IMPLEMENTATION OF SCHOOL IMPROVEMENT PROGRAM ON PUBLIC SECONDARY SCHOOLS: THE CASE OF MIRAB BADAWACHO WOREDA/SNNPR, ETHIOPIA

MA THESIS

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I hereby certify that I have read this thesis prepared under my direction and recommended that it be accepted as fulfilling the thesis requirement.

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As members of the examining board of the final MA open defense, we certify that we have read and evaluated the thesis prepared by Addisu Haile and have examined the candidate. We recommend that thesis be accepted as fulfilling the thesis requirement for the degree of Master of social science in educational planning and management.

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Final approval and acceptance of the thesis is contingent upon the submission of the final copy of the thesis to the Council of Graduate Studies (CGS) through the Departmental Graduate Committee (DGC) of the candidate ‘s major department.

DEDICATION

I dedicate this work to my family, First and foremost, my wife, who has shown me unwavering support and patience in my career and education, and has been a wonderful mother to our three children, often in my absence.

STATEMENT OF AUTHOR

I declare that this thesis is the result of my own work and that all sources or materials used in this thesis have been properly acknowledged. This thesis will be submitted in partial fulfillment of the requirements for MA Degree in EDPM at Haramaya University and to be made available at the University's library under the rules of the library. I confidently declare that this thesis has not been submitted to any other institutions anywhere for the award of any academic degree.

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BIOGRAPHICAL SKETCH

The author was born on August, 1979 in Misirak Badawacho woreda in Hadiya Zone. He attended his primary and junior schools in Weralalo primary and junior school and the Secondary School at Shone secondary and preparatory school.

After his completion of secondary school, he has got the chance to pursue the college diploma in Hossana teachers training college in 2009 in the field of school leadership and management. Then he joined St. Mary's University in 2012 and graduated with BA degree in Educational Planning and management in July 2014. After his graduation, he had been served as principal in Yabukuna junior School for six years until he got the chance to join Haramaya University in October 2011/2020 to pursue his MA study in Educational Planning and Management.

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LIST OF ACRONYMS AND ABBREVIATIONS

ISIP	International School Improvement Project
MBWEO	Mirab Badawacho Woreda Education Office
MoE	Ministry of Education
OECD	Organization for Economic Cooperation and Development
PTSA	Parent Teacher Students Association
SIP	School Improvement Program
SNNPR	Southern Nation Nationality Peoples Region
UNESCO	United Nation Economic, Social and Cultural Organization

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ABSTRACT

The purpose of this study was to assess the implementation of school improvement programs in secondary schools of Mirab Badawacho Woreda. To achieve this objective, a descriptive survey design was employed. All 6 secondary schools in Mirab Badawacho woreda were selected by using available sampling technique. They consisted 125 teachers, 6 principals, 12 vice-principals and 6 supervisors. Teachers were selected through random sampling techniques, principals, vice-principals and supervisors were selected using the available sampling techniques. Questionnaire and interview were used to substantiate the results of the study. Both primary and secondary sources of data were collected from various sources. Primary data was collected from principals, secondary school cluster supervisors, woreda educational focal personnel, school improvement committee members and teachers who teach in adequate exposure to the implementation of SIP in Mirab Badawacho woreda secondary schools. The secondary data was collected through document review, education sector development program, school improvement program blueprint and implementation manual. The SPSS version 20 was used to analyze the quantitative data. The qualitative data coded and analyzed in the study under the respective objectives through thematically. Inadequate skills and knowledge of educational leaders and management in the implementation of school improvement program, lack of awareness among stakeholders in implementing school improvement program, absence of collaboration with stakeholders, inadequate utilizations of available budget, lack of some learning facilities and lack of commitment are the factors that affect in implementing school improvement program. Based on the findings, the researcher recommended that principals, Woreda Education Offices and other top management bodies have to give sustainable fund raising to fill the school gaps and closely follow up in order to help and qualify school leaders.

Keywords: Implementation, school, improvement, program, woreda

1. INTRODUCTION

This chapter of the study includes background of the study, statement of the problem, basic research questions and objective of the study, significance of the study, delimitation of the study, limitation of the study, definition of key words, and organization of the study.

1.1. Background of the Study

Education is universally recognized as a form of investment in human capital, which yields economic, social, political and cultural benefits. It also contributes to a country's future progress by increasing the productive capacity of its people. In this respect, it is believed to have the capacity to facilitate quality of life and provides more opportunities for individuals in the society and for the society as a whole (Rael, 2014). It is also a work of preparing a generation for life aiming at helping human being in solving problems ranging from day-to-day activities to complex social, economic and political challenges. It is an endeavor that develops skill and capacity, eradicates harmful practices and enhances science and technology (MoE, 1994 as cited Dereje, 2012).

Starting early 1980's, educators around the world have been facing continual and dynamic changes both in their schools and in those systems that are in support of them. Such a rapid change at schools makes the multiplicity of complex educational demands to be the responsibility of teachers and administrators (Telford, 1996 as cited Lemessa, 2016). Ethiopia also faced many economical, historical and cultural impediments that have limited the quality of education for many years. Hence, it was necessary to respond to the consecutively accumulated educational problems at different levels of education related to educational system and curriculum that did not address the need and problems of the society (Lemessa, 2016). Therefore, all concerning body, that means government and school community work together to alleviate this problem in schools. The access of education was improved through the implementation of the policy, the quality of education was not improved well (MOE, 2005). Schools' improvement is at the focus of education restructurings and is supposed by many as a key to social and economic development. It contributes to defining personal completion and job paths of individual students and accordingly

engages the benefits of parents and community members. It is an ever-present commitment of teachers and managers in schools. Policy makers and politicians at national and local levels have to apply much time and energy to their search for better schools (MoE, 2010; Chi -Chi & Michael, 2014). It is also defined in different ways. For example, Barnes defines school improvement as a process of changing specific practices and policies in a way which helps to improve the teaching and learning process (MoE, 2007). To change specific practices and policies, people who are engaged in the school improvement program should have an adequate knowledge of the factors within the schools, that maybe changed to produce higher quality of schooling and they should be clearly informed as to what conditions out-side the level of the school are necessary to the improvement (Dimmock, 1993; cited in Reynolds, 2010).

According to (Husen, 2016) school improvement is a continuous process schools use to ensure that all students are achieving high levels. All schools, in collaboration with families, students, and communities, can create better environments so that all students become successful. Continuous improvement of public schools is essential to increase students' performance and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning is critical factors in improving the schools.

As described by (Dawit, 2019) school improvement as a distinct approach to educational transformation that aims to enhance student outcomes as well as strengthen the school's capacity for managing change. MOE (2007) in turn defines school improvement as an effort to determine and provide, from within and without, conditions under which the students who occupy schools will promote and sustain learning among them. From these definitions, it appears the purpose of school improvement is to impact outwardly on the relationship between the teaching and learning process and the conditions that support it. Addisu (2017) and Hopkins (2001) develop that the change which should take place as a result of the school improvement effort should not only reflect the implementation of policies, but rather should also reflect improvements or versions of practices which change the learning process to achieve the maximum implementation on students, teachers and schools.

Therefore, this study investigates the factors that come with the implementation of the school improvement program so as to govern the capacity of secondary schools to equip students with knowledge and skills that contribute to their success. Moreover, the purpose of this study was to generate information on the implementation of school improvement program (SIP) as it is one of the major components of the package and access factors that affect its proper implementation. So that it will assist in understanding the problems and to take remedial actions on secondary schools to bring about educational quality.

1.2. Statement of the Problem

According to (Marishame 2011), educational reform is stated as linking schools' internal organizations, plans, capabilities, and procedures in an intelligible method for improvement of student's success in schools. On this line, school leaders and managers are expected to find out the method that assists to improve the school progress.

In SNNPR, particularly in Hadiya Zone all government secondary schools have been implementing the program since 2007. However, most of the feedbacks from secondary schools were unsatisfactory about SIP and its implementation has not fully achieved the desired objectives due to a number of factors. Some of the identified factors were lack of meaningful parents and community participation in SIP implementation, inability of the school leadership to coordinate efforts of all stakeholders for SIP implementation, failures of schools to carry out adequate self-evaluation before developing SIP implementation (HZED, 2019).

According to Khosa (2009), the most challenging concern of many countries is the assurance of the provision of quality and relevant education to the citizens. Undertaking different educational initiatives is an important dimension to ensure quality of education. Hence, School improvement becomes one of the major educational initiatives that many countries have developed and implemented, to realize the provision of quality education. But, the implementation of school improvement program in the education sector is facing many challenges in many parts of the world, especially in developing countries like Ethiopia. Hence, school improvement program is very complex that it might be hindered by various

impediments that challenge the implementation. These challenges include: complexity of the program, mobility of teachers and principals, principals' coordination problems (ineffectiveness of leadership) and sustaining commitment, low support from top level officials and lack of involvement of the stakeholders (Abera, 2013).

Some researchers like Lemessa (2012) have studied the implementation of SIP in secondary schools of East Wollega Zone. He found out that the level of awareness of the students and parents on SIP's objective and their responsibility in the implementation of the program was low. However, the level of awareness of the principals and teachers on the program planning and implementation process were high and medium. Husen (2016) conducted the study on the effectiveness of school leadership in implementing school improvement program in secondary schools of West Arsi Zone in Oromia Regional state. His findings indicates that school leaders had low performance in the preparation stage of school improvement program, secondary schools' leadership were effective in realizing two domains but with different extent among the elements of these two domains were insufficient; regarding the problem.

Moreover, Abera (2013) conducted research on the practices and challenges of implementation of SIP in Secondary Schools of Metekel Zone found out that the practices of school improvement have been low in most cases, medium in some cases and high in rare cases. Due to this, the status of school improvement program implementations was not to the expected level. The achievements made so far are not encouraging and no significant efforts have been made to strengthen the implementation of school improvement program.

Finally, Firew (2010) studied practices and challenges of Implementing SIP in Primary Schools of Jimma City Administration revealed that there were in adequate and insufficient number of supportive staff to support the instructional process, insufficient provision of necessary educational materials and lack of budget. The primary schools were not well equipped to the reasonable level that they can implement SIP effectively. The school leadership was poor and not satisfactory.

However, the above researchers did not include the students' academic achievement in implementation of SIP. Also, they did not consider the implementation of school improvement program. Moreover, they focused on the effectiveness of leadership in school improvement program. Mostly, they focused on the authority of leadership as the main means of stakeholder to improve the school environment. Thus, this study was different from the previous study in that it focused on factors that affect the implementation of SIP at secondary school level of Mirab Badawacho woreda in regards to management skills and knowledge of educational leaders, involvement of communities' participation, preparing safe environment and limitations that hinder the teaching learning process and challenges related with students' achievements in the secondary schools.

As far as the researcher knowledge goes, no research study has been conducted on the implementation of SIP in Mirab Badawacho woreda secondary schools. Therefore, the purpose of this study was to fill this gap by making an assessment on the implementation of SIP in Mirab Badawacho woreda secondary schools.

1.3. Basic Research Questions

This study was aimed to assess the implementation of the school improvement program in selected secondary schools of Mirab Badawacho woreda and try to answer the following basic research questions.

1. To what extent the four domains of SIP are effectively implemented by secondary schools of Mirab Badawacho Woreda?
2. What is the extent of the skills and knowledge of educational management of school leaders in leading SIP in secondary schools of Mirab Badawacho woreda?
3. What are the factors that affect the effectiveness of SIP in secondary schools of Mirab Badawacho woreda?

1.4. Objectives of the Study

1.4.1. General objective

The general objective of this study is to assess the implementation of SIP on the public secondary schools of Mirab Badawacho woreda.

1.4.2. Specific objectives

This study will have the following specific objectives.

i. To determine the level of implementation of SIP to achieve its objectives in the study area.
ii. To assess the skills and knowledge of educational management of school leaders in leading SIP in secondary schools of Mirab Badawacho woreda.
iii. To identify the factors mostly affect the effectiveness of SIP in secondary schools of Mirab Badawacho woreda.

1.5. Significance of the Study

The researcher believes that the findings of this study may benefit education office, schools' principals, teachers, school communities, students and their parents. The findings of the current study may benefit the beneficiaries in the following ways. It helps to analyze the existing conditions of SIP implementation domains to determine major discrepancies that affect the implementation of the SIP and also help to provide appropriate solution to form actual practices. The study may contribute to the future quality education improvement by initiating school leaders and other responsible parties in the woreda.

The study would help to differentiate the domain (s) of SIP that lacked proper implementation and serves as feedback for school principals, teachers and other stakeholders to exert more efforts for effective implementation of all the domains. Moreover, the study may help to identify the factors that affect the proper implementation of SIP and help school leadership and management to make early intervention to tackle the problems. In addition, it may give pertinent and timely information whether the desired objectives of SIP were achieved or not and help to take corrective measures for its effectiveness.

Furthermore, it will also recommend possible solutions to the challenges facing the school improvement program implementation. These recommendations will hopefully contribute to better implementation and management of school improvement program. It would help to understand to what extent that all stakeholders are taking part in SIP implementation and encourage them to improve their participation and performance. This study is significant because it can add to the existing knowledge base on school improvement program,

especially at secondary school level. Moreover, it may help as aspiring board for other researchers who want to conduct further research around the topic. Finally, the findings of the study might have potential importance for secondary schools to improve the SIP it and also serve as a foundation for other researchers to carry out in-depth studies in the same field of study.

1.6. Delimitation of the Study

This research would be more conclusive if it has been carried out at woreda level. However, because of financial problem and time constraint, it is delimited to study the implementation and challenges of school improvement program. Geographically, this was delimited to six public secondary schools in Mirab Badawacho woreda for two major reasons. First, lack of previous research study that has been conducted on implementation of SIP in the study area and researcher's long year services in the woreda, and thereby his better experience of its socio-cultural and geographical setting is another reason to select it for the study. As result, this study was delimited to Mirab Badawacho woreda, since it is impossible to select all secondary schools in the woreda.

Furthermore, conceptually it was delimited to assess effectiveness of the SIP, proper implementation, the quality of schools' leaders and managers' skills and knowledge on implementing SIP and assessing the major challenges of SIP in secondary schools of Mirab Badawacho woreda. Finally, methodologically this study was delimited to mixed approach, descriptive survey design, 149 respondents, descriptive statistics particularly average, mean, standard deviation and inferential statistics particularly t-test.

1.7. Limitations of the Study

The researcher faced some limitations during conducting the current study. For instance, there were time and financial limitations. The other limitation was that some of the secondary school principals, teachers, cluster supervisors, were busy and had no enough time to respond to questionnaires and interview. Some of them who have enough time were also unwilling to fill in and return the questionnaire as per the required time.

This research was conducted successfully irrespective of the presence of the above listed limitations by taking some technical measures to overcome it. For instance, the researcher collected data in collaboration with education office workers of the study

area to minimize the cost and manage time. Second, the researcher tolerated the problems and repeatedly communicated with the woredas education office workers and the respondents to complete the study as much as possible.

1.8. Operational Definition of Key Terms

Secondary Schools: refers to schools that consists of four-year duration grades 9-12

Implementation: refers to the process of putting ideas and materials into practices to coordinate school improvement program.

SIP Program: refers to the program with the objective to improve students' achievement by creating a positive learning environment (MoE, 2007).Additionally, itis an educational program which includes major components like management and leadership, teaching and learning, learning environment, and community involvement.

School leaders: refer to only principals, vice principals and unit leaders as they are the most responsible in administrative activities in the school.

School improvement variables are the key variables in which school improvement takes place (learning teaching; leading and managing; school environment; and community involvement.).

PTSA is composed of members that include parent, teachers and students that is accountable to the school principal

1.9. Organization of the Study

The thesis was organized in to five chapters. The first chapter encompass the introductory part that deals with background of the study, statement of the problem, research questions, and objectives of the study, significance of the study, delimitation of the study, limitations of the study, definition of key terms and organization of the study. The second chapter discusses the review literature part of the study. In the third chapter, research design and methodology, data sources, population, sample size and sampling techniques. Chapter four deals with presentation, analysis and interpretation of gathered data and the fifth chapter included the summary of major

findings of the study, conclusions and recommendations of the study. Finally, appendixes and references were attached at the last part of the study.

2. REVIEW OF RELATED LITERATURE

2.1. Concepts of school improvement

School improvement is the process of improving the way that schools organize, promote and support learning. It includes changing aims, expectations, organization (sometimes people), and ways of learning and methods of teaching and organizational culture (Gray, 2011). School improvement is more recognized as an important process and has become the dominant approach to educational change which helps to enhance quality of students 'learning and strengthen schools 'capacity for change (Hopkins *et al,* 2002; cited in Addisu,2017). School improvement is about strategies for improving the school 's capacity for providing quality education by focusing on pupils learning.

In the late 1970s and early 1980s, the Organization for Economic Cooperation and Development (OCED) (2002) and International School Improvement Project (ISIP) conceptualize school improvement broadly as: "A systematic, sustained effort aimed at a change in learning conditions and other related internal conditions in one or more schools with the ultimate aim of enhancing, pupil progress, achievement, development and then accomplishing educational goals more effectively. "This concept indicates the plan to improve the quality of teaching and learning in the school. It also points toward a desire to bring about genuine improvement in student outcomes, an increase in the life chances of learners in the school and to develop attractive conditions in the schools in a systematic and sustainable manner (Lemessa, 2012).

2.2. Rationales and Objectives of school Improvement Program

School improvement program is necessary for schools to deliver quality education by improving the situations under which teaching learning takes place. The only way that school can continue and increase quality in an era of change is through the SIP (Hopkins, *et al.,* 1994; cited in Mari shame, 2013). The main focus of SIP in Ethiopia I s to enhance the student achievement by improving the student learning and other conditions associated with in (MoE, 2007). The document also points out that the need for SIP is to make schools accountable for parents, community and government

to develop the responsibility and accountability of educational personnel ‘s working at different level of the education system.

According to Sathyabaln (2004; cited in Addisu, 2017) school improvement program aims to support schools in addressing the following key areas: Ensuring teachers are competent and motivated, promoting active learning methods supported by appropriate teaching and learning aids, Promoting the active participation of children and parents in school governance, and ensuring a safe, sound and effective learning environment and ensuring empowered and supportive school leaders. The author underlines that each of these areas is equally important, if any are weak, the strength and therefore the success of the whole were affected.

2.3. Principles of School Improvement

The school improvement process is an organized line that follows its own principles. MOE (2010) have listed the following guiding principles that need to be followed in the school improvement process as listed below: schools should employ a set of goals and mission which are easy to understand, student achievement must be continuously checked and evaluated; schools need to help specially the low achievers need to be tutored and enrichment program should be opened for high talented students, principals and staff should actively be involved in continuous capacity building to update their knowledge, information and to develop positive thinking. Every teacher needs to contribute to successful implementation of the school improvement program, teachers must be involved in staff development by planning and implementing the school improvement program, school environment has to be safe, healthy and pupil friendly, school community relationships should be strengthened so that community and parents need to be involve in school improvement program implementation and school leadership should be shared among staff, student and parent (Dawit, 2020).

In mark with the school improvement principles above the study will deliberate up the implementation of SIP in secondary schools of Mirab Badawacho woreda. The next section presents the role of school principals in school improvement programme.

2.4. The Role of School Principals in School Improvement

Inside the combined task of schools in the 21st century, the school principal plays a dynamic role in carrying about school improvement and effectiveness. Increased interest, school leadership preparation and development are based on the fact that school leaders can make a difference in both the effectiveness and efficiency of schooling (Hollinger and Snidvongs, 2008, cited in Ibrahim, 2011). The role of school principals is central in the success or failure of the school system at school level, and it plays an important role in school improvement program in the areas of managing resources, support staff and teachers for improving student achievement (Mpoksa and Ndaruhutse, 2008, cited in Abebe, 2012). School leaders, together with teachers, have the most influence in the learning of students (UNESCO, 2013).

Effective and efficient instructional and administrative leadership is required to implement school improvement program processes (Workneh and Tassew, 2013). The above ideas indicate that a school principal is a leader who facilitates the development and implementation of the school improvement program to enhance teachers' competencies and effectiveness and the school plan focusing on improving students' performances. The important elements in school principals‟ managerial skills include a good education background, ability to create a good work environment, public relation skills and the ability to communicate well with stakeholders (Abebe, 2012). The elements can be considered as the essence of school management which leads to improved performance and productivity (Luck 2011; Naidoo 2005, cited in Abebe, 2012). In view of this information, school principals can make a key contribution to the creation of attractive school environments for the staff to achieve good teaching and learning processes. The next section presents the nature of the historical development with respect to the school improvement program.

2.5. The Historical Development of SIP in the World

The notion of school improvement has evolved more or less from the tradition of research into school effectiveness where attempts have been made to isolate critical inputs and processes that are likely to produce the best outcomes in terms of achievement results. With regard to its origin, UNESCO (2013) revealed that the concept of school improvement had its origin in the United States in the 1960s, and the

concept has subsequently extended to other countries, such as Australia, Canada, Japan and many countries in Europe. However, as stated by Hopkins (2005), it was only in the late 1970's and early 1980s that the field took shape as a distinct body of approaches.

Moreover, UNESCO (2014) indicated that gradually, over the last decades, school improvement has matured through generating a wide range of successful projects, interventions and innovations across many countries in Europe, North America, South Africa and Asia. Thus, the various literatures revealed that, school improvement has a relatively recent history but has already passed through three distinct phases. Regarding its historical development, Simpkins (2009) has provided a powerful analysis of the field and have identified three phases of school improvement.

2.6. School Improvement Program in Ethiopia

The school improvement program (SIP) is a national program in our country, developed by the ministry, of Education (MoE) in 1999, to improve student results in primary and secondary schools. In other words, after the overthrow of the military government in 1991, Ethiopia has developed a new education and training policy in 1994 (Transitional Government of Ethiopia, 1994). As described by Lasonen *et al*. (2005) the education and training policy has focused on expanding access to educational opportunities and intended to achieve universal primary enrolment by 2015. The MoE (2005) document also stated that within the framework of the 1994 ETP the Government launched the first five-year Education Sector Development Program I in 1997/98 followed by Education Sector Development Program II in 2002/03 and Education Sector Development Program III in 2005/06.

As stated by MoE (2010), Education Sector Development Program is a five-year plan within twenty years education sector indicative plan and the country has gone through the implementation of Education Sector Development Program I, II, III and IV is under implementation. The main focuses of Education Sector Development Program are to improve educational quality, relevance, efficiency, equity and expand access to education. As the MoE (2007b) document underlines, despite rapid expansion of the education system for the last few decades, Ethiopia's education sector faces problems of quality. Achievements in access have not been accompanied by adequate improvements in quality; student achievement has not sufficiently improved.

As the MoE (2010) document revealed the failure of schools in addressing children's right to quality education has become manifested by the scores of the National Learning Assessments conducted in 2000, 2004 and 2008. When compared to the 2000 baseline, academic achievement of students in Grade 4 shows a slight improvement, from 47.9 percent in 2000 to 48.5 percent in 2004 whereas achievement scores for Grade 8 deteriorated from 41.1 percent in 2000 to 39.7 percent in 2004. The 2008 assessment report also gave a rather bleak picture compared to the previous two assessment results. Only 13.9 per cent of students scored more than 51 percent – the standard to pass the national examination 24 per cent of students scored 51 per cent, and the majority, 62.1 percent, scored below 51 percent.

The UNESCO (2014) document enumerated that the key factors attributed to low student achievement included: poor school organization and management, inadequate teacher training on subject mastery and pedagogic skills, inadequate school facilities, and insufficient curricular and instructional materials. The following factors could be added to the problems plaguing the quality of education in Ethiopia: large average class size, at a 1:64 class-student ratio; high average number of students per teacher, at 1:59, in contrast to the national standard of 1:51; low motivation of teachers and students; lack of and/or non-use of teaching-learning aids; insufficient provision of reference materials; weak capacity to correctly interpret, plan, implement and monitor policies and programs; and inadequate resources for operations.

It is in response to the problem of quality that the MoE has developed general education quality improvement program in 2007 which comprise six pillars: teacher development, curriculum, management and leadership, school improvement, civics and ethical education and information communications technology. The MoE (2008) document showed that the SIP was established in 2006 by the Federal Government of Ethiopia as a pilot activity to improve quality of education. Then under general education quality improvement program, the program was expected to expand and build on the lessons learned during the pilot phase.

Therefore, is to achieve quality of education that the MoE has developed the general education quality improvement program in 2007 and under general education quality improvement program MoE has developed the school improvement program by organizing best practices of local schools in Ethiopia and by adapting school

improvement experiences and standards of practices from abroad mainly from United States, Australia and others.

In Ethiopian context as stated by both MoE (2007a) and MoE (2010) documents, SIP is a national program, developed by MoE in 2007, to improve student results in primary and secondary schools. In Ethiopia, SIP focuses on assessing and self-evaluation of schools to know their status and to improve educational inputs and process aimed at improving students' achievement to a high level. Thus, school improvement program is concerned with improving students' learning and their learning outcomes. The MoE (2007) document also stated that school improvement approach starts with schools and their stakeholders undertaking a self-assessment to identify their goals, followed by development and implementation of a school improvement domain.

According to Sally (2013) there was no linear relation between the types of school improvement program and educational system in a country. Abebe (2014) 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 program. Sally (2013) verified that countries moving from a centralized system to a more decentralization one did not automatically show a mixed approached to school improvement.

In theory, all types can occur in all countries, although the bottom-up approach is more likely to be found in counties where schools have some freedom to make their own decisions; however, freedom of schools does not guarantee effective "boom-up" school improvement (Sally, 2013; Abebe, 2014). The type of school improvement program that a school is involved in has consequences for the occurrence and the influence of the particular factors explored. For example, readiness for change and school ownership of school improvement tends to appear more frequently in bottom-up approaches (Workneh and Tassew, 2013). The types of school improvement we examined, therefore, did not lead to totally different sets of factors that may explain effective school improvement program, but the role that these factors played in a specific situation varied.

Furthermore, Hopkins (2001; cited in Addisu,2017) states that the fundamental approach that enables the current educational change for the development of the recent

comprehensive approach to school improvement consists, achievement oriented, enquire based, aspiration, teacher leadership, capacity building, interventionist and strategic external support, collaborative and change oriented approach. This recent approach guarantees to satisfy the need of current society, students and the overall objectives of the government.

2.6. School Improvement Domains

The main focus area of SIP is students' learning and learning outcomes. High performing school support student learning through best practice across a range of elements within the four domains of schooling. The domains are teaching and learning; student environment; leadership and management; and community involvement (Dawit, 2020). Similarly, as indicated in SIP Guidelines, MoE set four school improvement domains.

2.6.1. Teaching and learning domain

Promoting the learning and achievement of pupils is the major aim of school education. Teaching is the main way of achieving this. The school improvement research highlights the centrality of teaching and learning in the pursuit of sustained school improvement (Hopkins, *et al*,1994; cited in Lamessa, 2016). 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 facts in teaching and learning process. Student and teacher related factors are among the major classroom conditions that influences teaching and learning (Hopkins ,2002; cited in Dawit, 2020). If the teacher is to provide the sort of teaching best suited for each learner, he/she must be well acquainted with their ability's potentialities, background, problems, and needs. Without this knowledge the problem of motivation, provision for individual differences and adjusting methods to meet students' needs, and selecting instructional strategies becomes very difficult (Clark and Starr 1967; cited in Teshale, 2011).

Hence, teachers are the key role players in teaching and learning processes to ensure the achievement of instructional objectives with in turn improve students' achievement. High quality learning can occur when teacher make appropriate decision about what is taught, how to engage students in meaningful experiences and high progress was assessed to inform future actions.

Furthermore, Hopkins (2002; cited in Addisu, 2017) pointed out that authentic relation boundary, planning resource and preparation, pedagogical partnership and reflection on teaching as the major teaching related factors.Planning is one of the keys and first steps for effective teaching. In educational context, planning help teachers to produce well organized class and to create conducive classroom atmosphere by reducing disciple problems. Moreover, planning guide the teacher to answers what, who, when, where and how questions.

Assessment is part of the process of learning by which pupils recognize a gap between the state of their knowledge and the expected learning outcomes to be achieved during instruction. It also helps teachers to understand the level of pupils' achievement improve teaching techniques, and give constructive feedback to them. Assessment influences learning in four main ways: (1) provide learning ;(2) helping pupils and teachers decide what to learn;(3) helping pupils how to learn; and (4) helping pupils to learn how the effectiveness of their learning (James and Gipps, 1998). Thus, assessment can be seen by teachers and students as an enabling process that create a learning environment in which teachers and students take action to close that gap helping learner to learn how to learn and judge effectiveness.

2.6.2. Learning environment domain

School learning environment can be defined as the set of internal characteristics (physical and psychological) that influences both staff and students and the teaching and learning processes in school. Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments (Reynolds, *et. al;* 1996). Therefore, the school has to create the climate and culture in which effective teaching learning process will succeed unless school culture is addressed. 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, psycho social and service delivery elements (UNICEF, 2000). Physical environments or the places, in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The school service environment can also contribute to learning in important ways. For instance, within schools and classrooms, a welcoming and non-discriminatory climate is critical to creating a quality learning environment. Schools are a place where students acquire education. This can be possible if: schools have a safe and peaceful environment; there is high relationship among students and with teachers; principals are free from harassment; and students, teachers and principals are disciplined.

Students' needs to feel secure and positive about the schools, teachers need to feel valued and be professionally enriched by their teaching, and parents and community members need to feel welcome and involved (Townesend,1997). If the students do not feel safe inside the school, the consequences to the school and to the staff are just as serious. When children feel unsafe, vandalism against school property increases, abusive behavior toward school staff escalates, conflict among peer groups heightens and, in general, young people are unable to learn their lessons (Mayer,2007). The other issue related to learning environment is school disciple. School discipline is a key to school safety. Enforcements of the rules, even those rules that seem least important towards learning, should be taking very seriously by all staff (Mayer, 2007). It is important for each school to determine what rules was set for students. Many of those rules were specific to the school and the community that it serves, but some rules should be universal among all schools. To sum up, it is necessary to set rules that serve as guard to the safety of the school community.

School safety requires a broad-based effort by the entire community including leaders, teachers, students and parents. Mayer also suggested that by adopting a comprehensive approach to addressing school safety focusing on presentation, intervention, and response, schools can increase the safety and security of students. All conscious and concerted efforts undertaken at any level of the educational system are ultimately to

create an enabling environment at the school level so that the school as a mission center realizes the objectives of educational system (MoE, 2002).

2.6.3. School leadership and management domain

Management can be defined as the organization and mobilization of all human and material resource in a particular system. The basic functions of management are planning, organizing, staffing, evaluating and developing (Adesina, 1990). Leadership is about having vision and articulating, ordering priorities, getting other to go with you, constantly reviewing what you are doing and holding on to things you value. Harris (2002) claimed that the school improvement strategies can result in changing school culture and that leadership has an important part to play in defining and shaping school's culture. Hence, the quality of administrative support and leadership is another critical element in school processes.

In school, the quality improvement can be determined by quality of leadership. As to Rao (2003) quality leadership has the following components (i)Creativity: in order to make the vision live, leadership has to be creative; to find solution to problems and to generate solutions that address the issue.(ii) Sensitivity : active listening, giving feedback, negotiation, giving praise, managing conflict, networking and empathizing.(iii) Empowerment: release the potential of individuals, allowing them to flourish and grow as people rather than as employees to release their capacity for finite improvement.(iv) Managing change.

Effective instructional leadership should consider the community's expectations and institutional context, and the internal structure of the school including instructional practices school climate and school culture. Moreover, according to Parker and Day (1997) in Botha (2004), instructional leaders perform the following functions:

- Defining and communicating a clear mission, goals and objectives
- Supervising teaching
- Monitoring learning programs: monitoring and evaluating the learner's progress
- Promoting an instructional climate: creating a positive school climate in which teaching and learning can take place.

2.6.4. Community participation domain

The concept, community participation in school management, planning, decision making, monitoring, and evaluation of school improvement has gained attention by educational planners and policy makers. It seems they are convinced on the fact the intended beneficiaries must be involved in improving the school. As in Morgan (2006) the World Bank (2000) described participation as a process through which the stakeholders influence and share control over development initiatives and the decisions and resources which affect them. Community participation can be explained in various way based on the context of an organization, but overall, it can be seen as an empowered community. Schools are more effective and caring places when they are an integral part of the community. If school wants to be a good and safe place, it must enhance family and community involvement with the school. This contributes to; enhanced academic performance, reduce disciplines problems, higher staff morale, and improved use of resource (Adelman and Taylor, 2007).

In schools it necessary to identify the activities that need parents' involvement and the level of their involvement in SIP. In this regard, Chang (2007) suggested four level of parental involvement in schools. These are: School policy formulation acts as school manager, participate in the school meeting; School daily operations helps in school open days, help in organizing extra-curricular activities; Parent organizations organize and participate in related activities, contribute resources; and Individual students' education acts as the model for students' behavior, supervise students' studies at home, and supply the necessary information of students' development.

Similarly, (MOE, 2012) stated that several village meetings must be held in order to discuss with the villages what their interest 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. Generally, it will make its own contribution for the improvement of the quality of education.

2.7. Conceptual Framework

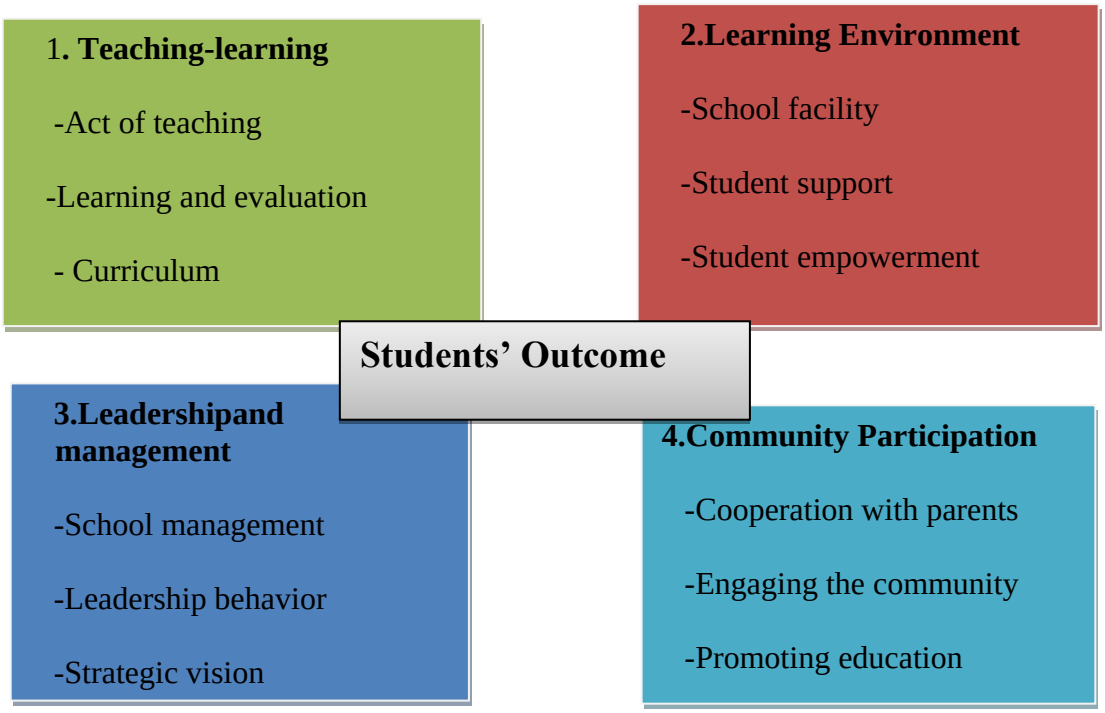

Figure 1. School domains and elements

Source: MoE 2011: school improvement program revised manual

The school domain and its elements discussed in the literature review have a great power in determining the students' outcome. Teaching-learning, learning environment, leadership management and community participation determine the students' outcome discussed in the figure1 below.

2.8. Descriptions of Implementation

According to Ornstein and Hunkins (1998; cited in Teshale, 2011) implementation is the accomplishment stage of an intended program. It is "putting the show on the road". Buchert (1998) has defined implementation as "cutting out the reform as planned." Similarly, Pratt (1994) shortly defines implementation as the "Realization of intended change." It is the "open use of a program throughout an entire school system" (UNESCO, 1977). Implementation of a new program entails social action that builds a climate of acceptance for the change. It is, thus, an interaction process between those

who have created the program and those who are charged to deliver it (Ornstein and Hunkins, 1998).

Implementation of SIP at the school level involves: planning and preparation for implementation (reorganization of programs, replenishing equipment, etc.); teacher preparation (involvement re orientation, self-study); availability of curricula materials; involvement of stakeholders including parents, community, and implementation program strengthen of the implementation program. This implies that implementation is a crucial stage where planning is put in to practice (Ornstein and Hunkins, 1998). It however is the most difficult aspect of a program. This is because; there are numerous barriers to it. Situation adaptable planning; supportive guideline; visualization of the purposes of the programme, nonetheless enable us to overcome the barriers. The following sub-sections therefore pinpoint the barriers and the guideline fir overcoming the barriers and facilitating implementation.

2.8.1. Implementation of educational quality improvement program

Of the three pillars of a good education system (access, quality, and delivery), quality is the key (World Bank, 1999), virtually, the quality and standard of education in a given country is mainly determined by the essence of its curriculum and the process of its implementation (TGE/ESS, 1994). Currently, high on the agendas of many governments are activities aimed at improving quality in basic education. The school Improvement program (SIP) implementation practices are aimed at enhancing the quality of basic education. For two reasons, however, quality at implementation level rarely achieved. First, implementation is a forgotten area, all talk about the planned, not the implemented program. Second, quality itself is difficult to measure and define. Moreover, the quality of learning outcomes influences and is influenced by factors outside the education system such as the home environment and perceptions of the future labor market (World Bank, 1999; cited in Dawit, 2020).

The provision of education of acceptable quality thus, depends on two determining factors: (i) an adequate system of school management, and (ii) a reliable information system enabling the operation of the education system at the local level to be monitored (World Bank, 1999; cited in Dawit, 2020). Discussion on learning quality, many of the times, depends on four sets of indicators educational inputs, process, educational out

puts/out comes, and learner characteristics. Systematic effort to improve learning quality in the implementation inputs of the system requires identification of how the multiple inputs of the system interact with in the learning process to produce the desired outputs.

The understandings of these relationships suggest the following priorities for SIP reform: improving the availability and use of instructional material; enhancing facilitators' effectiveness by emphasizing subject mastery, communication skill and motivation,
improving managerial skill, community and institutional structure, individual and organ izational incentive; increasing the time actually spent on learning (WCEFA,1990 Lockh eed, Verspoor and associate ,1991; cited in Addisu, 2017). When these properties linked with improved precondition for learning that enhance pupils' initial capacities and with community environment that reinforce learning, true gains can be made in learning quality of the SIP.

2.8.2. Guidelines for facilitating implementation

In order to succeed, implementation must be a process not of command, but of that can be adapted to unintended consequences of implementation efforts. Successful implementation of a program, thus, requires perpetual fine-tuning (Ornstein and Hunkins, 1998; cited in Addisu, 2017). Developing implementable program is based on needs assessment which places the quality improvement program on a sound foundation and helps to ensure successful implementation. Consequently, the existence of significant local need is established and the potential political support and opposition identified. Practically, failure to consult from the beginning with key players can doom a program before it has been completely implemented. Success is much more likely of all standards share and implements a common philosophy. Successful programs are, thus the product of the hard work and inspiration of all stakeholders. Government agent are therefore, expected to clearly stipulate anticipated participation of all stakeholders and improvement, and call for careful analysis of their respective relationships and roles.

2.8.3. Factors affecting the implementation of SIP in Ethiopia

When we enter the field of implementation, we leave the green pastures of educational planning and enter the harsh arena of politics (Pratt, 1994). Basically, many factors related to the school level and external to the local system affect the implementation processes. Simplistically, tendency to separate SIP from its implementation; lack of political and financial commitment; loose trust among stakeholders of implementation; unavailability and issues related to curricula materials and teachers; shortage of time; and unavailability of action–oriented government policies are some of the barriers to implementation. Lack of political and financial commitment also hurt implementation practices of a program. Education is an intensely political enterprise. It affects the majority of citizens in all aspects of life (Dawit, 2020). Equality, when changes are adopted not on the basis of local need but on account of other factors like the availability of outside funds, sustainability of the program is not guaranteed. As a result, some of the programs that have been introduced as pilot projects with some display gradually sank from sight.

School improvement program is very complex that it might be hindered by various impediments challenge during the implementation (Fullan, 2006). According to Education Sector Support Program in Nigeria (ESSPIN, 2010), 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 or 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 (Fullan, 2006). Makoelle (2014) also suggest that, in South Africa the initiatives of SIP were faced by lack of material resources; limited capacity of educational leaders; poor participation and lack of safe environment. Similarly, Plan International (2004) has noted that the difficultly to change school management and working culture as a problem to the SIP in developing country. In supporting this, Hopkins (2005), 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.

2.8.3.1. 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 Sanni (2015) the only way to continuously improve is to continuously come up with new and better ideas than can show 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 (WB, 2010).

2.8.3.2. 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 PTSA, 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 are not visible to all stakeholders and the intended student's outcome and ethical centered activities are not achieved without participation of stakeholder (MoE, 2007). Day et al. (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 UNESCO (2013) 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, 2006).

2.8.3.3. Lack of conductive 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, (2006) the school environment which is facilitated by essential inputs such as library, clean toilets, attractive classrooms create a conducive atmosphere

for learning to be improved. So, schools should be conductive 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).

2.8.3.4. Lack of Educational Input

The real challenge in resource-starved environment were 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. 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, 2007a). Hence, student achievement was a reason for any educational change.

According to MoE, (2011) which were 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 were so difficult to achieve. That were 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.

2.8.4. Implementing school improvement program

In implementing any educational innovation, there are three inseparable factors, namely: people (change forces), curriculum (program), and organization (Fullan, 1991; cited in Dawit, 2020).

School improvement is becoming an increasingly important future on educational land scope in the area of globalization studies confirm that school improvement is the major concern of many countries including countries at better education quality and development. The importance of school improvement program is thus worldwide movement. In this regard Barnes (2004) and MoE (2006) noted that even highest

ranked schools will always need improvement, because the condition under which adults educate and children learn are always changing the work of improvement is always with us. The increase in expansion and development of science and technology has compelled the exchange for technology between countries. Therefore, the program is essential aimed at overall student learning and achievement, school improvement program.

School improvement program (SIP) has special importance in our country. Implementing school improvement program helps in different ways. Firstly, the teachers to be responsive to diverse learning need of students in their teaching and learning approaches; secondly, it enhances the involvement of parents and community in school affairs. Third, the program improves initiation, capacity and efficiency of school leadership and helps to create learning environment that is conducive for students' better achievement. Finally, the SIP helps mobilize community and NGOs for support to meet the need for educational inputs so as to ensure quality education (UNESCO, 2014). In short, school improvement helps realize the provision of quality education needed to enhance student's achievement by making all practice and functions.

2.9. Summary of Literature Review

The related literature review can be summarized that, school improvement is the process of improving the way that schools organize, promote and support learning. It includes changing aims, expectations, organization, and ways of learning and methods of teaching and organizational culture.School improvement helps to enhance quality of students learning and strengthen schools' capacity for change. With regard to its origin, the concept of school improvement had its origin in the United States in the 1960s, and the concept has subsequently extended to other countries, such as Australia, Canada, Japan and many countries in Europe. However, it was only in the late 1970's and early 1980s that the field took shape as a distinct body of approaches. Moreover, gradually, over the last decades, school improvement has matured through generating a wide range of successful projects, interventions and innovations across many countries in Europe, North America, South Africa and Asia.

The SIP was established in 2006 by the Federal Government of Ethiopia as a pilot activity to improve quality of education in Ethiopia. The four familiar SIPs are teaching and learning domain, learning environment domain, school leadership and management domain, and community participation domain. Finally, the tendency to separate SIP from its implementation; lack of political and financial commitment; loose trust among stakeholders of implementation; unavailability and issues related to curricula materials and teachers; shortage of time; and unavailability of action–oriented government policies are some of the barriers to implementation reviewed in the related literature above.

3. RESEARCH METHODOLOGY

3.1. Description of the Study Area

The study area, Mirab Badawacho woreda, is located in Hadiya zone about 133km North West of Hawassa, the capital of Southern Nation, Nationality, and People Regional State (SNNPR) and 352 km and 289 km in south of Addis Ababa through Shashemane and Butajira roads respectively. The study area is also 88 km far from the Zonal town Hossana. Mirab Badawacho woreda is located in geographical grid location is between 7^0 17' 0" N_ 7^0 3' 0" N latitude and 37^0 41' 0" E _ 37^0 58' 30" E longitude. The *woreda* is divided into 22 rural *kebele* administrations. The total population of the woreda is 110,000; of which 55,315 are males and 54,685 are females. Also, the total population in terms of household heads is 18000 Mirab Badawacho Woreda Education Office (MBWEO, 2018).

In Mirab Badawacho woreda there are six secondary schools which are found in two towns and four rural kebeles. In Mirab Badawacho Woreda there are seven thousand two hundred three (7203) of students. Of which three thousand one hundred thirty-three (3133) students are females. The remaining four thousand seventy (4070) are male students. Therefore, this indicates that the participation of female students in the woreda is nearly similar as male students.

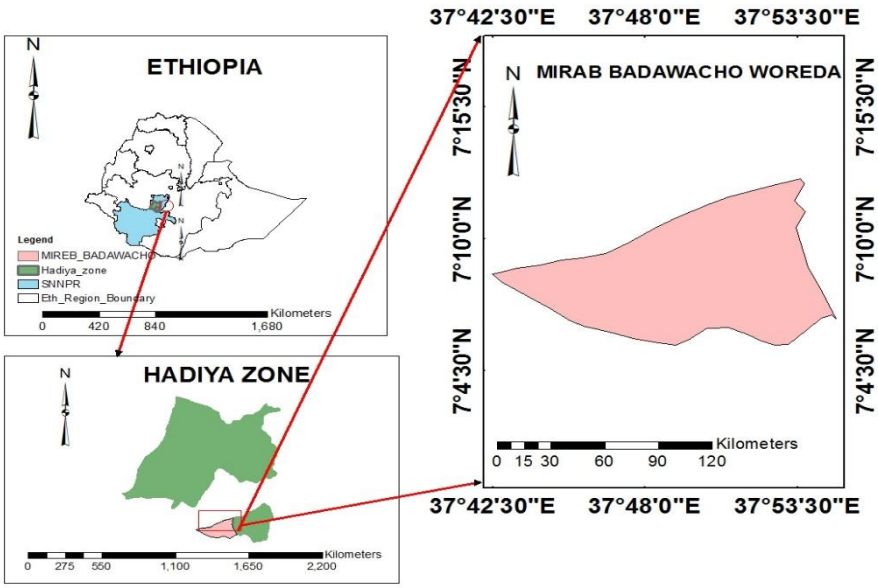

Figure 2.Description of the study area

3.2. Research Design

The descriptive survey design was employed in this study, for it is helpful and relevant to gain information from sample secondary schools on the actual implementation of the issue under the study. 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 questions and tabulating their answers. Moreover, the descriptive survey design was employed for its importance to gather adequate and relevant data on the actual implementation of SIP in the area under investigation. Similarly, the descriptive survey method was used in order to collect valuable data from respondents and to come up with valid findings.

3.3. Research methods

Mixed research methods were used in this study to take advantages of using quantitative and qualitative data collection on the concurrent approach to assess challenges faced for the basic research questions were raised with regard to school improvement program implementation in the secondary schools. The study, therefore, were utilized the mixed method research approach because the quantitative data would not be enough to address the basic research questions were raised in the study. In the study, quantitative data collection of questionnaires was carried more weight than qualitative data collection instruments. In addition to, collect all useful data from respondents and come up with findings, qualitative data gathering method were used as a supplementary to the descriptive survey method so as to enrich the data obtained through questionnaires. Accordingly, quantitative data and qualitative data were collected on the same time by using concurrent data collection method and interview was employed in this study to obtain qualitative information from respondents to fill the gap of the study.

3.4. Sources of Data

The data for this study were collected from both primary and secondary sources. To achieve the objective of this study, both primary and secondary data sources were collected from various sources. These sources are explained below

3.4.1. Primary sources of data

Primary data were obtained from principals, secondary school cluster supervisors, Woreda educational focal persons, school improvement committee members and teachers who have adequate exposure to the implementation of SIP in Mirab Badawacho woreda secondary schools.

3.4.2. Secondary sources of data

Data which is accessible, reliable, adequate and relevant to the study were collected through document review. The secondary data were obtained from related document of SIP guide lines by reviewing relevant policy documents and guidelines such as education sector development Program and the school improvement program blue print and implementation manual. For this purpose, five years documents of school improvement program were revised from these sources.

3.5. Sampling Techniques

This study used both probability and non-probability sampling techniques. Non-probability sampling (census sampling) used to select woreda educational office core process owners, supervisors, main principals, and voice principals. On the other hand, probability (simple random) sampling method was used to select teachers. Among the 6 secondary schools found in Mirab Badawacho woreda, all the 6 secondary schools were selected by the researcher using purposive sampling technique.

3.6. Sample Size Determination

The sample size of respondents was determined by using Yamane's 1967 formula.By using Yamane (1967) sample size determination technique to determine the required sample size at 95% confidence level, 5% margin of error.$n = \frac{N}{1+e^2}$ = 180/1+180(0.05)^2 180/1.45=125, therefore total sample size were 6 supervisors, 6 principals and 12 vice-principals, then the sample size were = 149.

Table 1. Summary of population, sample and sampling techniques

Name of schools	Total population				Sample population				Sample in %				Sampling techniques			
	Principals	v-principals	supervisors	Teachers	Principals	v-principals	supervisors	Teachers	Principals	v-principals	supervisors	Teachers	Principals	v-principals	supervisors	Teachers
Danema	1	2	1	32	1	2	1	23	100	100	100	18.4	Cs	Cs	Cs	R
Kotto	1	2	1	30	1	2	1	20	100	100	100	16	Cs	Cs	Cs	R
Wada	1	2	1	31	1	2	1	21	100	100	100	16.8	Cs	Cs	Cs	R
Saphera	1	2	1	29	1	2	1	20	100	100	100	16	Cs	Cs	Cs	R
Hawora	1	2	1	28	1	2	1	20	100	100	100	16	Cs	Cs	Cs	R
Onjojo	1	2	1	30	1	2	1	21	100	100	100	16.8	Cs	Cs	Cs	R
Total	6	12	6	180	6	12	6	125	100	100	100	100				

Source: own survey

R= random, Qu= questionnaire, Int= interview, Cs= Census sampling

3.7. Data Collection Tools

3.7.1. Questionnaire

In order to gather relevant data for the study, the researcher used questionnaires to gather data from 125 sample teachers.The questionnaire had two parts. The first part contained about the general information about the respondents and the second part contained about the implementation of SIP which were answered using five-point Likert scales. The number of questions on the Likert scale was 25. The questionnaire was prepared by the researcher based on the objectives of the study from the available literature. The researcher used a five-point Likert scale to measure the agreement level of the respondents. These were very high, high, moderate, low, and very low.The questionnaire also requires demographic information, with the specific purpose of drawing comparisons between the hierarchical levels and other relevant factors. The questionnaire was prepared in English language, because it can be considered the entire sample teachers have the ability to read and understand the concepts that are in the questionnaire.

3.7.2. Interviews

The researcher selected interviewees because they have the potential to provide insight into how respondents experienced and think about implementation of SIP, skills and knowledge of educational management and school leaders in leading SIP and factors that affect the effectiveness of SIP in secondary schools. So, interviews were intended to provide additional information that would be difficult to capture using a questionnaire. The total number of questions the interview contained were six in number and it were prepared by the researcher based on the objectives of the study from the available literature. The total number of respondents for the interview were 24, among them 6 were principals, 12 were vice principals, and 6 supervisors. The language for the interview was Amharic and it was transcribed in to English. The time duration for each respondent was one hour to one hour and twenty minutes.

3.7.3. Validity of the Instrument

According to Fraenkal and Wallen (2000) validity refers to an extent to which an instrument measures what it ought to measure. Moreover, it refers to the extent in which an instrument asks the right questions in terms of accuracy. To establish validity, the instruments were given to two experts to evaluate the relevance of each item in the instrument to the objectives and rate each item on the scale of very relevant (4), quite relevant (3), somewhat relevant (2), and not relevant (1). Then the experts checked out about double barreled, confusing and leading questions. Then it was given fort the advisors and significant changes made on the questionnaire.

3.7.4. Reliability of the Instrument

A reliability test is a test performed to check the consistency and accuracy of the measurement instruments. To ensure its reliability, the researcher made pilot tests all of the survey questions designed for this study. To check the reliability of the research instrument, the pre-test of questionnaire was done in Kotto secondary school with 2 school leaders and 18 teachers. Ensuring their confidentiality and anonymity, the researcher asked the pilot study participants complete the questionnaires and provide feedback thereafter. Thus, the result of Cronbach's alpha scale for this study was 0.72 indicated in the table 2 below. This value is acceptable and reliable among variables.

Table 2. Reliability test result

Reliability Statistics			
No.	Variables	Number of items	Cronbach alpha value
1	Level of SIP implementation	9	0.73
2	Inhibiting factors for the implementation of SIP in secondary schools	9	0.74
3	School leaders' skills and knowledge on the implementation of the SIP	7	0.69
4	Overall reliability	25	0.72

3.8. Procedure of Data Collection

In order to use standardized questionnaire, first, the cooperation letter was obtained from the college of education and behavioral science, department of educational planning and management of Haramaya University. Second, permission was also sought from the relevant educational authorities in Mirab Badawacho woreda. After getting the permission from the education office, the letter was given for those secondary schools in the woreda.

Before questionnaire was distributed to respondents, all respondents were informed about the objective of the study and orientation were given to them for more clarification of the questionnaire by the researcher to school teachers and principals in sample schools. The questionnaire was administered to respondents by the assistance of school principals to the sample schools. In each school minimum of 2 days was spent to distribute the questionnaires, in parallel, interviews were made to collect additional information from principals and vice-principals and other concerned bodies.

3.9. Methods of Data Analysis

In this study, both quantitative and qualitative data analysis were used. Regarding quantitative data analysis, first the researcher worked on the data preparation to convert the collected raw data into something meaningful. Consequently, he checked out the data validation. That means he tried to find out, as far as possible, whether the data collection was done as per the pre-set standards. Then he removed the corrupted, incorrectly formatted, duplicated, and incomplete data within the questionnaire. Additionally, the entered data into SPSS software version 20 were properly cleaned and the five-point Likert scale was condensed into three continuums, namely disagree, undecided, and agree/high, moderate and low/.

The quantitative data analysis involved both descriptive and inferential statistics. More specifically, to analyze the demographic characteristics of the respondents, the researcher used frequency and percentage. Additionally, to answer the research question of the level of implementation of SIP with school domains and the knowledge and skills of the

schoolsleaders on the practices of SIP, researcher used descriptive statistics particularly, frequency, mean and standard deviation.

Key informant interviews were used to gather qualitative data to answer the three research questions as supplementary to the questionnaire. The qualitative data collected through key informant interview were analyzed using description and narration through the thematic analysis method. First, the researcher listened to the audio recorded data repeatedly and transcribed it into text documents carefully. Then he also read the transcribed data repeatedly to become familiar with it. Then the researcher revisited the research objectives and questions to become confidential that were answered through the collected data and then he grouped similar ideas together into categories. Consequently, the researcher used the thematic analysis method.

3.10. Ethical Considerations

For the purpose of ethical permission, the cooperation letter was obtained from the Haramaya University and submitted to all concerned bodies to request their cooperation. Researcher has to take the sole responsibility for the ethical conduct of own research. The researcher will give care of the safety, dignity, rights and well-being of the participants. Researcher also will take care of the participant's confidentiality, their names, and personal status will not be recorded under the study.

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This section deals with data presentation, analysis and interpretation. It reports the finding of the study through an unstructured interview, questionnaire and focus group discussion. The first part presents the characteristics of respondents whereas the second part deals with the analysis and interpretation of the quantitative and qualitative data.

4.1. Demographic Characteristics of Respondents

Under this sub section sex of respondents, level of education, experience and current position of the respondents were presented. The following table shows the characteristics of the respondents.

Table 3. Characteristics of the respondents

Description		Respondents							
		Teachers		principals		Vice-principals		Supervisors	
Sex		f	%	f	%	f	%	f	%
	Male	93	74.4	6	100	12	100	6	100
	Female	32	25.6	-	-	-	-	-	-
	Total	125	100	6	100	12	100	6	100
Age	22-30	23	18.4	-	-	1	8.3	-	-
	31-40	46	36.8	2	33.3	5	41.6	2	33.3
	41-50	53	42.4	4	66.7	6	50.0	3	50
	≥ 51	3	2.4	-	-	-	-	1	16.7
	Total	125	100	6	100	12	100	6	100
Level of	Diploma	-	-	-	-	-	-	-	
	BA/BSC/BED	88	70.4	2	33.3	7	58.3	1	16.7
education	MA/MSC/MED	37	29.6	4	66.7	5	41.7	5	83.3
	OTHER	-	-	-	-			-	-
	Total	125	100	6	100	12	100	6	100
Experience	<5	33	26.4	-	-	-	-	-	-
	6-10	55	44	-		7	58.3	-	-
	11-15	20	16	6	100	3	25	-	-
	16-20	10	8	-	-	2	16.7	6	100
	Above 20	7	5.6	-	-	-	-	-	-
	Total	125	100	6	100	12	100	6	100

F=Frequency, P (%) =percentage,

As indicated in the table 3, 93 (74.4%) of the respondent teachers were males and 32 (25.6%) of them were females. All principals, vice-principals and supervisors were males. Therefore, gender was the determining factor in the study area. Regarding to the age category of the teachers, the majority of them were found between 41-50 or 53 (42.4%); majority of the principals were found between 41 and 50. Majority of vise principals and supervisors were found between 41 and 50. With regarding to teachers, principals, vice-principals and supervisors' education qualification, 88 (70.4%) of respondent teachers were BA/BSC/Education holders while, 37(29.6%) of them were MA/MSC/Education holders. Similarly, 2(33.3%) and 4(66.7%) principals had BA/BSC/ and MA/MSC education qualification respectively. And 7(58.3%) and 5(%41.7%) vice-principals had BA/BSC/ and MA/MSC education qualification

respectively. With regard to supervisors, 1(16.7%) and 5(83.3%) had BA/BSC/ and MA/MSC education qualification respectively. This shows that teachers and school leaders had the appropriate formal training in various fields. This implies that, knowledge and skills are significant in enhancing school improvement works.

When it comes to work experiences of teacher respondents, 33(26.4%) respondents had 0-5 year's job experience, 55(4%) respondents had 6-10 years job experience, 20(16%) respondents had between 11-15 years job experience, 10(8%) had between 16-20 years job experience and lastly 7(5.6%) had work experience of >20 years. As shown that in table, most teachers have <10 years' experience, which likely to be obstacle in facilitating proper instructional activities. When it comes to principals, 6(100%) principals had work experience of 11-15 years. With regard to vice-principals, 7(58.3%), 3(25%) and 2(16.2%) had work experience of 6-10, 11-15 and 16-20 years respectively.

4.2. Level of Implementation of SIP with School Domains

This section presents the trends of level of implementation of SIP in Mirab Badawacho woreda. The respondents were 125 selected teachers in six secondary schools. They were given a five Likert Scale to rate as follows: 1= very low, 2 =low, 3 =Moderate, 4 = high, 5 =very high. Based on this, the calculated mean value was interpreted as 1.00-1.49 = very low, 1.50-2.49 = low, 2.50-3.49 = medium, 3.50-4.49 = high, above 4.49 = very high. The interview was made with school principals. They were given codes namely: P1, p2, p3…p6, for principals, VP1, VP2, VP3 …VP12 for vice-principals and S1, S2, S3… S6 for supervisors.

4.2.1. Teaching and learning domain

Table 4.Teaching and learning domain

N	Items	Position	f	M	SD

o.					
1	The teaching and learning objectives are implemented as school plan	Teacher	125	2.44	0.981
2	The school has well-equipped laboratory with necessary materials	Teacher	125	2.25	1.111
3	The quality of teaching and learning was improved	Teacher	125	2.40	1.017
4	The school has ICT center to promote information communication technology	Teacher	125	2.57	1.190
5	Teachers are actively engaged in improving teaching and learning process	Teacher	125	2.39	1.180
6	Teachers evaluate students' performance through continuous assessment	Teacher	125	3.00	1.090
7	The school has well-equipped library to support students learning	Teacher	125	2.85	1.283
Total			125		

Key= 1.00-1.49 =very low, 1.50-2.49 =low, 2.50-3.49 =medium, 3.50-4.49 =high, above 4.49= very high, f=frequency M= Mean, SD = Standard Deviation.

As shown in table 4 item 1, respondents were asked to rate their degree of agreement on the extent to which schools works with the teachers to implement school objectives of teaching and learning as school plan. The calculated mean 2.44 and standard deviation 0.981 implies that schools were performing low with the teachers to implement school objectives of teaching and learning as school plan. Therefore, the researcher can conclude that the schools' performance was low to meet the objectives of teaching and learning process as it were planned. In line with the quantitative data result, the qualitative data disclosed that:

> *The school were poorly planned, the plan was not inclusive all the stakeholders. It was prepared by few individuals. As a result, the performance of schools to meet its planed objective were low* (VP1 and S1).

This finding was not consistent with GEQIP community mobilization manual of BGREB (2012) which indicated that the better status of evaluating and identifying of school performance in secondary school. Moreover, Abera (2013) concluded that the level of evaluating and identifying school performance in the implementation of SIP were relatively better. However, school performance was low in the study area. This may be the result of the low awareness and stakeholders' participation in SIP implementation.

As shown in table 4 item 2, respondents were asked to rate their degree of agreement on to what extent schools have implemented well equipped laboratory with the necessary materials to support practical learning. Respondents rated low with mean value 2.25and standard deviation were 1.111 also implies that both groups rated low that schools haven`t implemented well equipped laboratory with the necessary materials to support practical learning.

As seen in table 4 item 3, respondents were asked to rate their degree of agreement on to w hat extent the quality of teaching and learning was improved in the school. Respondents rat ed that low with mean value 2.40 and standard deviation were 1.017 also indicates that low level of quality of teaching and learning were improved in the schools. Therefore, it can be concluded that schools hadn't improved the quality of teaching and learning.

As it shown in table 4 item 4 respondents were asked to rate their degree of agreement to information communication technology, respondents rated medium mean 2.57 and standard deviation was 1.190 this indicates that the school has medium ICT center to promote information communication technology. As it can be shown in table 4 item 5, respondents were asked to rate their degree of agreement on to what extent the teachers were actively engaged in improving teaching and learning process. The mean scores that 2.39 and standard deviation were 1.180 for respondents' shows that teachers were low engaged in improving teaching and learning process.

As shown in table 4 items 6, respondents were asked to rate their degree of agreement on to what extent the teachers evaluate students' performance through continuous assessment. The computed mean 3.00 and standard deviation were 1.090 also implies that the teachers measure students' performance through continuous assessment at high level.

As it can be seen in table 4 item 7, respondents were asked to rate their degree of agreement on to what extent the school has well-equipped library to support students

learning. The computed mean 2.85 standard deviation 1.283 indicates that the schools have moderate library to support students learning.

The result of the interview can be further described as follows.

> The absence of team work among stakeholders might be one of the causes of the low performance for teaching learning domain (P3).
>
> There was also low participation of stakeholders on achieving objective of teaching and learning as school plan. The schools' stakeholders do not contribute and understand achievement equally (S2).
>
> The school libraries have no adequate facilities so as to have effective services. An efficiently and effective teaching-learning program depends on a well-organized library. However, the contextual situation of schools indicates that reference materials were inadequately available both in kind and in number (VP7).
>
> The VP2 also depicted …. Community participation in school is considered as an integral part to increase quality of education. However, in the study area, the participation of parents and local community in decision making, students' learning, and fund-raising activities were low.
>
> In general, what has been planned and implemented in schools, and what is the reality in the students' achieved are different. There were no enough buildings and professionals to run laboratory activities (VP, 5).

This finding is mostly similar with the concept of MoE (2010) which states school improvement, is about alteration that is determined by commitment to increase the learning outcomes of every pupil. The actual course of study of secondary schools is design at qualification an appreciable effort to the improvement of the quality of education.

4.2.2. Learning environment domain

Table 5. Learning environment domain

No.	Items	Position	Fr	M	SD
1	Repairing the toilet room for students	Teacher	125	3.19	1.188
2	Increasing water supply in school	Teacher	125	1.50	0.981
3	Repairing learning class rooms	Teacher	125	2.76	1.351
4	Fulfilling the sport field materials	Teacher	125	3.13	1.242
5	Repairing school fence	Teacher	125	3.10	2.971

Total	125

Key= 1.00-1.49 =very low, 1.50-2.49 =low, 2.50-3.49 =medium, 3.50-4.49 =high, above 4.49= very high, Fr=frequency M= Mean, SD = Standard Deviation.

As indicated in table 4 item 1, respondents were asked to rate their degree of agreement on to what extent the school repaired the toilet rooms for students. Respondents rated medium agreement with mean value 3.19 and standard deviation 1.188 implies that the schools have moderate repaired toilet rooms for students. Thus, from this finding result the researcher can conclude that schools have moderate repaired toilet rooms for students. As indicated in the same table item 2 respondents were asked to rate whether the school has increased access of the supply of water or not. Accordingly, the respondents rated the item with mean value of 1.50 and standard deviation of 0.981 which indicates that the school had low access of supply of water. This implies the access of water supply were at moderate level.

With regard to table 4 item 3, the respondents were rated their agreement level on the fixing of learning class rooms to student in the schools. Accordingly, the respondents rated the item with mean of 2.76 and standard deviation of 1.351 which shows that the fixing of learning class rooms were medium in selected secondary schools of Mirab Badawacho woreda. As shown in table 4 item 4, respondents were requested to rate the schools fulfilled enough sport field equipment to each sport items. Accordingly, the respondents rated the item with mean value of 3.13 and standard deviation of 1.242 which implies that the sport field equipment to each sport item were medium in the schools.

With regard to item 5 of table, respondents were asked to rate the level of agreement on the school compound were safely protected or repaired. Accordingly, the respondents rated the item with mean of 3.10 and standard deviation of 1.2971 which shows that the school compound protected were at medium. In general, the schools in the study area had moderate school facilities. However, some school facilities like water supply were low or no in some schools.

To support accuracy of questionnaire data, I_1 and I_2 were also interviewed.

> The P1stated that …. There was a deficiency of well-built and enough toilet rooms with the supply of water in the schools; even no water supply in some schools at all.
>
> School leaders tried to solve the problem of participating the school communities. But the problem was beyond the school capacity and reported for concerned body. However, still no solution has been seen to solve this problem (P2).
>
> The VP1 also reported that …. There was no enough classrooms and chairs in ratio to the number of students. Besides, shortage of financial resources, lack of teaching aids, inability of the school leaders to coordinate efforts for the SIP implementation and low community participation on school issues were some of the problems encountering schools in present day in the study area.

In general, deficiency of well-built and enough toilet rooms, less safety school compound, imbalance of students and classroom and inadequate school physical facilities were found the moderate factors that affect the implementation of SIP.

4.2.3. School community domain

Table 6.School community domain

No	Variables	Position	f	Mean	SD
1	Parents to visit the learning discipli ne of the students continuously	Teacher	125	2.60	1.112
2	The school PTSA was chance to provide adequate support for the i mplementation of the SIP	Teacher	125	2.71	1.138
3	The school strengthen the	Teacher	125	2.56	1.155

	relationship with the parents				
4	The school enabled parents to con trol/monitor the leaning activities of their students regularly	Teacher	125	2.69	1.182
5	The school encourages parents to support their students' learning	Teacher	125	2.80	1.230
	Total		125		

Key= 1.00-1.49 =very low, 1.50-2.49 =low, 2.50-3.49 =medium, 3.50-4.49 =high, above 4.49= very high, f=frequency M= Mean, SD = Standard Deviation.

In the first item of table 5, respondents were requested to show their agreement on the school has enabled parents to position of visit the learning discipline of their students continuously. Accordingly, respondents were rated the position of enabling parents to visit the learning discipline of their students continuously with mean value of 2.60 and standard deviation of 1.112 which implies the medium level of enabling parents to visit the learning discipline of their students continuously. Therefore, from this finding the researcher can conclude that the schools were enabled parents to visit the learning discipline of their students at medium level.

Concerning item 2, respondents were asked to show their level of agreement on the PTSA were chance to provide adequate support for the implementation of the school SIP. Accordingly, the respondents were rated on the condition of the PTSA to provided adequate support for the implementation of the school SIP with mean value of 2.71 and standard deviation of 1.138 which indicates the medium level of chance to provided adequate support for the implementation of the school SIP. Thus, from this finding it can conclude that the PTSA were medium chance to provided adequate support for the implementation of the school SIP.

In item 3, the respondents were asked to rate the status of the school strengthen the relationship with the parents. Accordingly, the respondents were rated the status of strengthen the relationship with the parents with the mean value of 2.56 and standard deviation of 1.155 which implies the medium level of strengthen the relationship with

the parents. Therefore, from this finding the researcher can concluded that the schools strengthen the relationship with the parents at medium level.

Concerning item 4, respondents were requested to rate their agreement on the school were enabled parents to monitor the learning activities of their students on a regular basis. Accordingly, the respondents were rated the status of enabling parents to control the learning activities of their students on a regular basis with the mean value of 2.69 and standard deviation of 1.182 which indicates the medium level of enabling parents to control the learning activities of their students on a regular basis. Thus, from this finding it was concluded that the schools were enabled parents to control the learning activities of their students at medium level.

In the 5th item of respondents were asked to rate their agreement on the school were encourages parents to support their students' learning. Accordingly, the respondents were rated the condition on encourages parents to support their students' leaning with mean value of 2.80 and standard deviation of 1.230 which indicates the medium level of encourages parents to support their students' leaning. Therefore, from this finding the researcher can concluded that schools were encouraged parents at medium level to support their students' learning.

> The P3 portrayed that .... *Parents do not participate in school's affairs. When the school invites them to attend the meeting they do not come.*
>
> *Lack of awareness of school community on the implementation of the SIP, shortage of materials and financial resources, lack of professional supports from woreda education office, lack of informed training, and the low level of stakeholders' involvement were basic causes for the low participation school community in the study area (VP2).*
>
> The S2 Revealed that …. *The relationship between school and community of the school is weak and did not inspire us to help students' learning outcomes. Schools do not invite parents to participate in school progress, students' results and have rare chance to offer sufficient provision for the operation of the school plan.*

To summarize the discussion, enabling parents to visit the learning discipline of their students, providing chance for PTSA to support the implementation of the school plan, strengthening the relationship between the school and community, enabling parents to

control the learning activities were very low. Associate this domain, literature shows that the school community must enhance and involve with the school. This contributes to enhanced academic performance; reduce discipline problems, higher staff morale and improved use of resource (Adelman and Taylor, 2007). Similarly, MoE (1998) listed that several village meetings must be held in order to discuss with the villages what their interest and problems are with schooling of their children 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 the school.

4.2.4. School Leadership and Management Domain

No	Items	position	fr	Mean	SD
1	School has adequate leadership skill to implement school improvement plans	Teacher	125	2.51	1.141
2	The school leadership and manage ment have regular time to discuss on the implementation of SIP	Teacher	125	2.55	1.077
3	School has adequate leadership skill to implement school improvement plans	Teacher	125	2.76	1.202
4	The SIP implementation has been flexible enough and locally adoptable	Teacher	125	2.80	1.223
5	The school grants were adequately utilized for school improvement activities as planned	Teacher	125	2.29	1.317
6	There was strong team among sta	Teacher	125	2.73	1.209

	keholders to Implement the SIP.				
7	Monitoring and evaluation have been prepared in	Teacher	125	2.69	1.269
	Total		125		

Table 7 school leadership and management

Key= 1.00-1.49 =very low, 1.50-2.49 =low, 2.50-3.49 =medium, 3.50-4.49 =high, above 4.49= very high, Fr=frequency M= Mean, SD = Standard Deviation

As shown in table 6 item 1, respondents were asked to reveal their level of agreement on the adequate leadership skill to implement school improvement plans of school. Accordingly, the respondents rated on the adequate leadership skill to implement school improvement plans with mean value of 2.51 and standard deviation of 1.141 which implies the medium level of leadership skill to implement school improvement plans. Thus, from this result the researcher can conclude that school leaders have the medium level of leadership skill to implement school improvement plans in the study area.

In the table 6 item 2 above, respondents were asked to show their agreement on the school leader and management had regular time to discussion on the implementation of SIP. Accordingly, respondent rated on the school leadership and management was regular time to discussion on the implementation of SIP with mean value of 2.55 and standard deviation of 1.077 which implies the school leadership and management had medium level of discussion on the implementation of SIP.

As it can be seen item 3, respondents were requested to show their agreement on the school principals were acquired adequate educational leadership skill to effectively implement SIP. Accordingly, respondents rated on the school principals were acquired adequate educational leadership skill to effectively implement SIP with mean value of 2.76 and standard deviation of 1.202 which indicates they were medium level of educational leadership skill to effectively implement SIP. From this finding we can conclude that school principals were acquired medium level of educational leadership skill to effectively implement SIP.

As shown in the item 4, respondents were asked to reveal their agreement on the SIP implementation the school has been flexible enough and locally adoptable. Accordingly,

respondents rated on the SIP implementation the school has been flexible enough and locally adoptable with mean sore value of 2.80 and standard deviation of 1.223 which indicates the medium level of the SIP implementation has been flexible enough and locally adoptable in the school. Thus, from this finding the researcher can concluded that the schools were acquired medium level of flexible enough and locally adoptable on the SIP activity.

As it can be seen in the item 5, respondents were requested to rate their agreement on the school grants were adequately utilized for school improvement activities as planned. Accordingly, respondents rated on the school grants were adequately utilized for school improvement activities as planned with the mean value of 2.69 and standard deviation of 1.317 indicates the medium level of the school grants were utilized for school improvement activities as planned. Thus, from this finding it can conclude that the school grants were utilized for the school improvement activities at medium level.

As shown in item 6 of the table, respondents were asked to reveal their agreement on the school was a strong team among stakeholders to implement the SIP. Consequently, respondents rated on the school were a strong team spirit among stakeholders to implement the SIP with mean value of 2.73 and standard deviation of 1.209 which indicates the medium level of a strong team was among stakeholders to implement the SIP. Thus, from this finding the researcher can conclude that there was a medium team spirit among stakeholders in the Mirab Badawacho woreda secondary school to implement the SIP.

As seen in item 7 of the table, respondents were asked to rate their agreement on a program that enable to make planned and continuous supervise, monitoring and evaluation has been prepared in the implementation of SIP. Consequently, the respondents rated on the program that enable to make planned and continuous supervise monitoring and evaluation has been prepared the implementation of SIP with mean value of 2.69 and standard deviation of 1.269 which implies the medium level of enabling plan to make programmed and continuous supervision, monitoring and evaluation has been prepared in the implementation of SIP.

P6 portrayed that .... *teachers were engaged in teaching-learning activities so that they can improve the way of teaching-learning, but the effort they exerted to evaluate teaching-learning materials were not on a good position.*

P4 also added that *there is a medium team spirit among stakeholders to implement the SIP and there is no regular time for school leadership and management to discuss on the implementation of SIP.*

TheVP1 portrayed that .... *the program has suffered from inadequate leadership skill to implement school improvement plans, and lack of teachers' interest was a major problem. High turnover of principals and inability of the school leaders to manage, coordinate and use efforts for the program implementation were moderately affected the effective implementation of the program.*

In general, the level of leadership skill, team spirit among stakeholders, educational leadership attained, and the school grants were found the moderate school leadership and management domain to implement SIP. Supporting this domain by literature, Harris (2002) claimed that the school improvement strategies can result in changing school culture and that leadership has an important part to play in defining and shaping school culture. Thus, the quality of administrative support and leadership is another critical element in school processes.

4.3. Schools Leaders' Skills and Knowledge on the Implementation of SIP

This section discusses the educational leaders' skills and knowledge on the implementation of SIP. The respondent teachers were 125. Five Likert scale to rate as follows: 1=very low, 2= low 3= Moderate, 4= high, 5= very high. Based on this, the calculated mean value was interpreted as 1.00-1.49 =very low, 1.50-2.49 =low, 2.50-3.49 =medium, 3.50-4.49 =high, above 4.49= very high.

Table 8. Educational leaders' skills and knowledge on the impact of SIP

No	Items	Position	f	Mean	SD
1	The school leadership has the ability to understand and the training needs of the school	Teacher	125	2.54	1.152
2	The school leaders create awareness for school community	Teacher	125	2.76	1.047

3	The school leadership create inspiring vision and mission of the school	Teacher	125	2.87	1.012
4	The school leadership has ability to identify the school problems	Teacher	125	1.01	0.752
5	The school management has ability to prioritize the school problems	Teacher	125	2.61	1.163
6	The school management has ability to solve school problems	Teacher	125	1.48	0.657
7	The school leadership develop strategic plan of the school	Teacher	125	2.93	1.139
	Total		125		

Key= 1.00-1.49 =very low, 1.50-2.49 =low, 2.50-3.49 =medium, 3.50-4.49 =high, above 4.49= very high, f=frequency M= Mean, SD = Standard Deviation

As it shown in table 8 of item 1, respondents were asked to rate their degree of agreement on to what the leadership had the ability to understand the training needs of the school. The mean 2.54 and standard deviation were 1.152 for respondent teachers shows that school leaders agree that leadership were the ability of understand and training needs of the school at medium level. Therefore, from this finding result the researcher concluded that school leadership of Mirab Badawacho woreda secondary schools had medium ability in understanding the training needs of the school.

As seen in table 7 item 2, respondents were asked to show their agreements on the school leadership were created awareness for school community in the implementation of SIP in sufficient. The mean scores 2.76 for teachers and standard deviation 1.047 indicates that school leaders were created medium awareness for school community in the implementation of SIP. Therefore, from this finding result, it was concluded that school leaders of Mirab Badawacho woreda secondary schools were created the moderate awareness for school community in the implementation of SIP. In item 3 of table, respondents were asked to rate their agreement on school leadership had created inspiring vision and mission of the school. The mean scores 2.87 for teachers and standard deviation 1.012 implies the school leadership were created inspiring vision and mission of the school at medium level.

As shown in table 7 item 4, respondents were requested to reveal their agreement on the school leadership had ability to identify the school problems. The mean scores 1.01 for teachers and standard deviation 0.752 implies the school leadership had low ability to identify of the school problems. Therefore, from this finding, it could be concluded that school leaders of Mirab Badawacho woreda secondary schools had low level of ability to identify the school problems. In the 5th item, respondents were asked to rate their agreement on school management had ability to prioritize the school problems. The mean scores 2.61 and standard deviation 1.163 implies the school management had medium ability to prioritize the school problems.

In the 6th item, respondents were asked to reveal their agreement on the school management had ability to solve school problems. The mean scores 1.48 for teachers and standard deviation were 0.657 which implies the school management had low ability to solve the school problems. In the 7th item, respondents were asked to rate their agreement on the school leadership had developed strategic plan of the school. The mean scores 2.77 and standard deviation were 1.139 which implies the school management had developed strategic plan of school plan at moderate level.

> S1 and S3 similarlystated that …. *there is internal supervision for teachers to support direct teaching-learning process. However, supervision provided to schools from supervisors were not sufficient.*
>
> The P1 revealed that *the supervision was also not continuous and conducted at the beginning of the academic year, middle of the semester and at the end of the year. This low support from supervisors and woreda education office had direct negative effect on the practices and implementation of SIP.*
>
> VP4stated that…. *there is a communication gaps between horizontal and vertical relationship of the school.*
>
> *The evaluation and giving feedback are weak so as to improve the school performance. School managers do not give training to school stakeholders on the school improvement program (VP10).*

To generalize the above discussion, the communication of school; developing strategic plan, skill of identifying problems, sharing experiences and giving feedback were found the moderate leadership skills and knowledge under the study.

4.4. Inhibiting factors of school improvement program (SIP)

It was used a five Likert scale rating scales to show different level of influences of factors on the implementation of SIP. School leaders and teachers were given a five Likert scale rate as follows: very serious =5, serious =4, moderately serious =3, less serious =2, and no problem =1.

Table 9. Inhibiting factors of school improvement program

No	Items	position	f	Mean	SD
1	Absence of collaboration among stakeholders	Teacher	125	3.59	1.026
2	High turnover of principals	Teacher	125	3.34	1.008
3	The teacher resistance to the SIP programme	Teacher	125	3.33	1.015
4	Lack of school facilities; textbook, water supply, classroom etc.	Teacher	125	3.38	0.958
5	Lack of appropriate knowledge	Teacher	125	3.50	1.013
6	Lack of time management to the implementation of SIP	Teacher	125	3.47	1.022
7	Absence of guidelines to help effective implementation of SIP	Teacher	125	3.06	1.038
	Total		125		

Key: 5= very serious, 4= serious, 3=moderately serious, 2=less serious, and 1= no problem; 1.00-1.49=no problem, 1.50-2.49=less serious problem, 2.50-3.49=moderately serious, 3.50-4.49 =serious, 4.5 and above very serious.

As shown in the item 1 above, respondents were requested to show their agreement on the absence of collaboration among stakeholders. The mean scores 3.59 and standard deviation were 1.026 which indicates the schools were serious level of absence of collaboration among stakeholders. In 2nd item, respondents were asked to rate their agreement on the high turnover of principals. The mean score 3.34 and standard deviation 1.008 indicates that there was moderately serious level of turnover of principals in secondary schools. In 3rd item, the respondents were requested to rate their agreement on the teacher resistance to the implementation of SIP program. The mean

score 3.33 and standard deviation were 1.015 which implies that moderately serious level of teacher resistance to the implementation of SIP program in the secondary schools.

In 4th item, the respondents were asked to show their agreement on the lack of school facilities. The mean score 3.38 and standard deviation 0.958 show there were serious lacks of school facilities. In 5th item, the respondents were asked to reveal their agreement on the lack of appropriate knowledge in planning on the side of school level management. The mean scores 3.50 and standard deviation 1.013 indicates there were a serious problem of appropriate knowledge in planning on the side of school level management.

In 6th item, the respondents were asked to rate their agreement on the lack of time management to the implementation of SIP. The mean scores 3.47 and standard deviation 1.022 which implies that there were serious problems of time management to the implementation of SIP. In 7th item, the respondents were requested to show their agreement on the absence of guidelines to help effective implementation of SIP. The mean score 3.06 and standard deviation 1.038 indicates that there were a moderately serious level of absence of guidelines to help effective implementation of SIP.

> P1 reported …. The block grant budget not properly released in due time in Mirab Badawacho woreda secondary schools. Thus, this can be one of the factors that affect the implementation of SIP in our school (P3).
>
> Lack of follow up from woreda education office, inactive participation, teachers, inadequate training on capacity building, and inactive participation of school community on budget allocation were major inhibiting factors in implementation of SIP (P5).
>
> S1 reported that…… principals did not liberate themselves from administrative tasks and could not give attention on improving instructional works. They verified the block grant budget is not properly utilized in the school level as it is specifically available as planned. There is lack of time management of the principals. They do not give feedback in due time (S6).

Generally, this finding was in line with Mesele (2011) conclude that, lack of awareness on the program, poor level of participation of stakeholders from planning to evaluation of the program and also inadequate of educational finance, lack of furniture and other

facilities and inadequate competency of leadership were influencing factors of SIP implementation. In supporting this Frew, (2010) also stated that, the major problems that affected the implementation of SIP are: lack of school facilities, limited support of community, and lack of the necessary awareness of stakeholders.

In conclusion of the above discussion, inadequate operation of existing budget, lack of awareness, absence of collaboration among stakeholders, deficiency of fitting knowledge in planning, deficiency of school facilities, insufficient utilization, lack of capacity building training, lack of commitment, inefficient administrative service and lack of time management were found some of high factors that affect the implementation of SIP on the school under the study.

5. SUMMARY, CONCULUSION ANDRECOMMENDATIONS

5.1. Summary of the Study

This study was aimed to assess the implementation of the school improvement program in selected secondary schools of Mirab Badawacho woreda and try to answer the following basic research questions.

1. What is the implementation of SIP on the public secondary schools of Mirab Badawacho Woreda?
2. To what extent have leaders play their role in the implementation of SIP domain on public secondary schools of Mirab Badawacho Woreda?
3. What are the factors that affect the effectiveness of SIP implementation secondary schools of Mirab Badawacho woreda?

The results of questionnaire and interview reveled that inadequate laboratory, library, ICT center, unqualified teaching and learning process, ineffectiveness of school plans, ineffective of continuous assessment, lack of involvement in school program and inactive participation were found moderate domains of teaching and learning process. Availability of helpful devices and building of collaborative support for learners with particular of necessity were insufficient. The school buildings were not well maintained and had an unkempt appearance which was not conducive to effective learning and teaching. Local community participation did not support the school enough to improve learners' academic achievements. There was no strong collaboration among school principals, teachers, parents and other stakeholders.

The finding of the study reveals that all respondent groups showed their moderate level of agreement on educational officials and school principals have acquired educational leadership capacity to effectively implement SIP. Similarly, the result of the study came up with the same result on schools have competent leaders to implement school improvement plans and skilled man power at woreda offices support school level leaders.

The most common selected factors that affect the implementation of SIP by the entire respondent groups are; inefficient allocation of school budget, lack of awareness among SIP implementation stakeholders, lack of commitment from stakeholders in the of school levels, lack of time management on the school level management, lack of collaboration among stakeholders in the implementation of SIP, Lack of appropriate knowledge in planning on the side of school level management and deficiency of school facilities, are chosen as the most major factors which affect the implementation of SIP.

5.2. Conclusions

The main concern of the study was to investigate the implementing of SIP in secondary schools. Based on the findings of the study, the following major conclusions were drawn.

The study revealed that implementation of SIP lacks appropriate knowledge and skills to identify the current status of the school and allocating adequate budget for teaching learning process. Moreover, the serious problem found in the schools were absence of appropriate knowledge in planning and providing adequate training for the entire learning communities. This implies that the planning of SIP for implementation were found the most serious challenges to success of SIP in secondary schools of study area.

Regarding the skills and knowledge of school leaders on the implementation of SIP the researcher concluded that school leadership of Mirab Badawacho woreda secondary schools had medium ability in understanding the training needs of the schools. They were created the moderate awareness for school community in the implementation of SIP and the school leadership was created inspiring vision and mission of the school at medium level. Moreover, school leaders of the study area secondary schools had low level of ability to identify the school problems. Finally, the school management had low ability to solve the school problems and the school management had developed strategic plan of school plan at moderate level.

Finally, the identified factors affecting the implementation of Sip in the study area were lack of adequate capacity among educational leaders working at school levels to sustain the participation of stakeholders particularly teachers, students and parents in the SIP implementation, lack of time management, lack of adequate budget, lack of integration among stakeholders, lack of flexibility and adaptability on the program implementation. At the end, lack of shared understanding among parents, teachers and school principals were the most of the respondents agreed determinant factors affecting the implementation of SIP in secondary schools in the study.

5.3. Recommendations

Based on the findings and conclusions of the study, the following suggestions are forwarded in the Implementation of SIP:

It is possible that the study indicated that the vision and strategic plan were developing by the individual school principals or a few individuals involved in the developing plan process. The involvement of teachers, students, department heads, School improvement committee members and community in developing of vision and strategic plan were poor. To overcome the problems related to implementation, all stakeholders should be involved in the developing plan process. Therefore, it is advisable that, the school principals, teachers, Woreda education office, and other stakeholders should work collaboratively by organizing trainings on SIP planning and implementation.

The study disclosed that parents and community involvement in SIP implementation of the secondary school were inadequate. Therefore, it is advisable that the school leadership improves 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 the students' achievements.

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, evaluation 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 finding of the study shows 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 woreda education offices 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. Finally, best practices of secondary schools on the SIP implementation should be extracted and shared across secondary schools in the woreda joint efforts of school principals, cluster supervisors, and Woreda education offices.

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7. APPENDICES

Haramaya University

Department of Educational Planning and Management

A questionnaire fills by Teachers

The purpose of this questionnaire is to gather data on the Implementationof school improvement program (SIP) in secondary schools of Mirab Badawacho woreda. Itintendeds to examine the value of SIP implementation in improving quality of education, in providing adequate educational inputs to facilitate learning, in fulfilling learners' learning needs and the demands of the community. The success of this study, thus, depends on the honesty, earnestness and frankness of your response. The researcher would like to assure you that your responses are strictly confidential.

Thank you.

Part I-Back ground Information

1. Sex: Male ☐ Female. ☐

2. Level of education.1. DIPLOMA ☐ 2. BA/BS ☐ 3. MA/MSc ☐

3. Total service year. <5 ☐ 5-10, 11-15 ☐ 16-20 ☐ >20

4. Current position. Principal ☐ Teacher ☐ Unite leader ☐

Part 2: Level of SIP implementation.

The following statements are intended to identify in what extent the SIP was implemented. Please rate the number scale that represents your perception in by putting x marks on the space provided below.

5= Very High, 4= High, 3=Moderate =, 2=Low, 1=Very low.

N	**Items**	**Rating scales**				
1	**Teaching learning domain**	5	4	3	2	1
1.1	The teaching learning objectives were implemented as school plan					
1.2	The school has well equipped laboratory with the necessary materials to support practical learning					
1.3	The quality of teaching and learning was improved.					
1.4	The school has ICT center to promote information communication					
1.5	Teachers are actively engaged in improving teaching and learning					
1.6	Teachers developed the sense of responsibility by being involved the i mplementation of SIP					
1.7	Students developed the sense of responsibility for the effective					
1.8	The teacher uses teaching aids in teaching learning process					
1.9	Teachers evaluate students' performance through continuous					
1.10	The school has library to support students learning					
2	**Safe and Healthy School Environment Domain**					
2.1	Repairing school has toilet room for students					
2.2	The school has drinking water					
2.3	The school has enough learning class rooms to student class room					
2.4	The school has enough sport field for each sport items					
2.5	The school compound safely protected from any environment					

Part III. The following statements are intended to identify the implementation of SIP. Please rate the number scale that represents your perception by putting x marks on the space provided below.

Key: 5= strongly agree, 4= Agree, 3=undecided=, 2=Disagree, 1= strongly disagree

3	**Inhibiting factors on the Implementation of SIP**	Degree of influence				
		5	4	3	2	1
3.1	Absence of collaboration among stakeholders (PTSA, KETB)					
3.2	High turnover of principals					
3.3	The teacher's resistance to the SIP program					
3.4	Lack of school facilities					
3.5	Lack of appropriate knowledge in planning on the side of scho					
3.6	Lack of Time management/schedule/ to the implementation of					
3.7	Absence of guidelines to help effective implementation of SIP					
3.8	Lack of awareness among SIP implementation stakeholders'					
3.9	Lack of technical support from woreda officials.					
3.10	Lack of commitment on the side of school level management					
3.11	Lack of adequate budget to implement planned activities.					
3.12	Insufficient utilization of available budget.					

7. Please write the major SIP implementation problems/inhibiting factors.

a_____

b._____

8. Please write the solution that resolves the problems mentioned above?

a._____

b._____

Haramaya University

Department of Educational Planning and Management

INTERVIEW GUIDE QUESTIONS FOR THE SCHOOL PRINCIPALS AND WEO experts

The purpose of this interview is to gather information on the implementation of school improv ement program (SIP) as one component of the General Education Quality Improvement Pac kage (GEQIP). The success of this study, thus, depends on the honesty, earnestness and frankness of your response. The researcher would like to assure you that your responses are strictly confidential.

Thank you!

Part I: -Guiding Questions

1. How do you value the implementation of SIP in achieving the goals?
2. Would you tell me the managerial and leadership skills and/or the competence capacity of educational leaders including school principals for the SIP implementation?
3. Would you mention some of the major problems that inhibit the implementation of School Improvement Program (SIP)?
4. What measures need to be taken to make SIP more successful?
5. Do you observe that secondary school principals have put adequate efforts to implement the program? Have they adequate awareness on the implementation of the program?
6. Do you think that the school grants were properly managed and used for the intended purpose in the primary schools?