



# **WOLKITE UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**THE PRACTICE AND CHALLENGES OF SCHOOL IMPROVEMENT  
PROGRAM IN SOME SELECTED SECONDARY SCHOOLS OF GUBRYE  
TOWN IN SSNP REGION**

**A RESEARCH PAPER SUBMITTED TO DEPARTMENT OF EDUCATIONAL  
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ARTS IN EDUCATIONAL PLANNING AND MANAGEMENT**

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## Declaration

As thesis research advisor, I hereby certify that I have read and evaluated this senior essay prepared under my guidance by Genet Eshetu entitled “**the practice and challenges of school improvement program in some selected secondary schools of Gubrye town in SSNP region**” I recommended that it be submitted as fulfilling this senior essay requirement.

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## Letter of Approval

This is to certify that this senior essay prepared by Genet Eshetu entitled “**the practice and challenges of school improvement program in some selected secondary schools of Gubrye town in SSNP region**”. Submitted in partial fulfilment requirement degree of the bachelor art in educational planning and management complies with the regulation of the university and meets the accepted standard with respect to originality and quality.

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## **Abstract**

*The purpose of this study was to assess the implementation of school improvement program in Gubrye town SNNP regional state. The overall objective of the study was to investigate the implementation, challenges and opportunities of school improvement program in the Town and come up with some insights that would help practitioners, experts, education bureau and Town education officers address the issue under discussion to achieve the goal of school improvement program in the study town. The study sample included were 66 teachers from the 1 secondary schools selected through taken using simple random sampling technique / using the lottery method/ since the method employed to select sample units out of large population area added to manage the study. And 3 principals selected comprehensive sampling techniques, who manage the schools. Furthermore, cluster supervisor s and Town education experts were included in the study. To this end, descriptive survey study method was used. Since this method is used to assess the existing practice or situation of the program. Instruments used to gather data were questionnaires and interviews. The major findings of the study revealed that the major challenges of the effective implementation of SIP are: -Lack of necessary awareness, involvement in SIP implementation part of teachers, lack of school facilities, the implementation of SIP which does not consider the existing situation of schools, resistance of teachers to change and students, lack of practical training on the uses of SIP tools. There for to address the gap raised, some recommendations have been forwarded. The school, the Town education office and the Regional education bureau should try to make awareness through continuous training and making teachers active participant in the overall activities of the program, reducing resistance teachers, students and reducing lack of school facilitate making the SIP school centered by involving teachers and other stack holders (community, parents, students and on-governmental Organizations) to identify problem and give solution. By doing so the challenges might be reduced. On the other hand, the study disclosed the major opportunities of SIP. These opportunities are Delivering the students text book 1:1to schools by the concerned body, easing of teachers work load, Provision of continuous training, these opportunities facilitate the effective implementation of the program. Therefore, it should be protected from any constraints.*

**Key terms:** School, School Improvement Program (SIP), Non-governmental Organizations (NGOs), Education bureau, Education office.

## **Abbreviations and Acronym**

ABE	Alternative Basic Education
CS	Cluster Supervisor
EFA	Education for All
ESI	Effective School Improvement
ETP	Education and Training Policy
ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement Program
MDGs	Millennium Development Goals
MoE	Minister of education
NGOS	Non-governmental organization
OECD	Organization for economic cooperation and development
PTA	Parent teacher education
UNESCO	United Nation Educational Social and Cultural Organization
UNICEF	United nation international children fund
USE	Universal secondary education
REB	Regional Education Bureau
WEO	Woreda Education Office

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

Change of some kind is a fundamental part of human existence. People grow and develop; they age and they die. (Newton and Tarrant,1992). This shows that, whatever change maybe, it is a human being exercise to adapt with its environment. Change also affects the educational organization. However, change in educational organization is not easy to attain (UNESCO's survey, 2012 as cited in Newton and Tarrant, 1996).

While society has been transformed during the 20<sup>th</sup> century, and the knowledge base doubled or tripled in size every few years, public education in general has changed relatively little. Over next few decades, there will be continued pressure for restructuring, renewal (particularly of curriculum), and increasing reflection and addictiveness in schools (Schlechtly as cited in Hussein and Postlethwaite, 1994). Thus, educational change typically stems from unhappiness with the existing state of affairs (Hussein and Postlethwaite, 1994). Schools, as educational organization, change overtime. Particularly school improvement is a slow process because it is about maturation. Hargreaves as cited in MacBeath and Mortimor, (2001) describe the process of improvement by using the horticultural metaphor: such as sowing, germinating, thinning, shaping and pruning, showing and exchanging.

Education is recognized as a key instrument for overall development of every nation It also a means of change and development. In relation to this, Lockheed and Verspoor, (1991) argue that “Education is a corner stone of Economic and Social development. It improves the productive capacity of societies and their political, economic and scientific institutions.”

Therefore, quality education is the base for all rounded development of any nation who has dream of change. So improving schools in a well-designed manner is the only alternative of nations in a globalized world. It enables individuals and society to make all rounded participation in the development process by acquiring knowledge, ability, skills and attitudes.

The MoE has developed General Education Quality Improvement Package (GEQIP) which contains six programs. The objective of the General Education Quality Improvement Program (GEQIP) for Ethiopia is to improve the quality of general education throughout the country. It seeks to increase the investment in key inputs to the system, such as textbooks, teacher

development and school improvement. The components of the first phase of the GEQIP are designed to align with ongoing sector activity supported by the government and development partners. The contribution of GEQIP, towards fulfilling the objective of improving the quality of general education, rests on the extent to which the components are implemented in coordination with other inputs. GEQIP contributed to the building of institutional capacity both as a result of using government systems and by including an explicit capacity building component. Phase I has been relatively successful at building capacity at federal, regional and school levels, but there has been limited progress in the town General Education Quality Improvement Program (GEQIP) comprises six integrated components: curriculum, textbooks and assessment, teacher development program (TDP), school improvement program (SIP), including school grants, management and capacity building, including Education Management Information Systems (EMIS), improving the quality of learning and teaching through the use of Information and Communications Technology (ICT) and program coordination, monitoring and evaluation, and communication (MoE, 2013).

The school improvement program (SIP) is one of the GEQIP components among others and its plan is based on findings from school effectiveness research. School improvement program as one of the major components of the package is developed towards the improvement functions of schools. It has been initiated to reform change to improve teaching–learning and school conditions of the country as the result of school improvement program started in all schools of the country since 2007 by setting strategies and the objectives of school improvement program (UNICEF, 2009).

According to MOE (2007) improving the capacity of schools to prioritize needs and develop a school improvement plan is one of the objectives of School Improvement Program among others. Moreover, the program consists of four domains. They are teaching and learning, learning environment, community participation and leadership and management.

To be able to think about school improvement we need not just only conceptualize the school as an object of improvement but also a clear concept of what we mean when we talk about improvement, and in particular about school improvement. An important notion related to school improvement is that improvement takes time, or in other words, school improvement is a process, not an event. In addition, school improvement is not linear, and cannot be easily understood within a technological, rational paradigm (Velum et al as cited in Reynolds, et al 1996).

The school improvement program, therefore, supports the initiatives of governments and others in achieving the goals of education for all by 2015. Specifically, the program aims to support school based improvement plans, enhance the quality of children's basic education, achieve the enrolment, attendance and completion rates that meet the education for all goals, achieve equality of access to school for both girls and boys and achieve better prospects for children completing school. Ethiopia, as one of the countries which is signed to achieve EFA by 2015, is installing the school improvement program in its education system to make real the goal of USE for all in 2007. According, to the MOE (2001) blue print, The SIP has the following four domains: Teaching and Learning, School Leadership and Administration, Parents-community school relations and Safe and health school. Accordingly, to make this program effective, understanding the existing challenges and opportunities of school improvement program particularly in secondary schools, is mandatory. Because it enables the schools or the educational organizations to set different strategies which yield promising results.

However, such type of changes, innovations or improvements does not occur easily. Challenges may retard, and opportunities may move forward the program. Based on this fact, this research has a desire to investigate the opportunities and challenges of school improvement program in some selected secondary schools of Gubrye town, SSNP region Region.

## **1.2. Statement of the Problem**

In the year 2007 the MoE introduced the General Education Quality Improvement Package to the education system of our country. The package consists of different programs. The school improvement program is one of the components in the package. The program has got four domains. Namely: parent-community and school relations, Teaching and Learning, school Leadership and Administration and Creating Conducive Teaching and Learning Environment. Now a day the SIP is being implemented in all schools of the country.

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

The education system in Ethiopia has been suffering from quality and relevance, efficiency, educational leadership practices and organization problems (MOE, 2005). These problems caused dissatisfactions from stakeholders and suggestions and recommendations from educators for change in the education system at national level. This condition in turn calls for reform or improvement at schools. (MOE, 2007), suggested that it is widely acknowledged that in general, achievements in access have not been accompanied by sufficient improvements in quality- in fact in some areas quality has deteriorated at least partly as a result of rapid expansion. In response to this (MOE 2010) stated that schools to experience sustained improvement, it is probably necessary that school staff and their surrounding communities take responsibility for their own improvement. But for schools to be able to take such improvement actions they need to be supported by experts and supervisors in administration and they need to receive some funds (MOE, 2010). To improve the quality of education through school improvement program implementation the strategies on ESDPIV focus on guide lines and instruments on how to prepare a school improvement plan prepared and distributed to schools, giving training for few town and regional bureau experts to support schools and communities, and to extend the training to stakeholders at the school levels, particularly for principals, teachers and members of PTA and school management communities. School improvement program is one of the pillars that started since 2007 all schools of the country to improve the quality of education. The school improvement program required schools to do the major activities such as: preparation and collecting of information, system survey, deciding performance level of school, designing SIP plan, and implementation of the plan, monitoring and evaluation as well as reporting (MOE, 2007).

The main objective of the program is to enhance quality of education (MoE 2007). Therefore, to reach at the objective of School Improvement Program, understanding the existing challenges and opportunities of the program is mandatory. The school improvement program which is now on the way of implementation has challenges and opportunities, although the effective implementation of school improvement program is questionable in many schools in the town. Therefore, main objective of this study is investigate the major practice and challenges for the effective implementation of school improvement program in Gubrye town selected secondary schools. Gubrye, one of the administrative town of SSNP Region, has taken this program and started to implement it.

Because of the newness of the program, no study is conducted particularly in this town. Thus, this student researcher is interested to carry out such investigation to understanding the

current situations of the program. I.e. The challenges and the opportunities that SIP has, enables the education sectors to set strategies.

### **1.3 Basic research question**

Accordingly, this research sought to answer the following basic questions.

1. What are exents for implementation of SIP in Aba Fransua secondary schools?
2. What are the major challenges and opportunities for the effective implementation of SIP?
3. Does SIP improve students' learning and teaching outcome?

### **1.4 Objectives of the Study**

#### **1.4.1 General objective of the study**

The main objective of this study is to investigate major practice and challenge for the effective implementation of school improvement program. On top of this, the following are the

#### **1.4.2 Specific objectives of the study**

- To identify that to what extents SIP of Aba Fransua secondary school in Gubrye town implemented.
- To assess challenges and opportunities that have greater contributes for effective implementation of SIP.
- To show extents school improvement program is improving students' learning and learning outcomes.

### **1.5 Significance of the Study**

Analyzing the existing situation is important to determine major problems that hinder the effective implementation of the program and also assists to render considerable solutions for challenges and help to capitalizes opportunities. Hence, this study is expected to yield significant results which have the following importance.

- ✓ It gives an insight to any concerned body about the challenges and opportunities that SIP has.
- ✓ The teachers, principals and Woreda education experts were understand how they react with the program.
- ✓ The teachers, principals and town education experts were get benefits from these findings which are how to implement school improvement program intheir school or improve students' learning and achievement.

- ✓ The study may also help as a source of additional material for further study in the area.

### **1.6 Delimitations of the Study**

This study is delimited by both geographically and conceptually. Conceptually, it is delimited to assess practice and challenges of school improvement program. Geographically it is delimited to Gubrye town in SSNP region. In Gubrye town, there are 10 government secondary schools. But for the purpose of this study, the following school were selected. Aba Fransua secondary school. Aba Fransua government secondary school have plenty of experienced teachers, and also accommodate large number of students.

### **1.7 Limitation of the Study**

During the study, the researcher has faced with less of enough time to accomplish the study objective in good manner, school principals and sampled teachers interest to give information and to fill questioners respectively, and also 50 questionnaires were distributed to the teachers and from those, only 41 questioners were correctly filled and returned to the researchers, while the remaining 9 questionnaires were not returned even though the researcher called them repeatedly. Because when the researchers distribute questionnaires, school principal, and teacher respondents were busy and had no enough time to complete questionnaires. So this is one of the problems that affect the study, other problem that researchers were Lack transportation was also the limitations of the study.

### **1.8 Organization of The study**

This research has five major chapters. Chapter one deals with the problem and its approach: the background of the study, statement of the problem with its basic questions, delimitation of the study, limitation, design and methodology of the study, definition of terms and at last organization of the study. Chapter two contains or presents the review of related literature in which purposes, aims and other important issues of SIP are discussed. Chapter three encompasses the research design and methodology and again chapter four deals with the data analysis and interpretation of all information gathered through the data collection technique. And at last, chapter five contain ns the summary of major findings, conclusion and Recommendation. Finally, the reference materials, the sample questionnaire and appendices are attached at the end of this paper.

## 1.9 Definition of Key Terms

- ✓ **School:** - an institution designed to provide learning spaces and learning environments for the teaching of students (or "pupils") under the direction of teachers.
- ✓ **School Improvement Program:** -is a general effort to make schools better places for pupils and students to learn in.
- ✓ **Implementation:** -is critical component for planning improvement, performing school improvement program (SIP) activities
- ✓ **Challenges:** - a series of events that can retard the implementation of SIP.
- ✓ **Opportunity:** -a series of events that can contribute positively the implementation of school improvement program.
- ✓ **Improvement:** - the quality of being better than before

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

School improvement program is a recent innovation in our country. Now a day, this new idea is taken from other country's trend and installed in Ethiopian education system. Therefore, it's theoretical and practical aspects, assumption; its challenges are discussed in this chapter. Besides, the responsibilities of different organs in education system and its domains are treated separately here under.

#### **2.1. The Concept of School Improvement**

An important idea related to school improvement concept is that improvement takes time, or in other words, school improvement is a process not things that happen or occurrence. This basic concept behind school improvement has strong influence on many other concepts of school improvement. A similar important concept is that school improvement is not linear, and cannot be easily understood within a technological, rational paradigm (Velzen et.al as cited in Reynolds, 1996). In practice, almost any improvement effort can be divided into sub processes which are not necessarily precede simultaneously in the same phase. The phases of the processes of improvements are preparation, diagnostic phase, strategic planning phase, developmental phase and evaluation phase (Ibid).

#### **2.2. Definition of School Improvement**

School improvement has been given many definitions by many scholars in the field of education. For instance, Velzen et.al, as cited in Reynolds, et.al 1996 has defined "a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively." This definition explains the relationship between school improvement and educational goals.

Hopkins in MacBeath and Mortimore (1996) also defined school improvement as "a strategy for educational change that enhances students' outcomes as well strengthening the school's capacity for handling change. In addition to these definitions, plan international (2004) adds a definition with some explanation as:

"School improvement means making schools better places for learning. This relies on changes at both school level and within classrooms, which intern depends on schools being

committed to fulfilling the expectation of children and their parents. In other words, school improvement refers to a systematic approach that improves the quality of schools.”

Changes in education theory or practice across a community or society or in the form of ideas or made changes in effective school improvement processes aiming to enhance quality of instruction in classrooms bring changes and attractive working environment were created at the local levels.

### **2.3. The Rationale of School Improvement Program**

According to the Plan International (2004), the school improvement program supports the initiatives of governments and others in achieving the goal of education for all by 2015. Specifically, this program aims to: support school-based improvement plans, enhance the quality of children’s basic education, achieve the enrollment, attendance and completion rates that meet the education for all goals; achieve equality of access to school for both girls and boys and achieve better prospects for children completing school. Therefore, to achieve such aims of school improvement program, Plan International (2004) has also suggested core elements which have greater implication by the program elaborating that this program aims to support schools in address core elements such as “Ensuring teachers are competent and motivated, promoting active learning methods supported by appropriate teaching and learning aids, promoting the active participation of children and parents in school governance, ensuring a safe, sound and effective learning environment establishing a relevant curriculum ..., ensuring empowered and supporting school leaders and advocating for supporting supervision, Each of the core elements is equally important; if any are weak, the strength and therefore success of the whole will be affected. Therefore, the school should give greater attention for each of the core elements to attain the purpose of school improvement.

### **2.4. Assumption of School Improvement**

By treating its historical background, Reynolds et al., and (1996) has discussed about the approach that school improvement has. Over the past thirty years, school improvements have been characterized by two very different sets of assumptions. They have put their extended explanations as in the 1960's and 70's, SI in the United States, the United Kingdom and internationally displayed a number of paradigmatic characteristics. By the time, Curriculum innovation was brought to schools from outside, and then introduced 'top down'. The innovation was based up on knowledge produced by persons outside the school, the focus was on the school's formal organization and curriculum, the outcomes were taken as given,

and the innovation was targeted at the school more than the individual practitioner. The whole improvement structure was based up on a positivistic, quantitative evaluation of effects. Reynolds et al (1996) extended their explanation by saying, out of the recognition of the above failure; the new improvement paradigm came in the early 1980s, which is still reflected in much of the writing on school improvement today. This new orientation celebrated a 'bottom up' approach to school improvement, in which the improvement attempts were 'owned' by those at the school level; although outside school consultants or experts could put their knowledge forward for possible utilization. This approach tended to celebrate the 'folklore' or practical knowledge of practitioners rather than the knowledge base of researchers and focused up on needed changes to educational process, rather than to school management, or to organizational features which were regarded as reified constructs. It wanted the outcomes or goals of school improvement programs to be debated and discussed, rather than merely accepted as given.

Those working within this paradigm also tended to operate at the level of the practitioner as well as the level of the school, with a qualitative and quantitative measurement. Therefore, the improvement attempt was 'whole a school' oriented and school based, rather than outside school or course based.

Thus, from these two school improvement paradigm this researcher tried to identify which approach is predominantly exercised in majority of schools as well as in the Woreda currently.

Other scholars like Hopkins and Langerweij on Reynolds et al (1966) stated additional assumptions about school improvement. The first thing to be believed that the school is the center of change, this means that external reforms need to be sensitive to the situation in individual schools, rather than assuming that all schools are identical. It also implies the school improvement efforts need to adopt a classroom-exceeding perspective, without ignoring the classroom.

Another assumption of school improvement is that, there is a systematic approach to change. That is school improvement is not a haphazard activity but it is a carefully planned and managed process that takes place over a period of time. In addition to the above assumption, Hopkins and Langerweij said that the "internal conditions' of schools are a key focus for change. These include the teaching learning activities in the school, the schools' procedures, role allocations and resources uses that support the teaching and learning process.

The accomplishment of educational goals more effectively is the other parts of assumption of school improvement. Because Educational goals reflect the particular mission of a school, and represent what the school itself regards as desirable. This suggests a broader definition of outcomes than student scores on achievement tests, even though for some schools these may be prominent. Schools also serve the more needs of teachers and the needs of its community. School improvement has also and assumption of a multi-level perspective. That means, although the school is the centre of change, it does not act alone. The school is embedded in an educational system that has to work collaboratively if the highest degrees of quality are to be achieved. This implies that the role of teachers, heads, governors, parents, support staff and local authorities should be defined, harnessed and committed to the process of school improvement.

Implementation strategies integrated in school improvement is also the other part of assumptions. This means a linkage between 'top down' and 'bottom-up', remembering of course that both approaches can apply at a number of different levels in the system. Ideally, 'top-down' policy provides policy aims, an overall strategy, and operational plans; this is complementation. The former provides the framework, resources and menu of alternatives; and implementation. The former provides the framework, resources and menu of alternatives; the latter, the energy and the school based implementation.

The final assumption is, in school improvement there is a drive towards institutionalization. That is, change is only successful when it has become part of the natural behavior of teachers in school, because, implementation by itself is not enough. Thus it is this philosophy and these approaches that underpinned the policy makers as well as the practitioners to exert their efforts in the designing and implementation of SIP.

## **2.5. The Process of Change and School Improvement**

Planned school change is crucial to the way in which contemporary school improvement strategies are formulated (Reynolds, et.al 1996) Miles (1986) and Fullan (1991) as cited in Reynolds, et.al (1996), have also demonstrated; the change process is not linear, but consists of a series of three stages that can merge into each other. These phases are initiation, implementation and institutionalization. The initiation phase is about deciding to embark on innovation, and about developing commitment towards the process. The key activities in the initiation phases are the decision to start the innovation, and a review of the school's current state as regards the particular innovation. Fullan (1991) as cited in Reynolds et.al

1996 strengthened that factors as being of important in determining the quality of the initiation phase as the existence and quality of innovations, access to innovation, advocacy from central administration, teacher advocacy, presence of external change agents, and use of the innovation. Factors influencing implementation are the characteristics of the change, the internal conditions of the school and pressure and support from outside. It is during this phase that skills and understanding are being acquired, some success may be achieved and in which responsibility is delegated to working groups of teachers. The key activities occurring during the implementation are the carrying out of action plans, the development and sustaining of commitment, the checking of progress the overcoming of problems. Institutionalizations is the phase when innovation and change stop being regarded as something new and becoming part of the school's 'usual' way of doing things. Therefore, it should be noted that school's before directly implement the program, they should follow the above steps to be effective in their efforts.

## **2.6. Factors Influencing School Improvement**

Husen and Postlethwaite (1994) have noted that empirical studies permit reasonably firm conclusions to be drawn about factors affecting change in educational organizations. Among the key factors seem to be: (a) characteristics of innovation: (b) the internal context of the school; and (c) the external context of the school.

### **2.6.1. Characteristics of the Innovation**

The centrality and quality of the improvement program are associated with implementation and change. Firestone and Corbett 1988 as cited in Husen and Postlethwaite (1994) described that: Improvement programs that are closely tied to core educational activities that is, curriculum and instructional practice, or reorganizing to improve learning environments are more likely to be retained than changes not tied to instructional goals. Improvements that are perceived to provide significant advantages over past practice are also more likely to continue over longer periods of time berman and McLaughlin (1977), *ibid* also accounted for that the scope and complexity of the innovation are also important. Improvement program that requires significant changes on the part of school members and involves a large portion of the classes are more likely to have a real impact than activities involving minor modifications of existing practice, or small, isolated pockets of activity.

### **2.6.2. Organizational Characteristics**

Schools have been described as "loosely coupled" organization. (Weick, 1976 in Husen and Postlethwaite, 1994). But schools are not alike and their structural variations affect the reform process. Several critical variables must be considered. First, the organizational pressure from top administrators for substantial changes is a major determinant of whether innovations occur. Second, schools that have strong team and school leadership and capacity for change management are also more likely to succeed in policy development and implementation. Van Gennip (1991 in Husen and Postlethwaite (1994) distinguished five dimensions of this capacity that have strong impact on innovation in elementary schools; process planning and process evaluation, communication decision-making, and school leadership. Third, organizational culture is also important, schools that have a history of effective innovation are more likely to expect further changes among members, as re schools that have a generally non- bureaucratic culture, Fourth, Rosenblum and Louis (1981) as cited in Husen and Postethwaite argued that organizational structures, particularly those affecting teachers' work, determine the durability of change. In particular, the degree to which teachers' work is less autonomous and more integrated with that of others teachers' affects the development of commitment to change. In general, secondary schools are more innovative than secondary schools, a fact that is often attributed to a more fragmented structure of the latter. In studies of schools and other organizations, size is positively associated with innovative behavior. Smaller organizations apparently lack of resources to engage in significant change (Husen and Postethwaite 1994).

### **2.6.3. The External Context of the School**

The success of an improvement program requires interaction between many participants at different levels of the educational system; government, external support system, school administration, school administrators, and staff. While the nature of the school improvement effort may be shaped by local preferences and decisions, socially desirable changes are rarely instituted solely as a consequence of intrinsic motivation of improve. Social and community support for change is frequently neglected factor that is particularly important for major innovations (Roberts, 1985 as cited in Husen and Postethwaite).

These aforementioned factors should be critically analyzed by the implementers. Because identifying the factors which influence the implementation of the program make the work of the schools simple.

## **2.7. The Human Factor of Change**

Newton and Tarrant (1996:189) mentioned that humans perform best when they have some stress: to be under loaded is unattractive and uncomfortable as being overloaded. Humans need work: some even feel that hard work is good for them, both physically and mentally. In addition to this, Husen&Postlethwaite, 1994 supported the idea that structural discussions of the school as a work place often fail to take individuals into account. The human relation perspective, in contrast, views organizational members as humans whose individual "psyches" and feelings of well-beings are affected by work place conditions. Thus, the human relations frame is primarily concerned with low individual organization relationships are developed and sustained. Many international scholars like Husen and Postlethwaite (1994) have adopted the human relations approach to studying the school as a work place. The three human relation topics: stress, born out, and dissatisfaction, professionalism, and teacher participation are discussed here under.

### **2.7.1. Stress, Burn out and Dissatisfaction**

Louis and Smith 1990, Rosenholtz 1989 as cited in Husen and Postlethwaite 1994 stressed that workplace conditions (beneficial and harmful) that affect teachers' attitudes towards their work and their career, Friesen et.al (1988) as cited in Husen and Postlethwaite 1994 studied that effect of work and organizational conditions on teacher burn out and stress, using questionnaire data from 1.200 teachers in two Canadian school districts. Three facets of burnout were examining: emotional exhaustion, depersonalization (i.e. development of negative attitudes towards others, particularly students), and lack of personal accomplishment. Menlo et.al (1990) as cited in such book has found that the development of warm relationships with students was strongly related to the job satisfaction and other work attitudes of teachers in his study of each five countries.

### **2.7.2. Human Relation and Professionalism**

Scholars have suggested that, as professionals, teachers expect to exercise judgment and initiative in their work and to be generally free from hierarchical control. "Professionals in bureaucratic' organizations resist bureaucratic authority and cultivate horizontal rather than vertical, relationship" (Pitner 1986 as cited in Husen and Postethwaite. 1994). These expectations, however, may come to conflict with the characteristics of bureaucratic organizations (Corwin and Borman 1988, Louis and Smith 1980 as cited in Husen and Postethwaite (1994). In addition to this, teachers define professionalism in terms of openness

to peers as opposed to influence from higher-level official. Thus, professional norms represent a challenge to bureaucratic control. These differences illustrate conflict between teachers' professional expectations and the work processes inherent in bureaucratic organizations (Husen and Postethwaite 1994).

### **2.7.3. Teachers Participation in School Decision Making**

In many countries the recommendation that teachers participate to a greater extent in school decision-making has directly addressed deficiencies suggested by the human relations model. Specifically, scholars and practitioners suggest that the scarcity of opportunities for teachers to participate in decision making causes them total dissatisfied and alienated from their work (Schneider 1984 as in Husen and Postethwaite). Consequently, researchers have examined reform experiments that purport to create a greater participation may occur at several levels of the education system (ibid).

### **2.7.4. Managing Change and People Effectively**

Newton, and Tarrant (1996), suggested how to manage change and people effectively. In their work, they have written that in the work situation, the head teacher can pursue a number of strategies which can be applied in combination. These strategies are both positive and negative: attempts to agree some problem-solving actions, insist on specified change no matter how small, allocate most change to those areas in which change is easiest and initially most profitable, promote an ethos of determination to change coupled with an ethos of personal regard for staff i.e., be hard on problems and soft on people; look after your staff and many problems will find their own solutions and finally relate changes to visionary goals are some of important methods which enables the change agent to manage change and people easily and effectively.

## **2.8. Country Based SIP Implementation Experiences**

The United States of America and United Kingdom were the pioneer in straitening the school improvement program. The international school improvement project (ISIP) under the condition of organization for economic cooperation and development (OECD) also strengthened the practice in 1982 by uniting the 14 OECD countries (Reynolds, et al, 1996:60) at present, many other countries are also implementing school improvement programs. For instance, since 2001, plan international has been implemented school improvement programs in hundred schools in 20 countries across Africa, Asia and Americas

(plan international, 2004). experiences of a few numbers above mentioned SIP implementing countries are explained below to pursuit of lessons for the Ethiopian context.

In generally, the SIP implemented many years ago different countries.SIP implemented across in different countries whether in Africa or Europeans to strengthened program and practice has been implemented to use different methods in order to improve student out comes (achievement), school environment and management system(change). So these countries implemented the program the understanding of changes are needed development and sustainable commitment emphasis in creating change with in school structures, its organization and resources; the elimination of contradictory practices, strong and purpose full links to other the curriculum and the class room teaching. So Ethiopia take experience from the foreigners to implement appropriately online with their policy context in order to improve quality education in general and enhancement of student out come and change for school environment in particular.

## **2.9. Challenges and opportunities of School Improvement Program**

The school improvement program has challenges and also other opportunities for effective implementation of the program. Opportunities help the SIP to yield promising results while challenges deter its effective implementation.

### **2.9.1. Opportunities of SIP**

Now days especially in our context the MOE of Ethiopia is committed to implement the program and set different strategies at different level of the system. This is the biggest opportunity for the program. However, the approach is top down. Besides, thesedays'countries are trying to attain the goal of education. Thus, this opportunity leads the school improvement program getting different support from different organizations and NGOS (plan international, 2004). the school climate refers to the quality and charter of school life .it is based on patterns of the school life experiences and reflects norms, values goals, interpersonal relationships teaching learning and leadership practices and organizational structures. a sustainable, positive school climate fosters student's development(behaviors)and learning necessary for productive contributing and satisfying life in a democratic society student, community and educators work together to develop, live and contribute to shared school vision. The sustainable, positive school climates powerfully promote student achievement and positive the children development. In generally, opportunities lead schools to form a good educational environment. Positive climate needs to

actively created and sustained by members of student, parent and school personal groups in school and supported by the community at large. It also promotes student learning and powerfully affects student motivation to learn. Schools are required to ensure educators meet the criteria to be designed highly qualified. Effective schools also ensure that the strongest instructors are assigned to the most critical areas of students need. Effective teachers are successful in engaging and challenging learners to advance their achievement. The school principal has a pivotal role not only in helping design the school improvement plan but also communicating the plan to staff and the larger community to building good opportunity for the student and to maintain leader also for managing the planning implementation.

### **2.9.2. Challenges of Improvement**

Improvement is notoriously complex and considerable barriers get in its way (Louise and Dean 1996) understanding such barriers and coming up with creative solutions is important. Therefore, among many barriers that hinders the effectiveness of the program, Louis and Dean 1996 suggested the following.

**Mobility of teacher and principals:** a high level of turnover causes obvious problems of continuity, commitment to goals and school vision and can disrupt momentum of the improvement process.

The difficulty of sustaining commitment is another challenging issue. This means if there is high turnover of staff; the new staff may not be committed to particular goals. The problem of sustaining commitment is endemic to all new programs irrespective of whether they arise from external initiative or are internally developed (Fullan 1991: 89 as Louise and Dean 1996).

**Micro political pressures;** micro-political issues significantly challenge school improvement. Principals are faced with the problem of maintaining control while trying to generate enthusiasm and commitment since schools are places which control is a key issue (Ball 1987 as cited in Louise and Dean 1996). He further explained, some principals have difficulty in finding this balance and in involving teachers in decision making. It is difficult for the teachers to create and sustain the conditions conducive to pupils' development if these conditions do not exist for teachers themselves (1bid).

**Decentralization:** there are many advantages to schools having increased control over their own destinies. A drawback, however, is that while more effective schools, free from

constraints, can move in their chosen direction without being held back by district policies, less effective schools are left to struggle without system level 'checks and balances' to ensure they do not decline.

The challenges, therefore, are how to raise awareness of, engage interest in and commitment to school effectiveness and improvement in all schools.

**Contextual differences:** how to address contextual differences between schools is one of the greatest challenges for school improvers. Different change strategies, leadership styles, and communication networks may be required to effect change. No two schools are the same, there may be no single way to approach school improvement, which is likely to frustrate those who seek simple solutions (Louis and Dean, 1996).

**Teacher Related Problem:** MacBeath (1998) also provided some useful insights into blocks to improvement. These included teachers projecting their own deficiencies onto children or their communities, and also clinging on to past practices, defenses built up against threatening messages from outside, fear of failure, seeing changes as someone else's job, hostile relationship among staff and last but not least seeking safety in numbers (airing-fenced mentality). It is therefore schools acknowledge these challenges of the program and set strategies to overcome them, unless, their efforts remain futile exercises.

### **2.9.3. The Strategies for Overcoming the Challenges**

Strategies mobilize action (Louis and Dean, 1996:49). They are the logistics of school improvement and need to be carefully thought out. Strategies might include creation of cross-role improvement team, peer observation in classrooms with subsequent feedback, parental on volunteer involvement in hearing pupils read are a few examples. MoE, 2007 also set school improvement implementation strategy. Among a list of different strategies, the major ones are: establishing SI committee, conducting self-evaluation in the school and identify strengths and weaknesses and developing common plans (goals). Prioritizing the problems and preparing action plan, organizing implementation committee at all levels with clear responsibility and accountability, finding additional budget source of implementing the program, preparing monitoring and evaluating theme to realize the program and act accordingly, organizing, experience sharing conferences among schools in the Woreda, introducing sharing conferences among schools and among Woreda and rewarding the best schools and Woredas accordingly (Louse and Dean, 1996, MoE, 2007). In addition, involvement and empowerment of teachers, pupils and different bodies in school decision-

making is also another strategy. Reynolds, (1997 ) also has argued that the impetus for school improvement in district is now the responsibility of the individual schools. The principal's role can no longer be limited to managing the statuesque (for even special projects and programs of the central office) through control and compliance. The principal must be a leader as well as a manager.

When Roynolds (1997) extended his explanation, regarding teachers, the characteristics expected of them to increase students learning outcomes are described in terms of their effectiveness, efforts and motivation. Accordingly, SIP requires teachers to exhibit competencies like professional ethics, mastery of subject content and methodology, skills conducting continuous assessment, skills of motivating students to learn which may be expressed in terms of being a role model, understanding students (Sex, special need and ability differences).

## **2.10. The School Improvement Program and the Educational Policy of Ethiopia**

The education and training policy (1994) clearly indicated that: To date, it is known that our country's education is entangled with the complex problems of relevance, quality, accessibility and equity. The objectives of education do not take cognizance of the society's needs and do not indicate future direction. Contents and mode of presentation that can develop student's knowledge, cognitive, abilities and behavioral change by level, to adequately enrich problem-solving ability and attitude, are some of the major problems of our education system.

Thus, to address the above issues, the MoE proposed newly approach entitled school improvement program. This program has four domains. These domains refer to the focus areas that the program is intending to make interventions in order to improve students' learning outcome (MoE, 2007). According to SIP, MoE (2007), the program has greater contributions to address the problems listed in the education and training policy of the country. The four domains of SIP constitute quality of effective teachers, efforts and behaviors expected from students' curriculum, school leadership and administration, organization and management, etc which are essential points to make the policy real.

### **2.10.1. The Domains of School Improvement Program**

There are 4 domains of school improvement program. Each domain links to each other. These domains refer to the focus area that the program is intending to make interventions in order to improve students' learning outcomes (MoE, 2007). These domains are:

#### **2.10.1.1. Teaching and Learning**

This domain mainly addresses the qualities of an effective teacher and efforts and behaviors expected from students. This includes: characteristics/ quality of effective teachers, efforts and behaviors expected from students and curriculum. The characteristics expected from teachers to increase students learning outcomes are described in terms of their effectiveness, efforts and motivation such as professional ethics, mastery of subject content and methodology, skills of conducting continuous assessment, skills of motivating students to learn, being role model and understanding students (sex, special need and ability differences). Regarding efforts and behaviors expected from students, students are expected to exhibit such behaviors to run the program effectively as work in group and collaboration, involvement in different clubs and committees, respect and love their school and school management, use laboratories and library effectively, etc. In curriculum side, the teaching learning domain describes the subject that need special attention in the school improvement endeavors. These subjects include: mother tongue language, English, mathematics, science and civics and ethics. Moreover, other cross cutting issues like environmental protection/care, health and family planning, gender and HIV/AIDS will be integrated with other subjects.

#### **2.10.1.2. School Leadership and Administration**

School improvement is a process that involves actors from different levels of educational administration. The SIP document (2007) describes the leadership and administration bodies involved in school improvement processes. These bodies are:

Principal and vice principal's instructional leadership committees of different level (contributed from teachers, students, parents and communications) and educational experts and authorities at woreda, zone, bureau and ministry level.

Thus, according to the document, these bodies are primarily responsible to continuous improvement in schools, study problems and inefficiencies in schools and find key solutions that ensure effectiveness and efficiency and good experiences in schools, formulate school vision and strategic plans and be committed for change and improvement

### **2.10.1.3. Parents' Community-School Relation**

The school, parents and community at large are expected to create strong relationship for the effectiveness of the school improvement process. Each of them should be responsible for their assigned duties. Parents and community at large involve in different committee like SIP committee, PTA's and so on.

### **2.10.1.4. Safe and Health School**

If the school improvement program to be more effective and to produce fruitful work, schools should be an example of a good home. Any threatening conditions must remove from the school environment. Safe and health school should be freely available for each student.

### **2.10.1.5. Duties and Responsibilities of Principals**

MoE (2007) has also stated the duties and responsibilities of principals. Accordingly, in addition to the job descriptions stated in the school leadership, community participation and financial manual, the principal will have the following school improvement roles: leads school improvement properly and with ownership, making schools state and healthy places to learning and teaching, communicating students and parents about students' learning and learning outcome timely/periodically, working with parents on problems related to students' learning, monitor classroom activities closely (using observation) and take appropriate measures of improvement and support teachers, make school have vision for development or improvement, create conditions that strengthen the continuous relationship between school and evaluate the students' learning outcome against sex, grade level, family background, etc, report to the kebele education and training board and WEO quarterly on school improvement progress, and call students, parents, school community for meeting at the end of the year to discuss on the implementation, challenges/problems on SI and seek solutions.

In addition, Boyan (1988 ) also suggested that fundamental change comes slowly, not through a 'quick fix' and he extended his explanation by focusing on principals that principals may be central to successful change because they are best placed structurally to establish, or at least affirms, norms for the whole school. Underlying the behaviors that makeup the amorphous term administrative support is the importance of signaling to school staff what is and is not necessary for them to address.

Therefore, if each organ discharges its responsibilities, the program will be delivered effectively and as the result the SIP achieves its targets.

## **CHAPTER THREE**

### **3.1 THE RESEARCH DESIGN AND METHODOLOGY**

This chapter describes the overall design of the study, the research method, and sources of data, instrument and procedures of data collection, sample and sampling techniques method of data analysis.

#### **3.2 Description study area**

Gubrye in the region of Southern Nations, Nationalities, and People's Region is a city in Ethiopia (139 km) South-West of Addis Ababa, the country's capital. Based on the 2007 census conducted by the Central Statistical Agency of Ethiopia (CSA), Gurage has a total population of 1,280,483.

The majority of the inhabitants were reported as Muslim, with 63.98% of the population reporting that belief, while 32.97% practised Ethiopian Orthodox Christianity, 1.9% were Protestants, and 0.95% Catholic.

#### **3.3. The research methods**

The study was located between the two broad categories of quantitative and qualitative researches. Within the mixed research realm, the study adopted survey design which employed ample questionnaires to ask teachers, students, and parent teacher association to provide real information about factors which affect the practice and challenge of school improvement of education in the schools and a series of interviews were conducted to ascertain the critical issues through principals, Both qualitative and quantitative researches analysis, specific approach to its subject matter suited the study's quest to practice and challenges of school improvement in abafansua secondary school.

#### **3.4. The Research Design**

The researchers' method use in this research was mixed research approach which includes quantitative and qualitative approach. The purpose of using a mixed research method approach is to build the strong connection between quantitative and qualitative methods and to fully understand the issue under investigation (Gay, Mills & Airasian, 2006). In this study a descriptive survey method was employed, because a descriptive survey method may

appropriate to investigate the practice and challenges school improvements in Aba Fransua secondary school in Gubrye town SSNP regional state.

### **3.5. Sources of Data**

The sources of the data for this study was principals, teachers, secondary school supervisor s and Town education experts as primary sources of data, reports were examined to help to establish the review of related literature.

### **3.6. Sample Size and Sampling Technique**

The study was conducted in government secondary schools of Gubrye town. According to Gubrye town bureau in 2015 there is 1 government secondary schools. So only 1 was taken using simple random sampling technique / using the lottery method/ since the method employed to select sample units out of large population area added to manage the study. The randomly selected school is Aba Fransua secondary school then from the school principals, teachers, cluster supervisor and woreda education expert was identified consequently, from a total of 66 teachers all are taken as sample using comprehensive sampling techniques. Because of teachers they are manageable in size.

### **3.7. Data Gathering Instrument**

Questioner and interview were used to gather data from respondents. The response formats for the items in the questionnaire Likert scale. Accordingly, Key: SA= strongly agree, A= Agree, UD= undecided, D= Disagree and SD= strongly disagree

#### **3.7.1. Questionnaire**

One of data collecting instrument employed in the study was questionnaires. The questionnaires were used to collect data from 66 teachers. The questionnaire was consisted close ended questions. Due to this, well Likert scale questions were prepared and used to collect pertinent information about practice and challenge of school improvement program in Gubrye town Aba Fransua secondary school. The questionnaire has three sections. The first section includes the back ground information, the second section deals with the effectiveness implementation of SIP, and challenges and opportunities of sip and last section also does SIP improve learning and learning outcome also there were an open ended questions that focus on additional possible implementation, problems opportunities and possible solutions that should be taken.

### **3.7.2. Interview**

Semi structured interview which is the most common type of interview in social research was used to collect data because this process helps the researcher to gain insights into others perspectives about the phenomenon under study. Further explained that” interviewing is necessary when we cannot observe behavior, feelings, or how people interpret the word around them. This is therefore; interview was conducted with the school principal’s cluster supervisor and one woreda education expert.

### **3.8. Data Collection Procedure**

Before distributing the questionnaire and conducting an interview the researchers were made contact with Aba Fransua secondary School principals.

After that, the researchers were communicating with the school principal. Then questionnaires were distributed to teachers, school-principals, and supervisor. The participants were told to give their own answer to each necessary item independently. Finally, the researchers were collected the questionnaires from the respondents.

### **3.9. Method of Data Analysis**

It is the work of researchers at this stage to generate meaning from the data gathered. For this study, a both quantitative and qualitative method of data analysis was employed. Thus, the data obtained through a questionnaire was analyzed by using mean and standard deviation and was followed by discussion of the most important points. The data gathered through open ended questions and interview were analyzed qualitatively through words or summarizing their sentences.

### **3.10. Ethical Consideration**

Attempts were made to formulate the research process professional and ethical. To this end, the researchers were tried to clearly inform to the respondents about the purpose of the study that is purely for academic reason. As it is introduced its purpose in the introduction section of the questionnaire and interview guide to the respondents, the researchers confirmed that subjects, confidentiality were protected. In general, the researchers did not try to personalize any of the reaction of the respondents during data presentations, analysis and interpretations. Besides, all the resources use for this research has been appropriately acknowledged.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

The purpose of this study was to investigate major challenges and opportunities of school improvement program in SSNP Regional State specifically in Gubrye town. For this study, Aba Fransua secondary school was selected. The questionnaires were distributed to 66 teachers. From the distributed questionnaire 41 (89.1%) teachers were returned and used in the analysis. In addition, 3 principals, 1 cluster supervisor and 1 woreda education experts were involved in the interviews. The data obtained from teachers through questionnaire is summarized using tables and analyzed using frequencies and percentages mean and standard deviation. The information obtained from principal and cluster supervisor is presented using thematic analysis. The data obtained from questionnaire and interview, were analyzed and interpreted.

## 4.1. CHARACTERISTICS OF THE RESPONDENTS

Data on the back ground of the respondents were obtained and presented in terms of, sex, educational level.

### Party I: Personal Information

**Table4. 1** Characteristics of Respondents by Sex and Educational qualifications

No	Item	Respondents									
		Teachers		Principals		supervisor		Woreda education expert		Total	
		N	%	N	%	N	%	N	%	N	%
1.	<b>Sex</b>										
	M	53	63.4	2	85.6	1	100	1	100	30	66.7
	F	13	36.6	1	14.4	-	-	-	-	15	33.3
	<b>Total</b>	41	100	2	100	1	100	1	100	45	100
2.	<b>qualification</b>										
	BA	61	82.9	1	13.6	-	-	-	-	34	75.6
	MA	5	17.1	2	86.4	1	100	1	100	11	24.4
	<b>Total</b>	66	100	3	100	1	100	1	100	45	100

As shown from the above table 1 , there were 53 (63.4%) male teachers respondents, 13(36.6%) female teachers respondents, 2 (50%) male principal respondents and 1 (25%) male CS and 1(25%) male woreda education expert were presented. It implies that the number of male higher than the number of females.

Also in above table depicts the characteristics of teacher respondents in by educational qualifications. Accordingly, Majority 34(87.8%) of BA certified teacher respondents, In addition to this, 7(17.1%) of MA holder teacher's respondent. The result shows that in the school the number BA teachers are strictly more than MA holders.

## 4.2. Implementation of school improvement program

The school improvement is improving students' achievement and general efforts to schools better places for pupils to learn. It is also educational change that enhance student's outcome as well as managing change, raising student achievement through focusing on the teaching learning process.

Teachers 'responses to items written to investigate the current implementation of school improvement program in the schools were collected on five (5) points Likert scales, consisting of eleven (11) items for implementation school improvement programs, Accordingly, descriptive statistics including the frequency and percentage mean score and standard deviation were presented in the following tables.

**Table4. 2 Response teacher in relation to the implementation of SIP in Gubrye town.**

No	Item	N	Mean	SD
1.	School leaders encourage teachers to use continuous assessment to enhance students' performance	41	3.59	1.048
2.	School leaders make significant effort to enhance professional development of teachers	41	<b>3.44</b>	<b>1.001</b>
3.	School leaders have adequate capability to implement school improvement programs	41	<b>3.39</b>	<b>.891</b>
4.	The school is working hard for the success of SIP	41	<b>3.66</b>	<b>1.132</b>
5.	Parents and community members have been actively involved in school improvement program	41	<b>3.61</b>	<b>.945</b>
6.	School leaders share responsibility among staff members	41	<b>3.85</b>	<b>.937</b>
7.	School leaders encourage parent-school relationship to strength collaborative work	41	<b>3.76</b>	<b>.994</b>
8.	School leaders work to create a favorable working environment	41	<b>3.63</b>	<b>.994</b>
9.	School leaders give attention to students' safety	41	<b>3.86</b>	<b>.882</b>
10.	The school leaders communicate the implementation of the program to the teachers effectively	41	<b>3.59</b>	<b>.999</b>
11.	The leaders identifies the implementation program of SIP and provides solutions	41	<b>3.73</b>	<b>.949</b>
Mean score				3.65

P=0.05

As indicated in the above table 2 item 1, the respondents mostly agree with the School principals encourage teachers to use continuous assessment to enhance students' performance, The item had mean score of 3.59 and standard deviation of 1.048. This implies that the school principals help to teachers use continuous assessment to enhance students performance in school.

As indicated in the above table 2 item 2, the respondents mostly agree to School principals make significant effort to enhance professional development of teachers, the item had mean score of 3.44 and standard deviation of 1.001. This indicates that, school leader can play vital role to enhance teacher professional development in school.

As shown in item 2 of table above, the school leaders have adequate capability to implement school improvement programs with mean value 3.39 and standard deviation of .891. This implies that the school leaders have adequate capability to implement sip program successfully in school.

With regard to item 4 of the same table, the school is working hard for the success of SIP with mean score 3.66 and standard deviation of 1.132. This shows that the school principals are working hard for the success of sip in school.

With respect to item 5 of the table above, Parents and community members have been actively involved in school improvement program with mean value 3.6 and standard deviation of .945. This indicates that the Parents and community members have been actively participating in school improvement program in school.

Also item 6 in same above table, the School principal share responsibility among staff members with mean value 3.85 and standard deviation of .937. This indicates that school leaders share responsibility for the staff to every staff to be accountable to their own responsibility in school.

Table 2 item 7, the School principals encourage parent-school relationship to strengthen collaborative work with mean score 3.76 and standard deviation of .994. This indicates that the school principals give more attention to do parent-school relationship to strengthen collaborative work in school.

Item 8 in same table, the principal's leader's work to create a favorable working environment in school with mean value 3.63 and standard deviation of .994. This indicates that, the school principals work to create a favorable working environment in school.

Also table 2 item 9, the School leaders give attention to students' safety in school, with mean value 3.85 and standard deviation of .882.this indicate the school principals to give attention and time keep the students staff and not to create haphazard in school.

With regard to item 3 of the table above, the school leaders communicate the implementation of the program to the teachers effectively with mean score 3.59 and standard deviation of .999. This implies the school leaders have good communicate the implementation of the program with teachers effectively in school.

Last item in above table 2 the school leaders identify the implementation program of SIP and provides solutions in school with mean score 3.73 and standard deviation of .949 .this indicate the school principals identify the good implementation program of SIP and provides necessary solutions in school.

Finally, As all result of the above statements that indicate there were positives implementation of sip in schools with mean value 3.65 this indicate there were effective implementation in school.

In addition, for open-ended questions, Regarding, we were asked teachers in the questionnaire, principals and Woreda education expert during interview were also asked to list down some of the implementation of SIP are. First principal, supervisor , and teachers establishing school plan together andgiving awareness for the school students and community, giving short and long training, giving chance for the community to participate the school activities.

### **4.3. Challenges and Opportunities of Sip**

The school improvement program has challenges of improvement is notoriously complex and considerable barriers get in its way understanding such barriers and coming up with creative solutions is important and also other opportunities for effective implementation of the program and Opportunities help the SIP to yield promising results while challenges deter its effective implementation. Opportunities lead schools to form a good educational environment. Positive climate needs to actively created and sustained by members of student, parent and school personal groups in school and supported by the community at large.

Teachers 'responses to items written to investigate the key challenges and opportunist in implementing of SIP were collected on five (5) points; likert scales, consisting of nine (9) items for challenges and opportunity of SIP. Accordingly, descriptive statistics including the frequency and percentage mean score and standard deviation were presented in the following tables.

**Table4. 3Question related to Challenges and opportunity of SIP.**

N0	Item	N	T value	
			MEA N	SD
1	Resistance of the program from teachers	41	3.49	1.028
2	Resistance of the program from students	41	3.46	.977
3	Lack of school facilities	41	3.34	1.109
4	Lack of practical training on the uses of SIP tools	41	3.15	1.174
5	Lack of necessary awareness, involvement in SIP implementation teachers	41	3.49	1.098
6	Lack of necessary attitude of teachers involvement in SIP implementation	41	3.07	1.010
	Average mean			3.33
7	Provision of continuous training	41		
8	Easing of teachers work load	41		
9	Delivering the students text book 1:1	41		
	Average mean			

P=0.05

As indicated in the above table3 item1Resistance of the program from teaches, with mean score 3.49 standard deviation of 1.028 .this implies the resistance of teacher affect to implementation of sip in the school.

Item 2 above table also refers resistance of the program from student with mean value 3.46 standard deviation of .977. This indicates the resistance of teacher affect to implementation of sip in the school.

Table 3 item 3 refers lack of school facilitate in schools, with mean score 3.34 and standard deviation 1.109. Indicate lack of school facilitate in schools is affected the implementation of sip and teaching, learning process.

Also table 3 items indicated Lack of practical training on the uses of SIP tools to in school, with mean value 3.15, standard deviation 1.174. This implies Lack of practical training on the uses of SIP tools to in schools; this refers there no necessary material for practical training the use of sip tools in the school.

Item 5 above table also refers Lack of necessary awareness, involvement in SIP implementation teachers in schools; with mean score 3.49, standard deviation 1.098. This indicate the lack of awareness affected to implementation of sip in their school, this implies the teachers would have not necessary understand or awareness to participate the implementation of sip.

Last item in same above table refers to Lack of necessary attitude of teachers involvement in SIP implementation the teachers with mean value 3.07, standard deviation 1.010. Lack of teacher's attitude affected the implementation of sip and teaching, learning process not to be successful in school.

Finally, as all result of the above statements that indicate with mean score 3.33.this implies there were many challenge in school to affect the implementation of sip.

Besides, teachers in the questionnaire, principals and Woreda education expert during interview were also asked to list down some of the challenges of SIP. Lack of adequate and continuous training, Inability to assess the curriculum timely, Lack of initiatives on the part of teachers and other concerned group, The problem of implementing SIP in accordance with their time table, Lack of responsible body at all level, In adequate budget, Lack of awareness among teachers, Lack of awareness among student.

, item 7 table 3 refers to the provision of continuous training for teachers by their respected schools. Accordingly, 13 (31.7%) of teacher respondents strongly agreed that their schools provided continuous training for them. 9 (12.0%) of them support this idea agree. However,

11(26.8%) respondents did not show their agreement and also 4 (9.8) oppose the availability of continuous training in their school. This signifies that in majority of schools there were a provision of training, however, such type of training is not available in all schools.

Regarding item 8 of the above table, teachers were asked to show their level of agreement about the consideration that their schools gave to easing their working load. Consequently, 20 (48.8%) strongly agree showed their agreement and 8 (19.5%) of teachers also agreed on such idea. However, 10 (15.1%) of them did not show their agreement. , 2 (4.9%) strongly disagreed on the work of schools in easing their work load. From the date, it is apparent that majority of teachers believed that their schools ease their working load

In item 9, in the same table, that indicate school leaders for delivering students text book 1:1 16 (39.0%) strongly agree the school leader deliver student text book 1:1, and also 15(36.6%), show them agreed 2(4.9%) did not show their agreement and 5(12.2%),to oppose this idea respectively. The majority of respondents of teachers and students 16(39.0%) and 15(36.6%) suggested that school leaders delivered text books for students 1:1 to practice SIP. This indicates that, the school leaders deliver enough (sufficient) books and other equipments. It is also good opportunity to successfully implement and practice the SIP.

Finally, as all result of the above statements that indicate opportunities lead schools to form a good educational environment. Positive climate needs to actively created and sustained by members of student, parent and school personal groups in school and supported by the community at large. It also promotes student learning and powerfully affects student motivation to learn. Schools

In addition, teachers in the questionnaire, principals and Woreda education expert during interview were also asked to list down some of the opportunity of SIP are,Provision of continuous training, Easing working load of teachers, Delivering the students text book 1:1,Adequate manpower, Result oriented evaluation system, The commitment to bring quality education at all level of education.

#### **4.4. Learning and learning outcome of SIP**

The implementation of SIP should affect the learning outcome of student. Therefore, the following table represents teachers 'responses to items written to investigate Learning and learning outcome of school improvement program (SIP) in the schools. The items were prepare

in five (5) points likert scales, consisting of seven(7) items for investigate Learning and learning outcome of (SIP)school improvement program in the schools, Accordingly, descriptive statistics including the frequency and percentage mean score and standard deviation were presented in the following tables.

**Table4. 4Question related toLearning and learning outcome of SIP**

No	Item	N	Mean	SD
1	SIP improve learning outcome of student	41	3.95	.805
2	SIP improve students' learning achievement	41	3.93	.905
3	SIP link between students behavior and achievement	41	3.70	.844
4	The SIP reduces students' dropout effectively	41	3.68	1.035
5	The SIP is important in order to predict students' achievement standards	41	3.97	.851
6	The SIP is reduce students repetition rate effectively	41	3.90	.860
7	Since the introduction of SIP of student behavior show improvement	41	3.70	.947
average Mean				3.83

P=0.05

Table 4 item1 SIP improve learning outcome of students in school, with mean score 3.95 standard deviation .805. This indicated the sip is effectively enhancing to students learning and learning outcomes.

As indicated in table4 item2 the SIP improve students' learning achievement, with mean value 3.93 , standard deviation .905.this indicate the implementation of sip play great roles to increase students achievement in school.

As observed in table 4 item3, theSIP link between students behavior and achievement,with mean score 3.70, standard deviation .844.this indicates, the sip could measure effectiveness of student's behaviors and achievement in their school.

As shown in table4 item 4, The SIP reduces students' dropout effectively in school, with mean value 3.68, standard deviation1.035.this indicated the sip can reduces dropout and to make more effective teaching and learning process in school,

Item 5 in same above table, the SIP is important in order to predict students' achievement standards, with mean score 3.97 standard deviation .851.this indicated, this indicates the sip can helps measures of student achievement in schools.

Table 4 item 6 The SIP is reduce students repetition rate effectively in schools, with mean value 3.90 , standard deviation .860.this indicated respondents believe sip can reduce repetition rate properly in school. This implies the sip could reduce repletion rate and increase promotion rate.

The last item 7 in above table shows, since the introduction of SIP, the student behavior shows improvement in school, with mean value 3.70 standard deviation.947.this indicate that after the introduction of SIP the students behavior has been improved in school.

Finally, as all result of the above statements that indicate there were positives learning and learning out com of sip in schools, with mean value 3.83and expected mean, this indicate there were the SIP enhancing effective learning and learning outcome in school.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This final part of the study deals with summary of the findings, conclusion drawn on the basis of the findings, and recommendations forwarded.

#### **5.1. Summary of the Findings**

The main purpose of this study was to investigate major practice and challenges of school improvement program in Gubrye town SSNP Region.

Based up on this general objective, the study is expected to find answers to the following basic questions.

1. To what extent SIP is implemented in Gubrye town?
2. What are the major challenges and opportunities for the effective implementation of SIP?
3. Does SIP improve students' learning and teaching outcome?

For the purpose of this study, both qualitative and quantitative research design and descriptive survey method was employed, the related literature was reviewed. In order to get answers for the above basic questions. The study was carried out in Aba Fransua secondary school in Gubrye town, there was 1 secondary school, so secondary school were selected 1 secondary school in Gubrye town that was drawn by using simple random sampling technique. The total populations of the study were 71 in number: 66 teachers, three principals, one supervisor and one woreda education expert. 50 questionnaires were distributed to the teachers and from those, only 41 questioners were correctly filled and returned to the researchers, while the remaining 9 questioners were not returned even though the researcher called them repeatedly. In addition to this, the interviews were undertaken with the school principal's one supervisor and one woreda education expert. To select the school the researchers used comprehensive sampling techniques, Moreover, the researchers selected the populations of the school principals, supervisor, woreda education expert and teachers using comprehensive sampling techniques.

- ❖ To what extent SIP is implemented in Gubrye town?
  - ✓ The study has highlighted the observed means (ranged from 3.39 up to 3.86 or their overall mean is 3.65 with standard deviation of .949) for all the items prepared to assess the implementation of SIP in secondary school of Gubrye town are above the expected mean (3.00). Therefore, it can be concluded that implementation of SIP is to some extent effective in the selected secondary school of Gubrye town.
- ❖ What are the major challenges and opportunities for the effective implementation of SIP?
  - ✓ The study has highlighted, the observed means (ranged from 3.15 up to 3.49 or their overall mean is 3.33 with standard deviation of .977) for all the items prepared to assess the Challenges affected the implementation of SIP in secondary school of Gubrye town are above the expected mean (3.00). Therefore, it can be concluded that there were many challenges in school to affect the implementation of SIP in the selected secondary school of Gubrye town.
- ❖ Does SIP improve students' learning and teaching outcome?
  - ✓ With regard to that the observed means (ranged from 3.70 up to 3.97 or their overall mean is 3.83 with standard deviation of .947) for all the items prepared to assess the SIP improve students' learning and teaching outcome in secondary school of Gubrye town are above the expected mean (3.00). Therefore, it can be concluded that there were the SIP enhancing effective learning and learning outcome in school in the selected secondary school of Gubrye town.

## 5.2. Conclusion

Based on the data analysis and major findings, the following conclusions are drawn

- ✓ According to this study the implementation of SIP is, School leaders encourage teachers to use continuous assessment to enhance students' performance, the school is working hard for the success of SIP. School leaders give attention to students' safety, School leaders encourage parent-school relationship to strength collaborative work, therefore, the effective implementation/practices of sip is well in the school because the school principal and school community working together hardly the succeed of sip.
- ✓ According to this study the major challenges for affects the implementation of SIP are: Resistance of the program from teachers, Resistance of the program from students, Lack of school facilities, Lack of practical training on the uses of SIP tools, Lack of necessary awareness, involvement in SIP implementation teachers, therefore this over all challenges affect to the implementation of SIP and teaching, learning process.
- ✓ The study disclosed the major opportunities of SIP. These opportunities are Provision of continuous training, Easing working load of teachers, Delivering the students text book 1:1, these opportunities facilitate the effective implementation of the program. Therefore, it should be protected from any constraints.
- ✓ According to this study the major to Learning and learning outcome of SIP are, SIP improve learning outcome of student, SIP improve students' learning achievement, SIP link between student's behavior and achievement, The SIP reduces students' dropout effectively, teacher centered teaching method would be dominated over other methods in the classes. This effectiveness would continue and that there is strong relationship between SIP and teaching learning process.

### **5.3. Recommendations**

As per the findings of the study and the conclusions drawn the researcher would suggest the following recommendations

As the implementation of SIP is, School leaders encourage teachers to use continuous assessment to enhance students' performance; the school is working hard for the success of SIP. School leaders give attention to students' safety; School leaders encourage parent-school relationship to strength collaborative work, therefore the domains they mentioned above are implementation of SIP. It was in a good manner in selected secondary school of study area. So the woreda education office and zone department of education should improve them for future by collaboration. All of the concerned bodies should establish training. The training should relate with SIP and its implementations with challenges that can face. Moreover, the school principal should create awareness to school community they have a direct communication with school. And also the school principal should be working collaboratively with community to success implementation of SIP furthermore than current.

As the study revealed, there are problems mentioned as following, Resistance of the program from teachers, Resistance of the program from students, Lack of school facilities, Lack of practical training on the uses of SIP tools, Lack of necessary awareness, therefore all concerned bodies should working collaboratively with each other to solving problem, Thus the school, The measure solutions to be taken to overcome such challenges the study came up with the following results: dealing the problem (challenges) of SIP with other stakeholders, raising up teachers awareness, making the SIP attractive (i.e. Centering each school), providing strong leadership Moreover, rendering continuous training & assessing the curriculum and enriching it, and finally all concerned parties should work cooperatively and enthusiastically were the basic issues raised by majority of respondents therefore, the Woreda education office and the Region education office should make awareness through continuous

training and making students and teachers active participant in the overall activities of the program, providing teaching and learning material ,to making the SIP school centered by involving teachers to identify problem and give solution. By doing so the challenges might be reduced.

SIP needs fulfillment of materials, reducing overload of teachers, and others they are put under, there was at a good manner in selected secondary schools of Gubrye town. i.e. Provision of continuous training, Easing working load of teachers, Delivering the students text book 1:1, Using great opportunities of SIP for further achievement and minimizing threats through wise use of resources. These opportunities enhancing the effective implementation of the program. Moreover, taking experience sharing program with best achiever school help schools to strengthening opportunities and alleviate challenges. Therefore, the concerned bodies at each level of the education system should give emphasis about the issues raised above.

In order to achieve the intended goals of the schools SIP should, improve learning outcome of student, improve students' learning achievement, link between student's behavior and achievement, The reduces students' dropout effectively, the above domains were positive in selected secondary school of Gubrye town. that the teaching and learning were effective and if there is effectiveness of SIP the student outcome might increase ,so that the school principals and woreda education office should give necessary awareness and continues training for students and parents to have necessary understanding about SIP for education purpose, because it is help to minimize absenteeism of students from the school. and also the school principals and communities should give more attention and time for student learning achievement to create educated manpower and conducive learning environment, so that this result should be continues and this school could be the models for others schools

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## **Appendix A**

### **Wolkite University**

#### **College of Education and Behavioral Science**

#### **Department of Educational Planning and Management**

#### **Questioners to be filled by teachers**

The purpose of this study is to investigate major practice and challenge for the effective implementation of school improvement program in Aba Fransua secondary school of Gubrye town. It is therefore, the soundness as well as the validity of the findings depends on your kind and genuine responses. Therefore, please fill the questionnaire and back to me as much as possible as the indicated time. Lastly, the result of this study is used for only academic purpose, and hence, your responses will be kept confidential.

**Thank you in advance!**

#### **General Direction**

1. No need of writing your name on the questionnaire
2. Please indicate your answer in “” box by putting “√” mark

#### **Part I: Background Information's**

1.1. Name of the school \_\_\_\_\_ (only for teacher and principal)

1.2. Sex    A. Male                       B. Female

1.3. Educational Qualification

A. TTI certificate

B. College Diploma

C. BA/BSC

If any, \_\_\_\_\_

**Part II: Implantations, Challenges and opportunities and Student learning and learning outcome of SIP**

**Direction:** in the following table statements about implementations, challenges and students learning outcome of school improvement program (SIP) are listed. Thus, indicate your level of agreement by putting “√“under one of the given five alternatives.

**1=strongly disagree 2= disagree 3= neutral 4= agree 5= strongly agree**

No.	Implementation of SIP	The level of agreement				
		1	2	3	4	5
1.	School leaders encourage teachers to use continuous assessment to enhance students’ performance					
2.	School leaders make significant effort to enhance professional development of teachers					
3.	School leaders have adequate capability to implement school improvement programs					
4.	The school is working hard for the success of SIP					
5.	Parents and community members have been actively involved in school improvement program					
6.	School leaders share responsibility among staff members					
7.	School leaders encourage parent-school relationship to strength collaborative work					
8.	School leaders work to create a favorable working environment					
9.	School leaders give attention to students' safety					
10.	The school leaders communicate the implementation of the program to the teachers effectively					
11.	The leaders identifies the implementation program of SIP and provides solutions					
No.	Challenges and opportunity of SIP	1	2	3	4	5
1.	Resistance of the program from teaches					
2.	Resistance of the program from students					
3.	Lack of school facilities					

4.	Lack of practical training on the uses of SIP tools					
5.	Lack of necessary awareness, involvement in SIP implementation teachers					
6.	Lack of necessary attitude of teachers involvement in SIP implementation					
7.	Provision of continuous training					
8.	Easing of teachers work load					
9.	Delivering the students text book 1:1					
10.	School provides adequate learning facilities					
No.	<b>Learning and learning outcome of SIP</b>	1	2	3	4	5
1.	SIP improve learning outcome of student					
2.	SIP improve students' learning achievement					
3.	SIP link between students behavior and achievement					
4.	The SIP reduces students' dropout effectively					
5.	The SIP is important in order to predict students' achievement standards					
6.	The SIP is reduce students repetition rate effectively					
7.	Since the introduction of SIP of student behavior show improvement					

**Appendix B**  
**Wolkite University**

**College of Education and Behavioral Science**

**Department of Educational Planning and Management**

**An Interview Guide for Aba Fransua secondary school principals, supervisors and WOE expertise.**

**Date of Interview**-----

**Time: Starting**-----

**Finishing** -----

**Objective**

The objective of this interview is to gather information about the practices and challenges in effectively implementing the school improvement program in secondary schools of selected secondary schools of Gubrye town. Therefore, we kindly request you to give your response for the following questions.

**Thank you**

1. How do you implement SIP in secondary schools?
2. What are the major challenges and opportunities in implementing SIP in secondary schools?