

**SCHOOL IMPROVEMENT PROGRAM IMPLIMENTATION IN
SECONDARY SCHOOL OF HARARI REGION.**

MA Thesis

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August, 2017

Haramaya University, Haramaya

**SCHOOL IMPROVEMENT PROGRAM IMPLEMENTATION IN
SECONDARY SCHOOLS OF HARARI REGION**

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DEDICATION

I dedicated this thesis manuscript to my family, for nursing me with affection and love.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in preparation, data collection, Data analysis and compilation of this Thesis. Any scholarly matter included in this Thesis has been given recognition through citation.

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BIOGRAPHICAL SKETCH

The researcher was born on May 16, 1982 in Lalo Woreda, Eastern Wellegga Zone of Oromia Regional State. He grew up in Lalo Chalaqi Kebele. After aged of school, he attended grade 1—6 at Wando primary school. As he completed the cycle, he had been transferred to grade 7—8 at Shambo Junior Secondary School and attended his education there. Next, he attended his grade 9—12 at Shambo Secondary school. After completing secondary school, he joined Jimma Teachers` Training institute and received his certificate in teaching profession in 2003. He got his Diploma in 2005. In the next year he joined Haramaya University and gained his first degree in History in 2009. He served Hamaressa Secondary School as teacher for two years and as principal for about three years. Since 2013, he is working as Harari Regional State Education Bureau supervision for about two years. And starting from 2016 up to now, he is serving in Direteyara Woreda, as the Woreda Vice- Administrator and Education Sector Coordinators. In 2003 he joined Haramaya University to pursue postgraduate studies in Educational Leadership, sponsored by the Harari Regional State Education Bureau.

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ABBREVIATIONS AND ACRONYMS

CPD	Continuous Professional Development
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FDRGE	Federal Democratic Republic Government of Ethiopia
FGD	Focus Group Discussion
GEQIP	General Education Quality Improvement Package
IQEA	Improving the Quality of Education for All
MoE	Ministry of Education
PTSA	Parent Teacher and Student Association
SIC	School Improvement Committee
SIP	School Improvement Program
TDP	Teacher Development Program
UNESCO	United Nations Education Science and Culture Organization

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ABSTRACT

The purpose of this study was to analyze the extent of school improvement program implementation in government secondary schools of Harari regional state. To this end, basic questions were raised regarding; the implementation of school improvement program to achieve the student achievement, to what extent do stakeholders participated in the implementation school improvement program in secondary school, what are the factors encountered during the implementation of school improvement program in secondary school and regarding the strengths realized in the implementation of school improvement program in secondary school in Harari Regional state. To accomplish this purpose, descriptive survey design was employed. Out of 5 government secondary schools 4 secondary schools were selected from the region by purposive sampling technique. Teachers were selected randomly as principals, vice principals, supervisors, student representatives, school improvement committees, and PTSA's members were selected by availability sampling technique. To this end, 4 principals, 4 vice principals, 4 supervisors, 90 teachers and 146 student representatives, 28 school improvement committees members and 4 PTSA's representatives were the sample subjects of the study. Before data collection, and consistency of the questionnaire was checked by doing appropriate checking and pilot study was conducted. Data for the study were collected through questionnaires, interviews, focus group discussion and document review. The data were analyzed using frequency, percentage, mean, likert scale was used to analyze the responses of respondents. The major findings of the study indicated that inadequacy of formulating SIP plan. low continuous professional development, low practice of continuous assessments and student centered teaching method, insufficiency of financial and material supply to create supportive learning environment, inadequate laboratory and library services, poor community participation, poor leadership commitment for student achievement, low level of community mobilization by school leaders, insignificant regular communication with stakeholders and lack of consistent supervisory support from school supervisors in SIP implementation. It was concluded that since school improvement program in the study area was not implemented as indicated in the framework. The study recommended that by integrated effort of the schools and REB should provide capacity building trainings on SIP planning and implementation, revising the current CPD program in a way it builds teachers pedagogical skills, strengthen proper utilization of funds and resource mobilization, enhancing leaderships monitoring and evaluation skill, as well as supervisory role

1. INTRODUCTION

This chapter consists of background of the study, statement of the problem, objective of the study, significance, delimitations of the study, limitation and organization of the study and definition of the key terms.

1.1 Background of the Study

The functions of education in Ethiopia; as in other part of the world, are many and varied. Education promotes the development and extension of our democratic beliefs, contributes to the realization of individual potentialities, and prepares the Youngers for future progress and change Shokla and Kaul, (1998). It transmits and perpetuates the cultural achievements of each generation as well as advancing the economic wellbeing of the nation. According to World Bank (2004), education is a major instrument for economic growth and social development. Lockheed and Verspoor (1991,) also wrote that ascertaining minimum level of educational provision is necessary to a country in order to better attain a reasonably high rate of economic growth and social development. Empirical evidence suggests that educational investment has been one of the most important factors that contribute to economic growth in both developed and developing countries (Derbssa, 2006).

Furthermore, as indicated in UNESCO (2005), education enables us to get new knowledge, skills, and insight that help to bring about development. Knowledge and skills are the engines of economic growth and social development. Therefore, the description of the authorities on education points out that education is an essential tool for individual's survival and the development of a country. This aim of education can be attained both at individuals and country level if the education system and its implementation fulfill the required quality. In supporting this Hopkins (2004) described school improvement as an appropriate response to the current pressures for educational reform that focuses both on the learning and on establishing the appropriate organizational conditions within the school.

The TGE (1994) describes education as it enables individuals and society to make all rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. To address this issue, Ministry of Education (MoE) has developed a General Education Quality Improvement Package (GEQIP) that comprises six programs. Based on the above description of scholars and by scaling up the experience of other countries, Ethiopia has initiated to reform change to improve teaching –learning and school conditions of the country as the result school improvement program since 2007 by setting strategies and the objectives of School Improvement Program (SIP).

The success of any program largely depends upon the participation of stakeholders in terms of physical, financial and moral support. If the stakeholders believe that a certain plan or program addresses their needs and reflects their aspirations, then they will definitely show their concern for it. If the plan or program involves the stakeholders from the designing stage to the implementation as well as to the evaluation, then the success of plan could be ensured Million Morki. (2010).

The introduction of SIP has created an environment where the stakeholders could feel that the plan is necessary for the school development for their children learning. The effort has further been providing the stakeholders with the opportunity to participate in the designing and implementation of the plan. So, irrespective of the system's educational policy, the school can intervene by modifying its own internal educational policy (Hopkin, 2001).

School improvement program helps to create a learning environment that welcomes all learners, it enables teachers to be responsive to the diverse learning needs of students in their teaching learning approaches, and it was essential to enhance the involvement of parents and the community in the schools management.

The importance of implementing SIP as indicated in school improvement guideline(2007) was: first it enables the school to improve the teaching-learning process by systematically increasing the competency, efficiency and motivation of teachers and the management through various techniques (mutual teaching by correcting weakness by self-evaluation and developing

strong unity by exchanges the experiences and the realistic practical training). Second, it increases Students' achievement or education and improving the necessary resources for education and to create suitable condition for learning. Third, it increases the participation of parents and the community and their feeling of responsibility by increasing their awareness regarding education and lastly it provides quality of education by providing the necessary resources through the coordination of the community, nongovernmental organizations, in addition to assistance provided by the government (MoE, 2006). In light of these facts, this study intended to examine the practices of SIP implementation in Secondary Schools of Harari Regional State. Analysis of the major challenges encountered during the implementation of SIP was also conduct. Moreover, the study had looks into the opportunities existed which the schools could have been used to enhance the implementation of SIP but they did not use in Secondary Schools of Harari Regional State.

1.2. Statement of the Problem

Ensuring the provision of quality and relevant education to its citizens has been the most challenging concern to developing countries. Some of the problems identified by Khosa (2009) include, many schools are lacking quality education and are not transforming time, teaching, physical and financial resources in learning outcomes. Besides that, curriculum delivery is poor; teachers do not complete the curriculum, and pitch their teaching at levels than that demand by the curriculum UNESCO (2010). In addition, stakeholders' support and monitoring functions are inadequate and ineffective. Last but not least, community support of schools is low.

Besides, according to Gold (2009) school improvement as a change process or a reform requires active participation of the school community by changing the existing school culture and making the school community take the initiative to bring improvements in the schools. This requires the school community to take responsibility with an understanding for the outcomes.

Generally, the main challenge in school improvement everywhere is that not much powerful and sustainable change happens in schooling is inability to make it happens in classrooms. Although, many of the SIP initiatives were related to teaching and assessment practices, heard

little to suggest that classroom practices being transformed in ways that would lead to improve students learning (Earl,2003).

School improvement can also provide new insights and new possibilities for effective school factors. As a result, alongside Education Sector Development Program (ESDPs) and The General Education Quality Improvement package (GEQIP), the Federal Democratic Republic of Ethiopia has designed and implemented the School Improvement Programmed (SIP).One of the main focuses of this was strengthening school management and parent and community partnership in order to improve decision-making at school level (MOE, 2005).

The document outlined the main components of school management and administration as: principal and vice principal; school management committees at various levels (comprising teachers, students, parents and representatives of the local community); and educational experts and supervisors working at various levels and outside the school. These parties are expected to take responsibility for problems and weaknesses that arise in schools, and they play leading roles in implementing effective practices and decisions (MOE 2007).

Various studies have been carried out on the implementation of school improvement program in government primary and secondary schools. Among these Hafosha (2013), Burka (2011), Gudisa (2011), Ampune (2009), indicate that educational leaders lacked enough capacity to implement SIP.

Harari Regional state is one of the regions found in Ethiopia in which GEQIP was being implemented in general and SIP in particular. In the implementation practices of SIP among educational sectors including schools found in Harari Region, the student researcher has served as a regional secondary school supervisor and has witnessed from experience that secondary schools in the study area have problems in implementing SIP. Among these, there were certain local survey reports that were conducted on selected subjects, to identify the extent of student achievement, such as English, Mathematics and Sciences from primary to secondary schools. For example, Harari Region Education Bureau, 2000, 2001, 2002,-- 2008, all the survey reports are based on the standard test scores aiming to rank by compare one school from the other. The reports described that those schools are still below of the national

standards. This study therefore aimed to analysis the implementation of the school improvement program in secondary schools of Harari Region and tries to answer the following basic questions.

1.3. Basic Research questions

1. How the school improvement program is implemented to achieve the expected outcomes in secondary schools of Harari Region?
2. To what extents do stakeholders participated in the implementation of school improvement program in secondary school at Harari Region?
3. What are the challenges encountered in implementing school improvement program?
4. What are the strengths realized in the implementation of SIP in secondary schools of Harari region?

1.4. Objectives of the Study

1.4.1. General Objective

The major objective of this research is assessing the implementation of school improvement program in secondary schools of Harari Region.

1.4.2. Specific Objectives

The study had the following specific objectives:

1. To examine the extent to which the major activities of school improvement program was implemented to achieve the expected outcome of SIP
2. To identify the extent to which stakeholders participated in implementation of Sip.
3. To point out the challenges faced in implementation of school improvement program in secondary school in Harari Region.
4. To suggest the best practices in the implementation of school improvement program in secondary school in Harari Region.

1.5. Significance of the Study

The study will help schools and other educational authorities at woreda and regional administrative levels in providing valuable information, so that they can take timely corrective measures against challenges identified.

It may provide pertinent and timely information to teachers, principals and supervisors about the practice of SIP planning and limitations observed in effecting these plans, to alleviate those challenges and expands good practices.

The study may contribute to the future quality education improvement by initiating other education stakeholders (teachers, students and parents) and other responsible parties outside schools for better and meaningful participation in planning and implementation of SIP.

Furthermore, this study may also be used as a stepping-stone to other researchers who are interested to conduct similar issue and it may also provide solutions to minimize the gap.

1.6. Delimitations of the study

School improvement program was very essential in improving students 'achievement. However, it would be very difficult to investigate the practices and challenges of SIP at all levels of school system and in all regional states of the country. Therefore, the study is geographically delimited in government secondary school found in urban area of Harari region. Beside this, it was delineated to the assessment of the practices and challenges of the implementation of SIP in secondary schools of Harari Regional State. It assesses the extent of involvement of the key school stakeholders (teachers, parents and students) on the four school domains such as teaching and learning; school leadership and management; student environment; and community involvement domain with their elements.

In this region, there are 4 secondary and 1 preparatory schools. The study delimited to cover only governmental secondary schools (only grade 9 and 10). Out of the total governmental secondary schools in the region, 4 of them were selected for the study. Principals, vice principals, teachers, supervisors, students and school improvement program committee will be used as the participants in the study.

1.7. Limitations of the study

Among the limitation of the study recognized by researcher, the lack of adequate written documents in the selected schools was serious. Among this, the absence of well-organized and analyzed student's achievement data was also the other limitation that hindered the effort of the researcher to supplement the questioner and interview results with documents reviews. To reduce the effect of these limitations it was attempted to make the focus group discussion more detail with SIC and PTA representatives as well as with the school leadership.

1.8. Operational definition of key terms

Participating; active involvement of school community in school improvement program implementation.

School improvement program committee: -Is a committee established from principals, teachers, students, parents, and non-academic staff to coordinate and evaluate School Improvement Program Implementation (MoE, 2006).

School Improvement Program (SIP): It is a school program anchored on teaching learning , school environment , leadership and management , Community participation domains to conduct implementation and self-evaluation to improve the educational inputs and process that enable students to score excellent results (MoE, 2011).

Secondary school: Refers to the school system established to offer two years of general education (grade 9-10).

Stakeholders: Participants who are expected to be involved in planning and implementation of school Implementation Program including teachers, principals, students, parents and local community (MoE, 2004).

1.9. Organization of the study

This study has been organized into five chapters:-The first chapter deal with background of the study, statement of the problem with its basic questions, objectives, significance, limitation and delimitations, organization of the study and operational definition of key terms. The second chapter will be present review of related literature. The third chapter would be present research design and methodology including the sources of data, the study population, sample size and sampling technique, instrument of data collection, pilot testing and method of data

analysis and ethical consideration. The fourth chapter deals with data presentations, analysis and interpretation. The fifth chapter was presented the summary, conclusions and recommendations of the study.

2. REVIEW OF RELATED LITERATURE

2.1. The nature & essence of school improvement

Various peoples are conceptualized and perceive the term school in different ways. Authorities also define the term school in different ways of expressions the prominent writer Bollen in Reynolds et al. (1998) elaborated school as it is a very complex entity in itself and is part of a complex educational system with local and national components. Furthermore, input, process and output system was suggested as a very fundamental to conceptualize school system. School is an open system organization that interacts with supra system and its environment. This statement supports that schools are the organization that expected to satisfy the needs of community and exists by the existence of the community. Schools need to be changed if they are not going to meet the needs of today's students and society.

In many literatures different scholars come up with different concepts of school improvement. For instance, for Baren (2004) cited in MOE (2006) school improvement is defined as 'the process of changing specific practices and policies in order to improve teaching and learning'. As Jeilu, (2010) in Dereje Hogfish's study, on the other hand, states that, school improvement was an activity to improve the input and process in order to improve teaching learning and student's achievement.

According to Hopkins (2005); Williams and Lee (2006); Bolan (2006); choke and Demptser (2006), stated that which was most commonly accepted definition of the school improvement, which has two senses in which the phrase is generally used, the first common sense meaning was related the general efforts to make schools better place for students to learn. This was a sensible interpretation of the phrase or specific way in which the place is used in that school improvement is a distinct approach to educational changes that enhances student achievement as well as strengthens school capacity for meaningful change. Therefore, the ultimate objective of the process was to improve student's achievement levels by enhancing the way curriculum was delivered, by creating a positive environment for learning and by increasing the degree to which parents are involved in their children's learning. This definition has been

also got acceptance by the Ministry of education (MOE) guide line those further emphasizes school improvement as timely important concept which stressed self-evaluation of individual schools against every issues of concern and improvement of educational input to enhance student achievement(MOE, 2002 a-c and MOE,2006b).

In general, the main essence of the above concept has been geared to general effort to make schools better places for enhancing quality teaching and learning process with the ultimate goal of maximizing the level of learner's achievement.

Finally, as it was mentioned above, school improvement is a combination of planned, continual and coordinated efforts made both within and out of classroom and school levels to change factors that are related to students learning with the ultimate goal of maximizing the level of learners, outcome and school capacity to manage change.

2.2. Rational of School Improvement Program

According to the plan international (2004), the school improvement supports the program initiatives of government and others in achieving the goals of education for all by 2015. Specifically, this program aims to: support school based improvement plans, enhances the quality of children 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.

In Ethiopia there are remarkable achievements in access starting from 1994. But, regarding the quality of education it encountered with serious problems. Among the evidences that show the prevalence of the quality problems in education are, the results of national learning assessment, in this concern assessment of ESDP III the national primary and secondary learning examination results researcher on the implementation of curriculum of education the students achievements for most subjects below average (MOE,2005).

According to the blue print of SIP (MoE, 1999), school improvement is essential for the following reasons. Firstly, to improve the competence of teachers and principals systematically and thereby improve the instructional process, second to improve learning

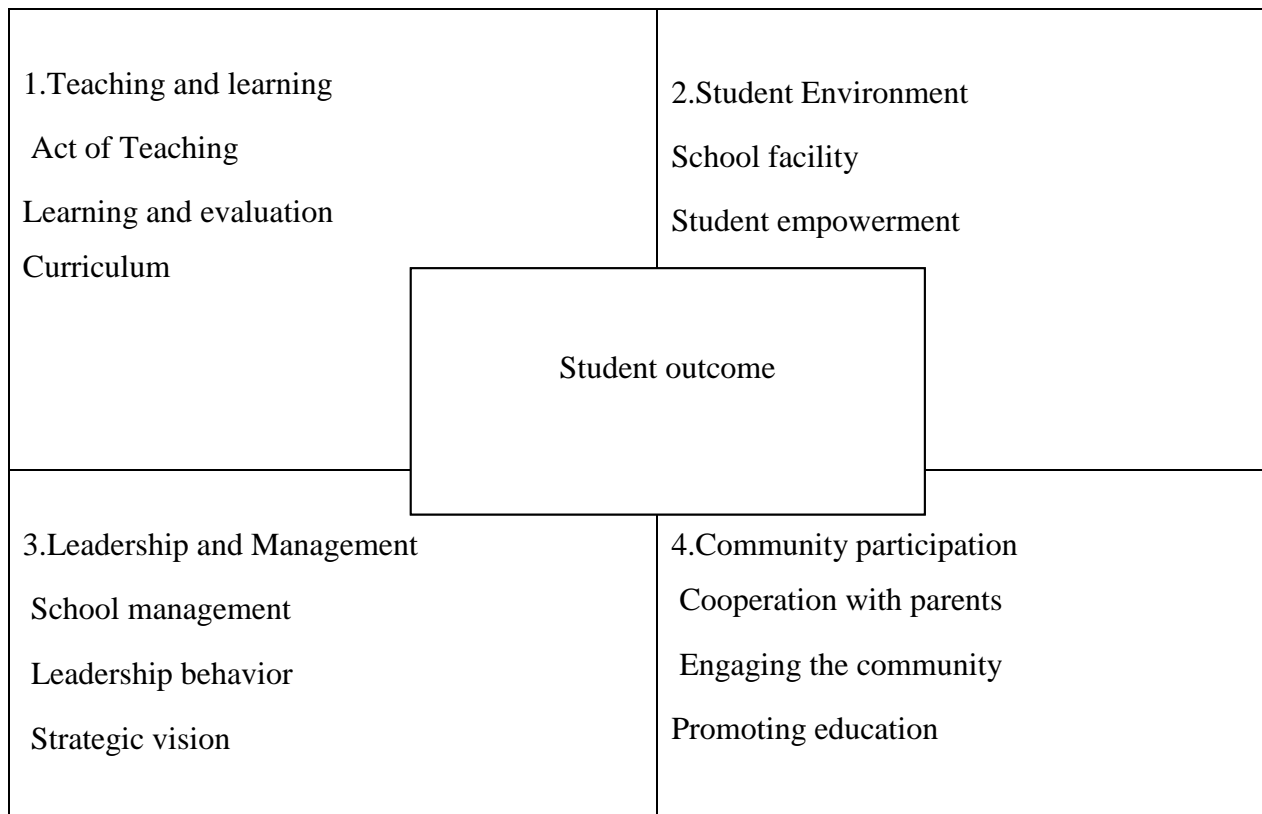
environment, reception of learning outcomes, thirdly, to enhance the awareness of parents and community about education and therefore, to ensure their ownership and contribution in managing schools and lastly, to secure the necessary input for quality from the community. Moreover, school improvement program is important to enhance students' motivation to learn, reduce wastage and improve students' learning with the ultimate purpose of creating entrepreneur and research that can alleviate poverty (Temesggen, 2008). To make such rationalities true as the outers indicates, the education system is in need of effective leadership at stakeholders' commitment at all level in the ladder of education system. In line with this the (MoE,2007) identified the following factors relating to low students out comes, school management and organization, availability of text books, curricular and instrumental materials and language instruction. Therefore, in order to alleviate this and other related problems MoE has proposed the General Education Quality Improvement program package (GEQIP) to improve quality of education and enhancing student's achievements

2.3. The Domain of School Improvement Program

School improvement domains are key areas of concern for improvement activities in which its main focus is enhancing students learning outcome. It serves as a frame of reference coordinating activities, planning, monitoring and evaluation etc of school tasks. The domains of SIP vary from country to country based on their priorities. According to Sally (2013:10) there was no linear relation between the types of school improvement program me and educational system in a country. Abebe (2014:37) argued that it would be far too simplistic to say that relatively decentralized countries only have bottom up school improvement, while relatively centralized countries only have top down school improvement programmes.

Sally (2013:20) verified that countries moving from a centralized system to a more decentralization one did not automatically show a mixed approached to school improvement. For instance, MOE (2006) and ACT (2009) divided school domains into four categories. According to ACT the four domains of the school; includes; learning and teaching, leading and managing, conducive environment and community involvement. The domains represent the four key areas in which school improvement takes place. They describe the essential characteristics of an effective school, they form a structure with which school can review question and analyze their systems and process.

Figure; 2.1 School domains and their elements.



School Improvement Guidelines (MoE, 2011)

2.3.1 Teaching and Learning Domain

Promoting the learning and achievement of pupils is the major aim of school education. Teaching is the way of achieving this. The school improvement research highlights the centrality of teaching and learning in the pursuit of sustained school improvement (Hopkins, 1994). Because, teaching and learning is what ultimately make a difference in the mind of the learner and affect knowledge, skills, attitudes and the capacity of pupils to contribute to contemporary societies classroom conditions are the decisive factor in teaching and learning process. Student and teaching related factors are among the major class room conditions that influence teaching and learning (Hopkins, 2002). High quality learning can occur when teacher make appropriate decision about what is taught, how to engage students in meaningful

experiences, and high progress will be assessed to inform future actions. Planning is one of the key factors and the first step for effective teaching. In educational context, planning helps teachers to produce well organized class and to create conducive class.

2.3.2 Learning Environment Domain

School learning environment can be defined as the set of internal characteristics (psychological and physical) that influence both staff and students and the teaching and learning processes in school (Reynold, 1996). So the school has to create the climate and culture in which effective teaching and learning process will happen. Unless school culture is addressed in a direct way, there is little chance to achieve school improvement. When school environment is suitable for learning and teaching process, it contributes greatly for the quality of education (MoE, 2007). So the environment should stimulate purposeful students 'activity and they should allow for a depth and ranges of activities that facilitate learning. Learning environment is made up of physical, psychosocial and service delivery elements (UNICEF, 2000). Physical learning environment or the places, in which formal learning occurs range from relatively modern and well, equipped building to open air gathering places.

2.3.3 School Leadership and Management Domain

Management can be defined as the organization and mobilization of all human and material resources in a particular system. The basic function of management is planning, organization, staffing, evaluating and developing (Adesina, 1990). Leadership is about having vision and articulating, ordering priorities, getting others to go with you, reviewing what you are doing and holding on to things you value(Harris , 2002). Hence, the quality of administrative support and leadership is another critical element in school processes. Education systems need decentralized management to better serve and bring services closer to their beneficiaries, students, parents and communities. Effective leadership assumes authority to not be located in the persons of the leader but can be dispersed within the school in between and among people (Harrls, 2005). Thus, effective leaders in a school are those who are able to build collaborative cultures through generating positive relationship. This implies that effective leadership occurs when individuals have the opportunity to develop high performing work teams.

2.3.4. Community Participation Domain

Community participation has a great role in school management, planning, decision making, monitoring and evaluation of school improvement. According to Morgan (2006), the World Bank (2000) stated that participation is a process through which the stakeholders influence and share control over development initiatives and the decisions and resources which affect them. Schools are more effective and caring places when they are an integral part of the community. If a school wants to be a good and safe place, it must enhance family and community involvement with the school. This contributes to enhance academic performance, reduce disciplinary problems, higher staff morale and improved use of resources (Adelman and Taylor, 2007).

In line with MoE (1998) listed the following basic principles of community involvement strategies in schools: several village meeting must be held in order to discuss with the villagers what their interests and problems are with the schooling of their children. A leader for any school based on community should be necessarily identified and normally it is necessary to give a real role to the parents in the day to day management of a school

2.4. Principles of school improvement

School improvement process is a systematic approach that follows its own principles. Luneburg and Ornstein (1991) has listed the following guiding principles that need to be followed in school improvement process Schools should employ a set of goals and missions which are easy to understand. Students achievement must be continuously checked and evaluated Schools need to help all students especially; the low achievers need to be tutored and enrichment program should be opened for high talented students, principals and staff should be actively involved in continuous capacity building to update their knowledge, information and to develop positive thinking, every teachers needs to contribute to successful implementation of school improvement program, teachers must involve actively in staff development by planning implementing it, school environment has to be safe and health, school community relationships should be strengthened so that community and parents need to involve in SIP implementation; and school leader ship should be shared among staff, students and parent.

As MoE (2006c), in School improvement program (SIP) the essentials of the school classified into four main domains, each have, three elements, those are in a constant and continuous interaction to affect the students learning outcome. Therefore it was the integration of these domains, their elements and their improvement that constitutes the SIP through which the main target that is the students learning outcome may improve.

2.5. The School Improvement Planning Process

The planning process allows schools to identify its priorities and targets over each year cycle. The school plan also describes how progress is monitored and how achievement was measured, including the evidence that has been gathered. Through planning, a school embeds into its processes and practices a capacity to meet internal and external demands. So, schools typically prioritize their strategic intentions in ways that provide the best balance between available resources (including human, physical and financial resources) and competing demands of stakeholders across the school. It was also important that schools set an achievable number of priorities, at the same time providing the school with a broad range of significant challenges for each year of the cycle (MoE, 2007).

By identifying a schools priorities and describing them in a strategic and operational context, a school community can begin to systematically map out a plan for improvement in its cycle. For each strategic priority a school must establish an intended course of action. Schools need to reflect system commitments in to their priorities. Therefore, school planning was a dynamic and systematic process, and should ensure that their processes allow planning to evolve to meet changing needs and circumstances. So that schools should establish a school improvement committee to work with the principal to develop and monitor the schools planning and improvement process.

All participants should have a positive attitude towards the process and understand that they must work as a team. Scheduling meeting times for the planning team that are acceptable to both staff and parents may be a challenge. One solution is to organize parallel processes, whereby staff meets during after school staff meetings and parents meet in the evening. The advantage of this arrangement was that it allows more parents to participate. To ensure that one group does not make decisions without hearing the views of and having a discussion with

the other group, certain teachers could volunteer or be delegated to participate in both the afterschool staff meetings and the evening parent meetings. The school improvement planning team has the task of analyzing data and information about the level of student achievement in the school, the effectiveness of the school environment, and the level of involvement of parents in their children's education. Based on their analysis, team members make decisions about areas that need to be improved (priorities). Therefore, the ultimate goals of their activity were improving the learning outcomes of students and to do this, cooperation and team spirit are essentials.

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

2.6. The participants of School Improvement Planning.

School improvement planning was essentially collaborative process that draws the whole school community together in shaping the schools future. The Ontario EIC (2000) defines school improvement planning as “a process through which schools set goals for improvement, and make decisions about how and when these goals should achieved.” According to EIC, the ultimate objective of the planning process was to improve students' achievement levels by enhancing the way curriculum is delivering, by creating a positive environment for learning and by increasing the degree to which parents are involved in their children's learning at school and in the home. Thus, a school improvement plan is a road map that sets out the changes a school needs to make to improve the level of student achievement and shows how and when these changes will be made.

School improvement plans are therefore, best designed as a three year plans: the first year is taken up with the planning process, the second year is the first year of implementation and the third year is the year in which implementation continues. Accordingly it requires the appropriate involvement of all key stakeholders. PTAs (parent and teachers association), principals, teaching staff, parents, and students, Harris (2002), has reviewed that the participation of the whole staff in improvement planning as critical. Therefore it was vital to involve in the School Improvement process all teachers and staffs of the school and

particularly, those directly impact the improvement due to the importance of their cooperation and support for the success of the School Improvement Plan. In some schools, it may be essential to invite non-teaching staff to attend meetings of the School Improvement Committee (MoE, 2011).

According to MoE, (2006c) SIP should start from planning to make decisions about areas that need to be improved through School Self-Assessment (SSA). It further expressed that for the school self-assessment (SSA) process and improvement planning to be successful; it must involve all school partners. The head teacher or principal was ultimately responsible for improvement planning, but the entire school community should be actively involved in all stages of the process: assessment, planning, implementation, monitoring, evaluation and reporting on progress.

2.6.1 School improvement committee

According to Hopkins (in Harris, 2005), school improvement groups are an essential feature of sustainable school improvement. We sometimes refer to this “as “internal change agent” or as the “cadre-group”, who fulfilled the roll of organizational development cadre in those schools. They are responsible for the day-to-day running of the project in their own schools, and for creating link between the principals and idea of school improvement and partial action. Typically, the cadre group is across hierarchical team of between four six members of the staff. Though one of this is likely to be the principals, it is important to establish groups that are genuinely representative of the range of perspectives and ideas available in the school. Cadre group members also not come together in any existing group within the school, such as the senior management team or heads of department groups, so that the problem of pooled rationalization is minimized. In terms of their school improvement work, cadre group members are involved in out of school training sessions on capacity building and teaching.

According to MoE,2011, document, with regard to the improvement of school, the school improvement committees have the following duties and responsibilities: prepare the school improvement plan; design the system where in the school community makes higher contribution for the school improvement work; design and implement a system to enable the school community participate in the school improvement planning stage through self-

evaluation; monitor closely the school improvement work and provide the necessary assistance and support; submit annual report to the school community on the school improvement works undertaken by the school and notify the local community about the status of the school based on the result of the evaluation.

2.6.2. The principal

The principal plays a prominent role in the leadership and management of planning process. Some of the responsibility is, shared with the board of management. Some aspects delegated to members of the teaching staff, through in school management structure or through the establishment of planning team. Some of these are initiation of planning process, the creation of conducive climate to the collaboration, the motivation of the staff, the establishment of the planning infrastructure, the organization of active ties and resources, the arrangement of consultation, communication and approval procedures and the management of the plans implementation and evaluation. Additionally literatures revealed that the task of creating an effective and well performing school rest with the principals. And school principals has been given authority and responsibility to encourage active cooperation with the school community and the management, (MoE, 1994).

To sum up, regarding the role of school principal Ethiopian Ministry of Education (2012) emphasizes that:

The school principal is the leading professional of the school. The major role of the school principal is providing professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work.

The researcher argues that effective practices of school principals play a great role in making school effective, Bush, (2008) as emphasizes the quality of school principal's leadership has a positive effect to improve student's achievement and to make school effective.

2.6.3. The teaching staff

The whole hearted participation of the teaching staff is crucial to the success of the planning process. Hargreaves and Hopkins, (1994), the whole staff should be actively involved, in the clarification of the schools mission, vision, and aims, in the review of the school's current situation, and in the establishment of development priorities.. It was very important to ensure that all staffs are aware of their expected role in the process and how they should be involved in it. The teaching staff should have a clear understanding as to how their contribution should be put into use, what impacts it may have on the process of self-evaluation and the improvement plan, their responsibility to provide accurate and genuine information and how they will be informed of the time table and development stage of the work. Therefore, the process should design to enable all members of staff, to participate in discussion and decision making (MoE, 2011).

2.6.4. Parents

It was important that parents are involved in the planning process. Through their representation on the board of management and through the parents association, where one has been established, parents can readily be consulted in the clarification of schools mission vision and aims the review of the schools current reality, the establishment of priorities and the development of polices on issues such as discipliner homework. So, that all parents should be kept informed of relevant outcome of planning and implementation process of school improvement program (SIP). Different studies indicate that the involvement of parents was one of the important factors contributing for the success of students at school.

According to MoE (1996:83), has also indicated the following activities as a means for parents to get school; helping children with homework, fund raising ; maintenance building and supporting of pupil's; organization functions at school helping with extracurricular and supporting school activities. Several reports on community involvement indicate that school in general and teacher and students in particular benefits a lot from the involvement of the community in the issue of schools (MoE, 2006). The students show progress in their academic performance when their parents have full participation in the education of their children. Absenteeism of students should improve, home works are done on time and they have more

positive attitude towards the school which in turn enables students to complete their study uninterruptedly and score outstanding results (MoE, 2011). Therefore, successful stakeholder of the school and school leader collaboration was important (Frew, Amsale, 2010).

2.6.5 Students

The School improvement guideline and farm work of MoE (1999,) provide for consultation with students preparation of the school plan. The review procedure may include student's questionnaire to ascertain the view of a representative sample of students on aspects of school life. Therefore students council has been established, it can be consulted in a preparation of aspects of school plan and can be invited to participate in dissemination of relevant sections of the school plan to the student body.

Studies indicate that the objective of school improvement was positive and meaningful for the actors if the educators in schools work together with students rather than by themselves. Hence, for the existence of a meaningful involvement of students, schools should design various mechanisms to enable the students provide support in the transformation of their local community, ensure the active involvement of students and empower them to different responsibilities (MoE, 2011).

2.7. Implementation of School Improvement Program

The implementation of the planned SIP would start after the approval of the SIC who believed that the plan was complete and the things to be improve and prioritize orderly and required to ensure the availability of important inputs for the provision of education to improve their result and revise the learning teaching process in order to deliver relevant and up to standard education to students (MoE, 2011).

In line with change cannot occur without the resources to support it Liberman, A (2005). By making sure that budget decisions support the school's improvement goals, principals have been demonstrate their commitment to change and send the message to everyone in the school's community that the school improvement plan drives administrative decisions. As partners in the school improvement planning process, school councils have an important role

to play. In many schools, they raise funds through community drives and are likely to decide to spend the funds they have raised in ways that support the plan's improvement goals.

Teachers are key to school improvement. The more teachers know and the more skilled they are in teaching the more successful schools may be in advancing the learning. Whether teachers know more and become more skilled depends upon the support they get from policies and contexts (Sergiovanni, 1999), Johnson, et al. (2005) described academically able teachers know the subject they teach at a depth that allows them to draw on their knowledge base presentations to their students. Thus, instructional strategies and capacities of the teacher are the major teachers' related factors that affect success of school improvement program implementation and facilitate the learning of students. Therefore professional development activities should be continuous and a part of every staff meeting.

Students feel that they are the school and that they own and makes the school. They found classrooms to be student centered and students to have a strong voice in their own learning. To them "the most critical factor in defining the classroom culture was the teacher-student relationship". At school the relationship between teachers and students were friendly open relaxed and caring (Sergiovanni, 1999).

As to MoE (2005) described that communities, parents and teachers Association are actively involved in school management, preparing annual plans and follow up of disciplinary cases. In line with MoE, (2011) identified that; school improvement could be realized through works in schools. In this regard, they establish school improvement committees to undertake this task. School improvement committees are accountable to directors of schools and have three years term of office and members of this committee are drawn from teacher, administration staff, students, parents and the community chaired by the principals of each school. In addition to these, MoE (2006d) further discussed that the expected output from the evaluation of the implementation of the program are; improvement, the appropriate attention given to the plan, the basement for the process in which changes is possible, the motivation of the school community due to the change.

2.8. Challenges of School Improvement Program

School improvement program is very complex that it might be hindered by various impediments challenge during the implementation (Fullan, 2001; 89--90). According to plan (2004), the variables (core elements) of SIP, which can affect the implementation of SIP are the plan and planning process of SIP, the participation of stakeholders, the competence and motivation of the teachers, the availability of resources, the school environment, the leadership and management practices in the school and the participation and other situations of the learners

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 resource to engage in significant change. However there are common challenges that most school improvement programs face. These are lack of schedules in schools that permit teachers to meet and work together for sustained periods of time; the demanding nature of teachers work as an increasing number of students arrive at school less “well-socialized, less prepared to deal with materials, and more frequently from family settings that are not supportive; the aging and often demoralization of teachers due to declining resources, increasing levels of bureaucratization and the rapid and frequent demands for change that come from central authorities. In addition, an organizational structure with in which teachers’ work is less autonomous and more integrated with that of other teachers affects the development of commitment to change.

In line with, the continues transfer of teachers, principals and educational administrators at the local level puts pressure on the program to continuously train new staff who may not serve in schools for long (Plan Sudan, 2006). Duffie and Balkon in Marzano (2003), also suggest that, in South Africa the initiatives of SIP was faced by lack of material resources; limited capacity of educational leaders; poor participation and lack of safe environment. Similarly, Harris (in Hopkins, 2002) has noted that the difficulty to change school management and working culture as a problem to the SIP in developing country. In supporting this, Hacelock and Huber man (as cited in Rondinelli 1990), describes 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 including Ethiopia lack the physical infrastructure and experienced skill professionals needed to assure successful results.

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

2.8.1. Lack of commitment of school leaders

Most of the school principal who are in the leading position did not get adequate educational training leadership. Even those who are trained also are not effective in leading the schools. Due to this reason they lack the ability to design vision and coordinate the school community so as to lead for the attainment of the goals (MOE, 2007). According to (Conzemius and O'Neill, 2002) the only way to continuously improve is to continuously come up with new and better ideas than can shown to produce better results.

In one of several recent studies identifying school leadership as a key factor in schools that outperform others with similar students, researchers found that achievement levels were higher in schools where principals undertake and lead a school reform process; act as managers of school improvement; cultivate the schools vision; and make use of student data to support instructional practices and to provide assistance to struggling student data to support instructional practices and to provide assistance to struggling students (Kirst, Haertel, Williams, 2005).

2.8.2. Lack of stakeholders participation

Schools needs participation of all stakeholder which include parents, teachers, other workers of schools, students, the community as a whole, SIC, the PTA, NGOs and local authorities in school plan (strategic and annual plan), but most of the time school plan is prepared by school principals. Therefore, the school mission and vision is not visible to all stakeholders and the

intended student's outcome and ethical centered activities are not achieved without participation of stakeholder (MOE, 2007). Leithwood and Jantzi (2005) review suggests that the most critical areas of focus include: setting direction, by developing a consensus around vision, goals, and direction; helping individual teachers, through support, modeling, and supervision; redesigning the organization to foster collaboration and engage families and community; and managing the organization by strategically resources and support. A review by Waters, Marzano, and McNulty (2003) adds to this list the development of collective teacher capacity and engagement. It is therefore, important to involve these groups from the planning through the implementation up to the evaluation of the program (MoE, 2006d).

2.8.3. Lack of conducive environment in school

The school environment was one of the four main domains of the school improvement program, which would play a great role in the realization of the objectives of SIP. If the school environment was safe, healthy, sound and effective the students able to learn more and the effectiveness of implementation of SIP can positively influenced.

According to MoE, (2006c) the school environment which is facilitated by essential inputs such as library, clean toilets, attractive classrooms etc create a conducive atmosphere for learning to be improved. So, schools should be conducive for all students (male and female) ethical improvement and academic achievement. Therefore, schools should be prepared based on the needs and interest of students secured their school environment (MOE, 2007).

2.8.4. Lack of educational input

The real challenge in resource-starved environment was determine what the local community and society in general want from schools and then determine the most cost-effective inputs to create such effective schools (Chetty, 1992; Prew and Sabela, 1998). In Ethiopia, besides the commitment of the country to improve access of education, the school improvement program has launched aiming at improving the quality of education through enhancing student learning achievement and outcomes (MoE, 2009). Hence, student achievement was a reason for any educational change.

According to MoE, (2011) which was facilitated by essential inputs such as;(human and material facilities), adequate classrooms, learning and teaching books, reference books library,

laboratory equipment and chemicals, sport articles and playgrounds, plasma TV, ICT center and the like considering the students with special needs. Unfortunately, because of the process of translating policy in to practice was so difficult to achieve. That was why; the implementing of school improvement program face challenges in various dimensions. Therefore, it was clear that school facilities can enhance or affect students' learning. This in turn, would make school facilities to affect school improvement program implementation.

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3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with research design, source of data, population and sample of the study, sampling techniques, data collection tools, and data analysis methods.

3.1. Description of the study area

The Harari People Regional State is one of the nine Regional states of the Federal Democratic Republic of Ethiopia (FDREPC, 2007). Geographically, Harari Regional State is located in the Eastern part of Ethiopia. It is 525 km from the capital city of Ethiopia, Addis Ababa. And the regional education office found on 25km from the Haramaya University main campus to collect the data. Harari Peoples` Regional State divided in six urban and three rural administrative districts (woreda). These administrative woredas are further divided into 19 sub-kebeles (in urban) and 17 sub-kebeles (in rural) and government secondary schools of the region are found there.

3.2. Research Design

The descriptive survey design was employed in this study on the ground that it was found to be helpful able and relevant information from a variety of groups on the actual implementation of the issue under investigation. According to Leedy and Ormrod (2005), descriptive survey involves acquiring information about one or more groups of people perhaps about their characteristics, opinions, attitudes or previous experience -by asking those questions and tabulating their answer. Therefore, the descriptive survey method was employed in this study for its importance to gather adequate and relevant data on the actual implementation of SIP in the area under investigation. In line with Parkash (2005) describes that survey research important to collect existing phenomena within the intent of employing the data to justify current conditions and practice.

3.3. Sources of Data

In this study data will gathered from different respondents who have adequate information about school improvement program implementation in secondary schools in Harari Region. The data has been generating from both primary and secondary source of data.

3.3.1. Primary Data

Primary data has been collected from selected secondary school teachers, school principals and vice principals, secondary School supervisors, students and from the members of school improvement committees and the PTAs.

3.3.2. Secondary Data

The secondary source of data was based on school improvement related documents like school strategic plan, report documents, school improvement manuals, school improvement program guidelines, laboratories, library, minutes and ICT centers through interviews.

3.3.3 Population, Sample size and Sampling Techniques

The researcher has conducted the study in four selected government schools (Hamaressa secondary, Abadir secondary, Harar secondary and Shakib secondary schools) of Harari regional state. The subject of the study was grade nine and ten teachers, students, school supervisors, principals, vice principals, school improvement committee, and PTAs, from four selected schools. Due to the fact that the number of the respondents in each school was not uniform various sampling techniques were employed as follows. Since each secondary school has two principals (8), supervisors one per school (4), 7 members school improvement committee members 7 per school (28), and one PTA from each school (4) available sampling technique has been used to include all as a sample. Second, the teachers have been selected as follows; there were about 178 teachers in the four secondary schools, hopping that large sample size provides reliable data, the researcher determined to take 50% of these as a sample. Concerning the sample size of each school, simple random sampling was employed to select sample teachers and 90 teachers were chosen. And regarding the student there were about 3957 students in the 73 sections ranging from 50—60 students in each class, the researchers purposively selects two students as class representatives from each section, total of 146 students for the sample.

Table 1: The Summary of the population and the samples taken

school	Teachers			Supervisors			Principal & Vic. p			SIP committee			PTAs			Students	
	P	S	%	P	S	%	P	S	%	P	S	%	P	S	%	P	S
Hamaresa	23	12	50	1	1	100	2	2	10	7	7	100	1	1	100	372	14
Abadir	31	16	50	1	1	100	2	2	100	7	7	100	1	1	100	835	28
Harar	94	47	50	1	1	100	2	2	100	7	7	100	1	1	100	2119	82
Shakib	30	15	50	1	1	100	2	2	100	7	7	100	1	1	100	632	22
Total	178	90	50	4	4	100	8	8	100	28	28	100	4	4	100	3957	146
Sampling technique	Simple random sampling			Available sampling			Available sampling			Available sampling			Available sample			Purposive sampling	

(*p*=population, *S* = sample)

3.4. Instruments of data collection

To secure reliable and adequate information, selecting of appropriate data collecting instrument is essential. Therefore, this study was mainly employed questionnaires, interview, focus group discussion, document analysis, and observation checklists.

3.4.1. Questionnaire

This study used questionnaires for teachers and students. The questionnaires are included 3 open ended and 47 close ended items for teachers, and 2 open ended 32 close ended items for students, which are basically aimed at exploring the implementation of school improvement program. The close ended items were formulated in five point liker scale (strongly disagree =1, Disagree=2, Undecided=3, Agree=4, and Strongly agree=5) and open-ended items were provided for the respondents to freely express their ideas. The questionnaires had two categories: the respondents' personal characteristics and items relevant to the School Improvement Program. Before collecting the final data, pilot testing was conducted at Aw-Abdal secondary school. After the pilot testing, some modifications and clarifications were made on the data gathering tools.

3.4.2. Interview

Interview was used to collect primary data about the implementation of SIP which was helped to confirm the result obtained through the questionnaire and observation. The type of interview was semi-structured schedule will be prepared on issues related to the practice and challenges on implementing school improvement Programme. For this purpose, interview guides was prepared for principals, PTA, deputy directors and supervisors. Questions for interview was prepared in English but translated in to Amharic during the interview to obtain the necessary in depth information and avoid communication barriers

3.4.3 Focus Group Discussion (FGD)

Focus group discussion has special importance to the study. Since; it is suitable to gather qualitative data that goes in step further than interview. For this study, it found appropriate to generate in depth information from community and teachers who are members of SI committee. This tool is used to explore the level of stakeholder's awareness on school improvement program, practices and challenges. The participants of the focus group

discussion were 7 members of SIC in each secondary school, totally 28 from the four sample schools.

3.4.4. Document review

Observation was made to check the availability of learning environment, school documents and learning facilities. The intention was made to get factual information about physical environment of the school such as buildings, classroom, facilities and educational materials.

3.5. Procedures of data collection

The researcher used the letter she received from Haramaya University postgraduate directorate to approach the schools' authorities to gain permission to do the study. Then the questionnaires were distributed to the respondents with brief orientation about the purpose of the study. Interview was also conducted by adjusting the convenient time for the respondent to guarantee the meaningfulness of the information obtained from the respondents.

3.6. Methods of Data Analysis

Both qualitative and quantitative data analysis method has been used. Descriptive and inferential statistics (frequency, percentage, mean, standard deviations and t-test of significance at $\alpha=0.05$) was employed to analyze it in the statistical packages for social science (SPSS) of version 16 analysis.

The quantitative data was entered into SPSS following every necessary step and the results have been recorded and organized in terms of tables. Data obtained from school teachers and students were analyzed and interpreted with the help of descriptive statistics like frequency, percentage, mean and standard deviation. The t-test was used to check for significant differences between response of respondents about practice and problems of SIP implementation process. The reason to select this statistical tool was believed to be the most suitable measure to state SIP implementation and major challenges in the schools.

Furthermore, in order to analyze data obtained from school principals, vice-principals, secondary school supervisors, PTAs and school improvement committee (SIC), gained through interview, focus group discussions (FGD) and document review were triangulated with qualitative data to enrich the analysis and interpretation of the study.

3.7. Ethical considerations

Creswell (2003) noted that to make the research process professional as the researcher anticipates data collectors, he should also have respect for the participants and sites for the research. In the study, the researcher made the purpose of the study clear in the introduction part of the questionnaires and interview guide to the respondents, and confirmed that their confidentiality was protected. In addition to this, they were informed that their participation in the study would be based on their consent. The research would not personalize any of the respondent's response during data presentations analysis and interpretation.

4. RESULTS AND DISCUSSION

.This chapter is divided in to two parts. The first part presents the characteristics of the sample population involved in the study. Thus, the profile of the study group was discussed in terms of sex, age, educational qualification and service year of experience in education. The second part deals with the analysis of the data in order to propose the main findings in line with answering the research questions

4.1. Demographic Characteristics of the Respondents

In the following section, the researcher gave a general demographic characterization of the respondents that participated in this study. From one hundred seventy eight teachers, all the 90 selected sample teachers were filled and returned the questioner, From the 146 sample students 100% of them, all the 28(100%) school improvement committee members, all the eight principals, all 4 supervisors and four (4) PTSA representatives from Government Secondary Schools of Harari regional state has responded.

Table 2: Characteristics of the respondents

Variable		Teacher		Principals		Supervisors		SIP committee		PTA		Students	
		N	%	N	%	N	%	N	%	N	%	N	%
Sex distribution	Male	57	63.3	7	87.5	4	100	16	57.1	4	100	71	50.7
	Female	33	36.7	1	12.5			12	42.9			68	48.6
	Total	90	100	8	100	4	100	28	100	4	100	139	100
Age in years	Less than 17	0	0									62	43
	18—20	0	0									77	55
	21—30	32	36%	5	63			7	25%				
	31—40	23	26%	2	38	3	75	12	43%				
	41—50	17	19%			1	25	6	21%	3	75		
	50 + years	17	19%					3	11%	1	25		
	Total	89	100	7	100	4	100	28	100	4	100	139	100
Educational qualification	Diploma	3	3.37	--	--								
	1 st degree	83	93.2	8	100	2	50	28	100				
	2 nd degree	3	3.37			2	50						
	Total	89	100		100	4	100	28	100				
Work experience in years	Less than 5	10	11%	--	--	--	--	3	11%				
	6---10	22	25%	4	50	--	--	3	11%				
	11-----20	19	21%	4	50	4	100	16	57%				
	21-----30	27	30%	--	--	--	--	4	14%				
	above 30	11	12%	--	--	--	--	2	7%				
	Total	89	100	8	100	4	100	28	100				

As it is shown in table 2, among 90 secondary school teachers only 33.3% of them are female, whereas 42.9% of school improvement committee members and 48.9% of responded students are female. Contrary to this, only 12.5% of the principals and none of the supervisors and PTA members are female. This indicates that the females' participation in PTA and educational leadership like supervision and principalship is relatively very low. Moreover; this implies that need of making the secondary education more gender sensitive and making efforts in attracting females to leadership position.

In reference with the age of the respondents; all of the school PTSA committee members are above the age of 40 and only a quarter of them are above 50 years. In regard, to the teachers, over half of them (53%) are in the range of age above 40 years. This can be inferred that the secondary school teachers of the region's school are having sufficient experience of teaching and shouldering responsibility to execute school improvement. And, 75% of SIP committee members are above 30 years old, which implies that the committee embraces teachers in all age ranges from 21 to 50 and above in relatively appropriate proportion, even though it doesn't involve the representatives from students.

As shown in the same table, 63% of the principal were below 30 years of age even the rest are below 40 years, and 75% of the supervisors are below 40 years of age. Therefore it is possible to assume that the principals are young and energetic but with less than satisfactory teaching and leadership experience to lead school improvement program and share good practices serving as strategy of alleviating problems through the practicing of their experience's.

Regarding the educational background of the respondents, as it is shown on table 2, the majority of teachers (93.2%) and all principals (100%) of the educational officials were degree holders while only 3.37% are second degree graduates. According to teachers development guideline of 2007 (MOE, 2007) the proper educational level of standard to teachers in first cycle secondary schools (9-10) is holding first degree from university. All school improvement committee members have first degree in the respective field they teach. This result offers vital evidence as to how the government make endeavor in improving the qualification of teachers, supervisors and principals to ascertain the capacity of the professionals in raising teaching and learning process as well as implementing the school improvement program aiming at betterment of students achievement.

Regarding to parents with in the school improvement committee, although the data showed that the majority of them were within primary school and few diploma graduates, it could be said that they acquired minimum reading and writing ability and long years of experiences acquired in the society were believed to be supportive.

As far as the work experiences of the respondents were concerned, Majority of (62%) the teachers, 50% of principals, 100% of supervisors and 78% of SIP committee members have more than 10 years of job experience. It can, therefore, be assumed that the respondents have long years of experience that make them eligible to responsibly provide responses and relevant information for issue under study

4.2. Perceptions of Teachers toward the School Improvement Program

Table 3. Teacher's response on perception of teacher toward school improvement program

Item	Respondent	N	SA		A		UN		D		SDA		X	SD	t value	P value
			F	%	F	%	F	%	F	%	F	%				
I feel I am well equipped with knowledge and skills required to implement SIP	T	90	13	14.4	15	16.7	20	22.2	22	12.7	20	22.2	2.7	1.36	12.7	0.00
I am convinced that SIP is necessary to improve the school	T	90	45	51.1	21	23.3	8	8.8	9	7.6	7	7.7	4.03	1.28	7.6	0.00
I believe that SIP improves student achievement	T	90	39	43.3	29	32.2	9	10	5	7.23	8	8.9	3.96	1.24	7.23	0.00
As student of this school I have enough information on school improvement program.	S	139	13	9.3	48	34.5	37	26.4	30	21.4	11	7.8	3.16	1.11	0.08 2	1.679

(S=students, T=teachers)

As it is indicated in table 3, the teachers were asked the extent to which they are equipped with knowledge and skills required to implement SIP, and 28 (31%) agreed while 44(46.6%) disagreed and about 22% were not certain. On the other hand the mean value and standard deviation ($x=2.7$ and $SD =1.36$), is within the range of undecided. Therefore the respondents perceive themselves were not sure on whether they are equipped with the knowledge and skills of school improvement. In relation with this, as it is shown on table 4, the students of secondary schools of Harari region have been asked whether they have enough information on school improvement program. 62(44.5%) of students agreed, and 41(29%) of the disagreed, while only 37(26.4%) were undecided. The mean value which is 3.36 also depicts the students were moderate in the information they have on school improvement program. Data from both the teachers as well as students exposed the insufficiency of awareness creation and capacity building trainings given to the stakeholders including teachers and students.

With regard the second item of table 3, the teacher respondents were asked to show their agreement level on whether they believe that SIP is necessary to improve the school and 67(74.4%) of teachers agreed , 16(17.1%) disagreed and 8(8.8%) were undecided. Likewise the teachers responded were requested to express the degree to which they believe that SIP improves student achievement. Accordingly 68(75.5%) of teachers agreed, 12(13.3%) disagreed and 9 (10%) were undecided. The table is quite revealing in both ways teachers has developed strong trust in school improvement program in bringing positive change in both the school and students achievements. Since changes begin with conviction the trust developed in the teachers of secondary schools of the region is an opportunity that may contribute to the strengthening of SIP implementation.

Table 4. Teachers and students response on SIP planning

Item	Type of resp	N	SA		A		UN		D		SDA		X	SD	t valu	P valu
			f	%	f	%	f	%	f	%	f	%				
The school leaders have set clear goals, vision and mission in related to SIP	Teachers	90	18	20	26	28.90	27	30.0	8	8.9	11	12	3.36	1.248	2.703	0.01
	Students	139	34	24.5	47	34	20	14.4	19	13.7	19	13.7	3.42	1.356	3.628	0
Three year strategic plan of the school was prepared based on self-evaluation.	Teachers	90	17	18.9	22	24.4	31	34.4	14	15.6	6	6.7	3.33	1.151	2.746	.007
	Students	139	10	7.2	27	19.4	55	39.6	35	25	12	9.6	2.91	1.039	0.980	.329
Teachers/students/were actively involved in SIP planning.	Teachers	90	10	11	20	22.2	29	32	18	20	13	14.4	2.90	1.171	0.183	.86
	Students	139	16	11	56	40	23	16.4	33	23.6	11	7.8	3.24	1.171	2.391	.018
Approved SIP plan was communicated to stakeholders implementation	Teachers	90	7	7.8	10	11.1	21	23.3	34	37.8	18	20	2.49	1.164	4.167	0.069
Best practices were identified and included preparation of SIP	Teachers	90	5	3.3	13	14.4	19	21.1	33	36.7	20	22.2	2.44	1.153	4.573	0.00

In the first item of table 8 and , both the teachers and students were asked to rate on efforts made by the school leadership on setting clear goal, vision and mission in relation to School Improvement Program. Therefore 44(48.9%) of the teachers and 81(58.5%) respondents agreed, 19 (20.9%) of teachers and 38(27.4%) of students disagreed. Besides the mean value of teachers and student responses were 3.36 and 3.42 respectively reveals the uncertainty of the respondents. Therefore, it can be deduced that there is an effort made by school leadership in setting goals and developing vision and mission in some schools and, yet this is not realized in most secondary schools of Harari regional state. The focus group discussion made with school improvement committee result also exposed that the formulation of goal and vision was not realized jointly by involving teachers, students and parents.

The second item of table 8, is whether the respective schools of both type of respondents prepares 3 years school strategic plan based up on the self-evaluation. Consequently 39(43.3%) teachers and 27(26.6%) students agreed, 20(22.3%) of teachers and 47(34.6%) of students disagreed while 31(34.4%) teachers and 55(39.6%) students were undecided, presence of the self-evaluation for plan preparation. The mean score of the teacher response is found to be 3.33 while that of students' is 2.91 which is much less than the former but within the range of the moderate. Therefore, it can be assumed that the teachers were more aware of the self-evaluation of schools than students and even the self-evaluation process might have been conducted not in all but in some of the schools selected as a sample.

In regard to active participation of teachers and students in SIP planning process, 30(33%) of teachers and 72(51%) students agreed, while 31(34.4%) teachers and 44(31.4%) of students disagreed. The mean value of teacher and student responses is 2.9 and 3.24 respectively. These indicate that the teachers and student participation in SIP planning is undecided or moderate. Active involvement of stakeholders in SIP planning process contributes to sense of shared responsibility and team sprite. In relation to this, Amare (2006) note that the school improvement planning process can be a valuable mechanism for creating collaboration within the school and developing a sense of shared purpose and collective reflection. As it can be seen on table 8, item 4 on the communication of approved SIP plan to stakeholders, 17(19%) of teachers agreed while 55(60%) disagreed. The mean value and standard deviation ($X=2.49$

and $SD=1.164$) of the response also reaffirmed that the low performance of the school in communicating approved plan to the stakeholders.

As it is presented in the last item of table 4, the teachers were asked whether there is effort made to identify best practices and using them as strategy in school improvement plan 18(17.7%) of teachers agreed, 53 (59%) disagreed, while 19(21.1%) undecided. The mean of the responses 2.44 revealed the disagreement of the respondents. Thus it is possible to deduce that the practice of identifying and scaling up of best practices in secondary schools of the region is very poor.

4.3 The Implementation of SIP Domains

Table 5. Students and teachers response on teaching learning domain.

Item	responde	N	SA		A		UN		D		SDA		X	SD	t value	P valu
			f	%	f	%	f	%	f	%	f	%				
Teachers identify students individual learning needs and organize the learning accordingly.	Tea	90	10	12.2	11	12.2	16	18	28	31	25	29	2.48	1.317	-3.761	.000
	Stu	139	19	14	30	21	25	17.8	41	29.3	25	18	2.83	1.32	-1.538	.126
Student-centered method of teaching is being practiced in the school	Teac	90	4	4.4	17	19	22	24.4	25	27.8	22	24.4	2.51	1.183	-3.922	.000
	Stud	139	22	15.8	19	13.7	11	7.9	46	33	41	30	2.53	1.441	-3.83	.000
There is continuous professional development program implemented in the school.	Teac	90	14	15.6	9	10	17	18.9	29	32.2	21	23.3	2.62	1.362	-2.631	.010
Teachers evaluate students' performance through continuous assessment	Teac her	90	8	8.9	14	15.6	18	20	21	23.3	29	32.2	2.46	1.325	-3.897	.000
Students' achievement is usually checked and used for further planning	Teac her	90	10	11.1	10	11.1	23	25.6	22	24.4	25	27.8	2.53	1.299	-3.383	0.001
Tutorial support is given to the students by the teachers	Teac her	90	17	18.9	23	25.5	28	31.1	11	12.2	11	12.2	3.27	1.252	2.020	0.046
The school ensures that teachers teach on the basis of their annual plan and daily lesson plans	Teac her	90	30	33.3	24	26.6	14	15.6	12	13.3	10	11	3.58	1.366	4.014	0
The implementation of SIP in the school has improved students achievement.	Teac her	90	8	8.9	24	26.7	33	36.7	17	18.9	8	9	3.08	1.08	0.68	0.498

The first item of table 5, was whether teachers identify students individual learning needs and organize the learning accordingly. Both teachers and students were requested to express their level of agreement to the item and 21(24.%) of teachers and 49(35%) of students agreed while 53(60%) of teachers and 66(47.3%) students disagreed. The mean of teacher and students are 2.48 and 2.83 respectively. Therefore, there is good practice of individual student need identification and supporting.

David Miliband, the former UK shadow prime minister in his 2004 speech to the North of England Conference, described personalized learning as:

high expectations of every child, given practical form by high-quality teaching based on a sound knowledge and understanding of each child's needs. It is not individualized learning where pupils sit alone. Nor is it pupils left to their own devices – which too often reinforces low aspirations. It means shaping teaching around the way different youngsters learn; it means taking the care to nurture the unique talents of every pupil.

Therefore, as a teacher building such personalized learning begins with knowing the pupils, creating suitable condition and support to teach in the way he or she achieve better.

However, the participants of FGD agreed that teachers do not have the knowledge and skills of personalizing their lesson and beside that the tight, centrally broadcasted plasma program doesn't give a chance for few teachers who may attempt to identify the students leaning need and shape teaching learning process in the way it suit the leaner.

Hence, from the data and the view of the FCD participants it is possible to conclude that the teacher to acknowledge and identify the individual leaning need of students and delivering the curriculum accordingly is indeed very low.

As it is shown on table 5, the teacher and students were asked to rate, whether student-centered method of teaching is being practiced in the schools. Accordingly among the teacher respondents 21(23.4%) agreed, 47(52%) disagreed while about 24% of the respondents were undecided. Among the students 41(29.3%) agreed, 87(63%) disagreed. Moreover the mean value of the teacher and student respondents is 2.51 and 2.52 respectively. Though both means are in the undecided range, the majority of teachers disagreed. Therefore it is possible to arrive

at conclusion student centered methodology is not common practices exercised in most secondary school of the region.

The respondents were asked if there is continues professional development program in their respective schools. The mean score and standard deviation ($X=2.62$ and $SD=1.362$) expressed that continuous professional development is not accomplished in all secondary schools at standardized pace or only exists in some of them.

British council sponsored study on the title the problem of education quality in Harari region, the CPD was expressed as follows;

The teachers and school principals were asked what they think about the role of the school-based CPD in their professional growth. A group of FGD participants from a secondary school said, "If at all there is anybody who does CPD, she/he is doing it because the principals want them does it. Otherwise, there is no means to think that CPD has anything useful for the teacher." Similarly, one of the secondary school principals also stated, "No teacher does the CPD out of a genuine concern for self-improvement. In the first place, they don't know what they have to do." Based on these representative responses, it is possible to conclude that there are no strong in-service professional development opportunities for the teachers.

The FGD with schools SIP committee also reveals that teachers have no positive attitude toward continuous professional development (CPD) and consider it as a system laid down to keep the teachers busy. So the academic staff is doing the CPD not believing that it contributes to the development of their capacity rather it is an obligation valued in the performance evaluation of the staff. The discussant also exposed that the CPD conducted in the schools these days is very repetitive, boring and based on identifying 3 problems of schools and developing module of proposed solution. They said that they have been doing this for the last ten years but gained nothing.

With regard to item 4 of table 5, the teachers asked to indicate the level of their agreement, the extent to which teachers evaluate students' performance through continuous assessments. From the total respondents 22(24.5%) agreed, 49(54.3%) disagreed while 18(20%) were undecided.

The mean score of 2.46 is in the range of disagreement. The FGD also expressed that there are some efforts made by some teachers to give what they call serial tests by two weeks and sometime monthly. However, since most of the classroom period is occupied by the plasma lesson and the teachers are led by the instruction given by plasma teacher, they used to let the students work class room activities told by the plasma. It is assumed practicing formative type of continuous assessment for learning impossible at existing condition. Therefore, it is possible to conclude that in the secondary schools under this study continuous assessment is poorly executed.

In relation to this the respondents have rated whether teachers usually check students' achievement and use for further planning. As it is shown on table 6, 20(22.2%) teachers agreed, while 47(52%) were disagreed. Beside this the mean and standard deviation ($X=2.53$ and $SD=1.23$) also revealed moderate performance of this practice. The interview made with principals and supervisors described that though it is not usual there is frequent checking of students with tests, however, except very few teachers, most do not analyze the result and use it for further remedial action. In this regard, it should be understood that continuous checking of achievement is considered as an integral part of the learning process. In line with this Harris, 1996 (as cited in BEN-E, 2010) reflects that, ongoing assessment of student performance can provide teachers with the information they need to improve student learning. Therefore, the above data and the interview imply inadequate performance of the schools in continuously assessing and using the result of the students achievement for further planning.

As it is shown on table 5, the respondents were requested to rate school tutorial support given to the students by the teachers. Among respondents 40(44.3%) agreed, 22(24.4%) disagreed while 28(31%) were undecided. Besides this, the mean score 3.38 also confirms the presence of school tutorial program in these secondary schools at moderate level. The FGD made with SIP committee reveals two important points, the first was that, though different teachers call students for Saturday and Sunday tutorial programs, most of students don't come and attend, the second is tutorial programs are not given by identifying the support needing students with different teaching approach. The latter is believed to discourage the attendance of the program by the students. Therefore, it is possible to conclude that the school tutorial programs are not

designed in a way that least performing students learn what they haven't in the normal classroom condition and it isn't scheduled and given by all teachers.

The respondents were asked whether schools ensure that teachers teach on the basis of their annual plan and daily lesson plan. As it is depicted on item 7 of table 5, with the mean score of 3.58 they expressed their agreement. Thus, it is possible to infer that schools have mechanisms by which they confirm that teachers deliver the lesson based up on the daily and long range lesson plans.

Concerning item 8 of same table, the respondents were asked if the implementation of SIP in their schools has improved students achievements. From the total respondents 32(35.6%) of teachers agreed, 25(28%) disagreed whereas 33(36.7%) were undecided. The mean score of the response 3.2 is with in undecided range. On the other hand, the FGD made with SIP committee, in regard to improvement of students achievement.it has been said that in the last 7 years since SIP starts to be implemented in these schools. Even though it was not up to schools goal, there has been progress in students' achievement especially in general secondary school leaving certificate examination of grade 10. The principals also supported this by displaying the proportion of students scored above 2 point and those registered above the cutting point to pass to preparatory school in the last five years. Though, this is true for most schools still in some of sample schools the uncertainty in achievement as per their efforts to implement SIP is there. Therefore, it can be said that the respondents' opinion wasn't certain on progress of students' achievement emanated by implementation of school improvement program.

Table 6. Students' response on teaching learning Domain

Item	N	SA		A		UD		D		SDA		X	SD	t value	P-value
		f	%	f	%	f	%	f	%	f	%				
Teachers continually describe the nature of high achievement and articulate these expectations to student	139	20	14	49	35	25	17.9	25	17.9	20	14.3	3.17	1.291	1.577	.117
Students' involvement in learning situations and opportunities outside classroom are positive.	139	18	12.9	26	18.7	22	15.8	38	27	35	25.2	2.67	1.375	-2.838	0.005
Students are involved in assessment of their own learning; they reflect on and evaluate their learning and set goals for future learn	139	20	14.3	20	14.3	29	20.7	42	30	29	20.7	2.71	1.332	1.904	0.059
Classroom programs link to real life, practical experiences and provide frequent opportunities hands-on, concrete application of learning experiences.	139	14	10	15	10.8	24	17.3	48	35	38	27	2.42	1.27	-5.39	.000

Regarding the first item of table 6 the student respondents were asked to express the degree of their agreement whether teachers continually describe the nature of high achievement and articulate these expectations to students. Accordingly among the student respondents 69(49%) agreed, while 45(32.2%) disagreed. The mean score of the response was 3.17 which is moderate. According to Fullan, “We can act our way to new beliefs” (Saphier, 2005,). High-expectations students will be led to achieve at high levels, while low-expectations students will not gain as much as they could have”. Therefore, it is possible to infer the presence of moderate effort in by teachers to inculcate higher expectation in the students. Increasing student learning requires that students as well as their teachers believe in their ability to learn to high academic standards. Changing beliefs often begins with changing actions.

As indicated on the second item of the same table, the students were requested to rate, Students’ involvement in learning situations and opportunities outside the classroom are positive. From the total 139 respondents, 44(32%) of students agreed whereas 73(52.2%) were disagreed. The mean score of the response was 2.67 which are undecided. Out of classroom leaning enables students create link between what they learn in classroom with the outside world. In relation with this Charlotte (2003) stated out of school (out of class) activities as follows.

These include outside speakers as well as settings for out-of-school learning, such as museums, factories, community agencies and services, and zoos. Learning can be greatly enhanced by excursions beyond the school’s doors and enriched by visits from outside experts.

As majority of student indicated, in the high school of Harari region the practice of out of classroom (out of school) learning is negligible. Opportunities to learn from out of school establishments is not encouraged and facilitated by the principals in the schools.

As it is indicated in the third item of table 6, the students were asked to express the level of their agreement towards, Students involvement in assessment of their own learning; their reflection and evaluation of their learning and setting goals for future learning. Consequently, 40(28.6%) students agreed, 71 (51%) disagreed and 29(20%) were undecided. The mean score of this response is 2.71 which are undecided. Based up on the disagreement of majority (51%) of respondents and low mean score, it is possible to conclude that self-assessment and habit of reflection of students in secondary school was low.

In the fourth item of table 6, students were requested to rate the extent to which Classroom programs link to real life, practical experiences and provide frequent opportunities for hands-on, concrete application of learning experiences. Among 139 students 29(20.8%) agreed and 86(62%) disagreed, 24(17.1%) were undecided. The mean value 2.41 of the responses also depicts the disagreement of the response. The interview of principals and supervisors on attempt made by teachers to classroom learning with real life, -

“Actually the plasma lesson tries to link the lesson with the real life in TV display. However regarding the effort made by teachers, it is almost none; there is a little endeavor by civics teachers. They rarely take students to courts, museums and market .even this is not frequent because of large student number its management is problematic. The science lesson is not fully supported by laboratory experiment due to teachers lack of experience, shortage some chemicals and equipment, and lab technician.”

Both the statistical data and interview exposes that the trend of supporting classroom learning with practical experiences and concrete applications is very low in the secondary schools under study.

Table 7. Teacher's response on safe and supportive learning environment

Item	N	SA		A		UN		D		SD		Mean	SD
		f	%	f	%	f	%	f	%	F	%		
The school promotes a culture of high expectation for all staff members believe that all students can achieve their potential	90	12	13.3	21	23.3	24	26.7	24	26.7	9	10	3.03	1.203
School environment is safe, suitable, and supportive for students.	90	27	30.3	29	32.2	17	19	14	15.6	3	3.3	3.70	1.156
The classrooms are convenient for teaching learning.	90	18	20	30	33.3	20	22.2	15	16.7	7	7.8	3.41	1.208
Appropriate resources are made available for SIP implementation	90	10	11.1	11	12.2	32	35.6	22	24.4	15	16.7	2.77	1.2
The school allocates appropriate materials to create suitable learning environment for students with special need.	90	9	10	12	13.3	18	20	28	31.1	23	25.6	2.51	1.283
Laboratory service is provided for the students	90	6	6.7	14	15.6	18	20	29	32.2	23	25.6	2.46	1.219
The school has library with reference materials.	90	8	8.9	11	12.2	25	27.8	25	27.8	21	23.3	2.56	1.228
The school library offers appropriate services for both teachers and students.	90	6	6.67	10	11	27	30	23	25.6	24	26.7	2.46	1.191
The school grant fund is utilized by school directly for activities that raises the student achievement.	90	10	11.1	13	14.4	29	32.2	20	22.2	18	20	2.74	1.25

As presented in item one of table 7, the teacher respondents were asked to rate the extent to which their school promotes a culture of high expectation for all staff members, believe that all students can achieve their potential. Subsequently 33(36.6%) and, 33 (36.6%) of teachers agreed and disagreed respectively. The mean value and standard deviation ($x=3.03$ and $SD = 1.203$) indicates uncertainty of the teachers respondents. This implies the existence of moderate level of attempt made by secondary schools to promote culture of high expectation in their staff members. Inculcating high expectation in the staff members is believed to have positive impact on students learning. Because the result of high expectation can be harvested when it passes to students whose achievement is measured as criteria for the success of the school. Therefore the leadership and teaching staff is expected to communicate high expectation for student performance, and let them believe that they can achieve better , no one fail.

With regard to item 2 of table 7 the teachers were asked whether the school environment is safe, supportive and suitable for students. Accordingly 56(62%) of teachers agreed, while only 17(19%) were disagreed. The mean value and standard deviation ($x=3.7$ and $SD= 1.16$) also confirmed the agreement of the respondents. Regarding the item on the class room conveniences for teaching learning situations, the majority of respondents 48(53%) confirmed their agreement while 22(24.5%) disagreed. The researcher has visited and tried to evaluate the four sample schools. According to his observation the schools are established at safe area, far from activities that may disturb the teaching learning process, they have fence, the buildings are modern clean and attractive, the compounds are large and green, the walls of building decorated with informative pictures, and all have broad band internet service. The classrooms are also have plasma television and sufficient number desks. In some of these schools the classroom was not properly cleaned and some of the desks were smaller for teenagers of grade 9 and 10.G. Shannon, (2007) defined safe and supportive learning environment as school culture characterized by reasonable expectations for behavior, consistent and fair application of rules and regulation and caring responsive relationships among adults and students. Classrooms are warm and inviting learning activities are purposeful, engaging, and significant. Students are encouraged to “take risks” in their learning and are supported as they learn increasingly rigorous content and apply their knowledge in “real world” contexts. This section presents the analysis of data collected on safe and

supportive leaning environment. Generally, it is conceivable to say that the school environment is at acceptable status in its suitability and safety for learning of the students.

With regard to item 3 of table 7 the teachers were asked to rate whether the appropriate resource are made available for SIP implementation, 21(23.3%) of teachers agreed, and about a third (32.2%) were undecided. The mean score of the response (2.74) also reveals the uncertainty of the response given.

Regarding financial and resource allocation, the principals were asked their view. The principals have said that the schools have two kinds of funds. The first is school grant fund which is directly sent from MOE to the regional finance and development bureau and then transferred to our account. The school tries to allocate this small budget to all activities the school demands. The second is block grant budget allotted by regional education bureau, every year we are told that about 200 birr per student is budget for every school but the materials received by schools don't cost that much.. By the financial regulation of the region this budget is not transferred to school account, rather the schools assesses the yearly material need of the school and send to bureau so that the REB procure and supply us the material. The principals blamed the REB that the material supply and request mostly don't related. What are delivered is different from what were requested more over the materials are delivered mostly at the end of second semester. Therefore, they asserted that they have problems in availing resources.

On the bases of the above responses, it can be said that the allocation of resource required for execution of SIP plan was insufficient and not properly managed.

The fives item of table 7 is about schools allocation budget and material resources to create suitable learning environment for special need students. Subsequently from the teacher respondents 21(13.3%) agreed, 51(57%) disagreed and about a quarter of the sample were undecided. The mean and standard deviation ($\bar{x}=2.51$ and $SD=1.026$) was also below midpoint for the issue raised under this item.

The supervisors were asked on the attempt made by school to assign budget for resources used by special need students. They directly revealed that, there is no trend of allocating budget for special need children material necessity procurement. However the regional education bureau

yearly budget for buying materials of this purpose not only for those in high schools for the primary school resource centers as well. Therefore, the questioners and interview result depict exposed that the schools resource allocation for purpose of creating supportive learning environment for special need students is poor. This demands that need of great effort to reverse current situation in the schools.

As it is presented in item 6 of table 7, the respondents were requested to rate the extent to which laboratory service is provided in their school. As a result 22(22.3%) of teachers agreed, 52(57.8%) disagreed whereas about a quarter were undecided. The mean 2.46 is also within the range of disagreed. The main concepts summarized from focus group discussion made with SIP committee of the schools on laboratory service is that each schools have at least three lab sections (one for each science subject). They are supplied with chemicals and equipment by regional education bureau once in a year or once in every 2 years. However, students are not getting full service of the labs, because of the shortage of chemicals and equipment, inadequate teachers' experience, lack of lab technician and above all due to absence of time scheduled for lab in plasma lesson. Thus, it can be concluded that the schools secondary schools of the region are not abundantly utilizing the laboratories in order to support science lessons with practical experiments.

The next two items of table 7 are about library. The first was whether the school has library with reference materials. The mean and standard deviation ($x=2.56$ and $SD=1.23$) indicates moderate response. The second item was, to rate the appropriate services offered by school library to both teachers and students. From the respondents 16(18%) of teachers agreed while only 46(51.1%) disagreed. The mean value and standard deviation ($x=2.46$ and $SD=1.191$) depicts the disagreement of the responders on the delivery of library services to school community.

Results from FGD and key informants interview affirmed that the schools have library supplied with large number of books. The libraries are smaller compared to the student population of the schools, for example Harar secondary school whose student population is about 1700 has a library which can accommodate only about 100 students at a time. For the reason that there are few librarians, the service is given only on school time, and hence the students and teachers can't use it on their spare time.

Therefore both items and the discussion results infer that the schools have libraries but not supplied with reference books appropriate for the secondary school students. Furthermore, the libraries aren't providing proper service to the teacher and students due to its small size to serve students. Thus school leadership is expected to assess problems related to library service and try to resolve in collaboration with the regional education bureau and other stakeholders.

On related matter the teachers were requested to express the degree of their agreement on the extent the school grant fund is utilized by schools for activities that raises students' achievement. Accordingly 30(33.3%) of teachers agreed, and 26(29%) disagreed. The mean value and standard deviation ($X=2.74$ and 1.25) indicated that the response is in the range of undecided.

As the result of supervisors explained, the school grant fund is directly sent to from Ministry of Education to the school in question based up on the population of its students. However, there are two important facts; the first is that gap of transparent utilization of the fund according to the rule and regulations developed by funding agencies and Ministry of education. Second is, the fund is not fully expended focusing on the learning and teaching activities that raises students' achievements. Sometimes it is the only money they have at hand, so they may spend on issue they face first. Therefore, monitoring and evaluation on utilization of school fund should be strengthened and a system that makes school leadership accountable should have to be laid down.

Table 8. Students' response on safe and supportive learning environment

Item	N	SA		A		UN		D		SDA		Mean	SD	t value	P value
		f	%	f	%	f	%	f	%	f	%				
Student satisfaction with the school is high.	139	33	23.6	43	30.7	19	13.7	27	19.3	17	12.1	3.35	1.355	3.004	0.003
All students have opportunities to succeed and the school pays special attention to the needs of girls and boys.	139	24	17	23	16.5	27	19.4	42	30	23	16.5	2.88	1.348	-1.069	0.287
Students' specific needs are recorded and attempts are made to modify programs, methods and materials so that the students achieve to their potential.	139	14	10	20	14.4	24	17.3	43	31	38	27.3	2.49	1.304	-4.617	0.00
Assistance is given to the students to help them develop self-confidence and responsible	139	18	12.9	21	15	16	11.5	41	29.3	43	31	2.50	1.40	-4.24	0.000
The school has school leadership program for students.(decision making)	139	49	35	40	29	11	8	20	14.	19	14	3.58	1.439	4.71	.000

Regarding the first item of table 8, the students were requested to rate, whether student's satisfaction with school is high. As a result, 76(53.6%) of students agreed and 44(31%) disagreed. The mean value 3.35 showed uncertainty of their response. This result implies that high satisfaction of students with their school attained at moderate level. Therefore, school should strive more so that their students find it the place where they feel happy, secure, safe and learning.

The student respondents were also asked to rate the extent to which all students has opportunities to succeed and the school pays special attention to the needs of girls and boys. From total 139 students 47(33.5%) agreed and 64(46.5%) disagreed. The mean and standard deviation ($x=2.89$ $SD=1.344$) exposed moderate performances of the schools as far as students opportunity to succeed is concerned. Therefore, this implies the need of greater consideration to improve the attention given to all students, specially girls and SN students so that they acquire the feeling that they have an opportunity to be successful. Accordingly mean and standard deviation (2.48 and $SD=1.306$) revealed the practice of crafting flexible conditions for students based on recorded data is unavailable.

The interview made to supervisors on recording the student needs and change materials and programs in a way that suits the student, they responded that;

In secondary schools the only record the teacher hold in his hand about his pupil is the mark sheet. The school leadership didn't guide and encouraged the teaching staff to do so for the benefit of their student. On the other hand, even if there are some teachers who would like to document about student, large class size and tight inflexible teaching schedule doesn't allow supporting students' furtherance of their achievement.

Thus, from these results depicts gaps of performances in creating enabling environment for students so that they succeed in registering higher achievements. It requires capacity building training given to teaching staff and designs strategy by which the schedule become more flexible more effort to fill the gap and move it forward.

Regarding the fourth item of the same table, which is about, giving assistance to students so that they develop self-confidence, majority of student respondents (59.3%) disagreed while only 39% disagreed. The mean and standard deviation ($X=2.51$ and $SD=1.40$) indicated very

poor accomplishment of school in building self-confidence of students. Therefore, this demands the strengthening co-curricular activities in order to overcome the problem they face.

To the last item of table 8, the school has school leadership program for students, the respondents gave positive response. The mean value and standard deviation ($x=3.58$ and $SD = 1.449$) confirmed the presence of student governance in all secondary schools of the region. The interview made with principals also confirmed that all secondary schools have students' council lead by prime minister of students. There are par lama members elected by vote of students and council of minister led by the prime minister. Each minister is designated responsible of leading club more related with its ministry. Beside this there are student networks called "one to five" by which the members of one group help each other during study and evaluate and criticize on weakness committed by one of them.

Table 9. Teachers' response on school leadership and management

Item	N	SA		A		UN		DA		SDA		X	SD
		f	%	f	%	f	%	f	%	f	%		
The school leadership has competency in the implementation of SIP.	90	22	24.4	29	32.2	22	24.4	13	14.4	4	4.4	3.58	1.141
Staff are able to demonstrate significant involvement in school decision making	90	1	1.1	15	16.6	25	27.8	33	36.7	16	17.8	2.47	1.01
School leadership communicates with the community and encourages higher participation in the school activities.	90	9	10	31	34.4	32	35.6	12	13.3	5	5.7	3.36	0.96
School leaders direct and manage the activities of school improvement committees.	90	19	21.1	29	32.2	26	28.9	12	13.3	4	4.4	3.52	1.104
SIP implementation is monitored and followed up by management of the school.	90	6	6.7	11	12.2	26	28.9	31	34.4	16	17.8	2.56	1.123
The school leadership and management have the ability to identify the training needs of the staff.	90	14	15.6	22	24.4	33	36.7	13	14.4	8	8.9	3.23	1.152
The school leadership provides support for teachers based on feedback obtained from monitoring SIP activities	90	10	11.1	7	7.8	16	17.8	31	34.4	26	28.9	2.38	1.23

Item one of table 9 is related to whether the school principals has competency that enable them to implement school improvement program. Among the teacher respondents, 51(56.6%) agreed, and 17(18.8%) disagreed while about a quarter of them were undecided. The mean value and standard deviation ($x=3.58$ and $SD=1.14$) also verify agreement on the issue. This implies that the secondary schools are led by principals with acceptable level of competency of executing SIP.

In item 2 of table 9, the teachers were asked on the extent to which staffs are able to demonstrate significant involvement in school decision making. Only 16(17.7%) of teachers agreed whereas 49(54.5%) were disagreed. The mean 2.47 also exposes disagreement of the respondents. Therefore, this indicates that the active participation of teachers in school decision making is found at good very poor performance level.

With regard to the third item of table 9, the teachers were asked to rate the level the school leadership communicates with the community and encourages higher participation in the school activities. The mean, of 89 teachers responses was 3.36 (and $SD=3.36$) which is in the range of undecided. This means the level of communication the school leadership make using variety of strategies and attempt made to attract community so that they become part of school activity is not as the standard expected.

On the extent school leaders direct and manage the activities of school improvement committees, the majority of teachers (53.3%) with the mean value of 3.52 expressed their agreement. As a result it is possible to infer that the school leadership is affecting this responsibility with acceptable level of performance. However when it comes to the monitoring and follow up of SIP implementation by the management, the response the mean value and standard deviation ($X=2.56$ and $SD=-3.75$) revealed at moderate accomplishment. Therefore it can be concluded that effort made by school management in monitoring SIP implementation is still not as expected. Acknowledging the importance of monitoring, laying down different method of follow up and support strategies and moving it forward should be taken as prior direction by the principals.

The last two items on table 10 are related to staff capacity building works done by leaders. Item 6 is on the ability of school leadership and management to identify the training need of

the staff. Among the teacher respondents 36(40%) agreed and 21(23.3%) disagreed where as a third of respondents were uncertain. The mean and standard deviation ($x=3.23$ and SD 1.15) also depicts uncertainty of respondents toward ability of the leadership in assessing the skill gap of the staff. Moreover the respondents rated the item; the school leadership provides support based on monitoring feedback. As it is shown on the table, the mean and standard deviation ($X= 2.38$ and SD =1.23) exposed unsatisfactory performance of leadership in provision of feedback based support for the teachers.

Table 10. Student's response on school leadership and management

Item	N	SA		A		UN		DA		SDA		X	SD
		f	%	f	%	f	%	f	%	f	%		
The values, ethics, guiding principles and purpose of the school are defined and known by the whole school community.	139	32	23	42	30	28	20	21	15	16	11.5	3.53	1.245
The school promotes the participation of students in school decision making.	139	16	11.5	20	14.4	24	17.3	42	30.2	37	26.6	2.54	1.33
School leadership encourages students to participate in the preparation, implementation and assessment process of the school plan.	139	19	14	37	26	36	26	22	15.7	24	17.1	3.04	1.298
The school leaders make conducive learning environment	139	10	7	28	20	18	13	65	49	18	13	2.62	1.157
Managers articulate clear goals and high expectations and monitor improvement.	139	22	16	40	29	40	29	23	16.5	14	10	3.24	1.201
The School Improvement Committee Annual Report is completed and disseminated to all stakeholders.	139	16	11.5	17	12	30	21.6	43	31	33	23.7	2.57	1.29

The first item of table 10 was on whether the values, ethics, guiding principles and purpose of the school are defined and known by the whole school community. Among the students 81(58%) agreed while 29(20.7%) disagreed. Mean and standard deviation ($X=3.53$ and $SD=1.245$) indicated the presence of good performance in defining and letting the school community know about it.

The student respondents were also asked to rate the extent to which the school promotes the participation of students in school decision making. Hence, as it is shown on table 11, the mean value and standard deviation ($X=2.45$ and $SD=1.33$) indicates the uncertainty in the response. Likewise, the students rated item that states, school leadership encourages students to participate in the preparation, implementation and assessment process of school plan, and expressed their uncertainty with the mean of 3.04.

The interview response of supervisors on involvement of student on decision making indicated that students have been organized in student council and network of 1 to 5, starting from this year the prime minister of the student has become the member of PTA (now PTSA). However he is not actively participating in the decision made even by the PTSA. Except this one there are no activities to tell where students have meaningful participation.

Therefore it is possible to conclude that effort made by the schools leadership to involve the students in decision making including critical activities like planning and assessments was unsatisfactory. This exposes the need of immense behavioral change of making the whole SIP participatory and inclusive, on the part of the schools leadership.

However the students response on statement relating the school leaders make conducive learning environment, 73(59%) of students agreed while only 32(23.6%) were disagreed. The mean and standard deviation ($X=3.47$ and $SD=1.081$) of the response was above average.

Regarding item 5 of table 10, students respondents were asked to rate the degree the school leaders articulate clear goals and high expectations, and monitor improvement. As it is shown on table 13 the mean value and standard deviation ($X=3.24$ and $SD=1.2$) is within the range of undecided. The FGD opinion on the extent of clearing the goal and monitoring implementation is that the school leadership at the beginning of the academic year informs the school goals by each and every subject, and behavioral expectations. The students are also

encouraged to set their personal goal that they could achieve at the end of the year. Nevertheless the effort made by the school management to monitor the SIP plan implementation continuously and taking of appropriate constructive step is poor. Therefore the data and interview results depicts that the school management is inadequately working on monitoring the success of school goals cleared to the school community.

Finally the question on school improvement committee annual report is completed and disseminated to all stakeholders, among the student respondents only 33(23.5%) agreed whereas 76(55%) were disagreed. The mean and standard deviation ($X=2.57$ and $SD= 1.29$) indicating undecided response of students. This inferred that the annual report was not prepared and circulated to the stakeholders in some of the secondary schools or it is not distributed in such a way it would be known to all students. Therefore this needs laying down of a system by which quarterly, semester and annual reports are prepared and distributed to all stakeholders including woreda and regional education offices.

Table 11. Teachers' response on parent and community participation in SIP.

Item	N	SA		A		UN		D		SDA		X	SD
		f	%	f	%	f	%	f	%	f	%		
Parents involve in decision making process on the issues of their children`s education.	90	7	7.8	9	10	30	33.3	27	30	17	19	2.59	1.16
Parents assist students at home	90	9	10	29	32.2	33	36.7	10	11.1	9	10	3.21	1.096
The schools produce printed material to publicize its performances and circulate to parents and community.	90	6	6.7	14	14.6	19	21	25	27.6	27	30	2.41	1.253
There is a regular schedule of reporting student progress and achievement to parents and guardians.	90	4	4.4	17	18.9	29	32.2	30	33.3	10	11.1	2.72	1.039
Parents are used to attend school meetings and events.	90	6	6.7	18	20	19	21	27	30	20	22.2	2.59	1.23

In the first item of table 11, the teacher respondents asked whether parents are involved in decision making process on the issues of their children`s education. Accordingly majority of the teachers exposed their disagreement with mean and standard deviation of 2.59 and 1.16 respectively. Research shows that family and community involvement can improve student learning, and many authors provide ideas and tools to help schools implement effective practices. Traditional family involvement activities do not necessarily engage parents sufficiently in their children`s learning. Collaboration and communication are essential in the broader context of school and community. The interview made with PTA leaders, expressed their reaction to involvement of parents to the decision making process in the issue of the school, they said that there is no in school system which encourage parents to share their ideas or opinions on school decision. Actually the two members of PTA who are selected from

parents involve in major activities. However it is not possible to take this as an active involvement of parents. Thus, based up on the results of questioner and interview it is possible to conclude the absence of acceptable level of parents' participation in schools decision making process of the schools.

The second item relates about parents assistance given to students at home. In this regard the mean and standard deviation ($X=3.21$ and $SD= 1.096$) of the response depicts undecided range. Therefore according to the response the parental support provided at home for the progresses of student achievement is inadequate. This support can be described in different forms including following up of students' attendances, allotting study time at home, setting study place, and supplying with learning materials.

With regard to the item 3 of table 11, teachers respondents were asked to rate the level to which their schools produce printed material to publicize its performances and circulate to parents and community. The mean value and standard deviation ($X=2.41$ and $SD= 1.253$) confirms the disagreement of respondents. Therefore it is possible to conclude that the endeavor made by schools leadership in publishing brochures, gazette, magazines or newsletters and circulate, so that the students, parents, and surrounding community understand the schools successes and failures, was negligible.

Concerning regular schedule of reporting student progress and achievement to parents and guardians, as it can be seen from table 12, the teacher responded with the mean and standard deviation $X=2.72$ ($SD= 1.04$) which is within the range of undecided. This implies that the communication made by school in relation to reporting the students' progress of their attainment to parent is insufficient. Since improvement in the performance like this one will have positive impact in enhancing the participation of parents and community immense effort should have to be made by the school leadership and the teaching staff.

In terms of whether parents are used to attend school meetings and events, the mean value and standard deviation ($X=2.59$ and $SD=1.23$) reveals the presence of low practice parents to join school meetings and events.

The FGD made with PTA leaders of the schools, clarified that there is bimonthly parents meeting schedule. The parents are called by their children to the meetings. However most of

the parents do not come to these meeting due to the fact that they view their participation and contribution as insignificant and nominal. Some of the parents used to say “the teachers are responsible for the learning of our children, whether we come to the meeting or not we do change nothing except wasting our time.” Therefore the school leadership and the PTA members didn’t do enough in creating awareness on the facts like, parents are also responsible for the learning of the students, the active participation and attendance of meeting of school improves the achievement of students and the school needs not only their money but themselves physically in school. When the parents become cognizant of these hopefully they will be responsive. Therefore this necessitate strengthening of awareness creation programs and creating attracting school practices for parents.

Table 12. Students' response on parent and community participation in SIP

Item	N	SA		A		UN		D		SDA		X	SD	t - value	p- value
		f	%	f	%	f	%	f	%	f	%				
A regular schedule of reporting student progress and achievements for parent is exists.	139	21	15	19	13.6	26	18.6	40	29	33	24	2.68	1.374	-2.778	0.006
Parents assist students to learn and do their homework	139	36	26	32	23	31	22.3	20	14.4	20	14.4	3.32	1.378	2.708	0.008
Parents have information about the school self-evaluation process	139	15	10.8	27	19.4	34	24.5	38	27.3	25	18	2.78	1.252	-1.971	0.051
The school involves the PTA in fund-raising activities to generate resources for implementation of SIP.	139	40	29	42	30.2	22	15.8	19	13.7	16	11.5	3.51	1.343	4.486	.000

In item 1 of table 12, the student respondents were asked to rate whether regular schedule of reporting student progress and achievements to parents exists in their schools. The mean value and standard deviation ($X=2.68$ and $SD=1.374$) reveals the existence of low average performance in timely reporting of students to the parents for purpose of requesting parental support and motivation. In item relating the level parents assist students to learn and do their home works, with the mean score of 3.39, the respondents expressed their uncertainty. Therefore, it is possible to infer that the parental support provided to students at home is inadequate.

Concerning the second item of table 12, the student respondents were asked the extent to which parents assist students to learn and do their homework, 68(49%) agreed, 36(28.8%) disagreed, while 31(22.3%) were moderate. The mean value of 3.32 also confirms the existence of moderate level of parental support at home. Therefore, the data indicated that, although there are care and support given by the parents to students at home is there, it is less than adequate.

The third item of table 12 was the extent to which parents get information about the school self-evaluation process. The mean value of 2.79 which is within the range of undecided, showed that parents are involved in school self-assessment process without acceptable level of background knowledge.

The last item of table 12, whether the school involves the PTSA in fund-raising activities to generate resources for implementation of SIP. The mean value and standard deviation ($X=3.51$ and $SD=1.33$) responses confirms that the school have good practices of using PTSA in resource generation undertakings.

4.4. Challenges of School Improvement Implementation

In this part of data analysis, the researcher attempted to present the result of very general questions assumed to expose the challenges of SIP, presented to teacher respondents.

Table 13. Teachers' responses on challenges of school improvement

Item	N	SA		A		UN		D		SDA		X	SD
		f	%	f	%	f	%	f	%	f	%		
Appropriate training on SIP has been given for teachers.	90	11	12.2	18	20	31	34.4	19	21.1	11	12.2	2.99	1.185
There is adequate planning of sip	90	21	23.3	29	32.2	21	23.3	14	15.6	5	5.6	3.52	1.173
Teachers has strong commitment to implement SIP	90	6	6.7	13	14.4	29	32.2	22	24.4	20	22.2	2.59	1.179
There are sufficient school facilities (Laboratory apparatus and pedagogy center).	90	5	5.6	19	21.1	28	31.1	26	28.9	12	13.3	2.77	1.102
The school has enough of financial resource to implement SIP.	90	13	14.4	21	23.3	34	37.8	15	16.7	7	7.8	3.2	1.124
The school leadership has enough potential to lead SIP implementation	90	20	22.2	24	26.7	30	33.3	9	10	7	7.8	3.46	1.172
The school committee has enough performance of SIP implementation.	90	7	7.8	14	15.6	16	17.8	31	34.4	22	24.4	2.48	1.24
Strong performance of follow up supervisors on SIP implementation	90	6	6.7	12	13.3	17	19	35	39	20	22.2	2.43	1.171

As it is illustrated on the first item of table 13, the teacher respondents were asked whether appropriate training was given to teachers. With the mean and standard deviation ($x=2.99$ and $SD=1.18$) the respondents expressed their as insufficient. Therefore, based up on this data it is possible to infer that the knowledge and skill of teachers to implement SIP is at low level and so it can be a challenge for implementation.

The second item is on the presence of adequate planning of sip. In this regard with the mean and standard deviation of 3.52 and 1.13, the respondents verified the strength observed in school under study in relation with planning process. Therefore the performance made by schools to prepare the strategic and yearly action plan of school improvement is high.

With regards to the commitment of teachers for SIP implementation, the mean value and standard deviation ($x=2.59$ and $SD=1.18$) indicates the uncertainty of respondents on this matter. Therefore, this result discloses the commitment of teacher to implement SIP fully and bring about change in the learning achievement of the students is unsatisfactory. Thus, it is possible to consider the low level commitment of teacher as challenge for SIP success. Knowing this challenge by creating awareness and provoking the staff to raise their dedication is challenge which should be reversed with massive effort.

The fourth and fifth item of table 13 is about safe and supportive learning environment. Concerning the availability of sufficient school facilities like laboratory and pedagogical centers, with the mean value of 2.77 and standard deviation of 1.102, disclosed the lack and improper utilization of facilities should be taken as a challenge at moderate level. With regard to whether the school has enough financial resources for SIP implementation, mean value and standard deviation ($X=3.2$ and $SD=1.124$) which is in the range of undecided, revealed that the financial resource is another challenge of the success of the program.

The last three items on table 13 are about leadership of school improvement. The item on the extent to which the school principals have enough potential to lead SIP implementation. The mean value 3.46 and standard deviation 1.172, verified that the skills and knowledge of the school management is almost at satisfactory level.

With regard to the performance level of SIP committee, the mean 2.48 and standard deviation of 1.24 indicated disagreement of the respondents. The results of FGD with the SIP committee

member revealed that the committee had fixed schedule of meeting to plan, monitoring and evaluation of SIP implementation. However, the schedule was followed up only during the end of the previous academic year, for the purpose of preparing the SIP plan. In the following time the SIC wasn't actively engages in monitoring and evaluation of SIP implementation. There were no frequent meeting, collection of data, analysis and reporting. Therefore, based up on the above data and result of FGD, it is possible to conclude that the commitment and readiness of the SIP committee members in making of monitoring, support and evaluation is low.

For the success of SIP the support of supervisors has unwavering role. Regarding whether there is strong follow up of supervisors on sip implementation, the mean and standard deviation ($X=2.43$ and $SD= 1.171$) indicated very low performance of supervisors support provided. The focus group discussion with SIP committee members also disclosed that supervisor of the school don't come to school regularly and when he comes, he discussed on some issues with the principal and put what should be improved on the supervision book and go home. There is no systematic monitoring of SIP implementation, don't involve in CPD of the teaching staff, there is no regular visited made to teachers and providing feedback. Therefore, based up on the questioner response, interview and focus group discussion result, it is inferred that the supervision support given to the leadership and teaching staff is inadequate.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This part deals with the summary of the major findings, conclusions, and recommendations that are assumed to improve the school improvement program implementation in secondary schools of Harari region.

5.1 Summary

The purpose of this study was to investigate implementation of SIP in secondary schools of Harari region, and identify the problems challenged the implementation of SIP and then to provide recommendations to the identified problems. To achieve the purpose, the researcher formulates the following four research questions.

1. How the school improvement program is implemented to achieve the expected outcomes in secondary schools of Harari Region?
2. To what extent do the stakeholders participate in the implementation of school improvement program in secondary school at Harari Region?
3. What are the challenges encountered in implementing school improvement program?
4. What are the strengths realized in the implementation of SIP in secondary schools of Harari region?

The study was conducted in 4 randomly selected secondary schools of Harari region. The data collected from all questioners computed and analyzed using percentage, mean, frequency, standard deviation and t-test and interviews and focus group discussion and report of observation were qualitatively analyzed and synthesized with the quantitative data according to their relevance. Thus the major findings are presented as follows.

- **The characteristics of respondents.**

The selected respondents were from 90 teachers, 8 Principals, 139 Students, 4 supervisors and 4 PTA leaders, and SIP committee members. Regarding the sex of the respondents from teachers, students and principals almost (42 %) half of the respondents were female. while none of supervisor and PTA members are females. Generally the proportion of females in the leadership positions was relatively very low. As far as the education background concerned all principals

and one half of supervisors nine tenth of teachers were first degree graduates while only 3 % of teachers were diploma holders. The work experiences of the respondents a third of teachers and one half of principals have work experience less than 10 years while the rest have more than 10 years. The qualification and work experience are opportunities that enable the implementation of SIP.

- **The attitude of teachers toward SIP,**

There is positive outlook for SIP. The teaching staff expressed their agreement that they have convinced that school improvement program is necessary to improve school conditions, ($x=4.03$), they also expressed their trust that school improvement program can improve the achievement level of their students ($X=3.96$) as well.

- **With regard to awareness creation and communication of SIP,**

As far as the provision of appropriate training on SIP, the teacher respondents clarified as moderate ($x=2.99$), the knowledge and skills of SIP implementation the teaching staff have ($x=2.7$) and students information on school improvement was also regarded as moderate ($x=3.2$). Schools expected to communicate their performance using printed materials and other media, the effort made by secondary schools in producing and circulating informative printed material is low ($x=2.41$).

- **With the respect of SIP plan preparation**

The performance of school leadership in setting and communicating to the stakeholders is relatively at modest level. However the process of formulation of strategic plan based up on the self-evaluation, identifying shortcomings and prioritizing is not strictly followed up as per the guild line.

The SIP guideline (MOE, 2011) state that “The main focus of School Improvement lies on student learning and the learning outcome. Similarly, it is a continuous process where in all members of the school community and other stakeholders contribute for the student learning and improvement of their results.” Contrary to this an active involvement of teachers and students on sip plan preparation were rated moderate. The communication of approved SIP plan to all stakeholders (2.49) which is critical for the success of the program, and the identification of best practice (2.44) and use it as strategy for implementation of the plan were low.

- **With regard to teaching and learning domain**

The effort of teacher to identify student individual learning need and organize learning accordingly ($x=2.48$) and the exercise of student center method of teaching in secondary schools (2.51 and 2.53) were rated disagreed by both teacher and students. Interview results also supported the above rating because of tight and inflexible plasma lesson the practicing of these were impossible. The implementation of continuous professional development program in the school was disclosed to be poor by majority of respondents (55.5%) and the qualitative data also confirmed poor performance regarding this. Regarding teachers use of continuous assessment ($x=2.46$) and usual checking of students achievement for further utilization of result ($x=2.53$) are very low in secondary schools of the Harari region. Concerning the progress made by student achievement due to implementation was rated moderate (3.08). This also supported by qualitative data collected from principals and supervisors. The connection between the classroom lesson and real, practical life and an attempt made to make the lesson concrete is poor($x=2.42$).

- **Enabling environment** - The responses and observation results confirmed that the compound and building of the secondary schools are found at acceptable status. However, the inadequate supply of material resources ($x=2.74$) and poor financial and material allocation for special need students ($x=2.51$) as well as inappropriate utilization of school funds were confirmed to affect the implementation of SIP. The study also revealed that the laboratory service of these school is insufficient ($x=2.56$) due to shortage of chemicals, equipment and manpower. The libraries are smaller in size, under supplied with appropriate books ($x=2.56$) and deliver poor service. Concerning the recording of student specific needs and modifying programs and materials to raise the achievement level of students ($x=2.49$) and the school assistance provided to students to help them develop self-confidence ($x=2.50$) are very low. These challenges on one way or the other pull back the positive change expected in the learning output.
- **Leadership and management domain** - With regard to the school leadership competency in the implementation of SIP ($x=3.58$), the effort made by school in defining values, ethics, guiding principles and purpose of the school and introducing to the community ($x=3.53$),

and to direct and manage the activities of school improvement committees ($x= 3.52$) are found on a good status. However, practices in this domain like active involvement of the staff in school decision making ($x=2.47$), monitoring and follow up of sip implementation ($x=2.56$) and the endeavor made by leadership to give support to teachers based up on feedback ($x=2.38$) are all vital activities in poor performance level. The performance of some undertakings like the SIC annual report compilation and dissemination ($x= 2.57$) are very negligible only performed in few schools.

- Parent and community involvement domain** - Regarding parents and community involvement, there are some activities whose proper execution has great effect for improvement of school but not practiced adequately. Among those found by these study, involving parents in decision making process on the issues of their children's education ($x=2.59$), production of school bulletin or brochure that circulated to the community, ($x=2.41$) , increasing parents coming to attend school meeting ($x=2.59$), and a regular schedule of reporting student progress and achievements ($x=2.68$) .are all in low level of performance. The reversal of accomplishment in these tasks to positive direction believed to bring partner that help schools to generate income, to strengthen the learning of students, and others to develop sense of ownership for the school. There are some tasks that involve community are found to be at good status, for example- the use of PTA for school income generation, and parental assistance given to students at home.
- Challenges and strengths of SIP implementation** - among strengths of the secondary schools found out by this study, the availability of well qualified teaching staff and competent school leadership, the trust the teaching staff showed to SIP in increasing the students achievement and school condition, and attempt made by school leadership in setting and communicating goals and vision are worth mentioning. Teachers practice of lesson planning ($X=3.58$), the safe and suitable learning school compound and classrooms (3.7) and the existence of student governance up to classroom level are important opportunities that contributes to the creation of supportive learning environment. The presence of strong PTA which participates in the activities of school income generation is an opportunity that can act as bridge between the parents and school if the school efficiently utilized it.

On the other hand among the challenges found out by this study, inadequate knowledge and skills of SIP implementation, the gap of applying student centered teaching approach, and continuous assessment, teachers continuous professional development and weakness of attempting to link the classroom learning with the real life and supporting the lesson with concrete application are critical challenges that demands reversal.

In relation with learning environment the financial constraints, the lack of chemicals and equipment, reference books, inadequate labs and libraries, the insignificant participation of stakeholders in school decision making, lack of attentiveness of parents to the learning of their children are some of the challenges school improvement faces in secondary schools of Harari region.

5.2 Conclusions

Based on the major findings the following conclusions were drawn.

It is believed that planning plays critical role in implementation of school. However, there was no adequate effort made to conduct self-assessment, identify problems and prioritize the problems. There were no trends of preparing strategic plan by full participation of stake holders in some of the secondary school. This implies that the extent the school leadership and school improvement committee is running the planning process requires strong follow up and evaluation from supervisors and regional education bureau.

The study found out that secondary schools are not sufficiently communicating about their plan, students' achievement and performance of SIP implementation to the community. The tendency of regularly reporting students achievements to the parent did not developed yet. The participation of Parents, students and even the teaching staff in decision making process is very low. Parents don't show interest in attending school meeting due to lack of awareness and small consideration they give for value of their participation. Generally, the involvement of community in SIP implementation of secondary schools of Harari region is inadequate.

The extent school improvement program was implemented in these secondary school is measured by the level each of the four domains were implemented. The teaching learning domain is examined in this study by the quality of learning and learning and assessment elements, therefore, the extent teachers implement appropriate teaching approaches, continuous assessment and regular checking of students' achievements is unsatisfactory. This implies that

the learning process is not giving an opportunity by which they use their full potential for better achievements.

School compounds and buildings are confirmed to be good. However, the extent the safe and supporting leaning environment was created need further attention. The schools have financial and material constraints, the teaching facilities like laboratory and library are not fully operational, and resource allocation for special need student is negligible. Therefore, degree of implementation of safe and supportive learning environment is inadequate. Since the shortcomings observed in safe and supportive learning environments results in scarcity of resources it directly affects the teaching process and then students' achievements.

The finding of study has indicated many problems and challenges there are also good practices, or strengths that can bring more positive results if kept and reinforced. Among these good practices the presence of qualified and experienced teachers and leaderships, the practice of planning made by teachers, the belief of teachers that SIP can result raising of students achievements contributes to their effectiveness. The existence of safe and attractive school environment and active PTA are some of strong performance areas of SIP should be maintained. Therefore, based on findings, it is possible to conclude that the implementations of school improvement program has not done much as indicated in SIP frame work in the sample schools .As a result, this clearly indicated that the school are not effectively addressing the needs of the learner. Generally, secondary schools of the study area were unsatisfactory in implementation of school improvement program.

5.3. Recommendations

Based on the findings and conclusions from the study, the following recommendations are given.

1. The finding of the study depicts that the awareness of the key stakeholders particularly the teachers and students on SIP planning and implementation is inadequate. Therefore it is recommended that the school leadership including the supervisors, and the regional education bureau should prepare awareness creation programs for both teachers and students. Particularly the training based on assessed skill gap of teachers on SIP as well as other related issues should be delivered by in school and out of school capacity building trainings. In order to strengthen self-capacitating efforts, the teacher licensing process should include the assessment of teachers' knowledge and skills of SIP.

2. The finding of the study indicates that the involvement of stakeholders and process of developing SIP strategic plan is unsatisfactory. Therefore, it is recommended that the school improvement committee have to be strengthened, led by principal conduct self-evaluation, identify problems, prioritize them and develop plan as per SIP guild line by participating the key stake holders (teachers, students and parents). The school supervisors should execute their responsibility in monitoring the processes related to planning and provide all necessary support. The regional education bureau should lay down a system by which it ensures the development of proper plan for these schools.
3. According to this study, the teaching learning domain is implemented in the least performing domain compared with other domains. The study recommended that the schools should always create condition in which the teachers capacity can be developed, on identifying students learning needs, student centered teaching method, continuous assessment, regular checking of students achievements and use it for further planning. In consultation with the regional bureau removing those factors that hinder the success of this domain like inflexibility of the plasma lesson schedule.
4. The study found out that the extent safe and supporting learning environment of SIP was inadequately fulfilled. It is recommended that schools should improve the financial utilization school grant and block grants, and the regional education bureau should avail material resources according to the schools block grant budget. The Regional Education Bureau and the schools with all the key stakeholders need to ponder on improving the chemical and equipment supply for laboratories and appropriate books for libraries. The schools and REB should attempt to explicitly identify school needs, and resource mobilization modalities in their strategic and yearly operational plan and work toward its success. It is also very essential to strengthen the monitoring system to ensure facilities are giving services to the students.
5. School principals and school governing bodies should aim at bringing about essential changes in order to improve the quality of teaching and learning. The study found out that there is low level performance of monitoring, evolution and provision of support for success of SIP implementation. Therefore, the study recommended that the school leadership must

strengthen the SIP committee and utilize the committee in monitoring, collection of data and evaluation of SIP implementation. The leadership should execute its responsibility, of monitoring and supporting teaching staff accordingly. The leadership has to also develop a culture of creating meaningful participation of teachers and students in decision making process, and income generating activities.

6. The study disclosed that parents and community involvement in SIP implementation of the secondary school inadequate. Therefore, it is recommended that the school leadership improve the communication channel with the community, evoke the community to attend school meeting, and increase their awareness on the significant role they could play in the learning of their children. The schools should create a system by which teachers regularly report students' achievement to their parents which is very important in acquiring the support of parents.

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7. APPENDICES

7.1 APPENDIX A

**Haramaya University
Postgraduate Program Directorate
College of Education and Behavioral Sciences
Department of Educational Planning and Management**

Questionnaire for Teachers

Dear respondent/ Teachers, I am a graduate student of Educational Leadership in the college of Education and Behavioral science at Haramaya University. The main objective of this questionnaire is to collect data for the study on **School Improvement Program Implementation in Harari regional state Secondary Schools**. You are therefore, kindly requested to fill the questionnaire that provides necessary information on different issues related to the study. It is very important that you provide honest responses as frankly as possible.

1. Instruction

Please do not write your name.

Erase unwanted marks correctly.

Please mark only one response to a question.

In the questionnaire, two types of items are included. For items that require written answer, give your response in the provided spaces corresponding to the questions. For the items which provide alternatives or scale values, please use (√) mark to show your level of agreement under one of the five scales of measurements for each item. The values for the scales of measurements are: Strongly Agree = 5; Agree = 4; Undecided = 3; Disagree = 2; and Strongly Disagree =

PART ONE: BACKGROUND INFORMATION

General information

a. The school you are working in.....

b. Sex;

Male

Female

c. Age_____

d. Department_____

e. Qualificatio: Diploma_____, B.A./B.Sc./B.Ed_____, M.A/M.Sc./M.Ed._____

g. Work experience in teaching _____ in other _____ total _____ years

PART TWO: SCHOOL IMPROVEMENT PROGRAM PLANNING AND IMPLEMENTATION RELATED INFORMATION

2.1 Please, tick (√) one box for each statement below to show your level of agreement or disagreement with the item.

R/N	Please tick one box on each line					
	I. Perceptions of SIP	5	4	3	2	1
1	I am convinced that SIP is necessary to improve the school					
2	I believe that SIP improves student achievement					
3	I feel I am well equipped with knowledge and skills required to implement SIP					
	School Improvement Program Planning					
4	The school leaders have set clear goals, vision and mission in related to School Improvement Program.					
5	Three year strategic plan of the school was prepared based on self-evaluation.					
6	Teachers were actively involved in SIP planning.					
7	Approved SIP plan was communicated to stakeholders for implementation					
8	Best practices were identified and included in preparation of SIP plan					
	II. School Improvement program Implementation.					
	Teaching learning Domain					
9	Teachers identify students individual learning needs and organize the learning accordingly.					
10	Student-centered method of teaching is being practiced in the school					
11	There is continuous professional development program implemented in the school.					
12	Teachers evaluate students' performance through continuous assessment					
13	Students' achievement is usually checked and used for further planning					
14	Tutorial support is given to the students by the teachers					
15	The school ensures that teachers teach on the basis of their annual plan and daily lesson plans					
16	The implementation of SIP in the school has improved students achievement.					

	IV. School Learning Environment Domain (physical environment)					
17	The school promotes a culture of high expectation for all staff members believe that all students can achieve their potential					
18	School environment is safe, suitable, and supportive for students.					
19	The school allocates appropriate materials to create suitable learning environment for students with special need.					
20	The classrooms are convenient for teaching learning.					
21	Laboratory service is provided for the students					
22	The school has library with reference materials.					
23	The school library offers appropriate services for both teachers and students.					
24	Appropriate resources are made available for SIP implementation					
25	The school grant fund is utilized by school directly for activities that raises the student achievement.					

26. What other factors are missing in creating conducive learning environment?

.....

	V. School leadership Domain					
27	The school leadership has competency in the implementation of SIP.					
28	Staff are able to demonstrate significant involvement in school decision making					
29	School leadership communicates with the community and encourages higher participation in the school activities.					
30	School leaders direct and manage the activities of school improvement committees.					
31	The school leadership and management have the ability to identify the training needs of the staff.					
32	SIP implementation is monitored and followed up by management of the school.					
33	The school leadership provides support for teachers based on feedback obtained from monitoring SIP activities					

34. What are the major factors that hinder the well practices of school leadership role?

	VI. community involvement Domain					
35	Parents involve in decision making process on the issues of their children`s education.					
36	Parents assist students at home					
37	The school produce public relations to mobilize materials and distribute them widely for inside and outside school community					
38	There is a regular schedule of reporting student progress and achievement to parents and guardians.					
39	Parents are used to attend school meetings and events.					

40. What are the major factors that hinders the community participation of SIP implementation

	VII. challenges encountered in implementing SIP					
41	Appropriate training on SIP has been given for teachers.					
42	Teachers, parents and students involved in SIP implementation					
43	The school leadership has enough potential to lead sip implementation					
44	The school committee has enough performance of SIP implementation.					
45	Poor performance of follow up supervisors on sip implementation					
46	There are sufficient school facilities (Laboratory apparatus and pedagogy center).					
47	The school has enough of financial resource to implement SIP.					
48	There is adequate planning of sip					
49	Teachers has strong commitment to implement SIP					

50. Write down any other factor that negatively affects the effective implementation of SIP.

.....

7.2 APPENDIX B

Haramaya University
Postgraduate program Directorate
College of Education and Behavioral Sciences
Department of Educational planning and management
. Questionnaire for students

Dear respondent/ Student I am a graduate student of Educational Leadership in education at Haramaya University. The main objective of this questionnaire is to collect data for the study on **School Improvement Program Implementation in Harari regional state Secondary Schools**. You are; therefore, kindly requested to fill the questionnaire that provides necessary information on different issues related to the study. It is very important that you provide honest responses as frankly as possible.

1. Instruction

- Please do not write your name.
- Erase unwanted marks correctly.
- Make no stray marks.
- please mark only one response for a question.

In the questionnaire, two types of items are included. For items that require written answer, give your response in the provided spaces corresponding to the questions. For the items which provide alternatives or scale values, please use (√) mark to show your level of agreement under one of the five scales of measurements for each item. The values for the scales of measurements are: Strongly Agree = 5; Agree = 4; Undecided = 3; Disagree = 2; and Strongly Disagree =

General information

1. Name of school _____
2. Sex Male _____ Female _____
3. Grade _____
4. Section _____

Part II.

Direction: based on the rating scales (strongly agree, agree, can't decide, disagree, strongly disagree), put thick mark (√) on one of the five alternatives on the space provided.

No	School Improvement program planning	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	As student of this school I have enough information on school improvement program.					
2	The three year strategic SIP plan is prepared based up on self-evaluation process.					
3	The school leaders had set clear goals, vision and mission in light of School Improvement Program.					
4	Students were actively involved in sip planning through its representatives.					
5	Teachers find ways to know their students and to make valuable support on the bases of prepared plan.					
	School Improvement program Implementation					
6	Students participate in school improvement program implementation.					
7	Students are involved in community based programs and school clubs which develop their understanding of wider issues.					
9	There is available, technology is used to enable students to connect and engage in learning beyond the world of the school.					
	Teaching Learning Domain					
10	Teachers use methods such as active learning strategies, to encourage students to actively participate in lessons.					
11	Teachers continually describe the nature of high achievement and articulate these expectations to students.					
12	Students' involvement in learning situations and opportunities outside the classroom are positive.					
13	Students are involved in assessment of their own learning;					
14	Classroom programs link to real life, provide frequent opportunities for hands-on for concrete application of learning experiences.					
	School Learning Environment Domain					
16	Students` satisfaction with the school is high.					

17	All students have opportunities to succeed and the school pays special attention to the needs of girls and boys.					
18	Expectations of student standards are regularly communicated to and reinforced with students.					
19	Students' specific needs are recorded and attempts are made to modify programs, methods and materials so that the students achieve to their potential.					
20	Assistance is given to the students to help them develop self confidence and responsible					
21	The school has school leadership program for students.					

	School Leadership Domain					
22	The values, ethics, guiding principles and purpose of the school are defined and known by the whole school community.					
23	The school promotes the participation of students in school decision making.					
23	The school leaders make conducive learning environment					
24	Principal`s articulate clear goals and high expectations and monitor improvement.					
25	School leadership encourages students to participate in the preparation, implementation and assessment process of the school improvement program.					
26	Financial resources are managed, aligned and used to support the achievement of high levels of student attainment.					
27	The School Improvement Committee Annual Report is completed and disseminated to all stakeholders.					
28	Students have a high level of satisfaction with school communication.					
	Community Involvement Domain					
29	A regular schedule of reporting student progress and achievements exists.					
30	Parents assist students to learn and done their homework					
31	Parents have information about the school self-evaluation process					
32	The school supports the PTA in fund-raising activities					

	for the benefit of the school community.					
--	--	--	--	--	--	--

33. Mention some of the challenges you faced in the implementation of School Improvement Program (SIP), at your school

34. Suggest possible solutions for the problems (challenges) you faced.

Thanks in advance

7.3 APPENDIX C

Haramaya University
Postgraduate Program Directorate
College of Education and Behavioral Sciences
Department of Educational Planning and Management
Interview Guide for Supervisors

1. The researcher introduces himself
2. The researcher Explains the topic and the purpose of the study
3. Would you please introduce yourself including your educational background and work experience?
4. Would you please tell me when and how the SIP was initiated in your school?
5. What were the major areas of focus in the implementing SIP in your school?
6. Would you please explain about the practice of SIP in terms of;
 - Planning (by whom? how, for how long?)
 - Implementation (what? who? when? why?)
 - Monitoring and evaluation (what, when, by whom?)
 - Community participation (In which area, How?)
 - Roles and responsibility of stakeholders?
7. What were the strength and weakness of implementing SIP in your School?
 - In terms of CPD, students achievement, improving school environment
 - Improving student behavior
 - Increasing community participation
8. How do you evaluate resource mobilization and utilization in implementing SIP in your school? (Human, material and financial)
9. What were the major challenges in implementing SIP in your school?
10. What measures should be taken to improve the implementation of SIP in your school?

Thank you in advance

7. APPENDIX D

Haramaya University

Postgraduate Program Directorate

College of Education and Behavioral Sciences

Department of Educational Planning and Management

Interview Guide for Principals and vice principals

1. The researcher introduces himself
2. The researcher Explains the topic and the purpose of the study
3. Would you please introduce yourself including your educational background and work experience?
4. Would you please tell me when and how the SIP was initiated in your school?
5. What were the major areas of focus in the implementing SIP in your school?
6. Would you please explain about the practice of SIP in terms of;
 - Planning (by whom? how, for how long?)
 - Implementation (what? who? when? why?)
 - Monitoring and evaluation (what, when, by whom?)
 - Community participation (In which area, How?)
 - Roles and responsibility of stakeholders?
7. What were the strength and weakness of implementing SIP in your School?
 - In terms of CPD, students achievement, improving school environment
 - Improving student behavior
 - Increasing community participation
8. How do you evaluate resource mobilization and utilization in implementing SIP in your school? (Human, material and financial)
9. What were the major challenges in implementing SIP in your school?
10. What measures should be taken to improve the implementation of SIP in your school?

7.5. APPENDIX E

Haramaya University
Postgraduate Program Directorate
College of Education and Behavioral Sciences
Department of Educational Planning and Management
Focused Group Discussion Questions for SIP committee.

Dear respondent/committee I am a graduate student of Educational Leadership in education at Haramaya University. The main objective of this discussion is to collect data for the study on **School Improvement Program Implementation in Harari regional state Secondary Schools.** You are; therefore, kindly requested your participation on the discussion to get necessary information on different issues related to the study. It is very important that you provide honest responses as frankly as possible.

1. Do you have functional school improvement committee in your school?
2. What were the roles of SIP committees in creating awareness to community and stakeholders on school improvement program implementation in your school?
3. Do parents follow their students learning (doing class work and home work, Exam results, Motivating girls) disciplinary problems and discuss on the issue with teachers and the school?
4. Do stakeholders (teachers, students and parents) participate in developing SIP plan, implementation and evaluation?
5. How do you describe the relationship among teachers, principals, students and other staff members of your schools?
6. Are education facilities and materials fulfilled? Are libraries with sufficient Reference books, laboratories with necessary equipment's and chemicals, and functional pedagogical center are available to support the teaching and learning process in your school?
7. What did the teaching learning methodology looks like in the class room? (Is it student centered or Teacher-centered)?
8. Did you mention the expected challenges of SIP? (Plan, Implementation and Evaluation)?