quality, equity as well as the relevance of Ethiopia education requires effective management and leadership at all level of the education system. Extending this stipulation of the policy to the school level, the General Education Quality Improvement Package (EGQIP) has included teachers, principal's supervisors capacity building strategy with clear objectives to facilitate and support school improvement (MoE, 201:1)

The capacity to plan, manage and monitor is limited. In Ethiopia the management and financing of primary and secondary education is the responsibility of regions and woreda's based on the policy and standards developed and approved by the ministry of Education.

However, some regional and woreda's governments have weak capacity to gather and report on key performance indicators on time in order to manage and monitor effectively the implementation of education reforms. The key issue related to policy making,

management and monitoring capacity include:-weak institutional capacity for the delivery of general education, hampering implementation of a consistent and effective education policy, Inadequate strategic planning and management capacity to support tasks such as policy development and medium to long term planning, limited monitoring evaluation systems making the reform process difficult to

operationalize. Compounding this capacity gap is the constant turnover of keystaff in the sector at different levels of the system, as well as insufficient number of qualified staff. The Government current vision for education development is described in the PASDEP, with the ESDP III serving as the overarching framework giving high priority to quality improvement at all level, with in the frame work of the ESDP III, package (GEQIP) A key recommendation of the education sector Annual Review Meeting (ARM) 2007 in the MoE and development partners work together to implement the GEQIP through a pooled funding mechanism.

The proposed program will support the implementation of six components of the GEQIP. These includes: SIP, TDP, Curriculum, Management and Administration Program, Civic and Ethical Education and ICT (GoE,GEQIP plan 2008:3)

I. School Improvement Program

The objectives of the school improvement program components are to: improve the capacity of school to prioritize needs and develop a school management plan, enhance school and community participation in resource utilization decisions and generation, improve the governments' capacity to deliver specified amounts of school grants at the woreda level, improve the learning environment by providing operational resource to schools (MoE, 2008:6)

The resource that schools have at their disposal, building capacity in school planning and creating mechanisms through which the communities decide how resources are utilized, the school improvement school grant programs will improve the second and third of these key axioms. The resources that schools receive under the school grants programs will be used to support implementation of school improvement plan (MoE, 2008:43)

The School improvement approach starts with schools and their stake holders under taking aself-assessment to identify their goals, followed by development and implementation of aschool improvement plans. The schools are required to maintain information/data on the effectiveness of their plans.

The school improvement methodology will be critical in the strengthening the planning and utilization of the school grant which in turn will realize measurable gains in school performance and the quality of education.

Throughout 2006-2007 the MoE developed a school Self- Assessment Form (SAF) which assistance from REBs and teacher education institutions. The purpose of SAF is to review where the school currently and identify the areas most in need of development. The SAF identifies four domains as the most significant areas in need of school improvement. These include, learning and teaching, student environment, Leadership and management and community involvement.

Within each domain, focus areas are highlighted and standards of performance indicated. Indicators of practice are provided for the school to evaluate its performance in relation to each standard. The school is encouraged to identify evidence or data that supports their assessment of how well they are meeting each standard. As part of the process each school is required to include all stakeholders in the assessment (Teachers, Students, Leaders and Community and Parents). The school assesses its strengths and weaknesses for each standard

II. Approach and Technical Rationale

The School improvement program (SIP) component of GEQIP was implemented through the following two mutually reinforcing priority programs:-

School improvement program:-This program is designed to assist schools to, identify priority needs through a process of self-assessment, develop an effective and practical school improvement plan to address those needs, and then monitor and assess implementation .

School Grants Program:-This program entails the provision of additional resources to schools and Alternative Basic Education (ABE) centers to support implementation of the SIP as well as realize measurable improvements in the quality of education service provision (MoE,2008:43)

2.3 Challenges of School Improvement

Jones et al. (1988:1-2), indicated that challenges for school reform seen from three points of view: The first challenge is to define high standards of intellectual quality for instruction and learning; concern for the intellectual quality of student experiences

involves developing curriculum with challenging content rather than just teaching to the text, and emphasizing cognitive process that enable students to construct meaning and depth understanding from their learning experiences.

The second challenge is building organizational capacity to achieve the defined standards of intellectual quality. The most basic purpose of school reform is not to create new structures or even not to upgrade the competency of school personnel, but to improve the capacity of the entire school organization to support student intellectual outcome; school improve their organizational capacity by becoming learning communities.

The third challenge of school reform is to sustain the effort of school improvement. Schools jump from one educational fad to another with spare provision for ongoing visioning, longitudinal analysis of results, or data based planning. Schools are “programmed” to death, with little articulation among programs and no commitment to a sustained focus. Many school implement improvement, but few institutionalize these reforms in the culture of the organization.

Sustained effort requires community in district and school leadership and in teaching staff, a common vision and goal that are continually reviewed and updated, and support from all stakeholders-school community and parents, policy and political agencies, and independent reform organizations.

I. Shortage of Qualified Teachers

Schools cannot operate without persons who teach at learning centers. The roles of teachers vary from situation to situation. However, teachers have a vital role in implementation of any program particularly in new innovation. They are one among the building blocks of teaching-learning process/education. In connection to this Anderson (1992) argued that teachers are at the heart of effective education.

The quality and quantity of teachers can be recommended and to transfer at least the minimum learning competencies. Teachers who are unqualified, under qualified or qualified need to have initial and/or in –service training to the newly innovated program. This helps the teachers to acquire the necessary knowledge skills and attitudes, it also enables the teachers, be they are un qualified or qualified, to be aware of their short comings.

In connection to this, Hukins(1988) suggest that in service training must be organized to teachers to be acquiring with up to date methodological innovation and about newly design curriculum.

Alemayehu (2008) also added that provision of refresher training helped teachers to become aware of their failure, even qualified teachers. On the other hand failure to arrange in service training would affect the program implementation. MoE (2005) pointed out before they enter the class room facilitators are provided with initial training to improve their pedagogical knowledge and to realize the desired learning competencies. In service training is provided in summer and distance programs. Apart from quality of teachers, the number of teachers available in the schools and also the absenteeism of teachers have influence on implementation of the SIP.

II. Poor Quality Learning Environments

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Physical learning environments or the places, in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning; an effect is that hard to measure. Some authors argue that “exact empirical evidence is inconclusive as to whether the condition of schoolbuilding is related to higher student achievement after taking in to account students’ background”(Fuller,1999).

CHAPTER THREE

THE RESEARCH METHODOLOGY

This section deals with the research Method, sources of data, population and sampling techniques, instruments of data collection, methods of data analysis, validity and reliability test and ethical considerations.

3.1 Research Method

This study aimed at assessing the practices and challenges of SIP implementation in Government primary schools of Guji Zone, Oromia Regional State. Thus, the researcher adopted a descriptive survey research method. Although the study was largely quantitative in nature, still both qualitative and quantitative approaches were employed to data collection and analysis. This is because a study of this magnitude requires a multi-pronged approach combining different methods that help triangulation in order to indicate reliability of the findings. The qualitative approaches refer to the more descriptive methods of data management which were mainly employed to manage the analysis of data obtained through interview, open-ended questionnaires, observation and secondary sources which could not only done by quantitative methods. This is also in agreement with Nconco's assertion that quantitative research is an important part of contextual analysis for the purpose of penetrating beyond the facts and the figures about institutions (Nconco, 2006).

The quantitative method was employed with the objective of measuring variables and producing figures, which allowed judgments as the status of the variable in question based on the data collected through structured observation. The study also employed a descriptive research method based on the data that were collected from a field survey in selected primary schools. The purpose of the descriptive research design is for description of the state of affair as it exist at present (Kothari, 2003:89). In support of the above idea, Best and Kahn (2002:107), state that descriptive survey method is used to collect data from a relatively large sample for the purpose of describing the nature of existing conditions or determining the relationship that exist between specific events. Thus, the use of descriptive method is found appropriate.

3.2 Sources of Data

In conducting this research, data were obtained from both primary and secondary sources.

3.2.1 Primary Sources

The primary sources of data for this study were collected from teachers, school principals and council of students. In addition, interviews were carried out with Parent Teachers Association heads and Cluster Resource Center Supervisors, and direct observation of the physical environment of the schools was made.

3.2.2 Secondary Sources

The secondary sources of data for this study were document analysis, relevant reference books, school standards, government education policies and programs and websites from internet sources. Moreover, other relevant literature in relation to school improvement program were reviewed to support the findings of the study.

3.3 Population and Sampling Technique

The population of the study were government primary school principals and vice principals, teachers, CRC supervisors, PTA heads, and council of students in Guji Zone. According to the Educational Department of Guji Zone annual statistical report of 2013, there were 15 Woredas. Since the number of woredas was relatively large, 5 (33.3 %), were selected. using simple random sampling technique. The selected woredas are Negelle, Liben, Goro Dola, Wadera, and Uruga. Moreover, out of the 16 cluster resource centers found in the five sample woredas, 5 (31.3%) i.e., one cluster resource centers from each sample were selected using simple random sampling technique.

Out of 32 government primary schools which are found in the selected cluster resource centers, 2 from each center, i.e., a total of 10 (31.3%) schools were selected using simple random sampling technique to give equal chance of inclusion of all schools with the assumption that each primary school has its own practice and challenges in implementing SIP so that they can provide relevant information for the study undergoing.

Besides, 139(33.9%) teachers were drawn from the sample schools by employing simple random sampling technique in order to ensure an equal and independent chance of being included in the study. On the other hand, all the 20 (100%) of Principals and vice principals of the sample schools, 4 CRC supervisors and 10 Parent Teacher Association heads of the sample schools were included in the study using purposive sampling technique with the assumptions that relevant information could be obtained from them. In addition to this, 6 council of students from each sample school, i.e., a total of 60 students from the 10 schools, were selected using purposive sampling technique. Purposive sampling, according to Kothar (2003:90), is applied when the researcher intends to pick subjects that satisfy a given criterion. As a whole, 237 respondents took part in the study.

Table 1: Population and Sample Size

		Sex	Name of Woreda's																				
			Uruga				Nagellee				Liben				Goro Dola				Wadera				
			Name of school																				
			Haro Wachu	Suke		Nege lle		Gumi Gayo		Kersa male		Lage Gula		Hare kelo		Bitata		Wad era		Dera ra			
			Pop	Samp	Pop	Samp	Pop	Samp	Pop	Samp	Pop	Samp	Pop	Samp	pop	Samp	pop	Samp	Pop	Samp	pop	Samp	
Educational leaders	Principals	F			1	1													1	1			
		M	1	1			1	1	1	1	1	1	1	1	1	1	1	1			1	1	
	Vice principals	F	1	1					1	1			1	1					1	1			
		M			1	1	1	1			1	1			1	1	1	1			1	1	
	CRCsuper viziers	F																					
		M	1	1	-	-	-	-	1	1	-	-	1	1	-	-	-	-	1	1	-	-	
PTA heads		F																					
		M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Teachers		F	23	8	30	10	18	6	19	6	28	9	25	8	26	9	27	9	19	6	19	6	
		M	14	5	23	8	19	6	15	5	25	8	21	7	18	6	18	6	14	5	17	6	
Students council		F	4	4	3	3	4	4	3	3	4	4	3	3	3	3	4	4	3	3	4	4	
		M	2	2	3	3	2	2	3	3	2	2	3	3	3	3	2	2	3	3	2	2	
Grand Total			47	23	62	27	46	21	44	21	62	26	56	25	53	24	54	24	43	21	45	21	

3.4 Instruments and Procedure of Data Collection.

Gathering necessary data for the study was done by using questionnaires, observation and interview methods.

3.4.1 Questionnaire

Questionnaire is widely used in educational research to obtain information about a certain condition and practice and inquire into opinions and attitudes of individuals or group (Best, 2004). James et al, (1997) also asserted that questionnaire is used commonly to gather data for descriptive survey. Thus, it is the major instrument of data collection in this study. Equal number and the same type of questionnaires were presented to educational leaders, teaching staff and council of students, which was prepared in English and translated to Afan Oromo to make it easily understandable for all the respondents.

The questionnaires included close-ended items with five rating scale (embedded, implementing level, starting level, aspiration level, and no action) and open ended questions to get additional information from respondents. Questionnaires were developed by the researcher based on the basic questions and literature review and evaluated by colleagues and experts including the researcher advisor. They were also pilot tested to check the reliability of the items.

3.4.2 Interview

The interview permits greater depth of response which is not possible through any other means (James et al, 1997). Thus, the purpose of the interview is to collect more supplementary opinion so as to substantiate the questionnaire response. The interview was conducted with Parent Teacher Association heads and Cluster resource center supervisors.

Semi- structured interview items were prepared to collect information from the interviewee opinion about the practices and challenges of SIP implementation. The reason behind the semi-structured interview items are the advantages of flexibility in which new questions can be forwarded during the interview based on the responses of the interviewee (James et al, 1997).

The process of interview was conducted in Afan Oromo language and supported by Video recorder in order to minimize loses of information. The recorded data was categorized based on similarities of responses and then transcribed in to English language.

The parent teacher association heads and cluster resource center supervisors /coordinators were selected for interview because, they are small in number and their position is important to get rich information about the implementation of implement school improvement program in their school.

3.4.3 Observation

Observation was used as a supplementary source of data collection tool. The real instructional activities were observed manifested in the classroom while teachers teach and students learn, and also the school environments were investigated by observing the existing situations and facilities. Therefore, observation was used as data gathering instrument in the case of class room delivery and to check school status in fulfilling conducive environment.

The information obtained under this method relates to what is currently happening without being complicated by past behavior or future intentions or attitudes (Kothari, 2003:78).The observation was carried out based on the checklist.

3.5 Content Validity and Reliability

The content validity of the instruments was determined by the researcher by taking the ideas from colleagues and experts including the researcher's advisor.

Reliability is the degree to which the rating scales measure the targeted phenomenon consistently. Thus, the internal consistency of the questionnaires was determined through the pilot test reliability technique. In doing this, the instruments were administered to 2 school leaders, 15 teachers, and 6 council of students in non-sampled government primary school (i.e., Haro Wachu primary school) , which is found in Urga Woreda in Guji Zone. The data collected on the pilot test were analyzed using Chronbach alpha. Accordingly, the average internal consistency (or reliability of the instrument) was found to be high, i.e., 0.86 alpha coefficient.

3.6 Method of Data Analysis

The collected data through different instruments were tallied, tabulated and analyzed using both descriptive statistics (mean, grand mean and standard deviation) and inferential statistics (one-way ANOVA). Mean was employed to compare the response of one group with the other group on a given item and standard deviation of a group response from its mean. ANOVA applied to test whether there was any difference or similarity between and within the group of respondents regarding their insight. Once the data were analyzed, they

were interpreted and discussed. Moreover, the data that were obtained from interview were transcribed and analyzed to substantiate the qualitative information. Data from observation were analyzed to substantiate both the qualitative and quantitative information. Finally, based on the major findings of the study conclusion were made and realistic and feasible recommendations were forwarded.

3.7 Ethical Considerations

The study was started after fully discussed with each sample woreda education office head by informing them that the data or information from the study will be useful for the development of education. The study was started after fully agreed with each sample school leaders. All the data were collected after getting the consent of respondents. Besides, the responses of individuals were kept confidential except used for academic purpose.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with data presentation, analysis and interpretation of the results. Four bodies were included in the study, namely educational leaders, teachers, student councils and PTA heads. The questionnaires were distributed to the three groups; educational leaders, teachers and students, which contain 40 closed ended and 3 open-ended items. The respondents were given enough time to read each item properly and to fill in it. As a result, except three teachers and five students, all the respondents returned the questionnaire. Semi-structured interview was also organized to 6 PTA heads and 4 cluster resource center supervisors to collect additional information. Moreover, observation was conducted to examine the physical environment: the compound, internal facilities and buildings of the schools.

The data gathered were analyzed thoroughly based on the basic research questions and the specific objectives that were set for the study. The chapter is sub-divided in to two parts, and analyzed accordingly, that is, part one discusses background information of the respondent involved in the study based on their age, sex, education background, and work experience, and SIP related training. Part two of this chapter deals with the analysis and interpretation of the data related to practices and challenges of SIP implementation in the sample schools. .

4.1 Background Information of the Respondents

The background information of respondents who participated in the study is presented in the form of summary in table 2. The table deals with gender proportion, age category, educational background, years of service and duration of the respondents in a given school.

As depicted in table 2, the highest majority of school leader respondents, 75 % (15), are males where as 25 % (5) of them are females. All, 100% (10), of PTA heads and 100% (4) CRC supervisors are males. In contrast, the majority, 56.6 % (77) and 58.3% (35), of the teachers and student respondents are females respectively. Male teacher and student respondents cover only 43.4 % (59) and 41.7 % (25) respectively. This shows that the participation of female teachers and students is higher than the males. In contrast to this, the participation of females in school leadership, CRC supervisors, and PTA heads is almost male.

Table 2: Background Profile of the respondents

Subjects	Respondents												
	School leaders N=24		CRC Supervisors, N=10			PTA N =10		Teachers, N= 136		Students, N=60		Total, N=230	
	N		%	N	%	N	%	N	%	N	%	N	%
Sex	M	20	75	4	100	10	100	59	43.4	25	41.7	113	49.1
	F	5	25	0	0	0	0	77	56.6	35	58.3	117	50.9
Age	20-30	8	40	0	0	0	0	39	28.7	-	-	47	27.6
	31-40	9	45	4	100	0	0	60	44.1	-	-	73	42.9
	41-50	2	10	0	0	4	40	29	21.3	-	-	35	20.6
	>50	1	5	0	0	6	60	8	5.9	-	-	15	8.8
Schoolleader background	TTI	2	10	0	0	3	30	17	12.5	-	-	22	12.9
	Diploma	16	80	2	50	4	04	94	69.1	-	-	114	67.1
	BA/BSC	2	10	2	50	0	0	25	18.4	-	-	34	18.2
	Others	0	0	0	0	3	30	0	0	-	-	3	1.7
Work experiencein education sector	0-2	0	0	0	0	0	0	8	5.9	-	-	6	4.7
	2-5	9	45	0	0	3	30	27	19.8	-	-	39	22.9
	5-10	6	30	4	100	5	50	42	30.9	-	-	57	33.5
	10-15	0	0	0	0	1	10	48	35.3	-	-	49	28.8
	>15	5	25	0	0	1	10	11	8.1	-	-	17	10
Work experience in given school	0-2	3	15	1	25	0	0	31	22.8	-	-	34	20
	2-4	5	25	3	75	5	50	58	42.6	-	-	71	41.7
	4-6	9	45	0	0	3	30	15	11.1	-	-	27	15.9
	>6	3	15	0	0	2	20	32	23.5	-	-	37	21.6

Age category of respondents was also portrayed in item 2 of table 2. Accordingly, 45%(9) of school leaders respondents are aged between 31-40, some of them, 40%(8), were aged between 20-30 years, still some, 10%(2), were aged between 41-50., and the rest few , 5 %(1) school leader respondents are aged above 50. 7

In case of PTA heads, most of them, 60% (6), were aged above 50 and the rest few of them, 40%(4), are aged between 41-50. Most of the teacher respondents, 44.1% (60), are aged between 31-40, some of them, 28.6% (39), were between 21-30.

Also 21.3% (19) of them were between 41-50. The rest 5.9 %(8) of the teacher respondents are above 50. Thus, most of the school leaders, CRC supervisors, teachers, and PTA heads are matured enough to evaluate the practices and challenges of SIP implementation in their respective schools.

The education background of respondents is illustrated in item 3 of the same table. It revealed that the majority of the respondents, 80 %(16) of the school leaders, 50% (2) of CTSC supervisors, 40 %(4) of PTA heads, and 69.1% (94) of the teacher respondent are diploma graduates. On the other hand, 10 % (2) of the school leaders, 50% (2) of the CRC supervisors and 18.4 %(25) of teachers have first degree. While few 8.3 %(2) school leaders, 30%(3) of PTA heads, and 12.5%(17) of teacher respondents are at certificate level. The rest 30 %(3) of PTA respondents have primary level of educational background. This indicates that most of the school leaders are below the required qualification for the position, while most of the teachers were with the required qualification for the level.

As revealed in item 4 of table 2, 30% (6) of the school leaders, 100% (4) of CRC supervisors, 50 % (5) of PTA heads, and 30.9 % (42) of the teachers have got 5-10 years of work experience in education sector, and 45 % (9) of school leaders, 30 % (3) of PTA heads, and 19.8 % (27) of the teachers reported that their work experience in the education sector is 2-5 years. Moreover, 10 % (1) of PTA head and 35.3% (48) of the teachers have served 10-15 years in the education sector, and 25% (5) of school leaders, 10 % (1) of PTA head and 8.1 % (11) of the teachers have more than 15 years of work experience in the sector. Only 5.9 % (8) of the teachers have 0-2 years of service in educational sector. In general, most of the respondents had enough experience to evaluate or examine their school situation and to respond on the questions raised concerning the practices and challenges of SIP implementation.

Regarding the work experience the respondents are serving in the school they are working now, 15 % (3) of the school leaders, 25% (1) CRC supervisor, and 22.8% (31) of teacher respondents have worked in the school for less than or equal to two years, and 25% (5) of

school leaders, 75% (3) of CRC supervisors, 50%(5) of PTA heads and 42.6% (58) of teacher respondents had worked for 2-4 years. On the other hand, 45% (9) of the school leaders, 30% (3) of PTA and 11.1% (15) of teacher respondents have worked in the school for 4-6 years. While 15 % (3) of the school leaders, 20 % (2) of PTA heads and 23.5 % (32) of teacher respondents have worked in their present school for more than six years.

Therefore, the length of time they have stayed in their respective school is enough to thoroughly evaluate the practices and identify the challenges of SIP implementation. In general, the overall results of the background information , as observed in table 2, indicated that the data obtained from the respondents about the practices and challenges of SIP implementation in the primary schools of Guji Zone is highly valid for the purpose.

4.2. Results of the Practice and Challenges of SIP Perceived by School Leaders, CRC Supervisors, PTA Heads, Teachers, and Student Councils

According to SIP implementation framework of the MoE, if the activity is well established and evidence is available to show its implementation, it is found to be at ‘embedded’ level. If the activity is on progress, it is found to be at ‘implementation’ level. If the activity is started according to the plan, it is found to be at ‘starting’ level. If the school identifies area which needs improvement and plan to act on it, it is at ‘aspiration’ level. And if the school did not take any measure to improve the given area that needs improvement, it is said to be ‘no action’ taken (MoE, 2007:17).

As it was discussed in the literature review section, SIP has four domains. These are the teaching- learning process, school environment, leadership and management, and community involvement. The results of each domain as perceived by educational leaders, PTA heads, teachers, and student councils as follows.

4.2. 1 Teaching Learning Domain

Following the introduction of the rapid expansion of the education system in Ethiopia, a fundamental change in approach to the problem of teaching-learning is a necessity for improving quality.

Until recently, much discussion of educational quality in Ethiopia is centered on only system inputs, such as supporting inputs from outside, enabling the conditions and school climates.

No or less attention is given to the teaching –learning process dimension, which involves what happen in the classroom. Indicators, such as use of interactive teaching methods and how progress is assessed are among applied to these processes. Scholars confirmed that the effectiveness of teaching-learning process depends largely on teacher’s ability to use interactive method of teaching to help students learn (ETP, 1994) .Schools cannot operate without persons who teach at learning centers. The roles of teachers vary from situation to situation. However, teachers have a vital role in implementation of any program particularly in new innovation. They are one among the building blocks of teaching-learning process/education. In connection to this Anderson(1992) argued that teachers are at the heart of effective education.

The quality and quantity of teachers can be recommended to transfer at least the minimum learning competencies. Teachers who are unqualified, under qualified or qualified need to have initial and//or in –service training to the newly innovated program.

Based on the above facts, respondents were requested to indicate their agreement on the level of implementation of the teaching learning domain of SIP in their respective school. Thus, to make the analysis, the data obtained from the respondents are presented in table 3.

The key activities in teaching –learning process are to improve the learning achievement. Although the activities listed on table 3 cannot be exhaustive and other activities can be described, the researcher considered these listed activities as major ones.

One can vividly see from table 3 that agreement of the teaching methodology with students’ learning ability difference (Mean=2.8,SD=1.1) by council of students implies that the activity of the school found to be in aspiration level, while according to teacher respondent(Mean=3.4,SD=0.8) shows that the activity is at starting level. In contrast, (Mean=3.7,SD=0.9) by school leaders depicts that the activity of the teaching methodology with students learning ability difference found to be at implementation level.

The difference between the mean scores of the school leaders and council of students could be due to the biased response of the school leaders who may assume condemning one self. Moreover, the interview result confirms that educational leaders have problem of organizing and mobilize the staff to actively participate in school activities. The interviewees also added that a greater problem is observed in teaching methodology because teachers inclined to the traditional approach. Emphatically, MOE (2009:4) in the new education and training policy

set standards for teachers and described a new approach to education. The new approach promotes active learning, problem solving and student-center teaching-methods.

Never the less, as the interviewees stated, it could not be realized in the primary schools of Guji Zone as desired.

The second item related to explaining the learning objectives to student clearly (mean=3.4SD=1.0) and (Mean=3.4, SD=0.9) by school leaders and student respondents respectively implies that the activities of the school is at starting level.

In contrast, teacher respondents with (Mean=3.7,,SD=0.9) indicated that they are implementing this activity in their school. This may indicate biased response of teachers who may assume accusing one self.

Table 3: Respondents' Mean Ratings on the Teaching Learning Domain

Item	Mean and Standard deviation of group respondents					One-way ANOVA	
	M and SD	School Leader N=20	Teach N=136	Student scounci N=60	GM	F	Sig
Agreement of teaching methodology with students learning ability difference.	Men SD	3.7 0.98	3.4 0.89	2.8 1.11	3.3	21.84	.000
Explaining the learning objectives to student clearly	Men SD	3.2 1.7	3.7 0.92	3.4 0.97	3.5	3.92	.022
Focus on learning content in the class room talk	Men SD	3.4 0.88	3.6 0.94	3.2 1.32	3.4	7.12	.002
Support for students to learn from their environment,	Men SD	2.1 .62	2.4 0.51	2.2 0.39	2.23	4.36	0.02
Checking and valuing home works and class works of students	Men SD	3.7 1.08	3.6 0.99	3.4 1.39	3.6	9.27	.001
Facilitating students to form a group in their classroom in order to develop their learning through discussion	Men SD	3.6 1.04	3.5 1.03	2.7 1.35	3.3	11.8	.000
Monitoring and checking of all students participation in the group activities	Men SD	3.5 1.00	3.6 1.10	3.2 1.29	3.4	5.35	.07
Conducting research to establish teaching learning process on strong bases	Men SD	3.6 1.09	3.1 1.21	3.1 1.27	3.3	7.17	.002
Preparing different teaching aids in cooperation with your students	Men SD	3.8 1.07	3.6 1.09	2.8 1.32	3.4	8.19	.001
Encouraging students to evaluate learning contents included in their text books through comparing with their real environment	Men SD	3.7 1.13	3.4 1.13	2.7 1.36	3.3	7.96	.001
Weighted Mean					3.37		

Rate of scales 1.no action, 2. aspiration, 3. starting, 4. implementing, 5. Embedded

*N total=216, Mean<2.5 'no action, mean 2.51-3.00 'Aspiration level', mean 3.10-3.50 on starting stage, mean 3.51-4.00 'implementing level' and mean > 4.00 'Embedded; If the calculated 'F' value exceed 3.06 at $\alpha = 0.05$ implies that the given mean are different *significant at $p < 0.05$*

The result of the third item regarding focus on learning content in the class room talk (Mean=3.4,SD=0.8) and (Mean=3.2,SD=1.3) by school leaders and student respondents respectively clearly show that this activity is found to be at starting level. However, teacher respondents (Mean=3.6, SD=0.9) pointed out that the activity is at implementing level. This may indicate a biased response of teachers not to be blamed for their failure.

The forth item of table 3, support for students to learn from their environment (Mean=2.1 SD=1.62) (Mean=2.4,SD=0.51) and (Mean=2.2,SD=0.39)by school leaders, teacher and student respondents respectively implies that the activity is at the level of 'no action taken'.

On the same table, item five revealed that the checking and valuing home works and class works of students (Mean=3.7,SD=1.0)and (Mean=3.6,SD=0.9) by school leaders and teacher respondents respectively clearly show that these activities found to be at implementing level. However, student respondents (Mean=3.4, SD=1.3) reported that their schools are at starting level to check and value home works and class works of students.

The sixth item of table 3, facilitating students to form a group in their class room in order to develop their learning through discussion (Mean=3.6SD=1.0) and (Mean=3.5, SD=1.0) by school leaders and teacher respondents respectively implies that the activity is found to be at implementing level. According to student respondents (Mean=2.7, SD=1.3) the activity is at aspiration level.

The result in item seven for monitoring and checking of all students participation in the group activities (Mean=3.51,SD =1.0) and (Mean=5.6,SD= 1.1) by school leaders and teacher respondents respectively implies that teachers were implementing the activity. In contrast, according to student respondents (Mean=3.2,SD=1.2) the activity is found to be at starting level.

Item number eight of table 2, culture of conducting research of establish teaching learning process on strong bases (Mean=3.1, SD=1.2) and Mean=3.1, SD=1.2) by teachers and student respondents respectively shows that the activity is at starting level.

How school leader respondents with (Mean=3.6, SD=1.1) indicate that this activity is at implementing level.

The ninth item of the same table, preparing different teaching aids in cooperation with students (Mean=3.8,SD=1.1) and (Mean=3.6,SD=1.1) by school leaders and teacher respondents respectively indicates that teachers and students are practicing and implementing the preparation of teaching aids.

However, student respondents (Mean=2.8,SD=1.3) reported that it is at aspiration level. Encouraging students to evaluate learning contents included in their text books through comparing with their real environment which is the last item in the table (Mean=3.7,SD=1.1) by school leaders implies that the activity is found to be at implementing level,

On the other hand, teacher respondents (Mean=3.4,SD=1.1) clearly showed that this activity is at starting level. Whereas, student respondents (Mean=2.7,SD=1.3) indicated that the practice of encouraging students to evaluate learning contents included in their text books through comparing with their real environment is at aspiration level.

Besides, one-way ANOVA was applied to test whether there is any significant difference or similarity between and within the three group of respondents regarding their insight concerning school improvement activities, represented in each items adapted and practiced in their respective schools. As depicted in table2, the result of one-way ANOVA for all items clearly show that F calculated is greater than table value (3.06) at 0.05 level of significance. Therefore, in all items, there is significant difference among school leaders, teachers and student respondents at 216 df and 0,05 level of significance.

In general, the findings in table 3, Grand mean=3.37, show that most of the activities of the teaching learning domain such as, encouraging students to evaluate learning contents included in their text books through comparing with their real environment, checking and valuing home works and class works of students and culture of conducting research to establish the teaching learning process on strong bases were at starting level in the sample schools. This may show teachers inability to play their roles and fulfill their responsibilities effectively. Regarding this issue, the cluster resource center supervisors also reported in the interview that students complain on teachers at all grade levels in the primary schools. According to the CRC supervisors, students are not satisfied with the teaching learning process conducted in their respective schools.

Although the MoE (2009:4) in the Ethiopian Education and Training Policy set standards for teachers and introduced a new approach to education, which promotes active learning activities, problem solving method and student-centered teaching approach, the result of this study shows that the teaching learning activities could not be effective as expected. One of the major cause for the failure may be lack of adequate training for school leaders and teachers.

4.2.2 Safe and Enabling School Environment Domain

As education sector strategy (1994:2) and Haileslase (2003 :19) indicated, providing students with healthy and inviting learning environment where they are protected from physical and economic harm is central to the mission of all schools. Safe schools are not just places with advanced security producer, they are also places that help students develop talent that allow them to succeed even in difficult circumstances. Safe schools encourage students to develop healthy behavior that help them learn about fitness to nation needs and make healthy choices . Hence, respondents were asked to rate the degree of implementation of the safe and enabling environment domain of their respective schools. Accordingly, the data gathered from the respondents are summarized and analyzed in table 4. As it is shown in table 4, the researcher considered some of the major activities that should be taken to make schools conducive and attractive for all school members in order to secure effective teaching- learning process. The result for item one of table 4, organizing the required materials, teaching aids and trained man power to conduct special need education (Mean =2.7,SD =1.2) by teachers and (Mean =2.6,SD =1.2) by students implies that the activity is at aspiring level. However school larders (Mane =3.3, SD=1.0) replied that the activity is found to be at its starting level in their schools.

The second item of table 4, making classroom attractive and conducive for students (Mean= 1; 9, SD =66) and (Mean= 2.4, SD =051) by school leaders and teachers respectively shows that no action is taken to implement this activity. However, according to student respondents (Mane =2.8, SD =05) there is aspiration to make the class room conducive and attractive.

Item number three of table 4, identify unsafe situation in the school and given details of how to care it (Mean =3.2 SD =1.2) by school leaders shows that the school started to identify risky area in the school to minimize the problem. On the other hand , (Mean =3.0, SD =1.1) by teacher respondents, implies that the school is aspiring to act in the future. In contrast, student respondents (Mean 2.5, SD=1.2)

indicates that there is no action taken to identify unsafe situation in the school activity. But from the Grand Mean=2.8, the activity is found to be at its spring level. It indicates that the schools are risky areas.

Table 4: Results of Safe and Enabling School Environment Domain

Item	Mean and Standard deviation of group respondents					One-way ANOVA	
	M&SD	S.leader N=20	Teachers N=136	Student council N=60	GM	F	Sig
Organizing the required materials teaching aids and trained man power to conduct special need education	Mea SD	3.3 1.03	2.7 1.15	2.6 1.21	2.9	16.25	.000
Creation conduciveness and attractiveness of the classrooms for the students	Mea SD	1.9 1.02	2.4 .051	2.8 .050	2.4	4.68	.055
Identifying unsafe situation in the school and giving details of how to care	Mea SD	3.2 1.22	3.0 1.14	2.5 1.22	2.8	9.37	.001
Exceptional support for female students at each level of participation	Mea SD	3.2 0.98	3.1 1.26	3.2 1.32	3.2	3.15	.05
smooth relationship among teachers, students and school management	Mea SD	3.5 1.09	3.2 1.21	2.9 1.23	3.2	4.65	.012
Weighted mean					3.0		

Rate of scales 1.no action, 2. aspiration, 3. starting, 4. implementing, 5. Embedded

*N total=216, Mean<2.5'no action, mean 2.51-3.00 'Aspiration level', mean 3.10-3.50 on starting stage, mean 3.51-4.00 'implementing level' and mean > 4.00 'Embedded; If the calculated 'F' value exceed 3.06 at $\alpha = 0.05$ implies that the given mean are different *significant at $p < 0.05$*

According to the interview conducted with CRC supervisor and PTA heads, educational leaders and teachers were not arranging and creating conducive environment in the school compound.

Special support for female students at each level to strengthen their participation is one of the national issue. Thus, the result to this activity in item four of the same table (Mean =3.2,SD =0.9)(Mean =3.1, SD =1.2) and (Mean =3.2, SD =1.3) by school leaders, teachers and

student respondents respectively implies that the school management started to support girls at each level.

It is not only the physical environment that makes the school environment safe and enabling, but also the social relationship among school communities have its own impact. Thus, smooth relationship among teachers, students and school managements is necessary to improve schools. In line to this, respondents were asked to rate the level of implementation this activity in their respective school.

So, the result in item five of table 4, i.e., (Mean=3.5, SD=1.1) and (Mean=3.2,SD=1.2) by the school leaders and teachers respectively implies that, the activity is at starting level. However, according to student respondents (Mean=2.9 SD=1.2) this activity is at aspiration level. This shows that there is no harmonious relationship among the school communities.

As California Department of Education (2004:12) states, for the overall development of students, for bringing about desirable changes in behavior of students, and making school as a means of development for community and society, good and conducive environment plays an important role. School environment here means all those conditions, resources and their integrated and interrelated activities which directly or indirectly affect functioning of the school. However, the primary schools in Gji Zone are not at favorable stage to play their roles as desired.

Moreover, one-way ANOVA was applied to test whether there is any significant difference or similarity between and within the three group of respondents regarding their insight concerning school improvement activities, represented in each item adapted and practiced in their respective schools. As depicted in table4, the result of one-way ANOVA for all items clearly show that F calculated is greater than table value (3.06) at 0.05 level of significance. Therefore, in all items there is significant difference among school leaders, teachers and student respondents.

In general, the Grand Mean=3.0 shows that the activity of safe and enabling school environment is found to be at aspiring level. This indicate that more effort is needed to create conducive environment in the sample schools.

4.2.3 Leadership and Management Domain

As a country seeking to adapt its education systems to the needs of contemporary society, expectations of schools and educational leaders are changing. Many countries have moved towards decentralization, making schools more autonomous in the decision making and holding them more accountable for result. At the same time requirements to improve the overall student performance while serving more diverse student population is putting schools under pressure to use more evidence-based teaching practice.

To this end, respondents were requested to show their agreement on the level of implementation of the activities related to leadership and management domain of SIP in their respective schools. The data obtained from the respondents are presented and analyzed in table 5.

Although the possible activities carried out by school leadership and management are many, the researcher considered some of the key items listed in table 5 .The first item, relating prior school activities with the School Improvement Program (Mean=2.9, SD=1.2) and (Mean=2.9,SD=1.3) by teachers and students respectively, indicates that the activity is found to be at aspiration level. In contrast, the score of school leaders (Mean=3.4,SD=1.1) indicates that the school activity mentioned in item one of table 4 is found to be at starting' level.

Table 5: Respondents' Mean ratings on Leadership and Management Domain

Item	Mean and Standard deviation of group respondents					One –way ANOVA	
	Man SD	School .leader N=20	Teache N=136	Students council N=60	GM	F	Sig
Relating prior school activities with to the school improvement program	Mean SD	3.4 1.08	2.9 1.19	2.9 1.3	3.0	7.07	.002
Proper handling and treatment of students by the school management bodies	Mean SD	3.7 1.20	3.1 1.27	3.3 1.4	3.3	3.67	.028
Introducing the school disciplinary policy at the beginning of the year	Mean SD	3.51 1.09	3.0 1.19	3.4 1.2	3.3	13.1 2	.000
Commitment of school management in involving the school community in decision making process	Mean SD	3.5 1.10	3.3 1.29	3.1 1.2	3.3	5.29	.007
Creating the opportunity of training program to strengthen the capacity of teacher and other staffs.	Mean SD	3.6 1.23	3.2 1.24	3.4 1.3	3.4	525	.008
Weighted mean					3.26		

Rate of scales 1.no action, 2. aspiration, 3. starting, 4. implementing, 5. Embedded

N total=216, Mean<2.5 'no action, mean 2.51-3.00 'Aspiration level', mean 3.10-3.50 on starting stage, mean 3.51-4.00 'implementing level' and mean > 4.00 'Embedded; If the calculated 'F' value exceed 3.06 at $\alpha = 0.05$ implies that the given mean are different
**significant at $p < 0.05$*

The other important activity expected from the school management in table 5 is proper handling and treatment of students and teachers. Accordingly, (Mean=3.1, SD=1.2) and (Mean=3.3, SD=1.3) by teachers and students respondent respectively show that the activity is at 'starting' level. However, (Mean=3.7 SD=1.2) by school leader respondents implies that the activity at 'implementation' level

Item number three of table.5, introducing the school disciplinary policy at the beginning of academic year (Mean=3.1,SD=1.1) and (Mean=3.4,SD=1.2) by teachers and student respondent respectively implies that the activity is at starting level to introduce the school policy at the beginning of school opening. On the other hand, (Mean=3.51,SD=1.1) by school leader respondents indicate that the activity is at implementation level.

It is accepted that, to insure the success of school activities, participation of school society is an avoidable process, and to get their increased participation, they have to participate on the decision making process of the school. Having this in mind, the result in item four of table 5, commitment of school management to involve the school community in decision making of the school affairs (Mean=3.5,SD=1.1), (Mean=3.3,SD=1.2) and (Mean=3.1,SD=1.2) by school leaders, teachers and students respondents respectively implies that the school activity is found to be at 'starting' level.

The last item of Table 5, creating the opportunity of training program to strengthen the capacity of teacher and school management rated (Mean=3.2,SD=1.2)and (Mean=3.4,SD=1.3) by teachers and student respondents respectively which show that the activity is found to be at starting level. However, according to the school leader respondents, (Mean=3.6,SD=1.2) , the activity is found at implementing level.

Besides, one-way ANOVA was applied to test whether there was any significant difference or similarity among the three group of respondents in their perception regarding how much the activities of leadership and management domain of school improvement program are practiced in their respective school. As depicted in table 5, the result of one-way ANOVA for all items clearly show that F calculated is greater than table (3.06) at 0.05 level of significance. Therefore, in all items there is significant difference among leaders, teachers and student respondents.

Table 6: Respondents' Perception on SIP Related Training for School Leaders, PTA Members and Teachers

Training given by	Respondents						Total, N=170	
	school leaders, N=24		PTA,N=10		Teachers, N=136			
School Management	4	16.7	4	40	71	52.2	79	46.5
WEO experts	10	41.7			18	13.2	28	16.5
REB experts	2	8.3			5	3.7	7	4.1
Total	16	66.7	4	40	94	79.4	114	67.1
No training	8	33.3	6	60	42	30.9	56	32.9
Grand total	24	100	10	100	136	100	170	100

Table 6 depicts a general picture of training given to school leaders, PTA members, and teachers related with SIP. Accordingly, 66.7% (16) of the school leaders, 40% (4) of the PTA heads, and 9.4% (794) of the teachers received SIP related training. In contrast 33.3% (8) of the school leaders, 60% (6) of the PTA heads, and 30.9% (42) of the teachers respond that they did not receive SIP related training. In general, 67.1% (114) of the respondents received the training, but 32.9% (56) of the respondents did not receive the training. Besides, table 6 shows that, the training was given by different bodies, like school management, woreda education office experts and regional education bureau experts.

4.2.4 Parent/Community Participation

Parents are key partners in supporting academic achievement of their children, and their involvement is critical to child's success at school. Being involved in their children's school as well as creating home environments that encourage and support learning, parents can help insure that their children do well in the school.

Regardless of income background, students with involved parents are more likely to earn high grades and test scores, enroll in higher-level programs, attend school regularly, show improved behavior, and developed better social skill.

Davies, et al. (2006) reminds us that school that creates a genuine culture of school-family partnership supports high social, emotional and academic standards for every student.

Building effective school-family partnership helps ensure that every student succeeds. Through strong collaborative partnerships with families, school can improve interactions between parents and teachers, and increase parent involvement.

Traditionally, school have tended to keep parent out, using the argument that a professional skill such as teaching must carried out without interference. Today, this attitude is changing and schools are trying to encourage parents to take a greater interest in the school.

Based on the above mentioned assumptions, respondents were asked to indicate their agreement on the level of implementation of parent/community participation domain of SIP in their respective school. To make the analysis, all the data collected from the respondents are presented in table 7.

It is clear that there are a number of activities that parent/community perform to make their children learning better. Amongst the researcher listed, some of them in table 7 and the analysis presented here under. Level of financing school by parent/community (Mean=3.0, SD=1.1), (Mean=2.7, SD=1.4) and (Mean=2.7, SD=1.3) by school leaders, teachers and student respondent respectively implies that the activity is at starting stage. Thus, parents/community start to support the school in terms of resources.

The practice of parent to comment on their children's homework rated (Mean=3.2, SD=1.2) by teacher respondents which show that the school activity found to be at the 'starting' level. However, school leaders and students responded (Mean=2.8, SD=1.3) and (Mean=2.8, SD=1.3) respectively which implies that there is aspiration from the parent/community side to comment or suggest on their children's homework.

Parent/community participation in the school committee activities (Mean=2.9, SD=1.1) and (Mean=2.8, SD=1.1) by school leaders and teachers respectively implies that there is an aspiration to participate on the activities. On the other hand, (Mean=2.5,SD= 1.2) by student respondents indicates that parent did not take action to participation in the school committee activities.

Discussion with parents when their children frequently absent or come late to school (Mean=3.0, SD=1.2) and (Mean=2.7, SD=1.1) by school leaders and teachers respectively implies that the activity at aspiration level. However, it is rated (Mean=3.2, SD= 1.2) by student respondents which means that parents are starting to practice the activity.

Table 7: Results of parent/community participation domain

Item	Mean and Standard deviation of group respondents					One-way ANOVA	
	M&SD	S.Leader N=20	Teachers N=136	Students council N=60	GM	F	Sig
Level of financing school by parent /community	Mean SD	3.0 1.12	2.7 1.49	2.7 1.36	2.8	8.25	.001
Parents comment on their children home work	Mean SD	2.8 1.28	3.2 1.27	2.8 1.29	2.9	3.67	.028
parent /community participation in the school committee's activates	Mean SD	2.9 1.11	2.8 1.16	2.5 1.26	2.7	16.18	.001
Discussion with parents when their children are frequently absent or come late to school	Mean SD	3.0 1.29	2.4 0.70	2.4 0.44	2.53	39.37	.000
school commitment to provide basic education service to enabling the community to read, write and avoid harmful traditional practices	Mean SD	2.9 1.35	3.3 1.29	3.3 1.22	3.2	15.93	.000

Rate of scales 1.no action, 2. aspiration, 3. starting, 4. implementing, 5. Embedded

N total=216, Mean<2.5 'no action, mean 2.51-3.00 'Aspiration level', mean 3.10-3.50 on starting stage, mean 3.51-4.00 'implementing level' and mean > 4.00 'Embedded; If the calculated 'F' value exceed 3.06 at $\alpha = 0.05$ implies that the given mean are different
**significant at $p < 0.05$*

School commitment to facilitate basic education service to enable the community to read, write and avoid harmful traditions rated (Mean=2.4, SD=0.7) and (Mean=2.4, SD=0.44) by teachers and students respectively which show that there is no action taken by the school to support community to develop their basic education skills. However, school leaders rated (Mean=3.0, SD= 1.3) which means the school is aspiring to provide basic education skill to parents/community.

Besides, one-way ANOVA was applied to test whether there was any significant difference or similarity among the three group of respondents about their perception regarding how much school improvement activities, represented in each items adapted and practiced in their respective schools. Thus ,the result of one-way ANOVA for all items clearly show that F calculated is greater than table (3.06) at 10.05 level of significance. Therefore, in all items there is significant difference among school leaders, teachers and students perception.

4.2.5. Problems that Affect the Implementation of SIP

In fact, the problem listed in table 8 cannot be far-reaching and other problems can be describe .Nevertheless, the researcher considered these listed problems as major ones. They can be taken as indicators. For instance, they act as an early warning that someone may be doing well or wrong in the education system. As pointed out by Riley and Nuttall(1994:17), indicators consider policy objectives, management and evaluation of the education, and information system in order to make use of them.

Table 8: Responses on Problems that Affecting Implementation of SIP

Item	Mean and Standard deviation of group respondents					One-way ANOVA	
	M&SD	School leaders N=20	Teachers N=136	Students council N=60	GM	F	Sig
Lack of preparation school improvement planning by the school management	Mean SD	3.6 1.43	3.8 1.24	3.8 1.35	3.7	8.28	.001
More focus for the traditional approach than the newly introduced school improvement program.	Mean SD	3.6 1.16	3.7 1.20	3.4 1.27	3.6	3.35	.037
Tern-over of highly experienced principals and teachers	Mean SD	3.7 1.11	3.6 1.32	3.8 1.35	3.7	3.96	.022
Lack of continuous awareness raising /training by the school management	Mean SD	3.1 1.07	3.4 1.22	3.2 1.34	3.6	7.55	.02
Lack of budget to conduct SIP	Mean SD	3.9 1.13	3.6 1.28	3.4 1.28	3.6	18.75	.000
Lack of continuous supervisory support from the WEO	Mean SD	4.8 1.1	4.7 .78	4.3 .60	4.6	17.67	.000
Lack of support from the parent/community to SIP	Mean SD	3.9 1.19	3.7 1.11	3.5 1.20	3.7	9.27	.001
Lack of effective experience sharing within and among schools	Mean SD	3.6 1.12	3.8 1.12	3.7 1.25	3.7	7.17	.012
School principal, teachers, students, and parents fail to accept the program	Mean SD	3.2 1.26	3.3 1.20	3.1 1.32	3.2	8.19	.00
Lack of incentives for those successful implement the program	Mean SD	4.1 1.14	4.8 1.19	4.4 1.30	4.4	7.96	.007
Lack of commitment by principal, teachers, students and parents to implement the program.	Mean SD	3.1 1.27	3.5 1.29	3.0 1.31	3.2	9.37	.001

Rate of scales 1It is not a problem, 2.very low , 3. low, 4 high, 5. Very high

*N total=216, Mean<2.5' It's not a problem', mean 2.51-3.00 'Very low', mean 3.10-3.50 'Low', mean 3.51-4.00 'High' and mean > 4.00 'Very High; If the calculated 'F' value exceed 3.06 at $\alpha = 0.05$ implies that the given mean are different *significant at $p < 0.05$*

Table 8 shows some of the problems that may encounter the implementation of school improvement program. From the bird's eye view, one can see that if the listed items secured in the school they are the key issues that facilitate implementation of SIP; otherwise they become problems that hinder the program. Therefore the problems were drawn from the input and activities of SIP implementation.

As depicted in item one of table 8, lack of preparing school improvement planning on the part of the school management was rated (Mean 3.6, SD =1.4), (Mean 3.8 SD = 1.2), and (Mean 3.8 SD =1.3) by school leaders, teacher and students respectively, which implies that the impact of the problems on SIP implementation is high.

Item number two of table 8: more focus on the traditional approach than the newly introduced school improvement program was rated (Mean 3.6, SD =1.1), and (Mean 3.7, SD =1.2), by school leaders and teacher respectively, which shows that the impact of problem is high(low) in the schools. However ,according to the score of student respondents (mean =3.4 SD =1.3) implies that the impact of the problem is low in the schools.

Turn over off highly experienced principals and teachers was rated (Mane= 3.7 5d =1.1) , (Mean 3.6 SD -1.3) and (Mean=3.8,SD=1.35) by school leader and teacher and students respectively which indicates that the impacts of the problem on SIP implementation is high . Lack of continuous awareness rising /training by the school management was rated (Mean = 3.1 SD=1.2) , (Mean = 3.4 SD =1.3) and (Mean =3.2 SD =1.1) by school leaders, teacher and students respondent respectively indicates that the impact of the problem on SIP is low.

Lack of budget to conduct the program was rated (Mean 3.9 SD =1.1) and (Mean= 3.6 SD =1.2) by school leader and teacher respectively, which depicts that the problem is high in the schools. In contrast students rated (Mean = 3.4 =SD1.2) which clearly shows that the problem is low in the school

Lack of continue supervisory support from the Woreda education office was rated (Mane 4.8,SD =1.1), (Mane 4.7,SD 1.1) and (Mane =4.3 5d =1.2) by school leader , teacher and students respectively which clearly show that the impact of problem on SIP implementation is very high in the school

The seventh item of table 8 show that lack of support from the parent/ community in school improvement program which was rated, (Mane = 3.9 SD =1.1)(Mane = 3.7 SD =1.1) and (Mane= 3.6 SD =1.2) by school leaders , teachers and students respectively highly affects SIP implementation.

Similarly, lack of effective experience sharing with and among schools was rated (Mane 3.6 SD =1.1) (mane 3.8 SD =1.2) and (mane =3.7 SD= 1.2) by school leaders, teacher and students respectively ,which show that the impact of this problem on SIP is high in the school

As depicted item 9 of table 8,the school principal, teachers and students and parents fail to accept the program in assuming that it is being additional work load was rated (Mane =3.2 SD =1.2) ,(Mane =3.3 SD =1.3) and (Mean = 3.1 SD =1.2) by school leaders, teacher and students, which implies that the impact of the problem is low

Lack of incentives for those successfully implement the program was rated (Mean =4.1,SD =1.1) , (Mean =4.8 5D = 1.3) and (Mean =4.4 SD =1.2) by school leaders teacher and student respectively, which indicates that the impact of the problem on SIP implementation is very high in the schools.

Lack of commitment by principal, teachers, students and parents to implement the program was rated (Mean =3.1 SD =1.2) (Mean=3.5,SD= 1.2) and (Mean=3.0,SD= 1.3) by school ladders, teachers and student respondents respectively that indicates the impact of problem on SIP is low.

Moreover, to cheek whether there is significant difference among the mean scores of the three groups of respondents, one way ANOVA test was applied. As a result, the calculated F values of all item are greater than 3.06 at 0.05 level of significance. Therefore, there is significant difference among the three group of respondents in their participation towards the problems listed with in the table

The result of the interview held with from the CRC supervisor and PAT heads also support the above facts. They reported that most of school leaders and teachers were not aware of the responsibility they had to implement SIP They were not much involved in performing the activities in their school compound. Like organizing coordinating and monitoring the implementation of SIP duo to commitment.

Observation

The researcher observed the school environment and evaluated the availability and status of each item using the checklist presented in table 9..

Looking at the results in table 9, observation was conducted in the sample schools to check the availability and adequacy of the physical facilities and equipment that contribute for the improvement of quality education. Thus, the results of the observation are presented as follows. .

Table 9. Results of the Observation

Items	Result							
	Availability				Status			
	Yes		No		Adequate		Inadequate	
	No.	%	No.	%	No.	%	No.	%
The school has library	8	80	2	20	3	37.5	5	62.5
The school has laboratory	6	60	4	40	2	33.3	4	66.7
radio /tape recorder for broadcast education program	10	100	---	---	---	---	10	100
There is pedagogic center	10	100	---	---	2	20	8	80
student chair and table in the classroom	10	100	---	---	---	---	10	100
There is computer training center	3	30	7	70	---	---	3	30
The school has fence	10	100	---	---	6	60	4	40
There is green school environment and posters and cards	10	100	---	---	---	---	10	100
The school has playing field	6	60	4	40	---	---	10	100
The school has separate toilet for boys and girls	7	70	3	30	---	---	10	100
Water available in the school compound	6	60	4	40	2	33.3	4	66.7

1. Most of the sample schools, 8 (80%), had one library each. Out of these, only 3 (37.5%) have a relatively adequate libraries

2. More than half of the sample schools, 6 (60%), have one laboratory each. From these, only 2 (33.3%) had a relatively adequate laboratories.
3. Although all the sample schools, 10 (100%), have radio/tape recorders to transmit the radio broadcast educational programs, in all the sample schools, 10 (100%), the number of radio/tape recorders were not adequate for the large number of sections, and in all schools, the radio broadcast educational program was not functioning.
4. Even though, all the sample schools 10 (100%), have pedagogic center, the majority, 8 (80%) of the pedagogic centers were in adequate in terms of the organization of teaching materials, quality, size of the room, and experts working in the center. only 2 (20%) of the sample schools had pedagogic centers which were relatively adequate in terms of materials availability, quality and size of class room, and experts who provide the necessary support. Moreover, the CRC supervisors reported in the interview, that there is lack of pedagogic center and teaching aids. Both teachers and students lack the opportunities to use diverse materials and to enrich their experience.
5. Although all sample schools, 10 (100%), have tables and chairs, they are not adequate number of tables in terms of number and quality. This is because, of the ever increasing number of students' enrollment. Even the existing ones were damaged and became out of use.
6. In ordered to introduce the students with new technology of the time, basic computer skill is more help full and schools are trying to open training center. Based on this point of view, the researcher tried to observe the sample schools to check if they had computer training centers. However, only 3 (30%) of the sample schools had computer training centers. Although these three schools had started the training, the numbers of computers organized in the training center and teachers who specialized in the area were not adequate with the number of students and teachers in the schools.
7. To protect the school resources from external exposure and to secure students from unsafe external environment fence plays a great role in our context. Therefore, according to the observation of the sample schools' physical environment, all of them, 10 (100%) have fences, but only 6 (60%) of them have relatively adequate fences, and the rest 4 (40%) have inadequate fences in which animals enter in to the school compound. In addition to this, it was very difficult for the school guards to monitor the school s' property and the safety, because every side of the school compound was open to the external environment.

8. Enrollment rate increased, dropout reduced, and motivation is high if the school compound is green and posters and cards are available in the school compound. The observation results show that all the sample schools have some green areas, and posters and cards were posted in the compound. However, in all schools they were not adequate for the students to develop good sense and interest about their school.
9. The other important point of the school environment is playing field and the facilities required to carry out sport activities. It is obvious that students like to attend different sport events before and after classes. If their interest is not addressed in the school compound, they are trying to search for other alternatives outside the school compound, which may lead the students to be absent for the class. In order to avoid such problems, schools are advised to fulfill the facilities in the compound. From the observation of the sample school it is found only 6 (60%) of the schools have playing field. However, all of these playing grounds are not adequate in terms of the facilities and materials required. But 40% of schools had no playing ground at all. This indicates that no sport field to play in the school compound.
10. Because of natural phenomena and cultural background, female students prefer to have separate toilet to use safely, and now a days the issue gets more attention. To increase the girls participation, this issue has its own role. Having this in mind, the researcher tried to observe in sample schools whether they have toilets or not. Even though the majority, 7 (70%), of the schools have separate toilets, but all of them were not and not adequate in terms of number and quality. Moreover, during the interview time PTA heads and CRC Supervisors reported that in some schools teachers and students share the same toilet.
11. On the other hand, the importance of water in the school compound is unquestionable and from the observation, the researcher found that 6 (60%), of sample schools have water in the school compound. Out of the 6 schools only 2 (20%) schools have relatively adequate water in the compound. However in most schools of water points fixed is not proportional with the number of students enrolled in the schools. During the interview CRC supervisor and PTA heads reported that in most schools students go out of the school compound to get drinking water, and as a result loss class.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This sections deals with summary of the findings, conclusions drawn from the findings and recommendations given to improve SIP implementation.

5.1 Summary

The major objectives of this study were to examine the practice and challenges of school improvement program and to suggest alternative solution for its effective implementation and utilization.

To attain the objectives of the study, the following basic questions were raised

1. To what extent better teaching learning process is applied in the schools?
2. To what extent the school leader ship and management support implementation of SIP?
3. To what degree the school environment is conducive for students learning?
4. To what extent parents and the community participated in SIP implementation?
5. What are the major factors that hinder the effective implementation of SIP in primary schools of the study area?

A total 237 respondent, 24 school leaders, 143 teachers, 60 student councils and 10 Parent Teachers Association heads were included in the study. Data were collected by using questionnaires filed by school leaders, teachers and councils of students. Besides interview conducted with the head of PTA and cluster resource center supervisor at each sample schools. On top of this careful observation of physical school facilities and buildings made. Data presented and analyzed using statistical tools of percent, mean, standard deviation and one way ANOVA test

5.1.1 Findings on Respondents' Demography

1. The respondents were made up of 113(49.1%) males and 117) (50.9%) females
2. Most of the respondents 73 (42.9 %) aged between 31 and 40, and 47 (27.6 %) were within 21-30 years, some 35(20.6 %) all between 41-50 and very few 15 (8.8 %) were above 50 years.
3. Regarding the educational background of the respondents, 114(67.1%) of school leaders, teachers and PTA are diploma graduates, while some of them, 31(18.2%), are certificate

level and 22 (12.9%) are first degree graduate, the rest few particularly 3(1.7%) are with primary and secondary level of education.

4. Most of the respondents, 57(33.5%), have five to ten years of work experience. So, they were matured enough to evaluate or examine their school situation and respond on the questions raised concerning school improvement program.
5. Most, 71(41.72%), of the school leaders, PTA and teacher respondents have served in the school where they are working now for four to six years. Therefore, they have more information about SIP implementation for the last three years in their school. Thus, they are able to give appropriate responses for the questions raised in the questionnaires and interviews.

4.1.2. Finding on School Improvement Program Implementation

Teaching Learning Process

1. From the average mean of teaching learning domain: explain the learning objectives of students clearly, checking and valuing homework's and class works of students facilitating students to form a group in their class room to exercise their learning through discussion and focus on learning content in the class room talk (with Maximum, grand Mean= 3.6 and Minimum Grand Mean=3,2) the school activities found to be at starting level.
2. The activity of support for students to learn from their environment was not practiced in the schools. That means, no action is taken.

2. Enabling and safe School Environment

1. Among the items mentioned under enabling and safe school environment organized the required materials, teaching aids and trained man power to conduct special need education and identifying un safe situations in school and giving details of how to care it rated (Grand Mean=3.0) was found to properly practiced and adapted in the school, so that the activity of the school found to be at aspiration level.
2. On the other hand, making classrooms attractive and conducive for students(Grand Mean=2.4) was found to be poorly practiced in the school, so that no action taken to improve this situations
3. In addition to this, from the observation result, it found that even though most of the schools have facilities and buildings were not functioning this time, it is in adequate

3. Leadership and Management

1. From the items listed under leadership and management domain, the result for the activity of relating prior school activities with the school program (grand mean=3.0) indicates that it is at aspiration level.
2. On the same domain, the second, third and fourth items: proper handling and treatment of students, introducing the school disciplinary policy at the beginning of the academic year, and commitment of school management in involving the school society in decision making were rated similarly (grand mean=3.3) which indicates that the schools are at starting level. The interview result also disclosed that turnover of principals from one school to the other, from education sector to the other sectors, and appointment of less experienced teachers in their place were found to be the problems of the schools.
3. On the other hand, the activity of creating opportunity of training program to strengthen the capacity of teachers and other staffs was rated (Grand Mean=3.4) depicts that it is at starting level.

4. Parent/community Participation

The practice of parents to comment and suggest on their children's homework and come late to the school (Grand Mean=2.5) parents /community participation on discussion or meeting program organized by the school which implies that the current status of parent's participation is low and not as expected and poorly re-act on the activities.

They contact the school infrequently; when their children commit disciplinary violation, there is almost no communication between the school and parent's. We can bravely say that parents were isolated from the school and did not help the school effort to improve school performance. Because there is no sense of ownership is built among the community members. Therefore, any educational attempt to improve school problem becomes a fruitless exercise.

On the other hand, parent/community participation on the activates of school committee and financing school by community (Grand Mean=2.9 and Grand Mean=2.8) was found to be poorly practiced, so that schools and parent/community aspiring level and school commitment to facilitates base education service to enabling the community to avoid harmful traditions (Grand Mean=3.2) implies that the activity school found to be in starting level.

5.1.3 Findings on Problems Affecting the School Improvement Program.

Moreover, the impact of lack of preparation of school improvement plan by the school management, giving more focus on the traditional approach than the newly introduced school improvement program, turn-over of highly experienced principals and teachers, lack of budget to conduct SIP, lack of effective experience sharing within and among the schools, and lack of support from the parents/community to implement SIP (with Maximum Grand Mean=3.7 and Minimum Grand Mean=3.56) to implement SIP was found to be high.

On the other hand, the impact of lack of continuous awareness raising and training by the school management and failure of school principals, teachers, students and parents to accept the program (with maximum Grand 3.2 and minimum Mean=3.16) to implement SIP was found to be low.

The impact of lack of continuous supervisory support from the woreda education office (with Grand Mean=4.6, and Grand Mean=4.4) respectively to implement SIP was found to be very high problem.

5.2 Conclusion

In this study, the four SIP domains (Teaching-Learning process, safe and enabling school environment, leadership and management and parent/community participation) and problems hindering the effectiveness of the program exhaustively computed a result, and as a result, the following conclusion was made.

Teachers need to provide continuous feedback concerning students' progress and problems in order to plan and operate on the teaching-learning activities in the school, and increase the performance of students. However, in the sample schools teachers were unable to play their roles and exercise their responsibilities effectively was observed in the sample schools. The complaints of students about the teaching approach of their teachers also revealed this fact. Although the teachers were trained and certified to teach at any grade level in the primary schools, they failed to do so.

Thus, the teaching learning activities in the schools were not properly exercised, and efforts to know the level of achievement of students, and increase the performance of students. This is partly due to lack of leadership commitment to support, motivate and monitor the teachers

Parent/community participation in managing their children's educational experiences at home and at school has been considered critical for the success of students and to create conducive environment in the school compounds. However, the current status of parents or community participation in the sample schools was found to be low.

Thus, it was below the desired level. In other words, parents contact the schools infrequently; when their children commit a disciplinary problem, there is almost no communication between the school and parents. We bravely say that parents were isolated from the school and did not help the school effort to improve school performance.

Scholars agreed that school leadership and management made a difference on students learning by coordinating the efforts of teachers, motivating staff and creating conducive environment for learning. However, the sample schools leaders were not properly playing their roles. They were not properly working to realize the changes introduced for the teaching-learning process, to provide constructive feedback to teachers, which are the greatest determinants of the schools success, and which play a pivotal role in improving quality of education that promotes effective teaching –learning process.

Moreover, according to the finding of the study, some of the teachers and PTA members did not receive school improvement program related training which negatively affect the SIP implementation. In addition to this, turn-over of principals and teachers from one schools to the other, from education to the other sectors, and appointment of less experienced teachers in their place, were found to be among the major problems for SIP implementation.

Therefore, based on the above points the overall findings of the study, it is possible to conclude that SIP is not properly implemented in the sample schools. Thus, there is no doubt that the quality of education in the schools is very poor.

5.3. Recommendation

Based on the finding obtained from the result of the study and conclusions drawn, the following recommendations are suggested:

1. Teachers need to provide students with constructive feedback concerning their progress and problems in order to plan and operate the teaching –learning activities in the school properly, and increase the performance of students. However, some teacher's in the sample schools were unable to perform their roles and exercise their responsibilities.

Therefore, woreda education offices are recommended to make effective use of teachers by ensuring that teachers receive proper, adequate and relevant in-service training and motivate them through different mechanisms.

2. Having safe and enabling school environment is the decisive component of schooling. However, the result of the study indicated that the school environment is not safe to the students to learn safely. Therefore, the schools management and teachers need to mobilize their student through co-curricular activities in order to grow plants in the school compound, preparing teaching aid from locally available materials and by placing different posters and cards in the school compound.
3. The school management and PTA need to conduct discussion and meeting with the local community, private donors and supporters to draw fund for the construction, maintenance and fulfilling the facilities of the schools.
4. The provision of training related to school improvement program to the stakeholders who implement the program is very important for the successful implementation of SIP. However, the findings of the study depict that some of the PTA members and teacher did not receive the training. Therefore, the schools management and woreda education offices are recommended to provide continuous training for teachers and PTA members through workshop and meetings organized at school, cluster and woreda education office levels.
5. The implication of this research findings is the need to improve school leadership/management which is one of the determinants of an organization success. Everybody agreed that school leadership and management can make a different on students learning by coordinating the efforts of teachers, motivating staff and creating conducive environment for learning. Similarly, it plays a pivotal role in implementing SIP and improving quality of education that promotes effective teaching-learning for all students. However, the current nature of leadership in the schools was not adequate to play its role and low commitment of the school leaders to work was observed.. This is mainly because, turn-over of principals from one schools to the other, from education sector to the other sector and appointment of less experienced teachers in the place were found to be Very high.

Therefore, Woreda Education office is advised to provide supports and short term trainings to school leaders at woreda, clusters and school level via the supervisors.

6. WEO should raise the awareness of principals, teachers and PTA members about SIP and encourage the schools to run inclusive education.
7. School leaders should establish a committee consisting of teachers, PTA members, and students to work together starting from the planning stage to the implementation of SIP.
8. WEO is recommended to establish a steering committee comprised of a variety of stockholders including teachers, CRC supervisors, Community representatives, and experts found in the community support and monitor, and provide constructive feedback to the schools about their performance in implementing SIP.
9. The participation of local community in the implementation of SIP strengthens the relationship between parents and school involvement which significantly contributes to the improve of student s performance in a variety of ways. However, parents' involvement in SIP of the sample schools was insufficient. Therefore, school leaders and PTA members recommended to create harmonious relationship and collaboration to build a sense of ownership in the community, mobilize the local community by organizing various public conferences and meetings to improve their participation in the management of the schools, contribute resources and follow up the school activities.
10. Experience sharing within and among the schools is an important activity to solve problems encountered in the schools. From the research results, it was found that there was less experience sharing within and among the school. Therefore, it is recommendable for the school management to organize experience sharing program within the school through meetings discussions, and conduct neighboring school visit at cluster level. Then scale up good models of effective schools and learning achievement.
11. There could be other practices and challenges of SIP implementation which are not covered by this study. Moreover, this study covers only government primary schools in Guji Zoe. Thus, the researcher suggests that further in-depth and broad investigation in the area of SIP.

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APPENDIXA- 1

Adama Science and Technology University school of Educational Science and Technology Teacher Education

Department of educational planning and management

Questionnaire to be field by teachers and educational leaders

Dear respondents

As you may know school are applying different strategies to improve access to quality education and to improve the achievement of students. Amongst the strategies and programs to ensure quality education, school improvement program (SIP) is the one in which school apply it to assess their weaknesses and strengths and plan accordingly.

Based on this, the questionnaires presented here under are directly related with the school regular activities and they are expected to show/indicate the level of SIP implementation and the challenges at schoolso the successes of this study entirely dependent on your serious, sincere and time response to each question. Therefore you are kindly requested to complete the questionnaire honestly and responsibly .It would be really meaningful if you answer all the question items in the questionnaire

Note:Be sure that you response quite confidential and will not be used for other than academic purpose

General Direction:-

- You don't need to write your name
- Put a tick (✓) mark in the boxes that represent your response
- Write additional opinions on the space provided
- Please follow instructions provided for each part
- Try to attempt all the questions

Thank you for your cooperation!

Part I. Background Information

1. Name of school _____

2. ☐ Sex ☐ Male ☐ Female

3. ☐ Age ☐ years ☐ 40 years ☐ 50 years ☐ > 50 years

4. Your current highest level of education:

Certificate ☐ diploma ☐ first degree ☐ other if any _____

5. Your work experience in the education sector:

☐ 0-2 years ☐ 2-5 years ☐ 5.-10 years ☐ 10.15 years ☐ >15 years

6. How long have you been working in this school?

☐ 0.1 years ☐ 2-4 years ☐ 4-6 years ☐ >6 years

7. Training related to school improvement program (SIP) given by) (Are you received training related to SIP?) ☐ Yes ☐ No

8. If you your answer for question number 7 is yes who provided you? received training related to SIP, who provided you? (Put a tick (✓) mark in all or some that is /are appropriate for you

- ☐ Regional education bureau expert
- ☐ Special wareda education office expert
- ☐ School management bodies
- ☐ No training at a

Part II: Teaching and Learning Domain

Direction: - please indicate what you think about the following teacher's professionalism and learning in teaching practice by ticking (✓) in one of the five boxes located under the five alternatives in front of each statement using the following scales

If the item is 100% implemented, tick under 5

If the item is half or most implemented level, tick under 4

If the item is at the starting level, tick under 3

If the item is in aspiration level, tick under 2

If there is no action taken on the item, tick under 1

No	Item	5	4	3	2	1
1.	Level of understanding about students' learning ability, difference, and developing of teaching methodology accordingly					
2.	Level of explaining the learning objectives to student clearly					
3.	Level of focus on learning content in the classroom					
4.	The level of support for students to learn from their environment, like production units institutions, organization, and new technology, etc.					
5.	Level of checking and valuing home works and class works of students					
6.	Level of facilitating students to form a group in their classroom in order to develop their learning through discussion					
7.	Level of monitoring and checking of all students participation in the group activities					
8.	Level of your participation in conducting research of establish teaching learning process on strong bases					
9.	The culture of preparing different teaching aids in collaboration with your students					
10.	Level of encouraging students to evaluate learning contents included in their text books through comparing with their real environment					

Part III: Safe and Enabling School Environment Domain

Please rate the number scale that represents your perception in the appropriate box about school environment by ticking (✓) under the number you choose use the following scales.

- If the item is 100% implemented, tick under 5
- If the item is half or most implemented level, tick under 4
- If the item is at the starting level tick under 3
- If the item in aspiration level, tick under 2
- If there is no action taken on the item, tick under 1

No	Item	5	4	3	2	1
1	Level of organizing the required materials, teaching aids and trained man power to conduct special need education					
2	The level of conduciveness and attractiveness of the classrooms for the students					
3	Culture of the school management in identifying unsafe situation in the school and giving details of how to cave them (for instance: electrical system, risky sport practice, laboratory materials)					
4	Activities performed at different level to improve or empower girls participation at school (for instance, support girls with additional learning class)					
5	The leve5l of smooth relationship among teachers ,students and school management to create inviting school atmosphere					
6	The level of conduciveness and attractiveness of the school environment for the students					

6.What kind of measures are required in your school to make the school make safe and attractive _____ to _____ the student?_____

Part IV: Leadership and Management Domain

Direction Rate the number scale that represents your perception in the appropriate box about leader ship character of the school put the tick (✓) under the number you choose.

- If the item is 100% implemented, tick under 5
- If the item is half or most implemented level, tick under 4
- If the item is atthe starting level tick under 3
- If the item in aspiration level ,tick under 2
- If there is no action taken on the item,tick under 1

No	Item	5	4	3	2	1
1	Level relating prior school activities with /to the school improvement program(Level of relating school prior activities with school improvement program)					
2	Culture of proper handling and treatment of students by the school management bodies					
3	Culture introducing the school disciplinary policy at the beginning of the year in written and verbally					
4	The level of commitment of school management in participating school society in decision making process					
5	The level of creating the opportunity of training program by the school management to strengthen the capacity of teacher and other staffs.					

Part V: parent /community participation domain

Plase rate the number scale that reprents your perception in the appropriate box about parent /cammunity collaboration with the school .put the tick mark (√) under the number you choose use the following rating scale.

- | | |
|---|---|
| If the item is 100% implemented, tick under | 5 |
| If the item is half or most implemented level, tick under | 4 |
| If the item is atthe starting level tick under | 3 |
| If the item in aspiration level ,tick under | 2 |
| If there is no action taken on the item,tick under | 1 |

No	Item					
	Level of financing school by parent /community					
	Culture of parents to comment on their children home work					
	Level of parent /community participation on the activates of school committees ,like PTA					
	Culture of discussion with parents when their children . frequently absent or come late to school					

	Level of school commitment to facilitates base education service to enabling the community to read, write and avoid harmful traditions					
	Culture of parent /communities participation on discussion or meeting program organized improvement					

7.In your opinion what kind of approach makes the parent /community more participatory on school improvement program?

IV.Problems Affect The Implementation of SIP

Please rate the number scale that represents your perception in the appropriate box about the following problems that may affect school improvement program implementation.Tick (√) under the number you choose

- If the problem is very high, choose 5
If the problem is high choose 4
If the problem is low ,choose 3
If the problem is very low ,choose 2
If it is not aproblem,choose 1

No	Item						
1	Lack of preparing school improvement planning on the part of the school management						
2	The school management and teachers give more focus for the traditional approach than the newly introduced school improvement program.						
3	Transfer of highly experienced principals and teachers (promotion or start to working out of education sector)						
4	Lack of continuous awareness raising training by the school management on the new approach to the school community						
5	Lack of budget to conduct the program						
6	Lack of continuous supervisory support from the Woreda education Office (WEO)						

7	Lack of support from the parent/community on SIP					
8	Lack of effective experience sharing within and among schools					
9	The school principal, teachers, students, and parents fail to accept the program, in assuming that it is being additional work load.					
10	Lack of incentives for those successful implement the program					
11	Lack of commitment by principal, teachers, students and parents to implement the program.					

Othgers,if any

APPENDIX A- 2

Adama Science and Technology University school of Educational Science and Technology Teacher Education Department of educational planning and management Questionnaire to be field by students

Dear respondents

As you may know school are applying different strategies to improve access to quality education and to improve the achievement of students. Amongst the strategies and programs to ensure quality education, school improvement program (SIP) is the one in which school apply it to assess their weaknesses and strengths and plan accordingly.

Based on this, the questionnaires presented here under are directly related with the school regular activities and they are expected to show/indicate the level of SIP implementation and the challenges at schools the successes of this study entirely dependent on your serious, sincere and time response to each question. Therefore you are kindly requested to complete the questionnaire honestly and responsibly .It would be really meaningful if you answer all the question items in the questionnaire

Note:Be sure that you response quite confidential and will not be used for other than academic purpose

General Direction:-

- You don't need to write your name
- Put a tick (✓) mark in the boxes that represent your response
- Write additional opinions on the space provided
- Please follow instructions provided for each part
- Try to attempt all the quest

Thank you for your cooperation!

Part I: Background Information

1. Name of the school _____
2. Grade level _____
3. Sex : Male ☐ Female ☐

Part II: Teaching and Learning Domain

Direction ; please indicate what you think about the following teacher's professionalism and learning in teaching practice by ticking (✓) one of the five boxes located under the five alternatives in front of each statement using the following scales

If the item is 100% implemented, tick under 5

If the item is half or most implemented level, tick under 4

If the item is at the starting level tick under 3

If the item is in aspiration level, tick under 2

If there is no action taken on the item, tick under 1

No	Item					
1	Level of understanding student learning ability difference and developing of teaching methodology accordingly					
2	Level of explaining the learning objectives to student clearly					
3	Level of focus on learning content in the class room					
4	The level of support for students to learn from their environment ,like production units institutions organization and new technology etc.					
5	Level of checking and valuing home works and class works of students					
6	Level of facilitating students to form a group in their classroom in order to develop their learning through discussion					
7	Level of monitoring and checking of all students participation in the group activities					
8	Level of your participation in conducting research of establish teaching learning process on strong bases					
9	The culture of preparing different teaching aids in collaboration with your students					
10	Level of encouraging students to evaluate learning contents included in their text books through comparing with their real environment					

Part III: Safe and Enabling School Environment Domain

Please rate the number scale that represents your perception in the appropriate box about school environment by ticking (✓) Under the number you choose use the following scales.

If the item is 100% implemented, tick under 5

If the item is half or most implemented level, tick under 4

If the item is at the starting level tick under 3

If the item is in aspiration level, tick under 2

If there is no action taken on the item, tick under 1

o	Item					
.	Level of organizing the required material is teaching aids and trained man power to conduct special need education					
.	The level of conduciveness and attractiveness of the class rooms for the students					
.	Culture of the school management in identifying unsafe situation in the school and giving details of how to cave them (for instance: electrical system, risky sport practice, laboratory materials)					
.	Activities performed at different level to improve or empower girls participation at school (for instance, support girls with additional learning class)					
.	The level of smooth relationship among teachers ,students and school management to create inviting school atmosphere					

6.What kind of measures are required in your school to make the school make safe and attractive to the student ?

Part IV: Leader ship and management domain

Please Rate the number scale that represents your perception in the appropriate box about leader ship character of the school put the tick (✓) under the number you choose.

If the item is 100% implemented, tick under 5

If the item is half or most implemented level, tick under 4

If the item is at the starting level tick under 3

If the item is in aspiration level, tick under 2

If there is no action taken on the item, tick under 1

No	Item					
1.	Level relating prior school activities with to the school improvement program					
2.	Culture of proper handling and treatment of students by the school management bodies					
3.	Culture introducing the school disciplinary policy at the beginning of the year in written and verbally					
4.	The level of commitment of school management in participating school society in decision making process					
5.	The level of creating the opportunity of training program by the school management to strengthen the capacity of teacher and other staffs.					

Part V parent /community participation domain

Please rate the number scale that represents your perception in the appropriate box about parent /community collaboration with the school .put the tick mark (✓) under the number you choose use the following rating scale.

If the item 100% implemented, tick under 5

If the item is in implementing level tick under 4

If item is in the starting level tick under 3

If item is in aspiration level, item, tick under 2

If there is no action taken on the item, tick under 1

No	Item					
1	Level of financing school by parent /community					
2	Culture of parents to comment on their children home work					
3	Level of parent /community participation on the activates of school committees ,like PTA					
4.	Culture of discussion with parents when their children frequently absent or come late to school					
5	Level of school commitment to facilitates base education service to enabling the community to read, write and avoid harmful traditions					
6.	Culture of parent /communities participation on discussion or meeting program organized improvement					

7.In your opinion what kind of approach makes the parent /community more participatory on school

improvement program

IV.Problems Affect The Implementation of SIP

Please rate the number scale the reprints Your perception in the appropriate box about the following problems that may affect school improvement program implementation.Tick (√) under the number you choose

If the problem is strongly high, choose 5

If the problem is high choose 4

If the problem is low ,choose 3

If the problem is strongly low ,choose 2

If it is not aproblem,choose 1

No	Item					
1	Lack of preparing school improvement planning on the part of the school management					
2	The school management and teachers give more focus for the traditional approach than the newly introduced school improvement program.					
3	Transfer of highly experienced principals and teachers (promotion or start to working out of education sector)					
4	Lack of continuous awareness raising training by the school management on the new approach to the school community					
5	Lack of budget to conduct the program					
6	Lack of continuous supervisory support from the STEO					
7	Lack of support from the parent/community on SIP					
8	Lack of effective experience sharing within and among schools					
9	The school principal, teachers, students, and parents fail to accept the program, in assuming that it is being additional work load.					
10	Lack of incentives for those successful implement the program					
11	Lack of commitment by principal, teachers, students and parents to implement the program.					

Others,if any_____

APPENDIX B-1

YUNIVARSITII ADAMAA

Gaafannoo Qoraannoo Damee Barumsaa “Karoora Fi Hoggansa Barnoota(EDPM)” Ilaalchise Qaamman Adda Addaa Dimmichi Ilaalatuuf Dhiyaate

Gaafannoo Hoggansaa fi Barsiisootaan Gutamu

Akkuma bekkamutti manneen barnootaa barnoota qulqullina qabuu lammii hundaan gahuuf tarsiimowwaan adda addaa bahuun hojii irra olaa jiru. Tarsiimowwaan kanniin kessaa Sagantaa oyya’insa manneen barnootaa (School Improvement Program) isa tokko yammuu ta’u, manneen barnoota ciminaa fi haanqinna isaanii addaan baasuun karoora rakkoo hiiku baasuun qulquullina barnootaa akka egsiisan isaan gargaara. Kanuuma bu’uura godhachuun gaafannoon kun kanqopha’ef sagantaa foyya’insa manneen barnootaa kun sadarkaa kamiin akka hojii irra oolaa jiru addan baafachuun kan qophaa’e waan ta’ef haala qabatama mana barumsa keessaniitiin akka guutan ta’ee odeffannoo guttan (kennitan) hunda dhugummaa,haqa qabessuummaa,amanamummaa fi akka nuuf guttanu waan abdannuf dursine galateffanna.

Hub kaayyoon qorannoo kanaa hujii akkaadaamikiif waan ta’eef iccitummaan yaada isiin nuuf keennitanu sirritti kan eegamu isaa isiin yaadachiifna.

Qajeelfama Waliigalaa

- Maqaa keessan barreessuun hin barbaachisu
- Debi keessan mallattoo(✓) kana sanduuqa keessa ka’a
- Yaada dabalataa iddoo duwwaa qophaa’e irratti barreeffamaan gutaa
- Kutaalee huunda jalaatti qajeelfamoon waan ta’anii jiraniif isaanuma sirritti dubistanii ergii qalbeffattanii booda yaada keessan haala qajeelfamaatiin gutaa

Gargaarsa Keessaniif Galatoomaa!

I.Ragaa Bu’uuraa ka’uumsaa (Background Information)

Qajeelfama : filannoowwaan dhiyaatan fuula duratti mallattoo (✓) fayyadamuun

Yaada kessan ibsa.

1. Maqaa mana barumsaa _____
2. Saala: ☐ hiira ☐ Dubra
3. Umrii: ☐ waggaa 21-30 ☐ waggaa 31-40 ☐ waggaa 41-50 ☐ waggaa 50 ol
4. Sadarkaa barumsaa amma irra jirtan
☐ Sartafike ☐ Dippild ☐ Digrii dur ☐ kan biraa
5. Ogummaa barsiisummaatiin waggota meeqa tajaajiltanijirtu?
0-22- ☐ 5-10 ☐ 10-15 ☐ 15 ol ☐
6. Mana barnootaa Amma jirtan waggaa meeqa tajaajiltane ?
☐ 5 ☐ 5 ☐ 15 ☐ 15
7. Sagantaa Foyya’insa mana barumsaa ilaalchisee leenjii fudhattanijirtuu?
☐ Ogessa Biroo Barnootaa Naannootiin
☐ Ogessa Waajjira Barnoota aanaatiin
☐ Oggansa mana barumsaatiin
☐ Ankumaa leenjiin kenname hin beeku
8. Deebiin gaaffii 7ffaa “eeyyeen” yoo ta’e gama eenyuutiin leenjitan?
☐ Oggansa mana barumsaatiin
☐ Ogessa Waajjira Barnoota magaalichaatiin
☐ Ogessa Biroo Barnootaa Motummaa Naannoo Oromiyaatiin

2Dhimma Bu’uuraa:Baruu-Barsiisuu(Teaching-Learning)

Qajeelfama : Dhimmootee gabatee armaan gadii keessatti dhiyaatan sadarkaa kamiin akka raawwatamaa jiran tokko tokko yaada dhiyaatee duratti ibsi (Rating scale)

- | | |
|---|---|
| 1. Gochaa fi bu’aa mul’atu kan hin qabne | 5 |
| 2. Qophiirra kan jiru | 4 |
| 3. Jalqabbirra kan jiru | 3 |
| 4. Hojii qabatamaa keessatti kan jiru (hojjatamaa kan jiru) | 2 |
| 5. Sadarkaa barbaadamu irra kan gahe | 1 |

Lakk	Dhimmoota madaalliif dhiyaatan	1	2	3	4	5
1	Barattoonni fedhii barachu garagara qabaachuu isaanii hubatame mala baruu-barsisu kanaan wal simatu gargaaramu ilaalchise					
2	Kaayyoo barachuu barataaf karaa ifa ta'een dhiyeessuu ilaalchise					
3	Haasaan daree keessatti godhamu bruu-barsisuu irratti kan xiyyeeffatan ta'uusaanii					
4	Barattoonni wantoota naannoo isaanitti argaman kanneen akka bakkeewwaan omishaa,dhaabbilee adda addaa manneen hujii mootummaa adda addaa fi kkftti dhimma bahuun barachuu akka danda'an gochuirratti					
5	Barattoonni hujiiwwaan daree fi manaa kennaman hojjachuu isaani hordofu isaani					
6	Barattoota daree fi dareen alattis gumiin ijaaruun akka waliin abbaltiiwwaan (assignments) fi kkf hojjanu gochurratti					
7	Barattoonni martiin uu hojii garee kessatti wal qixxee hirmaachuu isaanii mirkanessuu.					
8	Qorannoo fi Qo'annoo gaggeessuun hujiiin baruu-barsiisuun bu'uura cimaa irra akka dhaabbatu gochurratti					
9	Barattoota qindeessuu fiwajjin ta'uun aadaa meshaalee deggarsa barnoota omishuu gabbisuu ilaalchise					
10	Barattoonni kitaaba baruu fi barsisuu isaaniif dhiyaatu haala qabatamaa naannoo isaanitiin akka gamaggamanu gochurratti					

4. Dhimma Ijoo; mana barumsaa mijataa gochuu ilaalchise(Making the School Environment save and healthy)

Qajeelfama : Dhimmoota gabatee armaan gadii keessatti dhiyaatan sadarkaa kamiin akka raawwatamaa jiran tokko tkkoo yaada dhiyaatee duratti ibsi (Rating scale)

1. Gochaa fi bu'aa mul'atu kan hin qabne 5
2. Qophiirra kan jiru 4

3. Jalqabbirra kan jiru 3
4. Hojii qabatamaa keessatti kan jiru (hojjatamaa kan jiru) 2
5. Sadarkaa barbaadamu irra kan gahe 1

Lakk	Dhimmoota madaalliif dhiyaatan	1	2	3	4	5
1	Barattoonni fedhii addaa bakka jiraniitti manni barnootichaa barsisootaa fi meshaalee isaanii barbaachiisanu huunda qopheessurratti					
2	Sadarkaa manneen barnootaa barattootaaf itti mijaa'anii fibarattoota haarkiisan					
3	Manni barnotichaa wantoota ijoolleef barbaachiisan kanneen akka humana ibsaa,dirree ispoortii fi mana yaalii sadarkaa kamiin guutateera					
4	Barattoota Dubaraa deggaruu keessatti wantoota raawwataman;keessattu addaan baasuun titooriyaalii fi deggarsoota adda addaa kennu irratti					
5	Mana barnootaa mijataa kan nama haawwatu gochuurratti wantoota hojjataman					

4. Dhimma Ijoo; Bulchiinsa mana barumsaa ilaalchise

Qajeelfama : Dhimmoota gabatee armaan gadii keessatti dhiyaatan sadarkaa kamiin akka raawwatamaa jiran tokko tkkoo yaada dhiyaatee duratti ibsi (Rating scale)

1. Gochaa fi bu'aa mul'atu kan hin qabne 5
2. Qophiirra kan jiru 4
3. Jalqabbirra kan jiru 3
4. Hojii qabatamaa keessatti kan jiru (hojjatamaa kan jiru) 2
5. Sadarkaa barbaadamu irra kan gahe 1

Lakk	Dhimoota madaalliif dhiyaatan					
1	Manni barumsaa rakkoo jiru kallattiin sagantaa foyya'insa mana barnootatiin waliitti hidhee akka gaggeessu hoggansa taasisuusu isaa					
2	Bulchiinsi mana barumsaa barattootaa fi barsiisota sirrti ni kessumnessa					
3	Ittin bulmaata mana barumsaa barreeffamaa fi leenjiin barattootaa fi barsiisotaa qabaachuu isaa					
4	Foyya'insa mana barumsaa fi kannen biro ilaalchisee lenji dandetti cimsu barsiisotaaf, barattotaa fi hojjattotaaf kennuu					
5	Hoggansi mana barnootaa kutannoo inni bulchiinsa mana barumsaa keessatti hirmaachiisuuf qabu.					

5. Dhimma Ijoo; Hirmaannaa Hawaasaa ilaalchise

Qajeelfama : Dhimoota gabatee armaan gadii keessatti dhiyaatan sadarkaa kamiin akka raawwatamaa jiran tokko tkkoo yaada dhiyaatee duratti ibsi (Rating scale)

1. Gochaa fi bu'aa mul'atu kan hin qabne 5
2. Qophiirra kan jiru 4
3. Jalqabbirra kan jiru 3
4. Hojii qabatamaa keessatti kan jiru (hojjatamaa kan jiru) 2
5. Sadarkaa barbaadamu irra kan gahe 1

Lakk	Dhimoota madaalliif dhiyaatan					
1	Aadaan maatiin hojii mana barnootaa isaani hordofu qabanu					
2	Yennaa barattoonni mana barumsaa irra haafan, barfatan rakkoo naamusaa fi adda addaa keessa seenanu aadaa maatii waliin mari'atanii hiiku					

3	Manni barumsaa maatii fi namoota barreessuu fi dubbisuu hin dandenyee karaa barnoota ga'essotaatiin barsiisu ilaalchiise					
4	Maatiin mariif yammuu yaamamu dammaqiinaan hirmaachu irratti					
5	Maatiin galii mana barusaa guddisuu irratti gumaacha inni godhu					

6. Wantoota Hojiirra olmaa Sagantaa Foyya'insaa Manneen Barnootaaf Guufu ta'an (Problems Affecting The Implementation of School Improvement Program)

Hubachiisa: Hudhaalee sagantaa foyya'insa mannen barnootaa kanaan gaditti ibsaman erga dubbisteen haaluma ciminnaa fi laafina isaatiin:-5-baay'ee olaanaa, 4-olaanaa, 3-gadaanaa, 2-baay'ee gadaanaa, 1- rakkoo miti.

lakk	'dhimmoota Qorannof dhiyaatan					
1	Manni barnootichii karoora foyya'insa mana barnootaa baafachuu dhabu					
2	Hoggansii fi barsiisoonni mana barumsichaa sagantaa haaraa kanaan hojjachuura haala barataniin hojjachu					
3	Hoggansii fi barsiisoonni buleeyyi fi ciccimoon sababoota jijjirraa, guddinnaa fi kkf hojii baruu-barsisuu mana barumsichaa keessaa bahuu					
4	Hoggansi mana barumsichaa waa'ee foyya'insa mana barumsa irratti hawaasaaf hubannoo kennu dhabu					
5	Sagantaa foyya'insa mana barnootaa hojiirra olchuuf haanqinna bajataa jiraachu saa					
6	Wajjirri barnoota bulchiinsi magaalichaa deggarsii fi hordoffii gahaa kennu dhabuu					
7	Hawwsnii fi maatiin sagantaa foyya'insa mana barumsaaf deggarsa barbaachiisu godhu dhabu					
8	Muxannoo wal jijjirraa keessaa fi alaa jiraachuu dhabu					
9	Hubannoo dhabu irraa kan ka'e(Dura bu'oonni, barsiisoonni brattoonni fi hawaasni) sagantaa foyya'insa manneen barnootaa akka hojii dabalataa fi dhibbaa hintaanetti ilaalu					

10	Onnachiistuun Namoota hojii gaarii sagantaa foyya'insa manneen barnootaa hojjataniif kennamu dhabu.					
11	Saganticha raawwachisuuf barattoota,barsiisotaa durabu'ootaa fi hawaasa biratti Rakkoo kakka'umsaa fi kutannoo dhabamu					

APPENDIX B-2

YUNIVARSITII ADAMAA

Gaafannoo Qoraannoo Damee Barumsaa “Karoora Fi Hoggansa Barnoota(EDPM)” Ilaalchise Qaamman Adda Addaa Dimmichi Ilaalatuuf Dhiyaate

Gaafannoo Barattotaan Gutamu

Akkuma bekkamutti manneen barnootaa barnoota qulqullina qabuu lammii hundaan gahuuf tarsiimowwaan adda addaa bahuun hojii irra olaa jiru. Tarsiimowwaan kanniin kessaa Sagantaa oyya'insa manneen barnootaa (School Improvement Program) isa tokko yammuu ta'u, manneen barnoota ciminaa fi haanqinna isaanii addaan baasuun karoora rakkoo hiiku baasuun qulqullina barnootaa akka egsiisan isaan gargaara. Kanuuma bu'uura godhachuun gaafannoon kun kanqopha'ef sagantaa foyya'insa manneen barnootaa kun sadarkaa kamiin akka hojii irra oolaa jiru addan baafachuun kan qophaa'e waan ta'ef haala qabatama mana barumsa keessaniitiin akka guutan ta'ee odeffannoo guttan (kennitan) hunda dhugummaa,haqa qabessuummaa,amanamummaa fi akka nuuf guttanu waan abdannuf dursine galateffanna.

Hub kaayyoon qorannoo kanaa hujii akkaadaamikiif waan ta'eef iccitummaan yaada isiin nuuf keennitanu sirritti kan eegamu isaa isiin yaadachiifna.

Qajeelfama Waliigalaa

- Maqaa keessan barreessuun hin barbaachisu
- Debii keessan mallattoo(✓) kana sanduuqa keessa ka'a
- Yaada dabalataa iddoo duwwaa qophaa'e irratti barreeffamaan gutaa
- Kutaalee huunda jalaatti qajeelfamoon waan ta'anii jiraniif isaanuma sirritti dubistanii ergii qalbeffattanii booda yaada keessan haala qajeelfamaatiin gutaa

1 Ragaa Bu’uuraa Ka’uumsaa (Background Information)

Qajeelfama : filannoowwaan dhiyaatan fuula duratti mallattoo (✓) fayyadamuun

Yaada kessan ibsa.

1. Maqaa mana barumsaa_____
2. Saala: ☐ Dhiira ☐ Dubra

2Dhimma Bu’uuraa:Baruu-Barsiisuu(Teaching-Learning)

Qajeelfama : Dhimmoota gabatee armaan gadii keessatti dhiyaatan sadarkaa kamiin akka raawwatamaa jiran tokko tkkoo yaada dhiyaatee duratti ibsi (Rating scale)

6. Gochaa fi bu’aa mul’atu kan hin qabne
7. Qophiirra kan jiru
8. Jalqabbirra kan jiru
9. Hojii qabatamaa keessatti kan jiru (hojjatamaa kan jiru)
10. Sadarkaa barbaadamu irra kan gahe

La kk	Dhimmoota madaalliif dhiyaatan					
1	Barattoonni fedhii barachu garagara qabaachuu isaanii hubatame mala baruu-barsisu kanaan wal simatu gargaaramu ilaalchise					
2	Kaayyoo barachuu barataaf karaa ifa ta’een dhiyeessuu ilaalchise					
3	Haasaan daree keessatti godhamu bruu-barsisuu irratti kan xiyyeeffatan ta’uusaanii					
4	Barattoonni wantoota naannoo isaanitti argaman kanneen akka bakkeewwaan omishaa,dhaabbilee adda addaa manneen hujii mootummaa adda addaa fi kkftti dhimma bahuun bara chuu akka danda’an gochuirratti					
5	Barattoonni hujiiwwaan daree fi manaa kennaman hojjachuu isaani hordofu isaani					

6	Barattoota daree fi dareen alattis gumiin ijaaruun akka waliin abbaltiiwwaan (assignments) fi kkf hojjanu gochurratti					
7	Barattoonni martiin uu hojii garee kessatti wal qixxee hirmaachuu isaanii mirkanessuu.					
8	Qorannoo fi Qo'annoo gaggeessuun hujiin baruu-barsiisuun bu'uura cimaa irra akka dhaabbatu gochurratti					
9	Barattoota qindeessuu fiwajjin ta'uun aadaa meshaalee deggarsa barnoota omishuu gabbisuu ilaalchise					
10	Barattoonni kitaaba baruu fi barsisuu isaaniif dhiyaatu haala qabatamaa naannoo isaanitiin akka gamaggamanu gochurratti					

5. Dhimma Ijoo; mana barumsaa mijataa gochuu ilaalchise(Making the School Environment save and healthy)

Qajeelfama : Dhimoota gabatee armaan gadii keessatti dhiyaatan sadarkaa kamiin akka raawwatamaa jiran tokko tkkoo yaada dhiyaatee duratti ibsi (Rating scale)

1. Gochaa fi bu'aa mul'atu kan hin qabne
2. Qophiirra kan jiru
3. Jalqabbirra kan jiru
4. Hojii qabatamaa keessatti kan jiru (hojjatamaa kan jiru)
5. Sadarkaa barbaadamu irra kan gahe

La kk	Dhimoota madaalliif dhiyaatan					
	Barattoonni fedhii addaa bakka jiraniitti manni barnootichaa barsisootaa fi meshaalee isaanii barbaachiisanu huunda qopheessurratti					
	Sadarkaa manneen barnootaa barattootaaf itti mijaa'anii fibarattoota haarkiisan					

	Manni barnotichaa wantootaa ijoolleef barbaachiisan kanneen akka humana ibsaa,dirree ispoortii fi mana yaalii sadarkaa kamiin guutateera					
	Barattoota Dubaraa deggaruu keessatti wantoota raawwataman;keessattu addaan baasuun titooriyaalii fi deggarsoota adda addaa kennu irratti					
	Mana barnootaa mijataa kan nama haawwatu gochuurratti wantoota hojjataman					

4. Dhimma Ijoo; Bulchiinsa mana barumsaa ilaalchise

Qajeelfama : Dhimmoota gabatee armaan gadii keessatti dhiyaatan sadarkaa kamiin akka raawwatamaa jiran tokko tkkoo yaada dhiyaatee duratti ibsi (Rating scale)

1. Gochaa fi bu'aa mul'atu kan hin qabne
2. Qophiirra kan jiru
3. Jalqabbirra kan jiru
4. Hojii qabatamaa keessatti kan jiru (hojjatamaa kan jiru)
5. Sadarkaa barbaadamu irra kan gahe

lakk	Dhimmoota madaalliif dhiyaatan					
1	Manni barumsaa rakkoo jiru kallattiin sagantaa foyya'insa mana barnootatiin waliitti hidhee akka gaggeessu hoggansa taasisuusu isaa					
2	Bulchiinsi mana barumsaa barattootaa fi barsiisota sirrti ni kessummessa					
3	Ittin bulmaata mana barumsaa barreeffamaa fi leenjiin barattootaa fi barsiisotaa qabaachuu isaa					
4	Foyya'insa mana barumsaa fi kannen biro ilaalchisee lenji dandetti cimsu barsiisotaaf,barattotaa fi hojjattotaaf kennuu					
5	Hoggansi mana barnootaa kutannoo inni bulchiinsa mana barumsaa keessatti hirmaachiisuuf qabu.					

5. Dhimma Ijoo; Hirmaannaa Hawaasaa ilaalchise

Qajeelfama : Dhimmoota gabatee armaan gadii keessatti dhiyaatan sadarkaa kamiin akka raawwatamaa jiran tokko tokkoo yaada dhiyaatee duratti ibsi (Rating scale)

1. Gochaa fi bu'aa mul'atu kan hin qabne
2. Qophiirra kan jiru
3. Jalqabbirra kan jiru
4. Hojii qabatamaa keessatti kan jiru (hojjatamaa kan jiru)
5. Sadarkaa barbaadamu irra kan gahe

lakk	Dhimmoota madaalliif dhiyaatan					
1	Aadaan maatiin hojii mana barnootaa isaani hordofu qabanu					
2	Yennaa barattoonni mana barumsaa irra haafan, barfatan rakkoo naamusaa fi adda addaa keessa seenanu aadaa maatii waliin mari'atanii hiiku					
3	Manni barumsaa maatii fi namoota barreessuu fi dubbisuu hin dandenyee karaa barnoota ga'essotaatiin barsiisu ilaalchiise					
4	Maatiin mariif yammuu yaamamu dammaqiinaan hirmaachu irratti					
5	Maatiin galii mana barusaa guddisuu irratti gumaacha inni godhu					

6.Wantootaa Hojiirra olmaa Sagantaa Foyya'insaa Manneen Barnootaaf Guufu ta'an

(Problems Affecting The Implementation of School Improvement Program)

Hubachiisa: Hudhaalee sagantaa foyya'insa mannen barnootaa kanaan gaditti ibsaman erga dubbisteen haaluma ciminnaa fi laafina isaatiin:-5-baay'ee olaanaa, 4-olaanaa, 3-gadaanaa, 2-baay'ee gadaanaa, 1- rakkoo miti.

Lakk	'dhimmoota Qorannof dhiyaatan					
1	Manni barnootichii karoora foyya'insa mana barnootaa baafachuu dhabu					
2	Hoggansii fi barsiisoonni mana barumsichaa sagantaa haaraa kanaan hojjachuurra haala barataniin hojjachu					
3	Hoggansii fi barsiisoonni buleeyyi fi ciccimoon sababoota jijjirraa, guddinnaa fi kkf hojii baruu-barsisuu mana barumsichaa keessaa bahuu					
4	Hoggansi mana barumsichaa waa'ee foyya'insa mana barumsa irratti hawaasaaf hubannoo kennu dhabu					
5	Sagantaa foyya'insa mana barnootaa hojiirra olchuuf haanqinna bajataa jiraachu saa					
6	Wajjirri barnoota bulchiinsi magaalichaa deggarsii fi hordoffii gahaa kennu dhabuu					
7	Hawwsnii fi maatiin sagantaa foyya'insa mana barumsaaf deggarsa barbaachiisu godhu dhabu					
8	Muxannoo wal jijjirraa keessaa fi alaa jiraachuu dhabu					
9	Hubannoo dhabu irraa kan ka'e(Dura bu'oonni, barsiisoonni brattoonni fi hawaasni) sagantaa foyya'insa manneen barnootaa akka hojii dabalataa fi dhibbaa hintaanetti ilaalu					
10	Onnachiistuun Namoota hojii gaarii sagantaa foyya'insa manneen barnootaa hojjataniif kennamu dhabu.					
11	Saganticha raawwachisuuf barattoota, barsiisotaa durabu'ootaa fi hawaasa biratti Rakkoo kakka'umsaa fi kutannoo dhabamu					

APPENDIX C

Observation checklist

The researcher would be observed the school environment and evaluates the availability and status of each item using the checklist developed below.

No	Items	Rating Scale					
		Availability		Status			
		Yes	No	Adequate	In adequate	functional	Not functional
1	The school has library room and service						
2	The school has laboratory room and service						
3	The school has radio /tape recorder for radiobroadcast education program						
4	There is pedagogic center						
5.	There is enough student chair and table in the classroom						
6.	There is computer training center						
7.	The school has fence						
8.	There is green school environment and posters and cards						
9.	The school has playing field						
10.	The school has separate toilet for boys and girls						
11.	Water is available in the school compound						

APPENDIX D

Interview Questions for PTA Heads and CRC Supervisors

The researcher present the following question for parent teacher association heads and clastur resource center supervisors to collect relevant information about the practice and challenges of the school improvent program in their respective school.

1. How do yo fiend the teaching learing process in your school
2. Do you think that your school environment encourage student learning ?
3. To what extent the school management encourage students learing?
4. To what extent your community porticipated on theschool activities?
5. What kind of challenges did you observe on the implementation of SIP in your school ?

DECLARATION

I, hereby declared that this thesis is my original work and has not been presented for a degree in any other university, and that all sources used or quoted in this thesis have been duly acknowledged.

Name: Dejene Teshome Shibre

Signature: _____

Date: _____

I, the undersigned declare that this thesis has been submitted for examination by my approval as university advisor.

Name: Zebene Gelagile (Assist. Prof.)

Signature: _____

Date: _____