SCHOOL IMPROVEMENT PROGRAM IMPLEMENTATION IN SECONDARY SCHOOLS OF BALE ZONE IN OROMIA REGIONAL STATE, ETHIOPIA

MA THESIS

HUSIEN USMAN GERADO

FEBRUARY 2019

HARAMAYA UNIVERSITY, HARAMAYA

School Improvement Program Implementation in Secondary Schools of Bale Zone, Oromia Regional State, Ethiopia

A Thesis Submitted to the Department of Education Planning and Management, Postgraduate Program Directorate
HARAMAYA UNIVERSITY

In partial Fulfillment of the Requirements for the Degree of
MASTER OF ART IN SCHOOL LEADERSHIP

Husien Usman Gerado

February 2019

Haramaya University, Haramaya

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

We hereby certify that we have read and evaluated this thesis entitled' **School Improvement Program Implementation in Secondary Schools of Bale Zone, Oromia Regional State, Ethiopia'** prepared under our guidance by Husien Usman Gerado. We recommend that it be submitted as fulfilling the thesis requirement.

Garkebo Basha (PhD) _____ _____

Major Advisor Signature Date

Justin Sudhakar (PhD) _____ _____

Co- Advisor Signature Date

As a member of the Board of Examiners of the MA Thesis Open Defense Examination, we certify that, we have read and evaluated the Thesis prepared by Husien Usman Gerado and examined the candidate. We recommend that the Thesis be accepted as fulfilling the Thesis requirements for the degree of Master of Arts in School Leadership.

_____ _____ _____

Chairperson Signature Date

_____ _____ _____

Internal Examiner Signature Date

_____ _____ _____

External Examiner Signature Date

Final approval and acceptance of the Thesis is contingent up on the submission of its final copy to the Council of Postgraduate Program Directorate through the candidates of its Department or Post Graduate Program Committee.

DEDICATION

This Thesis is dedicated to my mother Merdiya Husien who always care, love and encourage me in my entire life.

STATEMENT OF THE AUTHOR

First, I declare that this thesis is my bona fide work and that all sources of materials used for this thesis have been dully acknowledged. This thesis has been submitted in partial fulfillment of the requirement for M.A Degree at Haramaya University and is deposited at the University Library to be made available to borrow under rules of library. I solemnly declared that this thesis is not submitted to any other institutions anywhere for the award of any academic degree, diploma, or certificate.

Brief quotations from this thesis are allowed without special permission provided that accurate acknowledgment of source is made. Requests for permission for extended quotation from or reproduction of this manuscript in whole or in part may be granted by the Head of the Dean of School of Graduate Studies or the Head of Education Planning and Management when in his or her judgment the proposed use of the material is in the interest of scholarship. In all other instances, however, permission must be obtained from the author of the thesis.

Name of the author: Husien Usman Gerado Signature_____

Date of submission: February, 2019

Place: Haramaya University, Haramaya

BIOGRAPHICAL SKETCH

The author was born of his father Usman Gerado and mother Merdiya Husien in Ali Town, Bale Zone on September 8, 1983. He attended his Primary education at Ali Elementary school from 1988-1995 for eight years. When he completed Elementary school, he joined Agarfa senior secondary school from 1996 up to 1999 for four years. After that he joined Robe teachers college and graduated with diploma in teaching Afan Oromo in 2003. He received Bachelor of Education in Afan Oromo minor English in 2006 from Haramaya University. Then, he joined the school of graduate studies at Haramaya University in July, 2008 in order to pursue further studies.

ACKNOWLEDGEMENTS

First and foremost I would like to express my heartfelt thanks to my lovely advisors, Major Advisor, Garkebo Basha (PhD) and Co-Advisor, Justin Sudhakar (PhD). I really cannot put into words how incredibly grateful I am for everything they have done for me. For everything they have taught me and for their professional advice and constructive criticisms in my attempts to make this work a success, I sincerely thank them.

Secondly, I have expressed my sincere love and appreciation for my family for moral support and encouragement.

Lastly, I have send my heartfelt thanks to my friends for their financial, material, technical support as well as moral support starting from the initial to the completion of this research work.

ACRONYMS

ACT	Australian Capital Territory
AAU	Addis Ababa University
CPD	Continuous Professional Development
CRC	Cluster and Resource Center
EFL	Education for All
ESDP	Education Sector Development Program
ETP	Education and Training Policy
GEQIP	General Education Quality Improvement Package
ICT	Information Communication Technology
IQEA	International Quality Education for All
MoE	Ministry of Education
NGOs	Non-Governmental Organizations
OECD	Organization for Economic Cooperation and Development
PTSA	Parent- Teacher-Student-Association
SIP	School Improvement Program
SPSS	Statistical Package for Social Sciences
TDP	Teachers Development Program
TGE	Transitional Government of Ethiopia
WEO	Woreda Education Office
ZEO	Zonal Education Office

TABLE OF CONTENTS

(Continues…)

(Continues…)

LIST OF TABLES

School Improvement Program Implementation in Secondary Schools of Bale Zone, Oromia Regional State, Ethiopia

ABSTRACT

The main purpose of this research was to study School Improvement Program Implementation in Secondary Schools of Bale Zone. To conduct this study, a descriptive survey design was employed. A total of 126 respondents (77 teachers, 15 principals, 12 SIP committee, 18 PTSAs, and 4 woreda SIP coordinators) were included in the study. The teacher, SIP committee and PTSAs respondents were selected by simple random sampling technique, whereas principals and woreda SIP coordinators were selected by availability sampling techniques. The data were gathered through questionnaire, interview and documents analysis. Data gathered through questionnaire were analyzed using frequency, percentage, weighted mean, standard deviation and one way ANOVA F-test. Data obtained through interview and from documents were analyzed thematically. The findings of study revealed that the level of teachers, principals, SIP committee, PTSAs and woreda SIP coordinators participation in SIP implementation; overcoming challenges of SIP implementation were not to the needed standards. They participate most in issues related to curriculum and instruction, and involved least in budget and expenditure priorities. Principals' participate in encouraging teachers, SIP committee, PTSAs and woreda SIP coordinators involvement in SIP implementation practices were found to be ineffective. Absence of participatory school leadership, lack of trust between teachers and principals, lack of training and support, lack of commitment, lack of resistance and absence of motivation were some of the factors that were found to have impeded teachers, SIP committee, PTSAs and woreda SIP coordinators practices in SIP implementation. These likely affect the overall activities of SIP implementation in general and teachers, SIP committee, PTSAs and woreda SIP coordinators involvement in SIP implementation in particular. It was thus concluded that due concern was not given to teachers, SIP committee, PTSAs and woreda SIP coordinators role in SIP implementation in this study. Finally, it was recommended that woreda and zonal education offices should facilitate condition in which trained principals in school administrative will be assigned who can empower teachers and SIP committee and other stakeholders involve in SIP implementation.

1. INTRODUCTION

1.1. Background of the Study

The process of making schools effective was called school improvement. Jeilu (2010) defined school improvement as an activity to improve the input and process in order to improve teaching and learning as well as students result. In this context, school improvement is not only about the outcome but also the importance of input.

The purpose of School Improvement Program (SIP) implementation was improving the educational processes that include instruction and subject matter. It helps schools to improve their organizational functioning that are indirectly linked to students' achievements, such as school climate, staffing and school organization. Besides, SIP encourages schools to conduct self-enquirer grading the strengths and weakness of their performance and helps schools to get a collaborative effort of several stakeholders at different levels of the education system (Housing and Postlethwaite, 1994).

Stoll and Fink (1996) point out, lack of commitment or reluctant to change as the major challenge to success of SIP implementation. It can happen due to lack of awareness on the purpose of the intended change, lack of knowledge and skills needed to make the change and the belief that the changes would not make any difference to the students. Moreover, factors such as lack of common understanding among the practitioners on the program, complexity and instability or change in school factors like staff turnover, change in practices from education authority and public enrolment can affect sustainability of school improvement program (Chinsamy, 2002).

In Ethiopia, as the process of translating policy into practice was so difficult, achieving and implementing of the school improvement program implementation was challenging. MoE (2007) identified that the problems of SIP implementation includes lack of commitment to depart from traditional practices, absence of responsible organized effort at all levels, which could direct and monitor the program implementation, shortage of training, lack of initiative and good look on the part of some teachers and school leaders, absence of awareness creations among stakeholders and absence of clearly stated role about the participation level of each stake holders. However,

the internal and external stakeholders of schools are expected to play crucial roles in the implementation of school improvement programs. They were the most important determinant of whether a school can attract and conducive to teaching and learning. Besides, they were the key actors in ensuring the excellent teaching spreads beyond isolated classrooms in their buildings. Therefore, the responses of them to education reforms become a basic concern in policy formulation, public debate and research in both local and global communities (Cheng, 2003).

Educational decentralization in Ethiopia was implemented with the assumption that educational institutions were autonomous in their internal administration and in the designing and implementing of education and training programs. The decentralization of school management helps to make authority down to the school level and give pavement to better efficiency and effectiveness. It also requires the participation of stakeholders such as policy makers, teachers, students, parents and community members. It was with these understanding that Bale Zone Education Bureau was also implementing decentralization reform since 1994 (Workneh, 2012). However, poor practice in the delegation of responsibility by the school leaders, and they also had low level of dedication in motivating staffs and allowing them to involve in planning and decision making. Hence, the limited capacities of teachers and school leaders have contributed to the poor management in schools. Even though, Transitional Government of Ethiopia (TGE) (1994) stated that the internal administration and implementation of education and training programs, with the overall coordination and democratic leadership by boards or committees, consisting of members from community, development and research institutions, teachers and students of educational institutions would be autonomous, in practice educational institutions haven't enjoyed the promised autonomy. Additionally, accountability and transparency were not properly insured and the staff was not fully involved in institutional policy or decision making process. This shows the implementation of SIP by school leaders through the full participation of parents and communities entails challenges. Moreover, when compared with teachers and school leaders, community groups do not focus on education matters and this often creates conflict.

The intention of this research was that the report and documents of Bale Zone Educational Office found at low level in terms of practices of school improvement program implementation. This was the reason that motivated the researcher to conduct the study in secondary schools of Bale Zone.

1.2. Statement of the Problem

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

The implementation of the School Improvement Program (SIP) demands active participation of all stakeholders, namely, teachers, students, parents and local community, supervisors, educational leaders and expertise at different levels (MoE, 2011). It could be said that every program should be assessed after its implementation in order to see to what extent it was successful.

The Ethiopian education system faces several challenges in quality and relevance, efficiency, educational leadership practices and organization problems. Furthermore, there were different limitations in implementing the school improvement programs including lack of skilled educational leaders, resource scarcity, resistance of stakeholders to implement the initiatives and other (MoE, 2011).The Education and Training Policy (ETP) has promoted different implementation approaches. Ministry of Education (MoE) has launched a five-year Education Sector Development Program (ESDP) to achieve the strategic goals set in the policy document. Ethiopia made progress in education as a result of ESDP I, II and III. In order to improve education at all levels, improvement in school management and administration was very important as it was indicated in the fourth Education Sector Development Program (ESDP IV).

The implementation of ESDP requires designing different strategies such as working with stakeholders and the community at large. For instance, the ESDP IV suggests that a special leadership and management program had been initiated to build the capacity of school principals and supervisors towards planning and managing school activities. With the introduction of ESDPs, like Leadership and Management Programs (LAMP) has been introduced with due attention to general education quality improvement programs (GEQIP) (MoE, 2009). However, the practice of school principal assignment to be incumbent was still more confined to nomination from among teachers. The nomination of school principals usually takes place at Woreda or sub-city levels. Yet, the majority of school principals do not meet the standard set in

the blue print by MoE which suggests graduates of the first degree for primary schools and master's degree holders for secondary schools (MoE, 2010).

School improvement program implementation has been designed and implemented in order to strengthen school management and parent and community partnership at school level. The government has recognized that weak management and implementation capacity at school level was one of the main barriers to achieving access, equity and quality in secondary education (MoE, 2005). For this reason, MoE (2010) stated that schools to experience sustained improvement, it was probably necessary that school staff and their surrounding communities take responsibility for their own improvement. But for schools to be able to take such improvement actions they need to be supported by professionals and supervisors in administration and they need to receive some funds.

As a result of lack of leadership skills, most of secondary school stakeholder did not effectively communicate their schools' vision, and there was a problem in directing all actions towards achieving their school vision. Most secondary schools have also scarcity of resources and educational facilities. This may also contribute to the low performance of students. Thus, the existence of these problems seems to show that there might be problem of school leaders in the implementation of leading schools for improvement programs (Frew, 2010).

Dereje (2004) conducted a study to investigate practices and challenges implementation of school improvement program in primary schools of Guji zone focusing on teaching and learning domain of SIP and the finding from the study revealed that the performance of school leaders was poor and the challenges were lack of commitment of school leaders and teachers. Besides Dereje, Gero(2004) conducted a study to assess the challenges of school principals in implementing the school improvement program in secondary schools of east Shewa zone and the study's finding revealed that lack of managerial skills, tasks given to the school leaders which have no direct relation with school activities perception towards school based continues professional development, low commitment of teachers and lack of conducive environment were identified as challenges. Jemal (2013) also conducted a study on practice and challenges of school improvement program in secondary schools of Asosa Zone and the finding of then study revealed that the practice of SIP in the zone poor and accompanied by challenges such as lack of

stakeholders participation, lack of educational input, low commitment of school leaders and teachers, and perception towards school based continues professional development.

Derege (2004) conduct the study on primary schools and the research finding did not show the contribution of the school leadership for school improvement and the opportunities created for school leaders in implementing SIP. The study conducted by Gero (2004) investigates only the challenges of school principals in implementing. The finding of the study conducted by Jemal (2013) reveal only practice and challenges of school improvement program in secondary schools and did not assess school improvement program implementation as a general.

Based on these reason the researcher had investigated the school improvement program implementation. Therefore, the purpose of this study was to assess the school improvement program implementation in secondary schools of Bale Zone. The researchers also fill the gap in which research is seems rare in specific area of school improvement program implementation in the zone. It was also intended to identifying the major factors that can be faced at school level and the major challenges of school improvement program implementation in secondary schools of Bale Zone. Thus the study were try to answer the following basic question.

1.3. Research Questions

This study was sought to answer the following basic research questions:

1. What are the practices in SIP implementation in secondary schools of Bale Zone?
2. What is the stakeholder's participation in SIP implementation in secondary schools of Bale Zone?
3. What are the major challenges encountered in SIP implementation in secondary schools of Bale Zone?

1.4. Objectives of the Study

1.4.1. General objective

The general objective of study was assessing the school improvement program implementation in secondary schools of Bale Zone.

1.4.2. Specific objectives

The specific objectives of the study were to:

1. Assess the practices of SIP implementation in secondary schools of Bale Zone.
2. Identify the stakeholder's participation in SIP implementation in secondary schools of Bale Zone.
3. Identify the major challenges encountered in SIP implementation in secondary schools of Bale Zone?

1.5. Significance of the Study

The researcher had a vision that the results of the study had a wider range of significances. It was provide important information for principal, teacher, parent-teacher-student association (PTSA) members, woreda education and zonal education experts on how SIP activities are implementing in secondary schools. In addition to this, it would help the school improvement committee, cluster supervisor and principals to point out the strengths and weakness observed in SIP implementation to take corrective action. All teachers, principals, educational experts under the study would benefit from the findings which hopefully contribute for the implementation of school improvement program. Moreover, the study would have the importance of deserving the attention of policy makers for future corrective action. It also enables the stakeholders working on education sector and policy makers to have clear insight the existing policy practices in education. It will also help as the steps tone for further study.

1.6. Delimitations of the Study

Investigation of the school improvement program implementation requires studying all secondary schools found in the Bale Zone to see how many schools were improved. The scope of this study was delimited to Bale Zone. In order to carry out the study the researcher would apply quantitative and qualitative methods because, quantitatively to summarize the data in simple and understandable way and qualitatively to strength the quantitative data and to triangulate the findings. The study also was delimited by data gathering tools which includes questionnaire, interview guides and document analysis.

Out of twenty woreda four woreda would be selected and out of fifty seven governmental secondary schools in the Zone six governmental secondary schools would be selected using random sampling technique to make the study more manageable and feasible. There are nine hundred sixty three teachers, one hundred fourteen school leaders and two hundred tween eight SIP committee members and twenty woreda educational offices SIP coordinators in the Zone. Out of these numbers of population the researcher delimited to the total population of selected secondary schools in the Zone is 323. Out of this number, the total number of teachers are 233 , principal 6, vice principal 9, SIP committee 24, school PTSA committee 42 and woreda coordinator 4. From a total of 233 teaching staff of these sample schools, 77(33%) teachers would be delimited; and out of 24 SIP committee and 42 school PTSA committee, 12 sample SIP committee and 18 school PTSA members committee was delimited as sample using random sampling technique.

Therefore, the study was delimited to the available secondary schools in this Zone because, of the practical observation that the researcher has in the administration. Thus; it was easy to get reliable data and information for this study and to make the study practical.

1.7. Limitation of the study

The researcher believes that it would have been better to conduct the study in a wider scale, but due to constraints of time, money and other resources, the dimension of the study is confined to some selected secondary schools of Bale Zone, Oromia Region. The findings of the study could be more reliable if it was not stacked by this limitation.

1.8. Operational Definition of Key Terms

Here, some of operational key terms were defined, in order to make the readers clear about the idea of operational terms included in the study.

Challenges: - refers to a difficult situation felt or encountered in SIP implementation

Practices: - refers to the actual implementation of SIP plan

School Improvement program:- Focused in increasing the academic performance of students by conducting self-evaluation on various school domains by improving learning input and the following processes

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

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

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

1.9. Organization of the Study

This thesis was organized into five sections. The first section holds the introductory part of the research which consists of background of the research, statement of the problem, research questions, and objectives of the study, significance and scope of the study. The second section deals with comprehensive review of the literature pertinent to the research. The third section discusses about the data collection methods, procedures, instrumentation, and data analysis techniques. The collected data from the subject of the study was carefully analyzed and interpreted under the fourth section. The fifth section summarizes the research's summary, conclusions and recommendations made on the basis of findings of the research. Reference and appendix including questionnaire, interview formats were part of the document.

2. LITERATURE REVIEW

2.1. Overview of School Improvement Program

By treating historical background Reynoldsetal (1996) have discussed the approach that school improvements have. They said that, over the past thirteen years, school improvement has been characterized by two different sets of assumptions. These two assumptions can be discussed as follows for the purpose of clarification. They have put their extended explanations as in the1960's and 70's, SI in the United States, the United Kingdom and internationally displayed a number of paradigmatic characteristics. By the time, curriculum innovation was brought to schools from outside, and then introduced 'top down'. The innovation were based up on knowledge produced by persons outside the school, the focus was on the school's formal organization and curriculum, the outcomes were taken as given, and the innovation was targeted at the school more than the individual practitioner. The whole improvement structure was based up on positivistic, quantitative evaluation of effects. The worldwide failure of this model of school improvement to generate more than partial take-up by schools of the curricula or organizational innovations n became an established finding within the educational discourse of the 1970's.

Reynoldsetal (1996) extended their explanation by saying, out of there cognition of the above failure; the new improvement paradigm came in the early 1980's, which is still reflected in much of the writing on school improvement today. This new orientation celebrated a 'bottom up' approach to school improvement, in which the improvement attempts were 'owned' by those at school level; although outside school consultants or experts could put their knowledge forward for possible utilization. This approach tended to celebrate the 'folklore' or practical knowledge of practitioners rather than the knowledge base of researchers and focused up on needed changes to educational process, rather than to school management, or to organizational features which were regarded as reified constructs. It wanted outcomes or goals of school improvement programs to be debated and discussed, rather than merely accepted as given. Those working within this paradigm al tended to operate at the level of the practitioner as well as the level of the school, with a qualitative and quantitative measurement. Therefore, the improvement attempts was' whole school' oriented and school based, rather than outside school or course based.

Other scholars like Hopkins (2005), Lager weij (1999) and Reynolds *et al.,* (1996) stated additional assumptions about school improvement. The school is the center of change. This means that external reforms need to be sensitive to the situation in individual schools, rather than a assuming that all schools are identical. It also implies that the school improvement efforts need to adopt a 'classroom-exceeding perspective', without ignoring the class room .Another assumption of school improvement is that, there is a systematic approach to change. That is school improvement is not a haphazard activity but it is a carefully planned and managed process that takes place over a period of time. In addition to the above assumption, Hopkins and Lager weij said that the "internal conditions" of schools are a key focus for change. These include the teaching and learning activities in the school, the schools' procedures, role allocations and resources uses that support the teaching learning process.

2.2. Rationale for School Improvement Program

According to the Plan International (2004) the school improvement supports the program initiatives of government and others in achieving the goals of education for all by 2015.Specifically**,**this program aims to: support school based improvement plans, enhance the quality of children's basic education, achieve the enrollment, attendance and completion rates that meet the Education for All goals; achieve equality of access to school for both girls and boys and achieve better prospects for completing school. Therefore, to achieve such aims of school improvement program, Plan International (2004) has also suggested core elements which have greater implication by the program elaborating that this program aims to support schools in address core elements such as:" Ensuring teachers are competent and motivated, promoting active learning methods supported by appropriate teaching and learning aids ,promoting the active participation of children and parents in schools governance, ensuring a safe, sound and effective learning environment establishing a relevant curriculum, ensuring empowered and supporting school leaders and advocating for supporting supervision".

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

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

2.3. Conditions Influencing School Improvement Program

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

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

There are factors that influence any educational change in general, and school improvement in particular. These can be categorized in to three: (a) characteristics of the innovation itself, (b) the

internal context of the school and (c) the external context of the school (Hussen and Postlethroaite, 1994).

2.3.1. Characteristics of the change

The kind and the nature of the improvement program that we introduced in the school system affect its implementation because, such characteristics of change as centrality, quality, scope and complexity of the improvement program are associated with its implementation. For example, improvements that are closely related to core educational activities such as instructional processes or and improvements that can provide significant advantages over past practice were more likely to continue over longer periods of time. Moreover, improvements that require involvement of the large proportions of classes were more likely to have a real impact than activities involving minor modifications of existing practices. In general, according to Postle, if improvements are required to create change they must not only be different from the past, but must also be consistent with underlying values and interpretable (Hussein and Postlethwaite, 1994).

2.3.2. Internal condition for school improvement

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

The school internal conditions are the internal features of the schools, arrangement which enable school to get work done (Hopkins, 2002).Also as suggested in Hopkins (2001) internal

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

Therefore, taken together these conditions results in the creation of opportunities for teachers to feel more powerful and confident about their work. In addition, the central condition is that if we take the enhancement of pupil out comes seriously, then the work on the internal conditions of the schools has to complement that on development priorities related to classroom practice (Hopkins, 2002; West *et al.*, 1997).

2.3.2.1. Staff development

A Systematic and integrated approach to staff development that focuses on the professional learning of teachers and establishes the classroom as an important center for teacher development is central to authentic school development. Staff development is the central strategy for supporting teachers as engage in improvement activities, attention to teacher learning has direct spin – offs in terms of pupil learning. Establishing the professional learning of teachers is central to most notions of school improvement. In general, schools will not improve without teachers' development, individually or collectively. Therefore, schools should be able to develop appropriate strategy for staff- development that can provide teachers to learn together, if the whole school is to develop (Hopkins, 2000).Thus, staff development is the most crucial conditions to enable school improvement program implementation.

2.3.2.2. Involvement

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

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

Pupil’s involvement is a particularly important factor in school improvement. This can occur at an organizational level, by involving pupils in decision making and encouraging them to take responsibility for the day-to-day routines. At the class level, student can be courage to take responsibility for their own learning and through involvement, to learn organizational, planning, discussion, decision-making and leadership skills (Stoll, 1991; Hopkins, 2004). When pupils are less involved, it is likely that their attitudes to school will be much more negative. Then when innovations are introduced, they may well become barriers to change. Their resistance may not be open and tangible, but nevertheless their initiative reactions may create the negative atmosphere that discourages staff from pursuing their goals.

2.3.2.3. Leadership

Almost all school improvement scholars underline the role of leadership for school improvement. Hopkins (2005) argued that, the quality of leadership of the head is the most important single factor in the success of effective schools. From the above explanation, we can see that the role of principals/school leaders/is so central in the success of school. That is, if the leader fails, the school fails and the vice versa.

The role of leadership in the school improvement has some key dimensions. The establishment of a clear vision for teaching and learning is determined to be the first dimension of school leaders’ role. Because, schools that are clearer with the vision of their own school improvement efforts become more effective consumers and interpreters of reforms(Hopkins,2002).In defining vision for teaching and learning, school leaders need to give due attention to the way in which the vision is developed as it is an important as vision itself in generating staff commitment. As the conditions in which teachers and other become empowered to jointly undertake in the formulation the school’s vision is fundamental to the notion of collaboration (Telford, 1996).

These could role of leaders is related to the inability in bringing together the best team for the job. As schools that have strong team is more likely to succeed in policy development and implementation than schools in which the team is weak (Hopkins, 2002). In this regard, school leaders need to have genuine professional regard for the abilities and inputs of those people around them in order to create an atmosphere of respect and valuing of all members of the community. This in turn helps them to realize the group effectiveness (Telford, 1996).

Therefore, the above explanation makes it clear that leadership is a critical factor of school effectiveness. That is the reason for contemporary education reforms to place a great premium on the effective leadership and management of schools. Here it is clear that, transformational leaders not only manage structures, they also purposefully seek to impact upon the culture of the school in order to change it. As a result, transformational leadership could exist to be in line with a desire to bring about school improvement, rather than simply change the school. However, transformational leadership is a necessary but not sufficient condition for school improvement, as it lacks a specific orientation to student's learning. As a result, school improvement writers such as elm ore are seeking for another approach that at the same time focuses on organizational conditions of the school as well as the way teaching and learning are conducted which termed as instructional leadership. This type of leadership approach is considered to be an inclusive of a range of other leadership skills. In general, schools to be successful need to establish a clear vision for them and regard leadership as a function to which many staff contributes (participatory), rather than a set of responsibilities vested in a single individual. 'If the principal tries to do all of, it will be left un done by any one" (Telford, 1996).

2.3.2.4. Coordination

The school's capacity to coordinate the action of teachers behind agreed policies is an important condition in promoting change. Coordination is about getting groups of teachers, and usually groups with different values and goals to contribute to the good of all. The importance of coordination for school improvement is so vital that schools that have a well-coordinated team are likely to have successful implementation of reform programs (Hopkins, 2002).

Schools produced communication systems, procedures and the way in which groups can be created and sustained to coordinate improved effort across arrange of levels. Communication is

vital to overall school- coordination .In order for a school to organize itself to accomplish its goals, maintain itself in good working order and**,** at the same time, adapted to changing circumstance, sounding procedures for communication are essential. Therefore, good coordination is vital for school improvement program implementation (Hopkins, 2004).

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

2.3.2.5. Enquiry and reflection

Enquiry and reflection are important conditions for school improvement .Because they make it easier to sustain improvement effort around established priorities ,and are better place d to monitor the extent to which policies actually deliver the intended out-comes for pupils. Since improvement programs must be different from past practices, school generated data must be reviewed in its current use made of and to consider the opportunities for improved future. The enquiry hence must help to answer questions that need to be addressed by the improvement. Besides, the data generated through enquiry must consider methods that are feasible and neither intrudes on nor disrupts the school's patterns of activity and it must serve the purpose of the school. To do so, schools need to adopt a systematic approach to information collection, analysis and interpretation, particularly where the information about the impact, rather than the implementation, of improvement programs is wanted. To sum up, "important opportunities come not where and when we could plan for them, but must be seized on whenever they present themselves. Enquiry helps us to spot them-reflection guides us towards appropriate action" (Hopkins, 2002).

2.3.2.6. Collaborative planning

Hopkins (2004) suggested that schools that exhibit best practice in development planning now use it as a strategy to enhance directly the progress and achievement of students. The crucial difference between these and previous approach to development planning is that it is rooted in class rooms. The focus is on students' learning, their progress and achievement, and which is needed to improve it and how this is best supported. The plan begins with learning goals for

students. A teaching strategy for achieving them is then produced. This strategy is supported by any necessary adjustment to the school's management arrangements; for example, modifications to curriculum polices and schemes of work, changes to the staff development program and the time table and any re-allocation of budget, roles and responsibilities needed to achieve the goals set. This is radically different from the type plan that simply focuses on the implementation of external change, however important that is or development of school wide policies and practices, which may not have direct impact on classroom practice. Therefore, collaboration is a key to successful planning in the implementation process of school improvement program at school level.

2.3.3. External conditions for school improvement

Schools operate within a context of outsiders, which Jackson and Hopkins (2005) has called external opportunities in order to emphasize their positive contribution towards the improvement. They are the change forces and reform directives so often paralyzing, destabilizing or debilitating. This shows that, successful school improvement program cannot be realized without the interaction between many participants. Hussen and Postehwaite *(1994)* regarding the external context of the school stated as follows:

'The success of an improvement program requires interaction between many participants at different levels of the education system: government, external support systems, school administrators and staff. While the nature of the improvement effort may be shaped by local preferences and decisions, socially desirable changes are rarely instituted solely as a consequence of intrinsic motivation to improve'.

The above explanation shows that, in order to bring socially desirable changes the consideration of external factors is essential. In addition to this, social and community support for change is a frequently neglected factor that is particularly important major innovations (Hussen and Postethwaite, 1994).

In general, a school improvement that failed to consider the role of the community for school improvement is nothing but, as Hopkins and Jacksons (2006) said, "it is apartheid of professional development and school improvement".To avoid the apartheid, the school leadership should

develop the schools capacity and greater confidence to work in creative and resourceful ways with external agencies and initiatives (Harris, 2006). Concerning the above three major factors the school leadership should not only consider them, but should also plan in the way that all the three support one another in a reciprocal relationship, if students achievement is to be enhanced.

2.3.3.1. Capacity building

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

2.3.3.2. Policy issue

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

According to Marzano (2003) in the context of school improvement policy can be viewed as the implementation frame work that guide the action of all involve in the life of school. Concerning the implementation policy, Hopkins (2001) stated that, "policy cannot be mandating what matters; it is implementation at the local and school level that dominate outcomes". Hopkins (2001) also described that for its practicality a policy that developed at all levels needs to be coherent practical acceptable and implementation oriented. Therefore, the implication is that policy implementation needs care and continuous follow up in order that its impact can be measured. In short, the micro level policy should link to macro level policy and more should be

given to the implementation. Moreover, Hopkins, *et al.*, (1994) suggest that in promoting school improvement, policy has to keep relating focus on student achievement and learning, pay attention to context build capacity and strengthen know capacity, research and dissemination. Hence, for success of school improvement it needs to provide schools a wide range of policy options so as they can make choice and policy should aligned with system policy.

2.4. The School Improvement Program Initiatives in Ethiopia

In Ethiopia, with the intention to improve the quality of education, much effort has been exerted. Due to a great effort exerted to implement the education and training policy, various promising results were registered. For instance, during beginning of the program many efforts we remade to assess the experience of the best promoting schools within the country and the experience of the other countries. Different guidelines and frame works were developed and awareness raising training was conducted at different level (MoE, 2007).However, school improvement program is a very wide spread phenomenon and a wide variety of improvement efforts can be create. To be of any importance for school effectiveness, school improvement should use the school effectiveness knowledge base, and be directed to the application of this knowledge as a focused intervention, emphasizing implementation, emphasis outcome, and evaluation techniques to practices school improvement program. As already noted, though, significant improvement like access to education has been occurred. But, still there are problems related to access, quality, equity, relevance as well as leadership and management that require critical interventions, if the education is to be an instrument for their a realization of the goals set by the ministry of education.

Accordingly, the MoE has developed the six General Education Quality Improvement Package(GEQIP) such as: (i) school improvement program(SIP), (ii) teacher development program (TDP), (iii) school management and school leadership, (iv) civic and ethical education program, (v) curriculum improvement program and (vi) information communication technology (ICT) program. School improvement initiatives have developed as strategies to the strong government commitment to improve the quality of general education at all levels. Hence, the implication is that Ethiopia is to meet its education for all (EFL) and MGD enrolment and completion targets. The quality of schooling must improve through employing different

innovation strategies and the ministry of education, in collaboration with Regional Education Bureaus, to ensure the equitable provision of quality education (MoE, 2007).

2.5. School Improvement and Teachers Professional Development

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

The quality of education to a great extent depends on the success of school improvement program which in turn depends on the quality and competence of teachers in their professional development. Teachers are the nucleus of school partners for SIP and school based CPD is the crucial component of SIP. In the process of raising pupils' achievement, CPD and SIP cannot be seen separately, but used together to provide a holistic approach to the improvement of learning and teaching in each school (MoE, 2009). According Simpkins (2009) view, SIP is not a separate process led by higher level administrators. Rather, it is the flipside of the coin of the school based CPD. Hence, school improvement activities are most effective when carried out in collaboration with consolidated teacher professional development program.

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

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

In addition to this, as suggested by Desalegn (2010) in the Ethiopian context, teachers are expected to have the following benefits of professional competencies which are to be achieved through effective CPD. These are facilitating students' leaning which outline show teachers plan, develop, manage, and apply a variety of teaching strategies to support quality student learning. Assessing and reporting students' learning outcomes that describe how teachers monitor, assess record and report student learning outcomes. Professional competencies are also gained by engaging in continuous professional development to describe how teachers manage their own professional development and contribute to the professional development of their colleagues.

Ministry of Education and Training Policy, curriculum and other program development initiatives are also significant to determine how teachers develop and apply an understanding of the policy to contribute to curriculum and/or other program development initiatives. Beside this, forming partnership with the school community in order to guide how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other caregivers to enhance student learning are also very important. Therefore, Professional development should be connected to a comprehensive change process focused on specific goals of school improvement. On the other hand, teacher growth is the most significant school-based influence on student learning. Thus, one would think that investments in enhancing teacher growth would be a major focus of school improvement efforts. In the literature on professional development, one sees an increasing attention to embedding teacher learning opportunities in the day-to-day work of schools (Little, 1994).

School improvement almost always calls for enhancing the knowledge, skills, and dispositions of teachers and supporting staff. Whatever course of action a school adopts, success usually is

central to providing support and resources for teachers to strengthen existing expertise or to learn new practices. Teacher knowledge and skills are at stake as well as their beliefs and attitudes, their motivations, their willingness to commit, and their capacity to apply new knowledge to their particular school and class rooms. Professional development and implementation usually should not be separate steps in the process of change in the school improvement program (Simpkins, 2009).

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

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

2.6. Challenges for School Improvement Program

School improvement program is very complex that it might be hindered by various impediments that challenge the implementation (Stoll and Fink, 1996). These challenges include: “complexity of the program, mobility of teachers and principals, principals coordination problems

(ineffectiveness of leadership) and sustaining commitment, low support from top level officials and lack of involvement of the stakeholders."

According to Hussen and Postethwore (1994) Challenges to the school improvement may vary in accordance with the variations with the unique features of schools as well as with the external environment in which schools are operating. One simple example, the size of the school is associated with innovative behavior for that smaller schools apparently lack the resources to engage in significant change. However, there are common challenges that most school improvement programs face. These are lack of schedules in schools that permit teachers to meet and work together for sustained periods of time, the demanding nature of teachers ‟work as an increasing number of students arrive at school less well-socialized; less prepared to deal with materials, and more frequently from family settings that are not supportive; the aging and often demoralization of teachers due to declining resources; increasing levels of bureaucratization and the rapid and frequent demands for change that come from central authorities.

In addition, an organizational structure within which teachers‟‟work is less autonomous and more integrated with that of other teachers‟‟ acts the development of commitment to change. Moreover, the continues transfer of teachers, principals and educational administrators at the local level puts pressure on the program to continuously train new staff who may not serve in schools for long (PlanSudan,2006). Marzano (2003) also suggest that, in South Africa the initiative of SIP was faced by lack of material resources; limited capacity of educational leaders; poor participation and lack of safe environment. Similarly, Harris and Hopkins, (2002) noted that the difficulty to change school management and working culture as a problem to the SIP in developing country.

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

In Ethiopia, besides the commitment of the country to improve access education, the school improvement program has launched aiming at improving the quality of education through enhancing student learning achievement and outcomes (MoE, 2007). Hence, student

achievement is a reason for any educational change. Unfortunately, because of the process of translating policy into practice is so difficult to achieve the quality of education through enhancing student learning achievement and outcomes. That is why the implementing of school improvement program is challenging. MoE, 2007 states that the following are some factors that influence students learning success and outcomes.

2.6.1. Lack of commitment of school leaders

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

2.6.2. Absence of stakeholders participation

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

2.6.3. Dearth of conducive environment in school

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

2.6.4. Deficiency of educational input

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

2.7. A Framework for School Improvement Program Implementation

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

All ACT public schools will use the School Improvement Program Implementation Framework to critically examine their programs and practices. The framework provides a focus through which schools can evaluate the extent to which they are meeting stakeholder expectations, delivering on system priorities and implementing strategic initiatives.

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

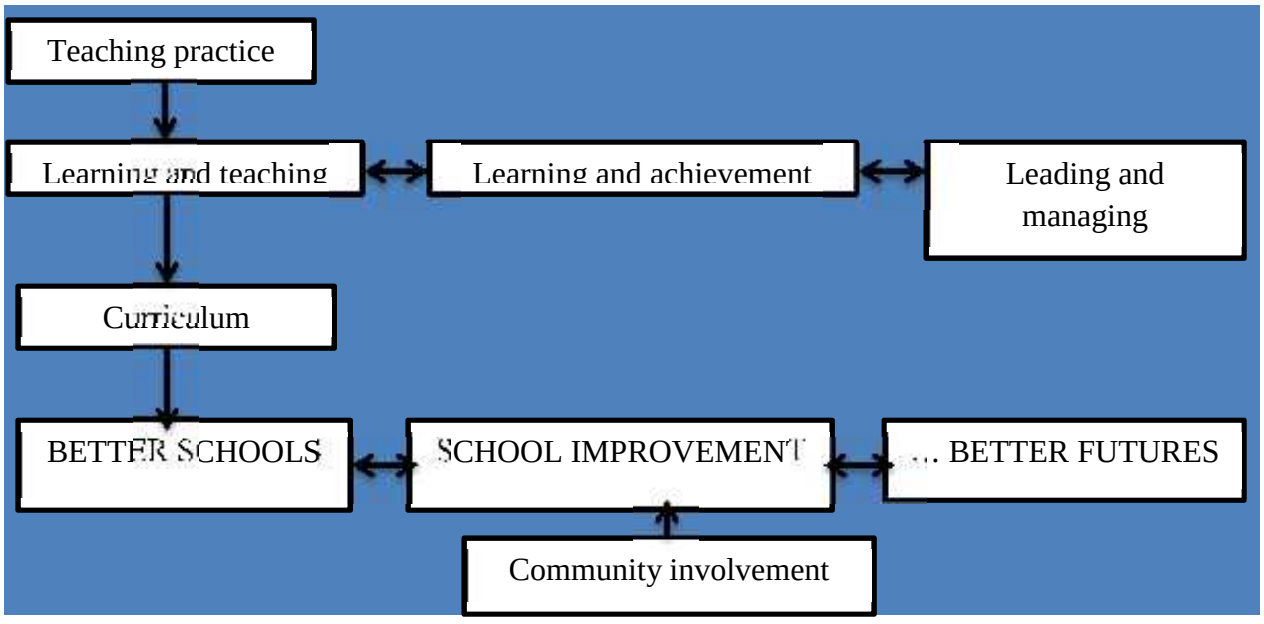

Figure 1: The School Improvement Framework

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

Effective implementation of the School Improvement Framework will see schools developing a cyclic approach to achieving and sustaining school improvement. The progress will be evident across four domains of school improvement: learning and teaching; leading and managing; student environment; and community involvement. The domains represent the four key areas in which school improvement takes place. They describe the essential characteristics of an effective school. They form a structure with which schools can review, question and analyze their systems and processes. School improvement relies on having sound measuring, monitoring and reporting processes in place for each of the domains. Associated with each domain is a set of three related elements that further inform the nature of research and planning required by a school committed to ongoing improvement? They are the core components of each domain and are designed to guide the school on what they must address in order to achieve sustained success within each domain (ACT, 2009).

2.8. The school domains and elements of school framework

Schools, as organization, are established to educate citizens of nations. To achieve this concern, one should understand the characteristics of an effective school. The characteristics of effective school include: strong structural leadership; clear school mission and accompanying instructional program; high expectations for students; an orderly school learning climate; opportunity to learn and an emphasis on academic learning time; frequent monitoring of pupil progress, high degree of community involvement. To accomplish all these, school is in need of domains based on which they can operate effectively (OECD, 2001).

School improvement domains are key areas of concern for improvement activities. They describe the essential characteristics of an effective school in which its main focus is enhancing students learning outcome. High performing school is effective in coordinating activities, planning, monitoring and evaluation of school tasks. It also supports student learning through best practice across a range of elements included in the school improvement domains. The domains differ from country to country depending on the concern of a country. For instance, Ministry of Education (2011) classified school domains into four categories with twelve elements as shown in the figure below. The domains are teaching and learning, student environment, leadership and management, and community involvement.

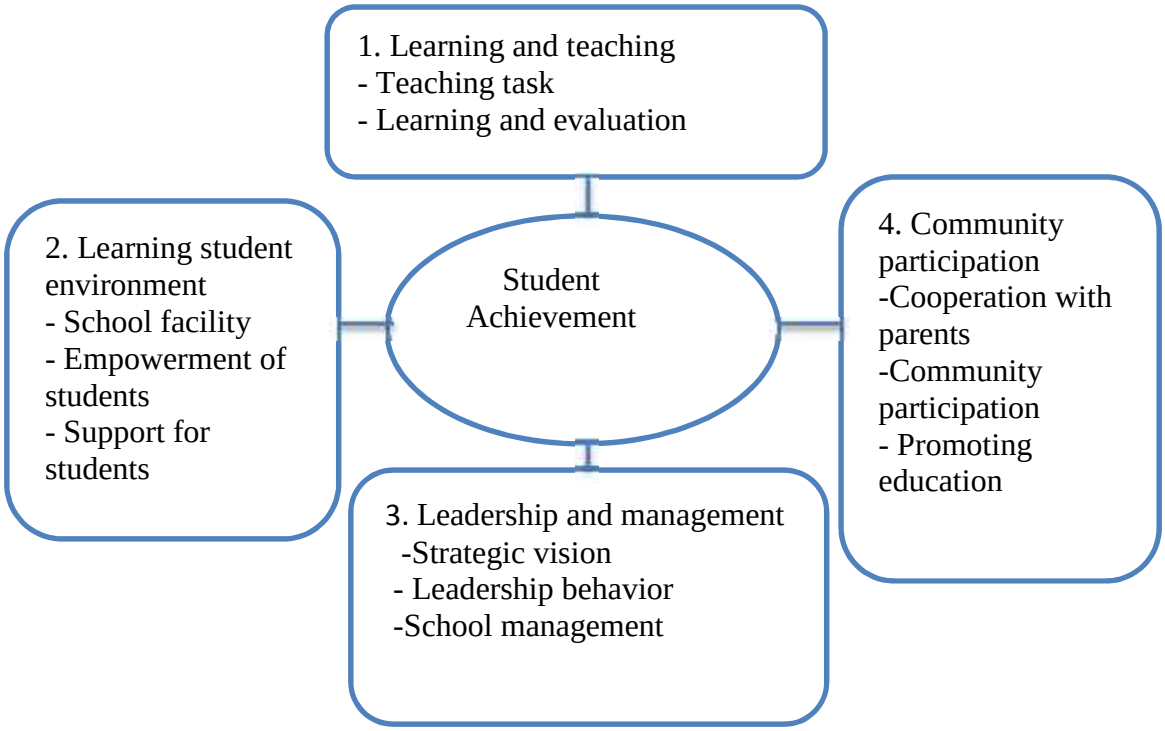

Figure 2**:** School domains and elements

Source: School Improvement Program Frame Work Guidelines (MoE, 2011).

2.8.1. Learning and teaching process domain

Through teaching the learning and achievement of pupils can be promoted and it would be likely bringing about positive changes in a learner. Interactive teaching and learning helps schools to attain sustained school improvement. Because teaching and learning is what ultimately make a difference in the mind of the learner understanding and acknowledgment of the interrelationships between the instructional elements and consistent and comprehensive application of the communication strategies results in alignment of the elements and ultimately; effective teaching and learning. Classroom conditions are also the decisive facts in teaching and learning process. Student and teacher related factors are among the major classroom conditions that influence teaching and learning process (Hopkins, 2001).

Hopkins and Hargreaves (1994) noted that curriculum should be considered in the process of teaching-learning process to sustain the practice of a classroom through ongoing staff development prefer ability on areas such as teaching skill and knowledge of curriculum content.

It also stressed on collaboration as necessary condition for implementation to occur when group of teachers adopt education ideas to their own context and professional.

2.8.2. Safety and conducive learning environment domain

In order to change or have a capacity to change one's level of ability or knowledge in a permanent way, the promotion of positive and respectful relationships which are stable, welcoming and inclusive in safe and productive learning environments are central. Safety and conducive learning environment domain promotes secure and disciplined environment personal and school property are not subject to theft, destruction, students and staff respect each other and behave in ways that contribute to effective teaching and learning (Alberta Mentoring Partnership, 2014).

A positive learning environment that is conducive to students' success makes the acquisition of knowledge, the development of skills, and the formation of value systems for learners simple. Safety and conducive learning environment domain contains students focus, students empowerment and students support and decisive domain for the implementation of school improvement program (MoE, 2006).

2.8.3. Community involvement domain

The community involvement domain refers to the development of mutual trust and support among teachers, school leaders and parents in the promotion of students learning and wellbeing for the development of strategies to remove barriers to access and quality in education within a given community. Community participation is a process through which parents involve in assisting with school construction, influencing control over development initiatives and the decision and resource which affect them, sending their children to school to active participation in school-related meetings and supporting teachers in achieving positive outcomes. The rationale is involving communities in management and financing of schools promotes sense of ownership and increases their commitment for educational improvement (Patrinos and Ariasingam, 1997).

Community involvement domain of school improvement comprises cooperation with parents, community participation and promoting education. Community involvement in Ethiopia has contributed significantly to the development and the expansion of education, especially at

primary level. MoE (2011) acknowledges that in ESDP IV; the massive increases in student enrollment and expansion of primary schools can partly be attributed to community efforts. Similarly, almost all primary schools and many secondary schools are constructed, rehabilitated and/or upgraded by community efforts.

2.8.4. Leadership and managing domain

Leadership and managing domain contains strategic vision, leadership behavior and school management. Effective leadership is about creating a collaborative approach to leadership within the school is mutual student centered and teachers focus promoting a communal responsibility for improvement. School leaders set directions to guide the school community and foster the environment to empower a shared sense of ownership in the problem, and a shared sense of ownership in the solution (Leithwood, *et al*., 2004).

Moreover, school leadership plays a great role in implementing school improvement programs. Successful change leaders articulate a vision to engage students, faculty, parents, and community stakeholders in constructive discussions about important school issues, and create opportunities within the school by maintaining high visibility at school and in the community and regularly engages stakeholders in the work of the schools so that everyone understands the vision shares authority, responsibility and accountability to accomplish it (Harris and Daniel, 2005).

2.9. Summary

Scholars have given different definitions and interpretation to school improvement program implementation, but almost all of them center on improving to school improvement program implementation. School improvement program implementation was initially described as improving the educational processes that include instruction and subject matter (Jeilu, 2010; Housing and Postlethwaite, 1994).

Due to the dynamic changes in the school environment and increase stakeholders demand for guidance and support, the paradigm shifted from a directive model of SIP implementation to amore collaborative approach to SIP implementation. Implementation of SIP can encounter a variety of problems, (lack of commitment, lack of knowledge and skills, change in practices from education authority and decisions, public enrolment, shortage of training) that affect SIP

implementation and improved on stakeholders level of participation growth, experience shared (Stoll and Fink, 1996; Chinsamy, 2002; Hopkins, 2002 and 2004; MoE, 2007and 2011).

It is widely believed that there is a clear connection between school improvement program implementation and participation of stakeholders, but teachers and school SIP committee may conceive it in different ways. While some teachers and school SIP committee may view practicing of SIP implementation as appositive force, others may consider it as a threat against them. Recent studies contend that teacher and SIP committee perspective of overall process of SIP implementation emphasizes cooperative work amongst peers, contractive dialogue, mutual trust, and shared expertise between school leader and stake holders(Hopkins,2002;Cheng,2003; MoE,2010).In spite of radical change, the traditional views of SIP implementation still dominate the scene (Workneh,2012 and MoE,2007) therefore, understanding the stakeholders opinions expectations about SIP implementation is crucial to ensure successful SIP implementation.

3. RESEARCH METHODOLOGY

This chapter deals with description of the study area, research design, population, sample size and sampling techniques, tools and procedure of data collection, and method of data analysis.

3.1 Description of the Study Area

The study was conducted on six selected governmental secondary schools which were found in Bale Zone. Bale Zone was located 430 km south east of Addis Ababa in Oromia regionl state. The zone was known for its nature heritage like home of endemism Bale Mountain National Park and the most spectacular and extensive underground Sof- umer cave. It is also known by different grains production owing to favorable climatic condition.

The total secondary school found in the zone was fifty seven which were spotted all over the zone in varied climatic conditions of the Zone. Most secondary schools were located in warm and moderately warm areas of the Zone while the remaining ones were located in cool and cold temperature areas. There are nine hundred sixty three teachers, one hundred fourteen school leaders and two hundred tween eight SIP committee members and twenty woreda educational offices SIP coordinators in the Zone. The researcher wants to make study on six governmental secondary schools located in cool and cold temperature areas namely; Robe, Goba, Ali, Galema, Burka and Agarfa secondary schools. Therefore, the researcher needs to investigate the issue. Thus, Bale Zone has become the focus area for the study.

3.2. Research Design

The study employed descriptive survey research design involving both quantitative and qualitative approaches. Hasse-Biber(2010) indicate that, the importance of mixed method approach was it allows the researcher to gain a fuller understanding of the research problem or to clarify a given research result. To understand the research problem utilizing qualitative and quantitative data was very important.

According to Kothari (2004) the major purpose of descriptive survey was description of the state of affairs as it exists at present. The main characteristic of descriptive survey enables the researchers to come up with what had happened or what was happening. By using quantitative

approach, the researcher can assess the school improvement program implementation. On the other hand, the qualitative approach were incorporated (complementation and translation) in the study to validate the quantitative data. Through qualitative approach it was possible to understand and describe the practices and challenges of school improvement program implementation in depth.

3.3. Sources of Data

In this research, both primary and secondary data was required to have relevant and tangible information about school improvement program implementation.

3.3.1. Primary data

The source of data for this study were school teachers, principals, vice principals, school SIP committee members, school PTSAs and woreda SIP coordinators of Bale Zone secondary schools.

3.3.2. Secondary data

This study was also use secondary data to investigate school improvement program implementation, which was collected from different sources such as the school annual plan, school strategic plan, minutes of meeting, training reports, self- assessment documents, discipline case record, community involvement record and other.

3.4. Population, Sample Size and Sampling Techniques

The study was conducted in Bale Zone secondary governmental schools. The Zone has fifty seven governmental secondary schools in twenty woredas. Out of twenty woreda four was selected. Out of 57 woreda secondary schools specifically 6 (10%) governmental secondary schools was selected using random sampling technique to make the study more manageable and feasible. Thus, Robe, Goba, Ali, Galema, Burka and Agarfa secondary schools were included in the study. Once the sample schools were selected, the next step was identifying the sample population. The total population of selected secondary schools in the Zone was 318. Out of this number, the total number of teachers were 233, principal 6, vice principal 9, SIP committee 24, PTSA committee 42 and woreda coordinator 4. From a total of 233 teaching staff of these

sample schools, 77(33%) teachers were taken; and out of 24 SIP committee and 42 school PTSAs committee, 12 sample SIP committee and 18 school PTSAs were taken as sample using random sampling technique respectively. Since the school principals and vice principals were responsible to school improvement program implementation, all principals and vice principal was taken as sample using availability sampling technique. Therefore, 6 school principals, 9 vice principals of sample schools was part of the study. Finally, in the woreda, SIP coordinators were assigned at each school woreda level. Woreda SIP coordinator has the responsibility of facilitating and providing in the implementation of the school improvement program service in schools.

Table 1. Distribution of Total Population and Sample Size

		Total population of Sample Schools											
No	Name of school	Teachers	Sample teachers	Principals	Sample principals	Vice principals	Sample vice principals	SIP committee	Sample SIP	PTSA	Sample School PTSA	Woreda SIP coordinator	Sample Woreda SIP coordinator
1	Galama secondary school	42	14	1	1	2	2	4	2	7	3		
2	Robe secondary school	63	21	1	1	2	2	4	2	7	3	1	1
3	Obora secondary school	20	6	1	1	1	1	4	2	7	3	1	1
4	Agarfa secondary school	32	10	1	1	1	1	4	2	7	3	1	1
5	Goba secondary school	56	18	1	1	2	2	4	2	7	3	1	1
6	Ali secondary school	24	8	1	1	1	1	4	2	7	3		
	Total	233	77	6	6	9	9	24	12	42	18	4	4
Sample of technique		Simple random sampling		availability sampling							Simple random sampling		

Source: Bale Zone Woreda Education Office, 2018

3.5. Data Collection Instruments

3.5.1. Questionnaires

Structured questionnaires were prepared for seventy-seven teachers, six principals, nine vice principals, twelve SIP committee members. Because, all important for the study. The items of questionnaires include twenty-seven close-ended questions which was presented by Likert type five-point rating scale ranging from strongly disagree - strongly agree and seven open-ended type questions was set to collect qualitative data in order to give opportunity to the respondents to express their feelings, perceptions, problems and intentions related to school improvement program implementation practices in the schools. The question consists of two parts. The first part deals with the general background of the participants.

The second and the largest part contains the whole number of both closed and few open-ended question items that address the basic questions of the study. To address validity and reliability issues, the researcher was prepare pilot test questionnaire on a small group of respondents before using it on a larger scale, with the sample of teachers, principal, vice principal and SIP committee member from Gasera secondary school. To assure the quality of the data, checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core. To ensure validity of instruments, initially the instrument was prepared by the researcher and developed under close guidance of advisors, who was involve in providing their inputs for validity of the instruments. Thus, it was provide testing the wording of the questions, identify ambiguous questions, and determine how long it takes to complete the questionnaire.

3.5.2. Interview guide

The interview permits greater depth of response to get more information. Thus, the purpose of the interview was to collect more supplementary opinion, so as to stabilize the questionnaire responses. Seven semi structure questions were set to collect qualitative data. These semi structure items were prepared for the 18 school PTSAs and 4 woreda education office SIP coordinators. The reason behind the semi-structured interview items were the advantages of flexibility in which new questions was forwarded during the interview based on the responses of

the interviewee and it was very important to release more in-depth information and gives chance to see non-verbal behavior of respondents (Lindlof and Taylor, 2002). Therefore, it can have detailed information about the current status of school improvement program implementation and factors that hinder in SIP implementation. This was helped the researcher to get more and significant information. All of the interview questionnaires was written in English and translated into local language (Afan Oromo) as the researcher believes that they were understand easily what the questions says.

3.6. Data Collection Procedure

Upon permission being granted for the researcher to collect data at the selected secondary schools the researcher administered the questionnaire to the selected six secondary school teachers, principals and SIP committee in the sample. The researchers distributed 77 questionnaires to teachers, 15 questionnaires for principals 'and 12 questionnaires for SIP committee respondents and collected them with responses after a week. In addition, a semi-structured interview was conducted with 12 PTSA and 4 Woreda education offices SIP focal persons by the researcher was returned from respondents with insightful answered. The data gathered though questionnaire was complemented by data gathered through interview from sampled respondents. Furthermore, the data available in document forms related to supervision was collected from the sample schools. The responses of the respondents were organized properly and analyzed in their appropriate area

3.7. Methods of Data Analysis

Both quantitative and qualitative data analysis method were used in the study. Quantitative data which was collected through questionnaire from teachers, principals and school SIP committee was organized, tabulated and described quantitatively. Quantitative analysis was made with the help of SPSS version 20 and quantitatively analyzed using descriptive: percentage, frequency and mean, standard deviation, one way ANOVA test to compare mean of responses on practices and challenges of SIP implementation differences among teachers, principals and SIP committee. Those data which collected from participant through interviews and open ended questions narrated in words in order to supplement the information gathered through other instruments. The arithmetic means of each statement were computed. To make analysis clear the responses of

the respondents were analyzed with mean value 1.00 – 2.50 as low, 2.51- 3.50 as medium and 3.51- 5.00 as high by merging the responses of the respondents very low and low as low; and very high and high as high (Desalegn, 2014).

3.8. Ethical Considerations

The researcher reflected as much as possible the overall ethical consideration of the study in due course of the research. It was necessary to be careful about what people would expect from the researcher. The researcher should not give unnecessary hope not to create anxiety among the subjects of the study. Ethical consideration deals with how those who participate in the research were being treated and how data was handled after being collected (Vanderstoep and Johnston, 2009). Thus, the researcher was recognize participants' consent through: Clear explanation about the details and the purpose of the study to the participants, informing participants as they have the right to withdraw from study at any time and make it clear to the participants that no incentives will be offered or granted due to lack of sufficient funds.

Then researcher was submitting a through plan for data collection and sample of any instruments that was administer to participants. And to avoid plagiarism, researcher was acknowledging the idea and data of others from whom, when and where it is taken. Moreover, so as to protect participants from harm or risk, researcher was removing their names from all data collection forms. This was done by substituting number or letter to each subject instead of their names. Thus, all participants was remained anonyms and confidential.

4. RESULTS AND DISCUSSION

This section deals with the presentation, analysis and interpretation of data gathered from sample population from Bale Zone governmental secondary schools. It consists of two parts. The first part is concerned with presenting personal information of the sample population and part two deals with the presentation and analysis of the findings of the study. In this study, 77 teachers, 15 Principals (6 principals and 9 vice principals), 12 SIP committee, 18 PTSAs and 4 Woreda SIP coordinators from 6 secondary schools were included. Questionnaires were distributed to all sample teachers; principals and SIP committee were duly filled and returned with the return rate of 100%. Therefore, analysis was made based on the data obtained from the total of 126 respondents. In addition, the questionnaire was substantiated by document analysis (such as minutes and other documents) and semi-structured interview conducted with PTSAs and Woreda SIP Coordinators. All the data obtained through questionnaires, interviews and document analysis based on the basic questions adopted in section one, interpretation and discussion were carried by taking in to account theories discussed and empirical works reviewed in the literature.

The data was analyzed using different statistical procedures which were convenient for the purpose of the study. It was analyzed according to descriptive information by computing the means, standard deviation, and percentages. Based on the number of responses obtained using Likert scale from teachers, principals and SIP committee, F-test from ANOVA analysis was used to examine whether there was difference or not on statistical measures among the three group of respondents. Before applying one way ANOVA test, its important assumptions were checked like equality of variance and normality of the scores. As the result, for all cases Levene's test for equality of variance and Q-Q plot of normality was used to check and the result from SPSS 20 output were attached in Appendix III.

4.1. Background of the Respondents

Table 2 Sex, Age, Education Background and Experiences of respondents

No	Variable		Teachers		Principals		SIP committee		PTSAs		Woreda SIP com.		Total	
			No	%	No	%	No	%	No	%	No	%	No	%
1	Sex	Male	53	68.8	13	86.7	10	83.3	13	72.2	4	100	93	73.8
		Female	24	31.2	2	13.3	2	16.7	5	27.8	-	-	33	26.2
	Total		77	100	15	100	12	100	18	100	4	100	126	100
2	Age	26-35	23	29.9	10	66.7	4	33.3	8	44.4	3	75	48	38.1
		36-45	42	54.5	3	20	6	50.0	10	55.6	1	25	62	49.2
		46 & above	12	15.6	2	13.3	2	16.7	-	-	-	-	16	15.4
Total			77	100	15	100	12	100	18	100	4	100	126	100
3	Qualification	≤ grade12	-	-	-	-	-	-	11	61.1	-	-	11	8.7
		BA/BSc/BED	65	84.4	7	46.7	4	33.3	5	27.8	3	75	84	66.7
		MEd/MA/ MSc	12	15.6	8	53.3	8	66.7	2	11.1	1	25	31	24.6
	Total		77	100	15	100	12	100	18	100	4	100	126	100
4	Years of services	5 & below	6	7.8	-	-	-	-	9	50	-	-	15	11.9
		6-10	47	61	-	-	-	-	8	44.4	-	-	55	43.7
		11-15	6	7.8	10	66.7	4	33.3	1	5.6	3	75	24	19
		16-20	18	23.4	3	20	4	33.3	-	-	1	25	26	20.6
		Above 20	-	-	2	13.3	4	33.3	-	-	-	-	6	4.8
	Total		77	100	15	100	12	100	18	100	4	100	126	100

As can be seen under item 1, Table 2, out of 77 teachers, 15 principals, 12 School improvement program committee, 18 PTSA and 4 woreda school improvement program coordinator respondents, 53(68.8%) teachers, 13(86.7%) principals, 10(83.3 %) School improvement program committee, 13(72.2 %) PTSA and 4(100%) woreda school improvement program coordinators were male and only 24(31.2%),2(13.3%),2(16.7%),5(27.8%)were female respondents of teachers, principals, School improvement program committee and PTSA respectively. We can also see that no female was participating as woreda school improvement program coordinators in the sampled secondary schools. From this it can be concluded that in the

research areas were male dominated. Because of these practicing of school improvement program implementation may depraved.

Table 2, item 2 also shows the age distribution of teachers, Principals, SIP committee, PTSAs and woreda school improvement program coordinators. As the data indicates, the majority of teacher respondents 23(29.9%) were in the age range of 26-35, and 42(54.5%) in the range of 36-45, 12 (15.6%) were in the range of 46 and above years. The majority of principals are in the range of 26-35 which is 10(66.7%) and 3(20%) are between the age range of 36-45 and relatively few of them 2(13.3%) are between 46 and above years of age range. In the SIP committee respondents the distribution of age range is 4 (33.3%), 6 (50%), and 2(16.7%) which is between the range of 26-35, 36-45, and 46 and above respectively. The PTSAs age range 36-45 is the highest which is 10(55.6%) ,and followed by the age range 26-35 that is only 8(44.4%). No PTSA is in the age range of 46 and above.When we observed the age of respondents, it is, in between 26 and 45 years of age. Thus, there would no barrier that the age difference might have caused for teachers, principals and School improvement program committee to work cooperatively and collaborate in SIP implementation.

Table 2, item 3 asks the academic qualification of respondents. Nearly all of the teachers 65(84.4%),7(46.7) principals, SIP committee 4(33.3), PTSAs 5(27.8%) and woreda school improvement program coordinators 3(75%) were bachelor degree; the rest relatively few 12(15.6%), 8(53.3%), 8(66.7%), 2(11.1%) and 1(25%) were master's degree from sampled teachers, principals, School improvement program committee, PTSAs and woreda school improvement program coordinators respectively. When we see the PTSAs 11(61.1%) of them were uncertified and 5(27.8%) were bachelor and 2(11.1%) was master's degree. Teachers 65(84.4% and 8(66.7%) of School improvement program committee are master's degree. This indicates that there was no much variation in qualifications between teachers and staff members. According to guideline of MoE (2009) the recruitment and assignment criteria indicated in the document of secondary school teachers and principals are required to have second degree in the required field study like educational administration, educational management, and educational leadership. In researcher's understanding even though holding master's is no guarantee to enhance school staff participation in school improvement program implementation, it empowers the one in the leadership position to identify and implement different strategies for more

involvement of staff members. In addition I believe and feel that leaders should exceed their followers in academic qualification. Moreover, most PTSA were uncertified that may make them to hesitate to assemble staff members to participate in different practice and challenges of school improvement program implementation issues.

Table 2, item 4 is about years of services of respondent, a few of 6(7.8%) teachers, PTSA 9(50%), were ranged in the service years of 5 and below. In the same item, 47(61%), 8(44.4%) were ranged in the service years of 6-10 teachers and PTSA respectively. The majority 6(7.8%) teachers, 10(66.7%) principals, 4(33.3%) School improvement program committee, 1(5.6%) PTAs and 3(75%) woreda school improvement program coordinators were ranged in 11-15 years of services respectively. Relatively few 18(23.4%) teachers, 3(20%) principals, moderate numbers 4(33.3%) School improvement program committee, 1(25%) woreda school improvement program coordinators were grouped in 16-20 years of services. In the service years of ≥20, 2(13.3%) principals, 4(33.3%) School improvement program committee was categorized. The age ranges indicate that most respondents were young and only a few are elders. So, in researchers view respondents was more experienced, good qualification and other shows that they were matured and close to the school problems. Thus, they provided relevant and reliable data about the problem under study.

4.2. SIP implementation Practices

Table 3 practices concerning implementation of SIP in teaching- learning

No	Items	Teacher N= 77		Principals N=15		SIP Com. N=12		Overall Mean		ANOVA test		
		M	SD	M	SD	M	SD	M	SD	df	F-value	P-value
1	The school mission and vision informs and inspires the curriculum	3.91	.729	3.60	.828	3.50	.798	3.67	.785	2	2.274	.108
2	Deciding on the content and form of lesson plan	3.84	.365	4.33	.816	3.67	.985	3.95	.722	2	3.213	.063
3	School make significant effort to enhance professional development of teachers	3.30	.727	3.60	.828	3.50	.798	3.47	.784	2	1.233	.296
4	Teachers' understand the curriculum / in terms of age ,relevance and integration in the class room to improve student learning	3.75	.566	4.07	.458	3.83	.389	3.88	.471	2	4.170	.020
5	Determining when and how instructional supervision can be delivered	3.61	.746	3.20	1.37	3.67	.778	3.49	.966	2	1.524	.223

As the data showed in Table 3, item 1 the respondents' focuses on the school mission and vision informs and inspires the curriculums. The mean scores rate found on the above table shows that 3.91(SD=.729) for teachers, 3.6(SD=.828) for school principals and 3.5 (SD=.798) school SIP committee. The overall mean for the item is 3.67(.785). As presented in the table, the result of ANOVA analysis was used to test whether there is a statistically significant difference among the three groups of respondents in the practicing of school mission and vision informs and inspires the curriculums in SIP implementation. Hence, the computed F-value 2.274 and P-value 0.108 is greater than significance alpha value of 0.05. Which indicates the mean of perception of respondents from teachers, principals and SIP committee showed no statistically significant difference. This implies that the level of contributions of teachers, principals and SIP committee in the practicing of school mission and vision inspires the curriculum ranged under low. The computed ANOVA- test justifies the responses of the respondents on this item was the same that reveals teachers', principals and SIP committee in the practicing was low. So, different strategies such as training and awareness rising should be devised to enhance participation of teachers', principals and SIP committee concerning teaching and learning.

Regarding item 2 of Table 3, the respondents were asked to show the level of teachers', principals and SIP committee deciding on the content and form of lesson plan. In this case, the mean scores rate revealed that 3.84(SD=.365), 4.33(SD=.816), 3.67(SD=.985) from the total respondents of teachers, principals and SIP committee respectively. The overall mean was 3.95 (SD=.722). To examine if there is significant difference of the responses among the respondents, ANOVA-test was computed. In this regard, the F-value 3.213 and P=0.063 is greater than significant alpha value 0.05.The computed average mean reveals 3.95(SD=.722) level of teachers', principals and SIP committee awareness to deciding on the content and form of lesson plan was medium that deduced as more training, awareness raising issues and motivational duties concerned on it. Moreover, the computed ANOVA-test also justifies that the respondents' response on the item has no mean difference.

Regarding the content and form of lesson plan documents in the school was seen thoroughly. Teachers in sample schools used different forms of lesson plan from school to school on which they decided to use it. In two secondary schools teachers prepare weekly lesson plan in which

they prepare the five day lesson plan on a single paper which is less controlled and supervised. To the contrary, in more than three secondary schools training was given on the forms of lesson plan on which every daily lesson plan has its own content, objectives, strategies of teaching, evaluation system and specific duties of teacher and students. In these schools there is controlling and evaluation as it was observed from controlling format in the schools. Supporting this idea, Aggarwal (1993) points out that, individual and cooperative efforts by teachers to decide when, how and what to teach, to revise courses, select content, plan units and produce teaching aids has become a common practice.

The Table 3, item 3, focuses on participation of teachers in setting mission, vision and values of the schools. The mean scores rate found on the above table shows that 3.3(SD=.727) for teachers, 3.6(SD=.828) for principals and 3.5(SD=.798) for SIP committee. The average mean 3.47(SD=.784) shows that teachers, principals and SIP committee practicing and decision making in relation to this item was medium. To support this finding by comparing the respondents' response F-test was computed. As a result, it was identified that F- value 1.233 and p-value 0.296 is greater than significant alpha value 0.05 that implies no significant mean difference between the respondent's perceptions with regards to practicing school make significant effort to enhance professional development of teachers. So, from the computed mean and F-test value it is deduced to medium. This interpretation deduced to level of participating of teachers, principals and SIP committee in making significant effort to enhance professional development of teachers was not to the needed standard. Therefore, it needs continuous discussion, evaluation and feedback to enhance more participating.

Regarding item 4 of Table 3, about the participating of teachers, principals and SIP committees teachers' understand the curriculum / in terms of age, relevance and integration in the class room to improve student learning .The mean scores for teachers 3.75(SD=.566), for principals 4.07(SD=.458) and 3.83(SD=.389) SIP committee were rated. The item's mean is moderate. For this item, the F-test value 4.170 and P=0.020<0.05 level of significance showing that there was significant difference between respondents perception regarding teachers, principals and SIP committee participating on teachers' understand the curriculum / in terms of age ,relevance and integration in the class room to improve student learning. The difference occurred was because of intention that teachers, principals and SIP committee participating on teachers' understand the

curriculum / in terms of age, relevance and integration in the class room to improve student learning was low by the intention that controlling and supervising the implementation of the plan was the duty of school principals. Wudu (2007), (cited in Balcha, 2012) indicated the major problems that affect curriculum implementation at schools are: lack of incentives among teachers, lack of continuous training, absence of teachers participation during curriculum development processes, shortage of resources, lack of motivation from school leaders and lack of understanding from the whole concerned body.

The researcher also analyzed different documents related to teachers' participation in curriculum and instruction to support the finding of questionnaire. The researcher observed from the documents in the schools that most teachers willingly and energetically participate in teaching normal class, some of the teachers participate in supporting students by makeup and tutorial classes, most teachers use teacher centered methods, a few of teachers failed to cover the portion of the year. In addition, students' text books evaluated rarely; action researches conducted in few schools as paper work.

For item 5 in Table 3, the respondents were asked to show their agreement participating of teachers, principals and SIP committee in the processes of determining when and how instructional supervision can be delivered. The mean scores rate found on the above table shows that 3.61(SD=. 7 4 6) for teachers, 3.2(SD=1.37) for principals 3.67(SD=0 .778) for SIP committee which is below the average mean 3.49(SD=.966) for the respondents. The ANOVA F-test value 1.524 and, P=0.223 greater than 0.05 which revealed that there is no statistically significant difference between the perceptions of respondents. From the results, it can be concluded that teachers, principals and SIP committee respondents were moderately agreed that participating on determining when and how instructional supervision can be delivered.

Table 4 practices concerning implementation of SIP in School leadership and management

No	Items	Teacher N= 77		Principals N=15		SIP Com. N=12		Overall Mean		ANOVA test		
		M	SD	M	SD	M	SD	M	SD	df	F-value	P-value
1	School establish SIP committee by involving stakeholders	3.38	1.01	3.73	.884	2.83	.937	3.31	.945	2	2.783	.067
2	Setting the mission and values of the school	3.61	.746	3.40	1.18	3.33	.778	3.45	.902	2	.870	.422
3	School allocated the necessary resource for the implementation of SIP	3.14	.869	3.87	1.13	2.83	.718	3.28	.904	2	5.322	.006
4	The woreda and SIP committee conducted regularly monitoring and evaluated process of SIP implementation	2.92	.929	3.93	.961	3.17	1.27	3.34	1.05	2	6.780	.002
5	School encourage participatory decision and solve conflict through peaceful discussion	3.77	1.13	3.67	1.18	3.17	.718	3.54	1.01	2	1.537	.220
6.	Determine the mechanism of controlling and supervising plan implementation	3.53	.940	3.47	1.19	3.00	.853	3.33	2.98	2	3.567	.014

On item 1 of Table 4, the respondents were asked to reflect the level of school establish SIP committee by involving stakeholders. In this regard, the mean scores rate found on the above table shows that 3.38(SD=1.01) for teachers, 3.73(SD=0.884) for principals and 2.83(SD=0.937) for SIP committee. The average mean is 3.31(SD=0.945). To support this result by comparing the respondents' response from the three groups, ANOVA F-test was computed. As a result, it was identified that F-value 2.783 is less and p-value 0.067 is greater than significant alpha value 0.05. This implies that there is no statistically significant mean difference in their perception on the item. The average mean of the respondents 3.31(SD=0.945) justifies school establish SIP committee by involving stakeholders was low. Hence it can be concluded that the teachers, principals and SIP committee participate related to this item was low in the study area.

The interview conducted with PTSAs which supports this finding is that stakeholders do not participate in SIP implementation. One and the most reason is that due concern was not given to stakeholders; most teachers and SIP committee believe that this is the duties of principals and some selected committee. Contrary to this idea, MOE (2005) stated that, the policy directives clearly indicated that community including teachers' contributions and involvement in schooling were important means of financing education.

The Table 4, item 2, focuses on participating teachers, principals and SIP committee in setting mission and values of the schools. The mean scores rate found on the above table shows that 3.61(SD=.746) for teachers, 3.4(SD=1.183) for school principals and 3.33(SD= .778) for SIP committee. The average mean 3.45(SD=.902) shows that involving teachers, principals and SIP committee in relation to this item was medium. It was identified that F- value 0.870 and p-value 0.422 is greater than significant alpha value 0.05 that implies no significant variation between the respondents' response with regards to participate teachers, principals and SIP committee in setting mission and values of the schools. So, from the computed mean and F-test value it is deduced to medium. This interpretation deduced to level of involving teachers, principals and SIP committee in setting mission and value of school was not to the needed standard. Therefore, it needs continuous discussion, evaluation and feedback to enhance more participation.

In relation to this, interview was conducted with PTSA supports the above finding. It is summarized as follow. Principals should have the skill and competence in producing school mission, visions, goals and objectives. They must be able to work closely with their staff in creating school missions, goals, objectives and applicable strategies that serves to improve and bring efficiency in the teaching- learning processes. The principals must be capable and influential in schools to bring common and shared values among the stakeholders. But the principals in secondary schools do not exactly focus and discuss on such issues.

Item 3 of Table 4 asked the respondents to indicate school organized and allocated the necessary resource for the implementation of SIP at the beginning of the year. In this regard, the mean scores rate found on the above table shows that 3.14(SD=0.869) for teachers, 3.87(SD= 1.125) for principals and 2.83(SD=.718) for SIP committee. The average mean for the item is 3.28(SD=0.904). The F-test result computed to compare the significance differences among respondents' responses. Regarding this, the F-value 5.322 and P-value 0.006 is greater than significance alpha value of 0.05. This indicates that there is statistically significant mean difference of respondents' response. So, it is deduced that the average mean of the respondents 3.28(SD=0.904) justifies that school organized and allocated the necessary resource for the implementation of SIP at the beginning of the year tending to low rate.

Table 4 items 4 asks the respondents about involving the woreda education office and school improvement committee conducted regularly monitoring and evaluated process of implementation of the program. In this regard, 2.92(SD=0.929) for teachers, 3.93(SD= 0.961) for principals and 3.17(SD=1.267) for SIP committee. The average mean for the item is 3.34(SD=1.052). The F-test result computed to compare the significance relation among respondents' responses. The F-value 6.780 and P-value 0.002 showing that there is significant difference between respondents' response. This reveals the majority of respondents responded that participating woreda education office and school improvement committee conducted regularly monitoring and evaluated process of implementation of the program was low.

Item 5 of Table 4 asked the respondents about School encourage participatory decision and solve conflict through peaceful discussion. In this regard, the mean scores for teachers 3.77(SD=1.134), for principals 3.67(SD=1.175) and for SIP committee 3.17(SD= 0.718) were

rated. The average mean score rated was 3.54(SD=1.01). The F-test result computed to compare the significance differences among respondents' responses. From this, the F-value 1.537 and P-value 0.220 is greater than significance alpha value of 0.05 indicates that there was no significant difference among the respondents' response. The average mean 3.54(SD=1.01) of the respondents response shows that school encourage participatory decision making and solve conflict through peaceful discussion was medium .

Regarding item 6 of Table 4, about determining the mechanism of controlling and supervising the implementation of the plan, the mean scores for teachers 3.53 (SD=.940), for principals 3.47(SD=1.187) and 3.0(SD=.853) for SIP committee were rated. The item's mean is moderate. For this item, the F-test value 3.567 and P-value 0.0148 is less than significance alpha value of 0.05 which also shows that there is significance difference between the responses of respondents regarding determine the mechanism of controlling and supervising the implementation of the plan. The significant difference occurred was because of intention that school leader's belief that teachers and SIP committee participating is to some extent good but teachers' and SIP committee belief that their practice of decision making was low by the intention that controlling and supervising the implementation of the plan was the duty of school principals.

In relation to this, interview was conducted with woreda SIP coordinators. One of the interviewed woreda SIP coordinators said:

> *Most of the time school plan is prepared by school principals, that is, plan do not prepare in participatory way. That means School principals were not asserting concern to participate teachers and SIP committee in planning and in this intention teachers and SIP committee were also reluctant to participate to make planning too. So, it is impossible to say teachers and SIP committee were participating in determining mechanisms of supervising the implementation of the plan.*

The above quantitative data interpreted and interview conducted implies that school principals should be active enough to empower teachers and SIP committee to determine mechanism of controlling and supervising the implementation of school plan. Supporting this finding MoE,

(2007) revised preparation of schools plan need the participation of all stakeholders in the school plan (strategic and annual plan), but most of the time school plan is prepared by school principals. Therefore, the school mission and vision is not visible to all stakeholders. So from the researcher's point of view, if teachers and SIP committee were not practice in planning it is illusion to say that teachers and SIP committee were participate to determining mechanisms of controlling and supervising of the plan

Table 5 practices concerning implementation of SIP in administrative regulation and structure

No	Items	Teacher N= 77		Principals N=15		SIP Com. N=12		Overall mean		ANOVA test		
		M	SD	M	SD	M	SD	M	S	df	F-value	P-value
1	There is leadership readiness and commitment to words SIP implementation	3.14	.869	3.93	1.10	3.00	.853	3.36	.941	2	5.291	.007
2	The school has an effective staff structure that supports the delivery of the schools vision and mission	3.84	1.11	4.13	.743	3.50	1.17	3.82	1.01	2	1.156	.319
3	Setting school rules and regulation and developing disciplinary policies of the school	3.61	.845	3.87	1.41	3.17	.937	3.55	1.06	2	1.832	.165
4	The school decision making and administrative process /including data collection and analysis and communicating with parents /are carried out effectively	3.29	.985	4.00	.535	3.33	1.16	3.54	.892	2	3.529	.033

Table 5 item1, asks about leadership readiness and commitment towords SIP implementation. The mean score of teacher respondents is 3.14(SD=.869), that of the principals respondents is 3.93(SD=1.10) and SIP committee respondents is 3.0 (SD=0.853) with mean average of 3.36(SD=.941) which is moderate. The F-test result with P-value 0.007 < 0.05 and the F- value 5.291 shows there is statistically significant mean difference among respondents' response towards the item. The overall mean score shows that leadership readiness and commitment to words SIP implementation was moderate.

Table 5 item 2 has the mean scores of the teacher, principals and SIP committee respondents were 3.84(SD=1.113), 4.13(SD=.743) and 3.50(SD=1.168) respectively, with mean average of 3.82 (SD=1.01). The F-test result with p-value of 0.319 greater than 0.05 implies there is no significant difference among the respondents' response towards the item. Furthermore, the overall mean score 3.82 (SD=1.01) indicates school has an effective staff structure that supports the delivery of the schools vision and mission found to be high.

Item 3 in Table 5 asks about setting school rules and regulation and developing disciplinary policies of the school. The mean scores of teacher, principals and SIP committee respondents were 3.61(SD=.845), 3.87 (SD=1.407) and 3.17(SD=.937) with mean average of 3.55 (SD=1.067). The F-test result with p- value of 0.165 greater than 0.05 indicates that there is no significant difference among the three groups of respondents on the item. The overall mean of 3.55(SD=1.067) also proves that involving teachers, principals and SIP committee is high in the setting of school rules and regulations and developing disciplinary policies of the school which was supported by F-test analysis result in which respondents level of agreement was high.

On item 4 Table 5, teachers, principals and SIP committee were asked to rate on involving them in school administrative process /including data collection and analysis and communicating with parents /are carried out effectively. The mean scores of the teacher, principals and SIP committee respondents were 3.29(SD=.985), 4.00(SD= 0.535) and 3.33(SD=1.16) respectively, with mean average of 3.54(SD=.892). The computed F-test result 3.529 with P value of 0.033 greater than 0.05 indicates that there is statistically significant mean difference among the three group of respondents' response. Moreover, when the mean score of the respondents compared with teachers and SIP committee mean were in

the moderate range whereas, principals' responses were ranged in high range agreement. The ANOVA analysis also revealed that the respondents significantly differ in their agreement on the item. The responses of teachers and SIP committee and principals on item differ significantly. For the above statistical result it might be possible to infer that principals opposed teachers 'and SIP committee perception on the issue under study because they are reluctant to accept their weakness. Respondents were asked whether or not agreed on the opinion that teachers and SIP committee‟ belief that participating in the school on administrative process /including data collection and analysis and communicating with parents /are carried out effectively is not their responsibility but the responsibility of school principals is a factor that affecting teachers and SIP committee involvement.

Table 6 practices concerning implementation of SIP in school finance and human resource

	Items	Teacher N= 77		Principals N=15		SIP Com. N=12		Overall Mean		ANOVA test df	F-value	P-value
		M	SD	M	SD	M	SD	M	SD			
1	Determining school expenditure priorities	3.06	1.00	3.87	.834	2.33	.985	3.08	.941	2	8.304	.000
2	The school budgets aligns to the school improvement goals	3.45	1.17	4.00	1.46	3.00	1.21	3.48	1.28	2	2.327	.103
3	Departments / units have adequate resources and deciding budget to support the school learning and teaching process	3.31	.921	3.07	1.53	3.00	.853	3.13	1.10	2	.736	.481
4	The school provides a well mentioned safe, secure, stimulating and welcoming environment	3.45	.851	3.53	1.25	3.17	1.12	3.38	1.07	2	.579	.562
5	The school has strategies and practices in place to ensure the staff, students and families understand the implementation of the school improvement program	3.22	.898	3.93	1.28	3.00	.853	3.38	1.01	2	4.152	.018

Item 1 of Table 6, asked the respondents about determining school expenditure priorities. In this regard, the mean scores for teachers 3.06 (SD=1.00), for principals 3.87(SD=.834) and for SIP committee 2.33(SD=.985) were rated. The average mean score rated was 3.08(SD=.941). The F-test result computed to compare the significance differences among respondents' responses was 8.304 and P-value 0.000 which is less than significance alpha value of 0.05. This indicates that there was statistically significant difference among the three groups regarding involving on determining school expenditure priorities. However, the overall mean 3.08(SD=.941) of the respondents response shows that involving on determining school expenditure priorities was low.

From the above discussions, it is clear that, teachers' and SIP committees' engagement on determining school expenditure priorities was low. In researcher's point of view, this can be because of lack of awareness or may be due to the lack of openness of school principals and PTSAs. Contrary to this, as it was cited in Endale (2012), Bisschoff (1997) argued that good experience will ensure that each staff members who are involved in school finances would be informed about authorization for various expenditures, should have knowledge about the finance procedure for expanding money, and know to whom the result of expenditure should be reported.

Item 2 of Table 6, asked the respondents to indicate if the school budgets aligns to the school improvement goals or not. In this regard, the mean scores rate found on the above table shows that 3.45(SD=1.17) for teachers, 4(SD=1.46) for principals and 3.00(SD=1.21) for SIP committee. The average mean for the item was 3.48(SD=1.28). Regarding this item, the F-value 2.327 and P-value .103 is greater than significance alpha value of 0.05 shows there is no significant difference among the groups of respondents' response. So, it is deduced the average mean of the respondents 3.48(SD=1.28) justifies that engagement in the school budgets aligns to the school improvement goals tending to low rate. Practicing that needs the transparency of school principals and awareness rising of teachers and SIP committee. In researcher's point of view, teachers' and SIP committee level of knowledge on monthly budget flow and expenditure priorities was not to their expectations. As transparency in relation to budget limited to few groups, teachers and SIP committee were not eager to know about budget. To make budget issue clear, teachers and SIP committee reveled this concern monthly budget flow should be posted on the notice board in the school.

Item 3 of Table 6, asked about departments / units have adequate resources and deciding budget to support the school learning and teaching process. In relation to this item, the mean scores for teachers 3.31(SD=0.921), for school leaders 3.07(SD=1.53) and for SIP committee 3.0(SD=.853) were rated. The mean score was 3.13 (SD=1.10). About this item, the F-value .736 and P-value .481 is greater than significance alpha value of 0.05. This shows that there is no significance difference between the responses of respondents. This reveals the majority of respondents agreed that departments have adequate resources were low. The computed F-test ratify the responses on the respondents is the same which approves the extent of teachers' departments/units participating when budget is shared was low.

It can be seen from Table 6 item 4 that, teachers, principals and SIP committee were asked to give their level of agreement regarding the school provides a well mentioned safe, secure, stimulating and welcoming environment. The mean score of teacher respondents is 3.45(.851), that of the principals respondents is 3.53(1.246) and SIP committee is 3.17(SD=1.115), with mean average of 3.38 (SD=1.071). The computed independent sample F-test result with p-value 0.562 greater than 0.05 and the F- value .579 indicates that there is no significantly different mean among the three groups of respondents. Moreover, the overall mean 3.38(SD=1.071) implies that their responses on this items was moderate.

On item 5, on the Table 6, teachers ,principals and SIP committee were asked to give their level of agreement regarding the school has strategies and practices in place to ensure the staff, students and families understand the implementation of the school improvement program. The mean score of teacher respondents is 3.22(SD=.898), that of the principals respondents is 3.93(SD=1.28) and 3.0(SD=.853) of SIP committee with mean average of 3.38(SD=1.01). The F-test of this item are P-value 0.018 less than 0.05 and the F-value 4.152 this shows that there was significantly different mean score among the group of the respondents' response. Thus, the overall mean 3.38(SD=1.01) indicates that, their respondents on this items was low.

Table 7 practices concerning implementation of SIP in creating conducive school environment

	Items	Teacher N= 77		Principals N=15		SIP Com. N=12		Overall Mean		ANOVA test		
		M	SD	M	SD	M	SD	M	S	df	F-value	P-value
1	Identifying student with disciplinary problems and providing proper guidance	3.06	1.00	3.60	1.18	3.33	.778	3.33	.988	2	1.934	.150
2	Participating in solving students problem with parents	3.14	.956	3.73	1.28	3.33	.778	3.4	1.01	2	2.280	.108
3	Determine disciplinary measures on students with misconduct	3.06	1.00	4.07	.594	3.00	.853	3.38	0.82	2	7.411	.001
4	School works to create favorable working environment	3.61	.934	3.60	1.18	3.50	1.00	3.57	1.04	2	.066	.936

Item 1 of Table 7, asks the respondents to reflect regarding identifying student with disciplinary problems and providing proper guidance. In this regard, the mean scores rate found on the above table shows that 3.06 (SD=1.01) for teachers, 3.60 (SD=1.18) for school principals and 3.33(SD=.778) for SIP committee. The average mean of this item 3.33(0.988) is ranged under medium scale. P-value 0.150 it is greater than significance alpha value of 0.05 which shows that there is no significant difference among the responses of respondents towards the item.

Similarly, the document analysis result revealed that there is identification of problem in which students with a sort of some disciplinary problem are recorded and identified and in which guidance was given to those students with disciplinary problems. According to researcher's point of view teachers, principals and SIP committee in the school participate to identify disciplinary problems in the school but they should not only focus on routine disciplinary problems. They should strictly focus and participate in when they come across some major disciplinary problem related to usage of alcoholic drink, hair style, closing style, adultery, assault and battery, and other harmful misconducts that harm school and school society. Supporting this, Supaporn (2000) stated, teachers should play a major role in decreasing inappropriate behaviors through the employment of effective instructional activities.

Item 2, Table 7 is concerning about participating in solving students problem with parents. The mean scores rate found on the above table shows that 3.14(SD=0.956) for teachers, 3.73 (SD=1.28) for principals and 3.33(SD=.778) for SIP committee. The average mean for the item is 3.40(SD=1.01) which is ranged under low scale. Regarding this, the F-value 2.280 and P-value 0.108 computed is greater than significance alpha value of 0.05 which also shows that there is no significance difference between the responses of respondents' responses.

Interview conducted with secondary school woreda SIP coordinators confirmed the finding in this item. Most of the woreda SIP coordinators said that:

Students' affairs and disciplinary problems are mandated to home room teachers in particular and to all teachers in general. Home room teachers control the attendance of students on the attendance list but can't take any measure for what time the student may stay truant off the

school or any disciplinary problem related to uniform, hair style, attendance etc. The only thing he/she can do is that provision of advice; but this day the misbehaved students do not listen to a piece of advice the teachers provide them.

In addition the interviewed PTSAs confirmed that, “Hard disciplinary problems reported to them by school principals even could not be punished with high disciplinary penalty because there is a impose from the higher authority not do so as a means to decrease drop out”

Table 7 item 3, asks about determine disciplinary measures on students with misconduct. The mean score of teacher respondents is 3.06(SD=1.01), that of the principals respondents is 4.07(SD=.594), and 3.0(SD=.853) of SIP committee respondents with mean average of 3.377(SD= 0.817) which is moderate. The F-test result with p-value 0.001 less than 0.05 and the F- value 7.411 which indicates there was statistically significant mean difference among the three group of respondents’ response towards the item.

The interview conducted with PTSAs reveals that, “teachers, principals and SIP committee participating to measures on students with misconduct was low because if they take measure students stay away from school in the situation that their parents unaware about it. Teachers, Principals and SIP committee do not inform parents ahead of time they stay long truant”. Contrary to this finding, disciplinary measure used should helped to suppress, control, and redirect misbehavior i.e. behavior that is aggressive, immoral or disruptive (Alemayehu, 2012).

It can be seen from Table 7 item 4 that, teachers, principals and SIP committees were asked to show their level of agreement regarding school works to create favorable working environment. The mean score of teacher respondents is 3.61(SD=0.934), that of the principals respondents is 3.60(SD=1.83) and 3.50 (SD=1.00) of SIP committees respondents, with mean average of 3.57(SD=1.04). The F-test result .066 with p-value .936 greater than 0.05 which indicates there was no significant mean difference among the three group of respondents’ response. The average mean 3.57(SD=1.04) reveals that school works to create favorable working environment was moderate.

Table 8: practices concerning implementation of SIP in community participation

	Items	Teacher N= 77		Principals N=15		SIP Com. N=12		Overall Mean		ANOVA test		
		M	SD	M	SD	M	SD	M	S	df	F-value	P-value
1	Stakeholders are involved indecision making on their children and the school issues in collaboration with school leaders	2.99	1.25	3.40	1.55	2.50	1.00	2.96	1.27	2	1.668	.194
2	Improvement goals are regularly monitored ,reviewed and evaluated on an annual basis to measure the effectiveness of the planned strategies	3.14	1.42	3.60	1.40	2.50	1.31	3.08	1.37	2	2.042	.135
3	Parents and community members have been actively involved in school improvement program implementation	2.52	1.22	3.53	1.51	2.83	.937	2.96	1.22	2	4.291	.016

On item 1 of Table 8, the respondents were asked to reflect the levels of stakeholders are involved on their children and the school issues in collaboration with school leaders. In this regard, the mean scores rate found on the above table shows that 2.99(SD=1.25) for teachers, 3.40(SD=1.55) for principals and 2.50(SD=1.00) for SIP committee. The average mean was 2.96(SD=1.27). Also, it was identified that F-value 1.668 and p-value 0.194 is greater than significant alpha value 0.05 which shows that there was no significant mean difference among the three group of respondents' response on the item. Furthermore, the overall mean of the respondents 2.96(SD=1.27)) justifies stakeholders are involved on their children and the school issues in collaboration with school leaders was low. In addition, since there is no variation between the responses of the respondents this supports the gained computed mean that shows stakeholders involving related to this item was low.

As to the improvement goals are regularly monitored ,reviewed and evaluated on an annual basis to measure the effectiveness of the planned strategies, Table 8 item 2 depicts that the teachers' , principals and SIP committees mean scores were 3.14 (SD=1.42), 3.60 (SD= 1.40) and 2.50(SD=1.31)respectively, with mean average of 3.08 (SD=1.37). The F-test result 2.042 with p-value of 0.135 greater than 0.05 proves that there is no statistically significant difference among the respondents towards the item. This shows that participating in improvement goals are regularly monitored, reviewed and evaluated on an annual basis to measure the effectiveness of the planned strategies was moderate.

Table 8 items 3 is a question that asked the respondents to show, their agreement or disagreement regarding parents and community members have been actively involved in school improvement program implementation. The mean score of teacher respondents is 2.52(SD=1.22), that of the principals respondents is 3.53 (SD=1.51) and 2.83 (SD=.937), of SIP committees, with mean average of 2.96(SD=1.22).The F-test result 4.291 with p-value 0.016 less than 0.05 indicates there is statistically significant deference among the groups of the respondent' response on the item. The overall mean value 2.96(SD=1.22) indicates low levels of involving parents and community members in this items.

4.3. Challenges in SIP implementation

Table 9 Challenges in SIP implementation

	Items	Teacher N= 77		Principals N=15		SIP Com. N=12		Overall mean		ANOVA test		
		M	SD	M	SD	M	SD	M	S	df	F-value	P-value
1	Poor commitment of the school leaders in the implementation of SIP	3.38	.987	3.73	.704	3.33	.985	3.48	.892	2	.940	.394
2	Lack of practical training on the uses of leading school for improvement guidelines	3.22	1.03	3.93	.594	3.50	.522	3.55	.717	2	3.769	.026
3	School leaders fill difficulty to share leadership to school community	3.56	.980	4.00	1.07	3.83	.937	3.8	.995	2	1.477	.233
4	Lack of adequate budget to implement planned activities	3.73	1.05	4.47	.743	3.67	.778	3.96	.856	2	3.729	.027
5	Absence of uniform regulation to help effective implementation practice of leading school for improvement	3.55	.994	4.33	.724	3.67	.492	3.85	.74	2	4.625	.012
6	Lack of awareness among stakeholders about government strategies to utilize the potentials and initiatives in the practices of leading schools for improvement	3.56	1.23	3.93	1.22	3.67	.492	3.72	.978	2	.661	.519
7	Resistance of teachers in leading schools for improvement	3.45	1.07	3.87	.99	3.00	1.21	3.44	1.09	2	2.171	.119
8	Lack technical support from woreda officials	3.99	1.05	4.20	.676	3.50	.798	3.9	.84	2	1.812	.169

For item1in Table 9, the respondents were asked to show their agreement whether poor commitment of the school leaders in the implementation of SIP or not. The mean scores rate found on the above table shows that 3.38(SD=0.987) for teachers, 3.73 (SD=.704) for principals and 3.33(SD=.983 for SIP committee which is below the average mean 3.48(SD=.892) for teachers and SIP committee but above the average mean for principals. From the computed F-test .940 and P-value 0.394 greater than 0.05 at level of significance showing no mean difference among the three group of respondents' response. Furthermore, the overall mean reveals that for this item poor commitment of the school leaders in the implementation of SIP teachers and SIP committee responded "undecided" to emphasize the leaders' hindrance. Principals responded that they 'disagree' to say that their commitment does not affect the implementation of SIP and to hide their weakness. The significant difference between the respondents emphasize the respondents differ in their view of commitment of the school leaders in the implementation of SIP ranged medium.

A Table 9 item 2 is concerning lack of practical training on the uses of leading school for improvement guidelines. The mean scores were rated 3.22(SD=1.03), 3.93(SD=.594) and 3.5 (SD=.522) by teachers, principals and SIP committee respectively. The rated mean scores showed less than average point 3.55(SD=0.717) by teachers and SIP committee, whereas above average by principals. The computed F value was 3.769 and P value 0.026 less than 0.05 indicating existence of significant mean difference among the response of the groups. Form this one can recognize that teachers, SIP committee and principals undecided about lack of practical training on the uses of leading school for improvement guidelines.

Table 9 item 3 is a question asked the respondents whether the school leaders fill difficulty to share leadership to school community . For the item the mean scores 3.56(SD=0.980) and 4.00(SD=1.07) and 3.83(SD=.937) were rated by teachers principals and SIP committee respondents respectively. The F-test value was 1.477 and P-value 0.233 greater than 0.05 at significant value shows that the response of the respondents has no statistically significant difference. This is deduced to the average mean of the respondents' responses show their agreement as personal relation among teachers, principals and SIP committee highly affects school leaders fill difficulty to share leadership to school community. This implies that mean ranged in moderate scale shows the delegation of responsibility was not that much fruitful as

necessary as possible. In addition in researchers view point delegation was nominal and no evaluation and feedback provision trend.

From the document analysis related to this item 65% of principals of secondary schools under the study were not legalized the delegation processes. They didn't make sure that the delegation was true by writing letter with list of activities. The delegated school community in different work activities were not perform for what they were represented. The representation was nominal that most activities were performed by school leaders and few selected teachers and committees. As a result most activities in the schools were loaded up on school leaders. This revealed that school leaders moderately delegate and less consequential.

Table 9 item 4, requests to share their level of agreement whether lack of adequate budget to implement planned activities or not. The mean scores for teachers 3.73(SD=1.047) for principals 4.47(SD=.743) and 3.67(SD=.778) for SIP committees were rated. The mean score rated was found to be 3.96(SD=.856). The F-value computed the F-test result 3.729 and P-value 0.027 less than 0.05 at the significance level indicates that there is significant mean difference among the three group of respondents' response on the item. The overall mean indicates groups of respondents were moderately agreed that lack of adequate budget to implement planned activities. This shows that most schools in the research area have no adequate budget to implement planned activities.

Table 9 item 5, respondent teachers, principals and SIP committee were also asked whether absence of uniform regulation to help effective implementation practice of leading school for improvement or not. Accordingly, the mean rated for teachers, principals and SIP committee were found to be 3.55(SD=.994), 4.33(SD=.724) and3.67 (SD=.492). It was responded as moderate. The F-value from one way ANOVA result to compare the significance differences among respondents response was 4.625 and P-value 0.012 less than 0.05 at the significant level reveals that that there is statistically significant difference among the responses of respondents. The computed overall mean 3.85(SD=.74) of the respondents implies that absence of uniform regulation to help effective implementation of leading school for improvement was scaled in high range. This also justifies the moderate uniform regulation that needs to be improved by application of different strategies.

It can be seen from Table 9 item 6 that, teachers, principals and SIP committee were asked to give their level of agreement regarding lack of awareness among stakeholders about government strategies to utilize the potentials and initiatives in leading schools for improvement. The mean score of teacher respondents is 3.56(1.23), that of the principals respondents is 3.93(1.22) and SIP committee is 3.67(SD=.492), with mean average of 3.72(SD=.978). The computed F-test result was 0.661 with P-value 0.519 greater than 0.05 show that no statistically significant difference among the respondents towards the item. This indicated overall mean 3.72(SD=.978) implies that the moderate lack of awareness among stakeholders. This kinds of responses between the respondents occurred because teachers, principals and SIP committee report that lack of awareness among stakeholders about government strategies to utilize the potentials and initiatives in leading schools for improvement was medium.

On item 7, on the Table 9, teachers, principals and SIP committees were asked to give their level of agreement regarding resistance of teachers in leading schools for improvement. The mean score of teacher respondents is 3.45(SD=1.07), of the principals respondents is 3.87(SD=0.99), and that of SIP committee respondents is 3.0(SD=1.21), with mean average of 3.44(SD=1.09). The F-value from ANOVA of this item 2.171 and p-value 0.119 greater than 0.05 at the significant level imply there is no statistically significant mean difference among the respondents' response towards the item. The average mean 3.44(SD=1.09) indicates the moderate resistance of teachers in leading schools for improvement. Most of the respondents justify their idea that the provisions of different motivation techniques like incentives, recognition and others; the clarity on mission and goal of the school improves participation of teachers in school.

Table 9 items 8 is a question that asked the respondents to show, what teachers, Principals and SIP committee were asked to give their agreement or disagreement regarding lack of technical support from woreda officials. The mean score of teacher respondents is 3.9(SD=1.05), of the principals respondents is 4.20(SD=.676), and that of SIP committee respondent is 3.50(SD=.798), with mean average of 2.42(SD=0.96). The F-test result 1.812 with p-value 0.169 greater than 0.05 which is alpha value indicates statistical no significance of mean difference among the respondents' response towards the item. Moreover, the overall mean 3.9(SD=0.84) indicates low technical support from woreda officials.

4.4. Mechanisms to overcome challenges of SIP implementation

Using open ended questions and interview conducted qualitative data were collected from PTSAs and woreda SIP coordinators to overcome challenges of SIP implementation. Depending on the questions, what the respondents have reflected is presented here under.

Woreda SIP coordinator suggested that, school principals should not be autocratic; they should work to create good interpersonal relationship among teachers, SIP committee and other workers including themselves. School principals should listen to the voice of stake holders respond to their comment, suggestions, and other ideas. On support that should be provided for stakeholders for the improvement of SIP implementation, most of them said that the provision of award for best implemented activities, recognition and deferent fringe benefits related to implementation of different activities in the school are some of the mechanisms. However; they argued that for such motivational techniques to be realized in secondary schools it takes time.

From the interview conducted with PTSAs these mechanisms were raised as better of SIP implementation that give chance for Stakeholders (teachers, SIP coordinators, Woreda SIP coordinators and PTSAs themselves) to involve in SIP implementation. These are: allowing them to have great sound in the participation of the SIP implementation, providing training and awareness rising on different issues made participants to highly participate in SIP implementation. In line with this, Robbins (2003), clarifies that, to be successful, managers who have learned to build trust engage in certain common practices such as openness, being fair, show consistency, fulfill promises, maintain confidences and demonstrate competence. In this regard, school leaders should be honest, reliable and competent to establish trustfulness within their staff and school.

5. SUMMARY AND CONCLUSIONS

This section deals with summary, conclusion and recommendations. In this section first, a summary of the study and the major findings were made. Second, depending on the findings conclusions were drawn. Lastly, recommendations were made on the basis of the findings of the study.

5.1 Summary

The purpose of this research was to study the school improvement program implementation in selected government secondary schools of Bale Zone in Oromia Regional State. The school improvement program implementation were measured as the practices perceived by the school principals, teachers, school improvement program committee, PTSA and Woreda school improvement program coordinators. The teachers, Principals, SIP committee and community participation were expected to participate for SIP implementation as well as the challenges in school improvement program implementation to improve teaching – learning process dimension were measured through the perception of using questionnaires. However, the perceptions of PTSA and Woreda school improvement program coordinators were measured through qualitative method and to come up with remedial solutions in order to improve the current practices. In order to solve these problems, the following basic questions were raised in the study:

1. What are the practices in SIP implementation in secondary schools of Bale Zone?
2. What is the community participation in SIP implementation in secondary schools of Bale Zone?
3. What are the major challenges encountered in implementation of the SIP in secondary schools of Bale Zone?

Data that are essential for the study were collected by using questionnaire, interview and document analysis data gathering tools. The subjects of the study are teachers, principals, SIP committee, PTSAs and woreda SIP coordinators. The respondents of the study was 77 teachers, 15 principals, 12 school improvement program committee and 18 PTSAs and 4 woreda SIP coordinators those were found in six secondary schools. The researcher used simple random sampling technique for selecting teachers, SIP committee and PTSAs, but principals, woreda

SIP coordinators were selected by available sampling technique. The questionnaire was piloted before it was distributed to the respondents. Finally, the questionnaires dispatched to 77 (100 %)), 15 (100 %), 12 (100%), of teachers principals and SIP committees respectively returned were properly filled, 18(100%) PTSAs and 4 (100 %) woreda SIP coordinators were interviewed and thus used in the analysis of data. Descriptive survey research design was adopted to carry out the study. Data secured from different sources were analyzed using statistical tools / SPSS/ and interpreted using descriptive methods involving percentage, mean, standard deviation and one way ANOVA test. Depending on the analysis of the result made, the following major findings were obtained.

In Bale zone secondary schools the teachers, principals and SIP committees were relatively less involved in practices of SIP implementation. Teachers', principals and SIP committee practices in different activities in SIP implementation seem as follows:

The majority of the respondents 98(77.8%) indicated their agreement concerning teachers' and SIP committee practices in SIP implementation activities planning was low. Related to this the interviewed PTSAs reported principals do not have habit to participate them in SIP implementation activities planning. Most of the time SIP plan is prepared by school principals, that is, plan do not prepare in participatory way. That means School principals were not asserting concern to teachers and SIP committee participate in SIP implementation planning and in this intention teachers and SIP committees were also reluctant to participate in SIP implementation planning too.

With regard to the teachers, principals and SIP committee engagement in participating school budgets aligns and determining school expenditure priorities for SIP implementation to support the school learning - teaching process 116(92.1%) of respondents disagree about teachers' principals and SIP committee in participating. This implies that their engagement in participating in SIP implementation in school budgets aligns and determining school expenditure priorities was low. Related to this, the interviewed PTAs' were reported that teachers and SIP committee do not engage in participating in school budgets aligns; determining in school budgets and expenditure priorities for SIP implementation as a result of

less concern given for them. In addition, in researcher's point of view this low participation was because of lack of their own awareness and lack of openness of principals and PTSAs.

Majority of the respondents 101(80.2%) suggest that teachers', principals and SIP committees participated regarding identifying student with disciplinary problems and providing proper guidance was analyzed as medium. The document analysis result also revealed that there is identification of problem in which students with a sort of some disciplinary problem are recorded, identified and in which guidance was given to those students with disciplinary problems. In addition they suggested that teachers, principals and SIP committees should involve students' parents to control disciplinary problems.

Most of respondents 99(78.6%) showed their agreement on understanding the curriculum to improve student learning in setting the learning objectives and effectiveness of assessing students achievement seen as high participating. In general the teachers' and SIP committees participate in SIP implementation in terms of curriculum and instruction was high. In addition the analyzed documents in the schools contained different formats for the documentation and support of curriculum and instruction at the sampled schools.

Related to community participation in SIP implementation teachers, principals and SIP committees 132(104.8%) respondents show their agreement that, school participate stakeholders in SIP implementation by involving school community, woredas education office and families understand the implementation of the school improvement program; encourage participatory decision and solve conflict through peaceful discussion on their children as well as the school issues in collaboration with school leaders was low.

Majority of the respondents 108(85.7%) showed their agreement that poor commitment of the school leaders affects the implementation of SIP. In this regard one of the PTSAs in the research area reported for the open ended question provided as follow: some leaders are not committed as a result of their usual absences from the school to support their income as only salary is not enough to lead their live.

Most respondents 98(77.8%) declare that school leaders fill difficulty to share leadership to school community. This reveals that there is a gap between leaders and school community and leaders make decision with few selected groups which was responded as one of impeding factors on which respondents reacted on it.

From the document analysis related to this item 65% of school leaders of secondary schools under the study were not legalized the delegation processes. They didn't make sure that the delegation was true by writing letter with list of activities. The delegated school community in different work activities were not perform for what they were represented. The representation was nominal that most activities were performed by school leaders and few selected teachers and committees. As a result most activities in the schools were loaded up on school leaders. This revealed that school leaders moderately delegate and less consequential.

Motivation is an engine for activities implementation in any organization. But in the research area it was made clear that teachers need incentives for more participation in school decision makings as most respondents 54(42.9%) agreed that there is lacks of incentives in the schools.

5.2. Conclusions

Based on the results, the following conclusions were made:

However, the nature of school improvement program implementation required excellent planning which could be achieved through collective efforts in participating of all school stakeholders; it is found out that the school improvement program implementation planning process lacks the participating of those who have a stake in schools. From this it can be safely concluded that the teachers, school improvement committee and even vice principals were not contributing significantly involving in the planning and school improvement program implementation. This tends to lack proper planning and monitoring and evaluation mechanisms. On the other hands, in the school improvement program guidelines, it is stated that school improvement program implementation requires a broad-based decision effort by the entire community; including educators, students, parents, law enforcement agencies, business organizations, and faith-based organizations, among the others during the planning, implementation, and monitoring and evaluation of school improvement program implementation.

The schools in the zone were not properly utilizing the different potentials and experiences of their stakeholders' participating during preparation and implementation of school improvement program. Consequently, if stakeholders were not made involving on their children and the school issues in collaboration with school: school budgets aligns; determining in school budgets and expenditure priorities for SIP implementation and furthermore, were not legalized the delegation processes as a result of less concern given for them it might have caused a number of problems. That is, it might reduce greater readiness to do what is required to assist the SIP implementation to achieve its goals, affect sense of ownership from the stakeholders, affect morals, and professional commitment from the teachers and principals' sides. Moreover, it might also impede effective implementation of the school, disassociate the stakeholders from the school, discourage stakeholders 'creativity and increase dissatisfaction and affect students 'achievement.

On the other hand, insufficient school facilities; low level of stakeholders' participation; low commitment of the school leaders; poor performance of school improvement program implementation committee; resistance of teachers; interference of political authority; and low level of Woreda SIP Coordinators monitoring and evaluation mechanisms was affected the school improvement program implementation in the zone. This seemed resulted from the low consideration given to the importance of school improvement program implementation.

5.3. Recommendations

Based on the findings and conclusions of this study, the following recommendations were made to enhance SIP implementation.

The finding of the study revealed that lack of involving in developing school improvement program implementation plan and training with the less participating stakeholders affected the program. Woreda education officers and school personnel in collaboration with the regional education bureaus heads; therefore, are advised to provide the training to develop common understanding of decisions on the school improvement program implementation plan among the school communities before and during the academic year commenced. Moreover, school leaders need to make developing accountability and responsibility decisional network with woreda education officers; make awareness and inspiration for the communities, parents, students and

teachers on the objectives, key parents of SIP implementation planning and the role of all decision stakeholders.

To use participation stakeholders' inputs to shape the learning environment of the school, the principals need to identify avenues for active participation. As an illustration, decision making stakeholders could be encouraged to come-up with some school improvement program implementation decisional areas and find possible solutions to the problems posed. This would help them to contribute their share in the school improvement program preparation and implementation without being excluded by the principals.

School facilities play great role in promoting safe and secure learning environment. So, sound and effective learning environment establish a relevant curriculum. In other words, schools need material and financial support to organize decision groups, teachers study groups, baseline action research groups, seminars, forums, conference and extra that could play great role to enhance quality of learning-teaching in the schools. Thus, school principals and PTSAs need to consult teachers and other stakeholders by providing different incentives like award, recognition in order to use school facilities more wisely and effectively for school improvement program implementation.

It was identified that implementation of school improvement program was affected due to school principals' and teacher's knowledge, skills and attitude he/she has to participate teachers in SIP implementation. So, school principals should be empowered and supporting to be leader with whole personality by different means such as by letting them to participate in organized seminar, workshop and different trainings by woreda education offices and MoE to build principals confidence.

6. REFERENCES

ACT **(**Australian Capital Territory).2009.*School Improvement Framework*: *Better Schools... Better Futures Raising Quality and Achieving Excellence in ACT Public Schools*. Canberra.

Adams, D. 1993. *Defining Educational Quality: Improving Educational Quality Project Publication*. Arlington, VA: Institute for International Research.

Aggarwal, R.D. 1993. *Organization and Management*. McGraw: Hill Publishes Company Limited, New Delhi, India.

Alemayehu Tegenu. 2012. Assessment of Students Misbehavior and Coping Strategies In case of shashemene Secondary School. M.A. Thesis. Addis Ababa University, Addis Ababa.

Balcha Diriba. 2012. An investigation of Teachers' Participation in School Decision making process:The case of selected Secondary schools of Bale Zone,Oromia Regional State. M.A Thesis, Haramaya University, Haramaya.

Cheng Yin Cheong.2003.New Principal-ship for Globalization, Localization and Individualization: Paradigm Shift. *Keynote Address at the International Conference on Principal ship and School Management Practice in the Era of Globalization*: Issues and Challenges (22- 24 April, 2003).

Chinsamy, B.2002. Successful School Improvement and the Education District Office in South Africa: Some Emerging Propositions in Alberta Mentoring Partnership. (2014).

Dereje Wondimu. 2004. Practices and Challenges of Quality Education specific to School Improvement Program in Primary schools of Guji Zone. Unpublished MA Thesis, Dilla University, Dilla, Ethiopia.

Desalegn and Chalchisa, 2010. *Continuous Teachers Professional Development: The Ethiopian context.* Addis Ababa University, Ethiopia.

Desalegn Gemechu. 2014. The practice of teachers' involvement in decision making in government secondary schools of Jimma town .M.A.Thesis ,Jimma university, Ethiopia.

Frew Amsale. 2010. Practices and Challenges of Implementing School Improvement Program in Primary Schools of Jimma City Administration. Unpublished Senior Essay. Addis Ababa University.

Gero Bayou. 2004. The challenges of School Principals in implementing the School improvement program in Secondary schools of East Shewa Zone. Unpublished MA Thesis, Addis Ababa University, Addis Ababa, Ethiopia.

Hadfield, M.2005. *Building Capacity Versus Growing Schools*. In Harris, A. *et al.* (Eds.). *Effective Leadership for School Improvement*. London: Rouledge Falmer.

Harris, A. 2005.*School Improvement: what's in it for School?* London: Tylor & France Library.

_____ . 2006. Improving *Schools and Educational Systems*. London: Routledge Taylor &Frances Group.

Harris, A. and Daniel Muijes. 2005. *Improving School through Teacher Leadership*: London: Open University Press.

Hasse-Biber. 2010. *Mixed Methods Research. Mergin Theory with Practices.* New York: The Guilford Press.

Hopkins, D et al. 1994.*School Improvement in the Area of change*. London: Chassell.

Hopkins, D. 2000. *School Improvement for Real (Eds.).* London: Rouledge Falmer.

Hopkins, D. 2000. *School Improvement for Schools Facing Challenging Circumstances*. London: DES.

Hopkins, D. 2002. *Improving the Quality of Education for All: A Handbook of Staff Development Activities (2nd edition).* London: David Fulton publishers Ltd.

Hopkins, D. 2005. *Instructional Leadership and school Improvement in Harris, a. et al. (Eds.) Effective Leadership for School Improvement*. London: Rouledge Falmer.

Hopkins, D. and Hargreaves, H. D.1994.*Development Planning of School Improvement*. London. Red Wood Books,Trowbridge.

Hopkins, D. and Harris, A.1997.*School improvement: Improving Education Quality for All. SupportingforLearning,*Vol.12(4).

Hopkins, D. 2005. *Instructional Leadership and Schools Improvement.* London:Rout-ledge Flamer.

Hussen, T.and Postlwaite, N. 1994. *The International Encyclopedia of Education (2nd Ed).* Oxford: Elsevier science Ltd.

Jackson, A.2006. *Standards for School Leadership: A Critical Review of the Literature*. Canberra: Teaching Australia.

Jeilu Oumer. 2010. *Strategic and School Development Planning*: Addis Ababa University.

Jemal Hassan. 2013. Practice and Challenges of School Improvement Program in Secondary schools of Asosa zone. Unpublished MA Thesis, Jimma University, Jimma, Ethiopia.

Judge, T. A. and Piccolo, R. F. 2004. "Transformational and Transactional Leadership: A Metaanalytic Test of their Relative Validity." *Journal of Applied Psychology* 89 (5): 755–768.

Lagerweji, N. 1996.*Making good schools linking schools effectiveness and school improvement* London: Rutledge Education.

Leithwood, K. and Steinbach, R. 1993. The consequences for school improvement of different. In Dimmock, C (Eds.), *school based management and school effectiveness*. London: Routledge.

Leithwood, K. 2004. *How Leader ship Influences Student Learning*. New York, NY: Wallace Foundation;

Lindlof, T. R. and Taylor, B. C. 2002.*Qualitative communication research methods (2nd ed.).* Thousand Oaks, CA: Sage.

Little, J.W. 1994.*Teachers' professional development in acclimate of educational reform.* London: Continuum.

MacBeath, J. and Mortimore, P. 2001. *Improving School Effectiveness.* Buckingham, Open University Press.

Marzano, R 2003.*Translating Research in to Action*. Alexandria, VA: ASCW.

MOE(Ministry of Education).2000. *General Education Quality Improvement Program /GEQIP/.Program document.* Addis Ababa.

_____ . 2005. *Education Sector Development Program III*. Addis Ababa: MOE.

_____.2006. *School Improvement Program Implementation Guidelines.* MoE Blue Print.

_____. 2006.*Decentralized Management of Education in Ethiopia:*. Addis Ababa, Ethiopia.

_____. 2007. *School Improvement Program Framework*. Addis Ababa.

_____. 2009. Continuous professional development for primary and secondary school Teachers, leaders, and supervisors in Ethiopia: The Frame work. Addis Ababa (Unpublished Training Manual).

_____. 2010. School Improvement Program Guidelines Final Draft. Improving the quality of Education and Student Results for All Children at Primary and Secondary Schools.

_____. 2010. .*Education Sector Development Program IV (ESDP IV).* Addis Ababa Ministry of Education.

_____. .2011. *School Improvement Program Frame work. Revised Edition.* Addis Ababa.

_____. 2011. *Guideline for the Implementation of the School Improvement Program:* Addis Ababa: MoE (Revised ed).

OECD (Organization for Economic Cooperation and Development). 2001. *New school management approaches*. Paris: OECD.

Patrinos and Ariasingam,1997. *Decentralization of Education: Demand Side Financing (Directions in Development Series).* Washington, DC: World Bank.

Plan international Sudan. 2006. *End Term Evaluation of school Improvement Project.* Khartoum.

Plan International, 2004.*The School Improvement Program. Retrieved from: http://www. plan. international.org.26/03/2016, 5:45*

Reynolds, D. 1996. *Making Good Schools: Linking School Effectiveness and School Improvement.* London: Rutledge.

Rondenelli, 1990. *Planning Education Reforms in Developing Countries: The Contingency Approach.* Durhan and London: Duke University Press.

Simpkins, K. 2009. Quality Education and the Essential Need for School Improvement. Unpublished Guideline Paper. Addis Ababa: Ministry of Education.

Stoll, L. and Fink, D. 1996.*Changing our Schools: Linking School Effectiveness and School Improvement.* Buckingham: Open University Press.

Supaporn, S. 2000. *High school students' perspectives about misbehavior.* Physical Educator.

Telford, H. 1996.*Transforming School Through Collaborative Leadership* .London, Washington DC: The Falmer Press.

TGE (Transitional Government of Ethiopia). 1994. *Education and Training Policy*. Ethiopia: Addis Ababa, EMPDA.

Vanderstoep, S.W. and Johnston, D.D. 2009. *Research methods for Everyday Life: Blending Qualitative and Quantitative Approaches.* San Francisco: Wiley Imprint.

Workneh Abebe.2012. School Management and Decision-making in Ethiopian Government Schools: Evidence from the Young Lives Qualitative School Survey, working paper 86, November 2012.

7. APPENDICES

7.1. APPENDIX I

Questionnaire to be filled by Teachers, principals and School SIP committee

Dear respondent!

The purpose of this questionnaire is to collect data to investigate school improvement program implementation in governmental secondary schools of Bale zone. All the information collected will be used only for academic or research purposes. Thus, you are kindly requested to be honest in providing responses to all items provided in this questionnaire. In order to ensure complete confidentiality, you are kindly requested **not to write your name** anywhere on the questionnaire. Since the success of the study depends on your response, please read all the instructions before attempting to answer the questions and give only one answer to each item unless you are requested to write your opinions for open ended items.

The researcher is grateful to your cooperation in advance!

Part I, Demographic information

Direction: Indicate your answer by putting a tick mark (Ě) mark in the given boxes and also write on the space given for questions with options, and write your own opinion for questions.

Name of the School _____

1. Sex: A) Male ☐ B) Female ☐
2. Age: A) ≤ 25 ☐ C) 36-45 ☐
   B) 26-35 ☐ D) 46 and above ☐
3. Educational Background: A) TTI/certificate ☐ C/BA/BSc/BED ☐
   B/ Diploma ☐ D/ MEd/MA/ MSc ☐
4. Total years of service: A) 5 and below ☐ C) 11-15 ☐
   B) 6-10 ☐ D) 16-20 ☐ E) Above 20 ☐

Part II: Practices of school improvement program implementation

Direction: The following items are some of the practices of school improvement program implementation areas in which teachers and SIP committee are expected to participate for SIP implementation. Please indicate the extent of teachers, SIP committee and community

involvement in the practices of SIP implementation individually or as a group in your school. Please use the following rating scales to respond to the items.

Key: 1= Strongly Disagree 2= Disagree 3= Undecided 4 = Agree 5= Strongly Agree. Please put a tick (Ě) mark in your responses.

No-	Items	Rating scales				
		1	2	3	4	5
	Practices concerning implementation of SIP in teaching - learning					
1	The school ‘s mission and vision informs and inspires the curriculum					
2	Deciding on the content and form of lesson plan					
3	School make significant effort to enhance professional development of teachers					
4	Teachers’ understand the curriculum/ in terms of age ,relevance and integration in the class room to improve student learning					
5	Determining when and how instructional supervision can be delivered					
	Practices concerning implementation of SIP in School leadership and management					
1	School establish school SIP committee by involving stakeholders					
2	Setting the mission and values of the school					
3	School allocated the necessary resource for the implementation of SIP					
4	The woreda and SIP committee conducted regularly monitoring and evaluated process of SIP implementation					
5	School encourage participatory decision making and solve conflict through peaceful discussion					
6	Determine the mechanism of controlling and supervising plan implementation					
	Practices concerning implementation of SIP in administrative regulation and structure					
1	There is leadership readiness and commitment to words SIP implementation					
2	The school has an effective staff structure that supports the delivery of the schools vision and mission					
3	Setting school rules and regulation and developing disciplinary policies of the school					
4	The school administrative process /including data collection and analysis and communicating with parents /are carried out effectively					
	Practices concerning implementation of SIP in school finance and human resource					
1	Determining school expenditure priorities					
2	The school budgets aligns to the school improvement goals					
3	Departments / units have adequate resources and deciding budget to support the school learning and teaching process					
4	The school provides a well mentioned safe, secure, stimulating and welcoming environment					
5	The school has strategies and practices in place to ensure the staff,					

	students and families understand the implementation of the school improvement program					
	Practices concerning implementation of SIP in creating conducive school environment					
1	Identifying student with disciplinary problems and providing proper guidance					
2	Participating in solving students problem with parents					
3	Determine disciplinary measures on students with misconduct					
4	School works to create favorable working environment					
	Practices concerning implementation of SIP in community participation					
1	Stakeholders are involved on their children and the school issues in collaboration with school leaders					
2	Improvement goals are regularly monitored ,reviewed and evaluated on an annual basis to measure the effectiveness of the planned strategies					
3	Parents and community members have been actively involved in school improvement program implementation					

Part III. Challenge in SIP implementation.

The following are assumed to be major factors that may hinder school leaders involving stakeholders in school improvement program implementations. Please rate each of factors to what extent they affected practices of school leaders. Please use the following rating scales to respond to the items.

Key: 1= Strongly Disagree 2= Disagree 3= Undecided 4 = Agree 5= Strongly Agree. Please put a tick (Ě) mark in your responses.

No	Items	Rating scales				
		1	2	3	4	5
1	Poor commitment of the school leaders in the implementation of SIP					
2	Lack of practical training on the uses of leading school for improvement guidelines					
3	School leaders fill difficulty to share leadership to school community					
4	Lack of adequate budget to implement planned activities					
5	Absence of uniform regulation to help effective implementation practice of leading school for improvement					
6	Lack of awareness among stakeholders about government strategies to utilize the potentials and initiatives in the practices of leading schools for improvement					
7	Resistance of teachers in leading schools for improvement					
8	Lack technical support from woreda officials					

9. In your opinion, what are the major challenges that have been confronting in participation in implementation of the SIP?

   _____
   _____
   _____

10. For the above problems of participation in implementation of the SIP, please write the possible solution that could resolve the problems

    _____
    _____
    _____

Thank you!

7.2. APPENDIX II

Interview Guide for the school PTSA and Woreda SIP coordinators

The purpose of this interview is to gather information on the school improvement program implementation in governmental secondary schools of Bale zone. Therefore, you are kindly requested to reflect your genuine opinions for the following questions. The researcher would like to assure you that your responses are strictly confidential.

Part I: Personal Information

1. Sex A) Male B) Female
2. Age A) 20-24 C) 30-39
   B) 25-29 D) above 40
2. Qualification: A) < grade 12 ☐ c) Diploma ☐
   B) TTI/certificate ☐ D) BA/BSc/BED ☐ E) MEd/MA/ MSc ☐
3. Experience: As a school PTSA
   As a Woreda SIP coordinators
   A) 5 and below ☐ C) 11-15 ☐
   B) 6-10 ☐ D) 16 -20 ☐ E/Above 20

Part II: Give your response to the questions in short and be precise

1. From your experience, do you think that school leaders and teachers are interested to make responsibility to SIP implementation? If no, would you list some of the reasons?
2. As a woreda SIP coordinators or PTSA, how do create good cooperation and coordination among school leader and community, in school to participate in SIP implementation?
3. In your opinion, how do you explain the major challenges to SIP implementation in school?
4. What are the kinds of decision that principals use? Can you explain? Autocratic / Democratic / Lezesfaires / Bureaucratic and if any:
5. What are the problems you encountered in participating in school issue?
6. In your opinion, what is the possible mechanism that could increase in SIP implementation?
7. From your experience which school domains (teaching and learning, conducive environment, community participation and leadership) schools are less participated?

Thank you!

7.3. APPENDIX-III- Check List of Document Analysis

Check List of Document Analysis

No.	**List of activities to be performed**	**Observation Comments**
1	SIP committees have SIP plan and SIP implementation schedule.	
2	Schools have check lists for SIP implementation.	
3	Discussion (agreement) made between school, Parents and community members before actual implementation of SIP.	
4	Feedback of SIP implementation given for schools by peer SIP committees.	
5	Short term training, workshop and experience sharing made for the teachers, SIP committees peer woreda SIP committees.	
6	Students with a sort of some disciplinary problem are recorded / identified and in which guidance was given to those students with disciplinary problems.	

7.4. Appendix IV

Test for normality and homogeneity of variances for one way ANOVA

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Poor commitment of the school leaders in the implementation of SIP	1.456	2	101	.238
Lack of practical training on the uses of leading school for improvement guidelines	9.549	2	101	.000
Interference of political authority	.413	2	101	.663
School leaders fill difficulty to share leadership to school community	.298	2	101	.743
Lack of adequate budget to implement planned activities	.190	2	101	.827
Absence of uniform regulation to help effective implementation practice of leading school for improvement	1.494	2	101	.229
School leaders unable to give priority to activities in the school	.483	2	101	.618
Lack of awareness among stakeholders about government strategies to utilize the potentials and initiatives in the practices of leading schools for improvement	3.383	2	101	.038
Resistance of teachers in leading schools for improvement	1.359	2	101	.262
Lack technical support from woreda officials	.132	2	101	.876

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Determining school expenditure priorities	3.671	2	101	.029
The school budgets aligns to the school improvement goals	5.456	2	101	.006
Departments / units have adequate resources and deciding budget to support the school learning and teaching process	3.455	2	101	.035
The school provides a well mentioned safe, secure, stimulating and welcoming environment	3.950	2	101	.022
The school has strategies and practices in place to ensure the staff, students and families understand the implementation of the school improvement program	.897	2	101	.411