

College of Education and Behavioural Studies

Department of Pedagogical Science

School Related Factors That Affect Quality of Education in Primary Schools of Abuna Gindebert Woreda, West Shewa Zone

A Research Submitted to The Department of Pedagogical Science in the College of Education and Behavioural Studies in Partial Fulfilment of the Requirements for Bachelor of Education Degree in Pedagogical Science and English Language and Literature

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December 2020

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Acknowledgment

My special thanks of the almighty God for his endless follow up! Then I am great full my research advisor Mr. Ethiopia member for his unreserved follow up guidance and constructive comments which lead to the successful completion of this study.

I would like to forwarded deepest gratitude to all my family they support for their financial and moral support that made me so energetic to complete the study successfully

Besides I extend my heartfelt thanks for my best friends for their collaboration and other relevant comments.

Finally, I would like to acknowledge Abuna Gindebert supervisors' principals' teachers and students for their willingness and cooperation for providing information for success of this research work.

Acronym

ESDP: Education sector Development Program

ETP: Ethiopia training policy

MOE: Ministry of Education

UNESCO: United Nation Education Scientific and Cultural organization

WEO: Woreda Education office

Abstract

The use at this study was to investigate school related factors that affect quality of education primary school in Abuna Gindeberet Woreda West Shewa Zone to realize this study narrative description was used because this method helped to get information about students, teachers, school principal and school supervisors were collected through both close ended or open-ended questionnaire, interviews. The population of the study was including 4 school supervisors,36 school principals 47 teachers 985 students in Erjajo, Haro, Guto, and Bashi primary school abuna Gindeberet Woreda West Shewa Zone. The techniques used in the study was simple random sampling

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CHAPTER ONE

1. INTRODUCTION

1.1 Background of study

Quality of education contributes to higher life time earnings and stronger national economic growth and helps individuals make more informed choices about fertility and other maters important to their welfare (UNICEF, 2000). Parent make judgment about school quality of education; people in all countries expect schooling to help children develops creative thinking and acquire the skill, values and attitudes necessary for them to load productive lives and became responsible citizens (UNICEF,2001).

Edward (2002) state that the common causes of poor quality in education include poor curriculum design, unsuitable and poorly maintained building, poor working environment, unsuitable system and procedure, lack of necessary resources and insufficient staff development. In addition, the special cause of quality problem could include lack of knowledge and skill on the part of members of the staff. Lack of motivation, communication failures and problem with particular pieces of equipment.

The Education system in Pakistan should be designed in such a way that it ensures the production of responsible and enlightened citizens to make Pakistan the part of international framework of human centred economic development (Govt. of Pakistan, 2009). According to Bhatti et al. (2010), "education is extensively regarded as a route to economic prosperity being the key to scientific and technological advancement. Hence, it plays a pivotal role in human capital formation and a necessary tool for sustainable socio-economic growth. Education also combats unemployment, confirms sound foundation of social equity, awareness, tolerance, self-esteem and spread of political socialization and cultural vitality. It raises the productivity and efficiency of individuals and thus produces skilled manpower capable for leading the economy towards the path of economic development".

Likewise, Kazmi (2005) noted that "today, most of the developing countries are suffering from a host of economic as well as socio-political maladies such as unemployment, low earnings, inflation, corruption, exploitation, rapid population growth and, above all, political instability resulting from low literacy rate.

Education is believed to be an effective remedy, which a country can apply to cure its economy and eradicate social evils". Khan (2002) stated that primary education could help in eradicating poverty by raising income, enhancing physical condition and nutrition. Education especially primary education is considered most important stage on which the entire structure of future social, cultural and economic development is raised (Govt. of Pakistan, 2002). Primary education is the fundamental element of the educational pyramid. It plays a central role in the life of an individual (Zeb, 2004).

The standard of primary education depends upon several factors; the most important is the most advantageous utilization of existing human and physical resources, teacher's professional and academic qualifications, and socioeconomic background of the students. In the same way, parental education has direct impacts on teaching learning process. Khan, et al. (2004) arrived at the conclusion that academic qualification of the teacher had a considerable positive impact on students' educational attainment. It affects students of urban areas more as compared to rural areas.

According to UNESICO ,2003 state that Education is linking directly to such critical components as teacher, curriculum content, methodology, examination system, police planning and management as well as Administration. Quality is at the heart of any educational system. It influences what students learn, how well they learn and what benefits they draw from their education whether or an education system is high or low quality can be judged in terms of input, process and output. Therefore, in Abuna Gindeberet District primary school (Erjajo, Haro, Guto, Beshi) develop these quality education important critical criteria by linking them. Those critical criteria are teacher's curriculum contents methodology, evaluation system ways of policy implementation and managing planning access of leering to all children and school environment situation. Therefore, this study intends to find the above and other factors that affect Abuna Gindeberet District education system.

1.2 Statement of the problem

The common causes of poor quality in education include poor curriculum design, unsuitable and poorly maintained buildings, poor working environment, unsuitable system and procedure, lack of necessary recourse and insufficient staff development. In addition, according to Akhtar (2007), the school is primary nursery where the seed of future generation are grown to give the mature trees with the minds and brain to design the economic and social fabric of country. Quality education is reflected by the development and growth of any economy. However, poor quality education could be a poor investment.

Edward (2002), stated cause of quality problem could include lack of knowledge and skill on the part of the members of the staff, lack of motivation, communication failures and problems with particularly equipment.

Currently the number of students in Abuna Gindeberet woreda, increases from year to year (WEO annual report, 2018). But availability of educational materials do not increase accordingly. In addition to this, quality of teachers is below the requiring level, medium of instruction is another factor which faced the rural children, absence of library services and laboratory some among many problems. In general education in primary school is not being provided efficiently and effectively in the Woreda.

Thus, purpose of this study is to investigate school-related factors that affect quality of education in primary school of Abuna G/beret Woreda.

1.3 Research Questions

1. What is the school related factors that affect quality of education?
2. What are the possible strategies to improve quality of education?
3. What is the perceptions of teachers principals and students about existing quality of education?

1.4 Objective of the study

1.4.1 General objective of the study

➢ The general objective of the study is to investigate school related factors that affect the provision of quality education in primary schools of Abuna Gindeberet District, West Shewa Zone.

1.4.2 Specific objective of the study

1. To describe the school related factors those influences the quality of education.
2. To examine teachers', principals and student's perception of existing quality of education.

3. To recommend the solution to improve the quality of education in primary school.

1.5 Significance of the study

The finding of the study was having positive impact for effective and efficient teaching activity in primary schools of Abuna G/beret district.

The study also helps:

- Teachers to acquire some hints to improve the weakness and enhance the strength of the class room effectiveness.
- Educational managers and supervisors at a primary level properly monitor teachers to teach and assess their students in school system to improve quality of education.
- An educational policy maker was aware of the problems which teachers face in curriculum implementation.
- It was encouraging others to do more and detailed proposal on the problem.

1.6 Delimitation of the study

Investigation of factors affecting quality of education is a very wide area of the study. It is related to many factors that include the internal and external factors. But the study was restricted to school- related factors only such as teachers, curriculum, students, facilities, school management and educational process, instructional time, language of instructional methodology of teaching and evaluation because they are major determinants of the quality of education. Due to the constraints of time, other resources, the researcher was carrying out only four primary schools of Abuna G/beret Woreda.

1.7 Operational of key terms

Class size: To the total numbers of students assigned and enrolled in specific class under the direction of specific teachers (delight on, 1971).

Educational process: Refers to interaction between the teachers' and students what they are discuss, training and curriculum the courses requirements and offering the organization of educational (rose 1990).

Factors: Cause or determiner that underlines the influence of performance (Guod, 1973).

Primary education: Is a grade level from (1-8) sub divided in to two cycles of basic (1-4) and general (5-8) education (MoE 1994).

Quality education: an education that enables to procedure they require human power in the country and benefits the learners.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

In this chapter relevant literature which helpful to further develop the conceptual frame work of the study to identify the issues to be included in the study.

2.1 Meaning and concept of the Quality of Education

Quality education is difficult to define and measure for World Bank (1995) the definition of quality must include student's outcome. Most educators also include in the definition the nature of educational experiences that help to produce those outcomes. Qualities often describe interims of input in to teaching (teachers, equipment materials …etc.) rather than interims of student's achievements. Basically, because input is easier and less costly to measure

(UNESCO, 1999). In one way or another input or output of education system as to World Bank (1998) determines the quality of learning.

According to Adam (1993) cited in Assofa Berhone (2002) reviewed same of the common view of educators on the quality education as follows.

Quality as a process: reflects not only input or result but also the nature intra-instructional of student's facility and whole instructional environment.

2.2 Why Focus on the Quality of Education at Primary Level?

Achievement in education fundamental depends on its quality in globalize world. It is a paramount important to focus on this issue. In addition, how will pupils be thought and how long the stay in school and how regularly they attend their education.

Hence parent sending their children to school are likely to depend on judgments they make about the quality

Quality of teaching learning process. Schooling helps children develop their creativity and acquire the skills, knowledge, value and all tureens through which they would most probably be responsible actives and productive citizens. However, it is not an easy matter to mode citizen's in such away. That is why police makers and research analysis found education quality difficult to ignore.

2.3. Indicators of Quality Education

Indictors of quality education are bench marks with we can say systematically the quality of education. These indices impinge on the process of education (curriculum contents, teaching methods, qualification of teachers physical and social infrastructure provision etc.) as well as the personality and permanent of quality are neither perspective on static. The indicators will,

however serve to as guide spots towards achievements of the goal that are relevant to the task and mega-environment of school (Yalkwue, 2002).

As pointed out in world bank (2008:8) the principal quality indicators are pupil teachers ration, pupil section ration and availability and distribution of materials like books …ate on the other hand UNDP (1994) states that teachers characteristics availability of equipment and facilitates expenditure per pupil are consider as quality indicators.

2.4. Factors Affecting Quality of Education

The general concepts of quality education are composed of three interrelated dimensions

- The quality of human and materials resource available for teaching (input)
- The quality of teaching practice (process)
- The quality of result (out and outcomes, Gnisay and Mahlek (1994)

In this regard the paper is attempted to assess the major school related factors that affect the quality of education in terms of teaching student's curriculum management teaching materials, facilities teaching learning process.

2.4.1. Teachers Related Factors

Of all inputs required to carry out on education activity effectively teachers are the major components to accomplish the educational tasks. They are fundamental to educational delivery are the quality of teaching staff and teacher effort (Carney 1999). However, there are several factors associated with the teacher for his/her best characterises of the quality of education.

There includes qualification, experience, motivation competency etc.

Qualification

Qualification is the education experiences and physical, social and mental character stoics of instructor that determine his fitness for education position (Good 1973). The highest quality teachers those capable of helping their student learning have deep mastery of both their subject matter and pedagogy.

Experience: Experience is the acquisition of knowledge attitude and skill through one's own perception and participation or knowledge attitude or skill, so which is required (Good, 1973). In addition to qualification, experience of teachers is another important factor that creates favourable condition on teaching regarding this (1989) has noted that is development of strong instructional and class room management is gain through experience.

Motivation; Motivation is the process arising sustaining regulating activity. It is a practical art of applying incentive and arousing interest for causing are to perform in a direct way (Good, 1973). Qualification and experience alone will not necessary bring the desired quality in education. In addition to qualification and experience of teacher's planner and policy maker should have thing about motivation. The purpose of motivational to use teachers effortful to bring the desired education quality. Expectancy theory advocated beliefs that people are motivated by the opportunity to earn in incentive Pender cited in (Seyfert, 2005) stated the psychologists who have studded human motivation have developed elaborate theories about the relationship between tangible reward and employee performance.

Attitude; Attitude is defined as a person's evaluation of an entity (Ajzen and Fishbein, 1977). Is the sum of beliefs about an entity from the attitude towards the entity and it refers to a set of emotions, beliefs and behaviours to ward a particular person, things or event.

Competences; Competence is ability to apply to practical situation, the essential principal and techniques of a subject matter filed (Good, 1973).

(MoE.2003), pointed out five sets of competences that teacher of all levels must exhibit.

i) Competence in producing responsible citizens.

ii) Competence in the subjects and content of teaching.

iii) Competence in the class room.

iv) Competence in values attributes ethics and abilities to professionalism.

2.4.2. Students Capacity and Motivation to Learn

Student capacity motivation to learns are determine by the quality of the home and school environments the student health mutilation status and their prior learning experience including the degree of parental stimulation. Family income influences schools out puts indirectly though the status process variable (Burk load, fox Holalvd, 2000).

The prince source of children capacity and motivation to learn is the family though generic endowment and the direct provision of nutrients health care stimulus (World Bank 2000).

2.4.3. Relevance and Development of Curriculum

The curriculum defines the subject to best taught and furnishes general guidance regarding the frequency and duration of instruction. Curriculum and syllabi should be closely linked to performance standards and measure of outcome statement that translates the goals in to

measurable objective should provide the starting point of the development and implementing of curriculum (UNICEF: 2000).

Curriculum should emphasize problem solving that stresses skills developments as well as knowledge acquisition. Curriculum should also provide room for individual difference and focus the result in standards and targets for students learning.

2.4.4. The School Infrastructure (facilities) for Quality Education

Physical learning environment in which formal leering occur ranges from relatively modern and well-equipped building to pen air-gathering places (UNICEF, 2005). Therefore, infrastructure include class room office study room, toilet room water and electricity service etc. according to ministry of education (MOE,2003) school facilities include water latrines clinic pedagogical centre and laboratories. The facilities are required for proportional to the number of teacher and students in the class.

2.4.5. Text books

After black bored and chalk, text book is the most common and most significant in most county. Research finding suggest that shortage of text book affect the level of achievement. This is especially true for children of low socio-economic strata since their family cannot afford to books. Therefore, censuring that each student has the right to have text book for the approval curriculum could be an important factor in reducing learning problem.

2.5. Strategies for Improving Quality of Primary Education

Strategies to improve the quality of education is the special issue of Journal of the Institute for Pedagogy and Andragogy (Zbornik Instituta za pedagogiju i andragogiju) that seeks an updated and new knowledge on strategies for improving the quality of education.

There have been many decoration and conference held around the world the development and improvement of quality education. The issue of quality has become critical in many countries with construed resource the effort to increase access to basic education has often led to declining quality of education. Assessment of quality of learning in most of African countries indicates that only small percentage of children are acquiring the knowledge and skill they are expected to acquire (Hemeved,2004 UNESCO 2004).

Design of quality goals: appropriate action should be taken to quality goals that should be oriented and help the students achieve cognitive, affective and psychomotor skill for meaningful function in a society.

Relevant education policy and curriculum program: policies should be workable and facilitate teaching learn and the program should be relevant to the needs of the leaner's and surrounding communities.

Strength the support service: the support service can be strengthening be rain forcing the supervision and advisor service for teachers. It is also important to encourage educational research testing and examination curriculum development and review by developing better method for assessing pupil performance and designing remedial measure.

Quality planning of education: it is both strategic and tactical and made of relevant data bees done their needs of students and the school community.

Improvisation: on primary education can perform will without adequate teaching aids and other facilitates for learning. thus, relevant aids make teaching in tear sting and effective. Improve the condition of services of teachers: government should find a way of improving the pay structures of teachers as to motivation extrinsically to perform better if the conditions of service more improved the primary education system will attracts more dedicated teachers.

Performance management: primary education manager has been freedom to improve the processes and achieve the objective and targets and targets set. The actual level performance against target is measured and reported accordingly.

Construction of schools within easy reach of children. The community can build schools within reasonable walking distance for children where schools are for from Childress homes, the community can build school within reasonable walking distance for children.

2.6 Perceptions of Teachers, Principals and Students About Quality of Education.

Determining teaching quality reliably and validly serves important improvement and accountability purposes (Timperley, Wilson, Barrar, & Fung, 2007). Student, teachers and principal's perceptions are rarely used in primary education for measuring teaching quality. Therefore, the following research questions are addressed in this study:

1. To what extent do for primary school's students' perceptions of teaching quality show construct and discriminant validity?

2. To what extent are primary schools' students' perceptions of teaching quality reliable at the scale and item levels?
3. How consistent are student perceptions of teaching quality with observer ratings of lessons?

2.7 The Role of Stakeholders in Quality of Education

There are a few theories concerning who might be considered a stakeholder in an academic institution. According to Freeman (Freeman, 1984; Mitchell, Agle & Wood, 1997), it can be any person or a group of people that can influence the process of achieving the aims of a given organization – an academic institution in this case. The division into internal and external stakeholders was introduced by Burrows (Burrows, 1999). In his work, Watson (Watson, 2012) states that not all groups seen as stakeholders are, indeed, stakeholders, as the role they play and their influence on an organization is very low or non-existent.

Stakeholder typically refers to one who is associated with the welfare and success of a school and its students. They may also be collective entities, such as local businesses, organizations, committees, media outlets…more

School administrators

School administrators, who monitor the implementation of the curriculum, play a vital role in structuring and developing the school and students. Furthermore, they are responsible for the purchasing of learning materials which are essential for curriculum implementation. They are usually informed by teachers, students, and the community about the success of their curriculum.

Parents

Parents influence the implementation of the curriculum by playing a vital role in monitoring the lessons taught at schools, filling the gap between their children and the school administration by providing various resources which are not available in school. Teachers often take help of parents for monitoring the social and behavioural development of a child, especially for special educational needs.

Professionals

Psychologists and social workers are known for their contribution towards special schools and their children. These stakeholders provide useful options for dealing with students of foreign origin or those with disabilities. Often acting as school board members, community members are usually seen contributing to the various resources which are not found at school premises.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Description of the Study Area

Abuna Gindeberet is one of the woredas in the Oromia region of Ethiopia. It is part of the west Shewa zone. It was part of Ginde Beret Woreda until 1997g.c and abuna Ginde beret was stablished at 1997. Bake Kelate is the town of abuna Ginde Beret.(Abuna Ginde Beret Wikipedia)

3.2 Research Design

In this study the descriptive survey method was selected, because it allows the researcher to assess the current factors that affect the quality of education in government primary schools of Abuna Gindeberet district. As stated by (Seyoum and Ayalew, 1989) a descriptive survey method helps in picturing the existing situation. Additionally, it allows gathering of necessary information using data collecting instruments and document analysis. Furthermore, this approach is helpful to collect descriptive information directly from the population to employ simple statistical techniques and to facilitate drawing generalization about large population on the basis of the study of representative sample. (Krishnaswami, 2001).

3.3 Population Sample Size and Sampling Techniques

To select samples from the Abuna G/beret district, simple random sampling was use in this study. Regarding the selection of the school to be included in to the random sampling techniques was having applied. So as encompass the schools in different implementation status. Accordingly, out of 44 primary school in the West Shewa Zone Abuna Gindeberet district, 4 of them was selected randomly. During selecting the school, the number of principals, teachers, students and supervisors are listed in the below table precisely.

Name of school	Sex	Principal Sample			Teachers sample			Students sample			Supervisors sample		
		pop	sample	%	pop	sample	%	pop	sample	%	pop	sample	%
Erjajo	M	4	3	95	20	10	50	200	180	78.5	1	1	100
	F	3	3	100	10	5	50	150	140	90	-	-	-
Haro	M	6	6	100	20	5	25	150	100	75	1	1	100
	F	5	5	100	15	6	47	150	90	67	-	-	-
Guto	M	7	5	75	20	10	50	200	150	75	-	-	-
	F	8	8	100	10	5	50	250	100	46	1	1	100
Bashi	M	4	4	100	10	3	48	100	100	100	1	1	100
	F	3	2	95	5	3	60	150	125	85	-	-	-
Total	M	21	18	94	70	28	98	650	530	100	3	3	100
	F	19	18	98	40	19	98	700	455	100	1	1	100
	T	40	36	96	110	47	98	1350	985	100	4	4	100

Table 1 total population and its sample size

3.4 Source of Data

The researcher was used both primary and secondary sources of data. A primary source of data was having state from students, teachers, principals and supervisors. The secondary source of data used relevant documents which is stored in the sample school's information data. The study accounts for both primary and secondary data. The primary data is gathered from Woreda education supervision coordinator, primary school supervisors, primary school principals, primary schools' students and primary school teachers since they can give first-hand information regarding school supervision

3.5. Instrument for Data Collection.

To obtain first-hand information pertaining to the subject of the study, questionnaire, interview and document analysis was used.

3.5.1 Questionnaire

The researcher was used questionnaire because of its appropriateness to secure data from many people at time for its natural characteristics that allow information express their ideas and opinions freely. This questionnaire composed of both open- ended and close- ended item was administered to teachers and students.

3.5.2 Interview

Interview was chosen for a face-to-face contact and it permit to raise different question for further information.

3.5.3 Documents Analysis

This data gathering instrument of a factor that affect the quality of education of primary and secondary sources data was enabling the researcher to gain information about to see student's previous backgrounds and common measurement of the school to alleviate its effects. It also helps to suggest possible solution for problems that caused poor quality of education.

3.6 Procedure of Data Collection

The questionnaire was initially have developed in view of basic research question of the study. The objective of the data collection was explained to respondents to maximize return of the questionnaire, in addition interview guided question and document check-list was developed. Both quantitative and qualitative instruments of data collection was used for the study. These consist of questionnaire. Multiple instruments were used to check the consistency of information and to gather supplementary ideas, which could never be obtained by one means.

3.7 Methods of Data Analysis

To conduct the analysis of data, descriptive statistical analysis was mainly used. The data that collected through structured questionnaires were presented in tables and was analysed using percentages and descriptive statements. In addition, qualitative data was analysed by summarizing the words of interviewee and focus group discussion participants in narration. Finally, the data was analysed and discussed to reach at certain findings.

3.8 Ethical Considerations

Ethical consideration is an accumulation of values and principles that address questions of what is good or bad in human affairs. Ethics searches for reasons for acting or refraining from acting; for approving or not approving conduct; for believing or denying something about bad or good rules.

There are the most important principles related to ethical consideration. Those are

- Participants should not be subjected to harm in any ways whatsoever.
- Respect the participant should be prioritised
- Full consent should be obtained from the participants prior to the study.
- Any type of misleading information as well as representation of primary data findings in a biased way must be avoided.

UNIT FOUR

4 DATA PRESENTATION ANALYSIS AND INTERPRETATION

This chapter consists of data analysis and interpretation of the collected from the respondents through questionnaire, interviews. According data analysis was made by making use of data gathered from Abuna Woreda four primary schools' students, teachers, principal and Woreda supervisors. Tools used to gather data were a set of questionnaires including both closed and opened ended and interview guide questions.

From total of 34 questionnaires 15,12,10 and 7of they distributed to students, teachers and supervisors respectively. All questionnaires filled and returned. On other hand the structure interview guidance questionnaire is presented from four sample school principal two supervisors. Therefore, analysis and interpretation of the was made on the response obtained from the document of abuna gindeberet Woreda education office as well as schools.

4.1 Characteristics of Respondents

The following table describes the characteristics of respondents of the targeted population give some basic information about the sample population involved in the study.

Table 2 characteristics of respondents

No	Variables		Respondents							
			Students		teachers		Principals		supervisors	
			no	%	no	%	no	%	no	%
1	Sex	Male	79	52.6	23	48.9	5	100	2	100
		Female	71	47.6	24	51	-	-	-	-
2	Age	9-14	83	55.3	-	5	-	-	-	-
		15-20	37	24.6	-	-	-	-	-	-
		21-26	30	20.1	8	17	-	-	-	-
		27-32	-	-	22	46.8	-	-	-	-
		33-37	-	-	10	21.3	5	100	2	100
		>38	-	-	7	14.1	-	-	-	-
3	Academic qualification	TTI	-	-	17	36.1	-	-	-	-
		Diploma	-	-	24	51.1	-	-	-	-
		Degree	-	-	6	12.8	5	100	2	100
		Others	-	-	-	-	-	-	-	-
4	Work experience	1-5	-	-	16	34	-	-	-	-
		6-10	-	-	12	25.5	-	-	-	-
		11-15	-	-	13	27.6	5	100	2	100
		16-20	-	-	6	12.7	-	-	-	-
		Above 20	-	-	-	-	-	-	-	-

Table 2 show that 79(52.6%) of the students respondents were male and the rest 71(47.4%) of them were female 23(48.9) of respondents teachers were male and the rest 24(51%) were female. All the respondents of school principal and supervisors were male.

The above figures show the number of female participations in teaching of educational system were comparatively better in abuna gindeberet Woreda.

The age of respondents in year is represents in item 2 of the table 2 accordingly 8(17%)of the teachers 5(100%) of principal and 2(100%) of supervisors were between the age of 33-37 the rest 8(17%)of teacher respondents were be taken the age of 21-26 and 83 (55.3%) of the students were between the age of 9-14 were the rest 37(24.6%)of theme were between the age of 15-20 years .This show that all respondents were likely in a good position to provide adequate and rational response to the questionnaire presented to them.

Regarding the educational profile of the respondents teachers were 17(36.1%)of TTI 24(51.1%) of diploma and rest 6(12.8%) of them fellow up their degree program in summer.

Concerning educational qualifiers of respondent's principal (100%) of them follow up their degree program in summer.

Item 4 of table 2 show respondents work experience. Accordingly 16(34%) of respondents teachers 12(22.5%) of teachers respondents hold 1 to 10 year experience and the rest 19(40.4%) 0f respondents had experience 11 to 20 years 5(100%) principal and 2(100%) of supervisors respondents had 11-15 year experience.

Data analysis and interpretation on school related factors that affect quality education in primary school. This section focuses on data analysis and interpretation on school related factors that affect the quality education.

Item 4 of table 2 show that respondents work experience accordingly 16((34%)of respondents 12(22.5%) of teachers respondents hold 1 to 10 year experience and the rest 19 (40.4)of respondents had experience 11 to 20 year 5 (100%) principal and 2(100%) of supervisors respondents had 11-15 years' experience

4.2 Data Analysis and Interpretation on School Related Factors That Affect the Quality Education in Primary School.

This section focuses on data analysis and interpretation on school related factors that affect the quality of education.

4.2.1 Analysis of the availability of school facilitates.

To assess the availability of school facilities the respondent was asked six close ended questionnaires and all interviews questions. The general ideas of the respondents were illustrated in the next table three.

Table 3 response regarding the availability of school facilitates

no	Item	response	Respondents			
			Student		Teachers	
			no	%	no	%
1	Availability of basic needed in school	Water	49	13	10	21,3
		Latrine	150	41	12	25.5
		Pedagogical center	58	15	10	21.3
		Library	118	31	15	33.8
2	Does school library give services for how students	Yes	46	30.7	-	-
		No	104	69.3	-	-
3	Availability of reference book in library for	v. high	23	17.4	-	-
		High	44	33.3	-	-
		Medium	22	16.6	-	-
		Low	36	27.2	-	-
		v. low	7	5.3	-	-
4	How is the availability of teaching of teaching aid in your school?	v. high	7	4.6	-	-
		High	17	11.3	-	-
		Medium	23	15.3	-	-
		Low	39	26	-	-
		v. low	64	42	-	-
5	Influence due to absence of in striation materials in teaching and learning process	v. high	-	-	24	51
		High	-	-	18	38.3
		Medium	-	-	5	10.7
		Low	-	-	-	-
		v. low	-	-	-	-
6	Text book and pupil ratio	1:1	47	31.5	8	17
		1:2	77	51.6	13	27.6
		1:3	17	11.4	24	51
		1:4	8	5.3	2	4.2

The above table three item one show that almost all respondents repeated most school facilities available in their school

Regarding library service shown in item 2 104(69.3%) of responsive students indicated as the service provision was completely absences. interview respondents' principals conform student's response. In the school were library service is said to be available libraries were full of shelved without dated and irrelevantly donated (brought book)

Concerning item 3 of table indicated 36(27.2%) and 7(5.3%) majority of students of respondents unclaimed that the availability of reference book in books in library according students grade level was low to very low respectively.

Item 4 is concerned on the provision teaching and regarding this the majority 64(42.7%) of respondent's students indicate that the availability of teaching aid was very low 146(26.1%) students rated low. In some of the respondents show that lack instructional materials (teaching aid) in their school. The interviews respondent's principals conform that instructional materials in school pedagogical centre were in sufficient and there was no activity to facilitate instructional materials for each subject and each grade level to enrich curriculum being implemented in their school.

Regarding item 5, 24(51%) and 18 (38.2%) for respondents' teachers 5 indicate that the influence of such instructional materials in their school were high and medium respectively.

Generally, this shows that the quality of education has mainly affected due to insufficient provision materials in abuna gindeberet primary schools.

Regarding item 6 show that 47(31.4%) of students respondents and 8 (17%)of respondents of teachers 5 reported that one book for a student's while the rest response show the scarcity text book in the school. Also students and teachers with open ended questionnaire were asked to discus and write about problem of educational input and they state that besides the shortage of text book there was no text book on the three subject area of all principal and supervision in the interview questionnaire confirm that the scarcity of subject text book and teaching guide. Thus, inadequate of text book and teaching guide can seriously affected the quality of education

4.2.2 Analysis of attitude of teachers to wards.

Regarding affixture of a teacher interest, commitment, initiation towards teaching and attitude of students to ward learning was presented for all the respondents. The response was shown below in.

Table 4, Views of respondents to affixture of teachers towards devaluing and students toward learning

No	Item	Response	Respondents			
			Students		teachers	
			No	%	No	%
1	Students attitude towards teaching	V. high	23	15.3		
		High	22	14.6	6	6.3
		Medium	76	50.3	29	3.9
		Low	23	15.3	7	7.4
		V. low	7	4.6	5	5.3
2	Attitude toward teaching to teachers	V .high	-	-	4	4.3
		High	-	-	17	18.1
		Medium	-	-	22	23.4
		Low	-	-	4	4.3
		v. low	-	-	-	-

As it is indicated in the above table 4, 76 (50.3%) of respondent students and 29(61.75%)of respondents teachers related of majority students towards learning were medium 23(15.5%) and 7(4.6%) of students respondents and 7(7.4%) and 5(5.3%)of teachers respondents related that attitude of students towards learning was low to very low and interview respondents principals confirm the above response.

As can also see from the table item 2.22(23.4%) of the teachers respondents agreed that attitudes the teacher toward teaching ranged medium to low.

Also interview respondent's principal and supervisor agreed that attitudes of teacher towards teaching learning process more effective the teachers attitude towards their professional should improve.

4.2.3 Analysis of competence of teachers and school principal

To assess the competences of teachers and school principals the respondents were asked six close ended questionnaires to the level their agreement using a five point rating scale very

high(5) high(4) medium(3) low (2) very low (1) or the purpose of analysis core the value were interpreted as 3-5-5:00 high 2-5-3 49 moderates and below 2-49 low

Under this section there is also an interviews questionnaire for interviews respondents were illustrated in the next table.

Table 5, views of respondent competences of teachers and school principals

No	Item	response	Level of agreement					
			5	4	3	2	1	m
1	The ability of majority teachers in masters of subject matters of teacher	Students	32	60	50	8	-	3.78
		Teachers	-	-	-	-	-	-
2	The ability of majority teachers in transporting the subject matter property	Students	5	75	57	8	8	3.57
		Teachers	-	-	-	-	-	-
3	The ability of majority teachers to use instructional materials properly	Students	17	25	38	42	28	2.75
		Teachers	-	-	-	-	-	-
4	The ability of majority teachers in utilizing their instruction time properly	Students	17	55	62	2	14	3.4
		Teachers	-	-	-	-	-	-
5	The ability of majority teachers to prouder all necessary exam properly	Students	30	62	53	5	-	3.78
		Teachers	-	-	-	-	-	-
6	The competence of the principal in the school leadership	Students	-	-	-	-	-	-
		Teachers	8	12	16	11	-	2.93
7	School principal ability for solving students problem	Students	8	18	19	2	-	3.05
		teachers	-	-	-	-	-	-

Key 5 = very high 2 = low

4 = high 1 = very low

3 =moderate

The above table summarizes 5 of students concerning the competences of the school teachers. As it indicated in table in table 5 of items 1 those score mean (3.78) students shows that the ability of majority teachers in altering of the subject matters was high.

Regarding item 2 the score mean (3.4) the students respondents indicate the ability of some teachers in transmitting the subject matters to the students were medium.

Also interview principal respondents confirm that students are response. on which ability of teachers in transferring the subject matters were medium and low due to qualification problem.

Item 4 of table 5 indicate the ability of teacher in utilizing their instructional materials time properly. In this regard the score means (3.5) of student's respondents response show that the most of the teachers were medium in their instructional time utilization.

Item 5 table 5 concerned about ability of teacher providing all necessary exams properly. In this regard score mean (3.78) of student's respondents show that the ability of teachers provide necessary examination properly were high.

As it can be seen item 6 of table 5 the score of mean (2.93) of teachers respondents indicated that the competences of principal was medium. According the interviews sample school's principal three of them did not get school leadership training course. Thus show that 75% of the principal were not well trained to shoulder their responsibility effectively. Item 7 of the table 5the score mean (3.05) of student's respondent's response indicated that ability of school principal for solving student's problem medium.

4.2.4 Analysis of Methods of Evaluation Students Activity.

Regarding the method of evaluation student's activity, the respondents were asked three ended questionnaires. The questionnaires were analysed and interpretation by using percentage in the next table.

Table 6, view of respondents on methods of evaluation students

No	Item	response	Respondents			
			students		Teachers	
			No	%	No	%
1	What methods do teachers use in evaluating students' activities	Class work and home work	10	7	3	6.3

		Test	17	11.3	5	11
		Exam	2	1.3	-	-
		All	121	80.6	39	83
2	Do teachers check student's homework and class work	Yes	-	-	34	72.3
		No	-	-	13	27.7
3	If no check student's homework and class work why	Large class	-	-	3	6
		Lack of time	-	-	3	6
		All	-	-	7	15

When the given lesson is understood by the students or not is known by the teacher through evaluation. This could be through regular following up of the student's activities using test class work home and other evaluation techniques.

As it is seen from the data is the 6.121 (80.6%) of respondents students 39 983%) of respondents teachers rated all evaluation method applied.

Item 2 of the table 6 ,34 (72.3%) of respondent's teachers were not check students work regularly.

These teachers' respondent's teacher in item 3 claimed that because of the large number of students in the time class and short time, it is hard to check and continuously assess students class work or home work of very students.

4.2.5 Analysis of Medium of instruction and the relevance of curriculum.

Regarding the methods of instruction and the relevance of curriculum the respondents were asked four closes ended questionnaire. In addition, these interviews questions were presented for interviews respondents. The questionnaire was analysed and interpreted by using percentage in the next.

Table 7, response regarding medium of instruction

No	Item	response	Respondents			
			Students		teachers	
			No	%	No	%
1	How the medium of instruction as own influence on teaching learning process	Yes	52	35	30	64
		No	98	69	17	36

2	If it has which grade legalist influence is significant	1-4	-	-	19	40
		5-6	-	-	3	6.4
		No response	-	-	25	53.2
3	How much do you agree that the curriculum is relevant in the respective grades in terms of students need	Strongly agree	-	-	6	13
		Agree	-	-	16	34
		Undecided	-	-	20	43
		Disagree	-	-	5	-
		Strong disagree	-	-	-	-
4	Did the teacher cover portion of the subject matter with in allotted time	Yes	65	43	-	-
		No	85	57	-	-

As above table 7 summarizes impact of medium of instruction on students' academic performance. MOE (1994:23) state that cognizant of the pedagogical advantages of the child in the learning in mother's tongues and the right of nationalities to promote the use of languages primary education will be given in national language.

Regarding respondents of concerning medium of instruction and shown in table 7, 98 (65%) of respondent students and 15 (36%) of teacher's respondents indicative that medium of instruction in elementary schools didn`t haves influence and the teaching learning process. But 52(35%) of respondents students and 30 (64%) of teachers argued that it has influence in teaching learning process.

Regarding item 2 19(40%) of respondent's teachers indicated that of instruction had influence in the first cycle of primary school. In addition to these interviews respondents' supervisors and principals explained medium of instruction in Oromic in rural areas had influence especially for west Shewa zone (abuna gindeberet) children those who learn from grade 1-8.

As it is Indicated in item 3 table 7 16 (34%) and 6(13%) of the respondent's teachers indicated that agree to the curriculum with students need. The rest 20 (43%) of respondent's teachers undecided 6(13%) of them stated that the curriculum not relevant to the students need. Interviews respondents' principals stated that especially the first cycle of primary schools text book contents of some subject was in appropriate and not contextualized ton to their environment. Also, some text book contents are beyond the level of majority students especially environmental science and mathematics courses.

As it is indicated in item 4, 85(57%) of respondents of students were rated that the portion of some subject was not covered. Interview respondent's principals stated that some text books are huge and can't cover with allotted time to the respect of student's ages. The difficult of the subject and not proportion time allotment could affect the quality education.

4.2.6 Analysis of present quality of education in their school

This part is deals with the analysis of present quality education in their school whether, affected or not. To know this one open ended question and interview questions were presented to the respondents. The question was analysis and interpreted by using percentage in the next table.

Table 8, views of respondent about the present quality of education

No	Item	response	Respondents			
			Student		Teachers	
			No	%	No	%
1	Is the problem which affect the quality of education in your school	Yes	113	75%	44	94%
		No	37	25%	3	6%

The above table depicts that respondent's perception on status of educational quality respondents were asked whether there was or not a problem quality of education at present in a primary school level.

Regarding to this fact 113 (75%) of the respondents' students and 44 (94%) of respondent's teachers indicate that quality of education in their school at risk. Only 37 (25%) and 3(6%) of respondent's students and teachers respectively rated that there was no problem of quality education in their schools.

Thus, show that most respondents agreed up on the fact that decline in the quality of education.

4.2.7 Analysis of the level of impact on the suggested factor which affect the quality education

To assess the level of impact on suggested factors which affect quality education, respondents were asked which factors were affecting the quality education in their school. The questionnaires were analysed and interpreted by using rank order in the next. Table.

Table 9 level of impact on suggested factors which affect the quality of education

No	Factors	Response	
		Rank	Teachers
1	Shift system	12	3
2	Large class size	6	21
3	Low qualification of teachers	5	23
4	Students difficulty in understanding language of instruction	8	25
5	Heavy learning loads	9	16
6	Shortage of teaching material of facilities	1	39
7	Irrelevant of curriculum	9	16
8	Low affixture of teachers towards teaching	9	16
9	Low of affixture of students to learning	4	30
10	Low completing of school principal	14	2

As stated in table 9, a list of factors that are supposed to impact on the quality of education have been ranked by response according to their of influence of the primary school of west Shewa abuna gindeberet school in the Oromia region.

According to the rated response show 9 that factors which affect the quality education were ranked interims of the respondents which indicate the sequence as follow.

Shortage of teaching materials of facilities

1. Low attitude of students towards learning
2. Low qualification of teachers
3. Large class size
4. Students difficulties in understanding language especially form grade 5-8 on medium. Eagling instruction
5. The rest factor which listed in table also had an impact on education quality ranked at 6^{th} 7^{th} and 8^{th}.

Moreover according to the interviews respondents principal and supervisors confirm that those factors which listed above are the major factors which affect the quality of education.

4.2.8 Analysis of suggested ways to improve the quality of education.

This part is deals with the analysis of the suggested ways to improve the quality education all respondents were asked to suggested ways of improving the quality education based on the following open ended questions.

1. What should be done to improve quality education?

A. regarding students

B. regarding teachers

C. regarding school facilities

D. regarding curriculum

E. regarding school management

All respondents were suggested the following ways to improve quality education

Motivate the students

- Teachers should be carefully recruited and trained
- Providing enough teaching materials and facilities
- Paying attention to school management
- Improve the content of curriculum to make it relevant

UNIT FIVE

5. SUMMARY CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter summarize the major finding of the study and draws conclusion on the bases of finding. Finally, recommendations are forwarded.

5.2 Summary

The purpose of the study was to assess the quality of education in west Shewa zone abuna gindeberet Woreda especially in (erjajo, haro, guto and bashi) so as to understand and describe the cause for quality problem and there by suggested alternative solution to the problem for the basic questions which raised to the first chapter of the essay.

1. What are the major school-related factors that affect quality education?
2. To extent school related factors affect quality of education?
3. What are the possible strategies to improve quality of education?

5.2.1 The study indicated that the school facilities such as library pedagogical centre and water supply were found to be insufficient in providing the necessary service to all school.

5.2.2 The researcher also identified that were not sufficient books in their subject area of all similar there were no teaching guides in same subject area in all school.

5.2.3 The finding of the study revealed that most of the students were low in their attitude to wards of learning.

5.2.4 The research also found that some teachers were not competent enough to perform teaching.

5.2.5 Although it was identified that the majority school's principal was not qualified with education leadership.

5.2.6 The study indicated that medium of instruction.

5.2.7 The study also found that irrelevant of curriculum on some subject area to students need and age. Also not contextualize to their environment.

- The study also found strategic that used to improve the quality of primary education.
- Give attention to fulfil school facilities and instructional materials.
- Give attention of human resource management systems to avoid qualification problem
- Arrange educational assembly day concerning education quality in woreda and zone

5.3 Conclusion

Based on the finding the following conclusion were down

5.3.1 school facilities and instructional materials have played greater role on educational quality but the study indicated that school facilitate such as library and pedagogical centre were found to be insufficient in providing the necessary services.

There is also absence of text book and teaching guide in some subject area in all sampling school.

This condition leads to conclude that attention was given to these educational inputs as decisive factors which affect the quality of education.

5.3.2 Competence is the ability to apply to practical and technique of a particular subject matter field (gaud 1973; 121) but the research revealed that the competence of teachers and principals were medium to low. This consistent lead to conclude that lack of qualification was one of the courses for failure of quality of education in abuna gindeberet erjajo, haro,guto and bashi primary schools.

5.3.3 the irrelevant curriculum to the students age the problem of instructional medium especially for grade 1-8 low attitude of students to ward learning and teachers to teaching towards teaching were researches finding these schools.

Therefore, it could be concluded that teaching learning process could not be in a proper way to achieve educational objective so quality of education was under questions.

5.4 Recommendation

Based on the major finding and conclusion of the study, the following recommendations were forwarded.

5.4.1 Insufficient services of school facilities were one of the major problems of education quality. To solve this problem WEO expert kebele leaders, school principal and PTA be together for helping school in order to fulfilling facilities.

5.4.2 In the research it was found out that lack of textbook teachers guides of some subjects were significant problem which affect quality of education to solve this problem it recommended to WEO of Abuna Woreda to give attention and organized text books information from schools early before school opening and deals with REB of SNNR remedial action.

5.4.3 Shortage of qualified subject teachers and principal was research finding which affect quality of education. To solve this problem, it recommended for WEO of Abuna gindeberet

Woreda to facilitate upgrading training program and pay attention during selection recruitment and placement of qualify teachers and principals in appropriate place.

5.4.4 In the research it was found that instructional aide was in adequate available in all schools of clusters. thus, to avoid the problem the following solution recommended. WEO Expert and supervision arrange training program in school cluster to initiate teachers to produce teaching aid from local materials. School leaders allocated enough budgets to strengthen the pedagogical centre.

5.4.5 The irrelevant of curriculum in some subject was one of the researches finding so. It is recommended that if improve this problem the curriculum expert should be revised and develop new curriculum which sit well to student age and contextualize to their environment.

5.4.6 Finally the problem of quality education in not any essay one to be adequate studied a beginner investigator. Thus, the researcher would be likes recommended that other individuals has batter carry out deeper and wider research work of better solution that can significantly alleviate the existing problem.

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APENDEX

COLLEGE OF EDUCATION AND BEHAVORIAL STUDIES

DEPARTMENT OF PEDAGOGICAL SCIENCE AND ENGLISH LITERATURE COMPOSITE

Questionnaire for Teachers and Students

Dear respondent:

Questionnaire to be teachers, students, interviews for principals and school supervisors

The main objectives of the questionnaire are to collect necessary information for the study or the research paper on the topic of **"School Related Factors That Affect Quality of Education in Primary Schools of Abuna Gindebert District, West Shewa Zone".** To identify the major problem affecting quality of education at this level and to come with some solution. Therefore, you are kindly requested to fill each question truly and sensitively to give acceptability for this paper since your response's quality determine the accuracy of the paper.

General instruction: -

- No need writing your name
- Filling more than one impossible
- For choice part mark circle
- Simple response by putting a tick mark in the box of **part III** for teachers

Give short answer for question given that are close and open-ended questionnaire

Part I: Background information

1) School name _____
2) Gender: A) Male B) Female
3) Age in years: A) less than 25 B) 26-30 C) 31-35 D) 36-40 D) more than 40
4) Marital status: A) Single B) Married
5) Qualification: A) Less than grade 12 B) Diploma C) Degree D) MA. Degree E) more than
6) Total work experience: A) From 1-5 B) 6-10 C)11-15 D)16-20 E) More than 20
7) Ownership of pre-primary schools: A) Government B) Privates C) NGO

8) Position: A) Supervisor B) Director C) Teacher D) Assistance

Part II: Questionnaire to be filled by the school students

The following questionnaires read and mark circle on a correct one.

1) What methods do teacher use in evaluating students' activities?

A) Give exercise B) Give test C) Give final exam D) All

2) Do teachers check students on the student's homework and class work regularly?

A) Yes B) No C) No response

3) If the teachers do not check the students by themselves, why?

A) The numbers of students large in class B) Lack of time

C) Due to large number of students and lack of time D) Others E) I don't know

4. Is there shortage of text book in your school?

A. Yes B. No C. I don't know

5. What is the pupil-book ratio of the text book in your school?

A. 1:1 B.1:2 C.1:3 D. 1:4

6. The language used by majority of teachers is:

A. English B. Afan Oromo C. Amharic D. Others E. All

7. The teachers can portion be covered with in the allotted time?

A. Yes B. No C. Both D. Bo response

8. Which school facilities is available in your school?

A. water B. latrine C. Clinic D. Pedagogical center E. Laboratory F. Library G. All

9. How many shift systems do your school used to carry the teaching learning process?

A. Morning B. Afternoon C. both

10. What is the class student's ratio other pupil class ratio

A.1:40 B.1:50 C 1:80 D. 1:100

11. How availability of teaching aid in your school?

A. Very high B. High C. Medium D. Low E. very low

Part III: Questionnaire filled by school teachers?

1. The following factors that affect quality of education please forward your opinion putting tick mark under given alternatives

No	Questionnaire	5	4	3	2	1
1	Large numbers of students in class					
2	Low quality of teachers					
3	Heavy teaching load					
4	Irrelevant of curriculum					
5	Shortage of teaching materials					
6	Low attitudes of teacher towards of teaching					
7	Low attitudes of students to learn					
8	Low competence of school principals					

Note: write given alternative for: 5= strongly agree 2= disagree

4= agree 1= strongly disagree

3=undecided

Part IV: The interviews to be school principals

1.what is your suggestion to improve under qualification of teachers?

_____

_____

2. what are the teacher related factors that affect quality of education?

_____

_____

3 what are the students related factors that affect quality of education?

_____

_____

4 what are the general school related factors that affect quality of education?

_____

_____

5. In your school what kind of strategies they used to improve quality of education in primary schools?

_____

_____

6. How the perception of students to ward teaching and learning?

_____

7. Is there ability of majority teachers is the masters of subject matters to teach?

_____

_____

Part v: The interviews guided to be school supervisors

The objective of these interviews is to collect necessary information for the study. In school related factors that affect quality of education in Primary Schools of Abuna Gindebert District, West Shewa zone. To identify major problems affecting quality of education at this level and to come up with some solution that need to be consider for better quality of education.

1). How do you evaluate primary education student's motivation and capacity building to learn? _____

_____

2). Do all teachers in the school teaches in the subject they are qualified?

_____

3). What is your suggestion to improve under quality qualification of teachers?

_____

_____

4). What is the attitude of teachers towards teaching?

_____

5). What is the maximum number of students in the class room?

_____

6). How is competence of the principals in school leadership?

_____

_____