



WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHEVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

FACTORS AFFECTING THE QUALITY OF EDUCATION IN THE CASE OF ABBA  
FIRANSO PRIMARY SCHOOL

A SENIOR ESSAY SUBMITTED TO COLLEGE OF EDUCATION AND BEHAVIRAL  
SCIENCE

BY: SINGITAN WAGARI

ADVISOR: MR. AWELA

WOLKITE, ETHIOPIA

MAY, 2023

APPROVAL SHEET

WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHEVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

FACTORS AFFECTING THE QUALITY OF EDUCATION IN THE CASE OF ABBA  
FIRANSO PRIMARY SCHOOL

A SENIOR ESSAY SUBMITTED TO COLLEGE OF EDUCATION AND BEHAVIRAL  
SCIENCE

BY: SINGITAN WAGARI

ADVISOR: MR. AWELA

Department head

Signature

Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Advisor

Signature

Date

-----

-----

-----

Examiner

Signature

Date

-----

-----

-----

|   |                                     |
|---|-------------------------------------|
| Declaration .....                                       | I                                   |
| Table of Contents.....                                  | II                                  |
| Acknowledgement.....                                    | III                                 |
| Abstract.....   | IV                                  |
| <b>CHAPTER ONE.....</b>                                 | <b>Error! Bookmark not defined.</b> |
| Introduction.....                                       | 1                                   |
| 1.1 Back ground of the Study.....                       | 1                                   |
| 1.2 Statement of the problem .....                      | 2                                   |
| 1.3 Objective of study .....                            | 3                                   |
| 1.3.1 General objective.....                            | 3                                   |
| 1.3.2 Specific objectives.....                          | 3                                   |
| 1.4 Significance of the study .....                     | 3                                   |
| 1.5 Scope of the study .....                            | 4                                   |
| 1.6 Organization of the Study .....                     | <b>Error! Bookmark not defined.</b> |
| 1.7 Operational definition of key terms .....           | 4                                   |
| <b>CHAPTER TWO .....</b>                                | <b>5</b>                            |
| <b>2. Review of Related Literature .....</b>            | <b>Error! Bookmark not defined.</b> |
| 2.1 General concepts of quality.....                    | 5                                   |
| 2.2 Factors affecting quality of education.....         | 6                                   |
| 2.3.1 Teacher Related factor.....                       | 6                                   |
| 2.3.2 Students capacity and motivation on learning..... | 6                                   |
| 2.3.3. Teaching Learning Process.....                   | 7                                   |
| 2.3.4. Instructional time .....                         | 7                                   |
| 2.3.5. Instructional materials .....                    | 7                                   |
| 2.3.6. School facilities (infrastructures).....         | 8                                   |
| 2.3.7. The trend of Primary education in Ethiopia ..... | <b>Error! Bookmark not defined.</b> |
| <b>CHAPTER THREE.....</b>                               | <b>13</b>                           |
| <b>3. Research Design and Methodology .....</b>         | <b>1</b>                            |
| 3.1 Methodology of the study.....                       | 14                                  |
| 3.2. Data Sources.....                                  | 10                                  |
| 3.2.1. Primary source of data .....                     | 15                                  |

|   |    |
|---|----|
| 3.2.2. Secondary source of data.....                    | 15 |
| 3.3. Sampling Size and Techniques .....                 | 10 |
| 3.4. Instruments and Procedures of Data Collection..... | 16 |
| 3.4.1. Instrument of Data Collection .....              | 11 |
| 3.4.2. Procedures of Data Collection.....               | 11 |
| 3.5. Methods of Data Analysis.....                      | 17 |
| CHAPTER FOUR.....                                       | 13 |
| 4.1 Data Analysis and Interpretation .....              | 13 |
| CHAPTER FIVE .....                                      | 22 |
| 5.1 Summary .....                                       | 22 |
| 5.2 Conclusion .....                                    | 24 |
| 5.3 Recommendation .....                                | 25 |
| REFERENCE.....  | 26 |
| APPENDICES.....   | 34 |
| APPENDIX A.....   | 34 |
| APPENDIX B.....   | 40 |
| APPENDIX C.....   | 41 |

**List of tables**

|   |    |
|---|----|
| <b>Table 1:</b> Rating on background of respondents.....  | 14 |
| <b>Table 2:</b> Principals response regarding Administrative factors that affect the quality of education.....              | 15 |
| <b>Table 3:</b> Teachers response regarding Provision of school facilities that affect the quality of education.....        | 17 |
| <b>Table 4:</b> Teachers response regarding Motivation of students and teachers that affect they quality of education ..... | 18 |
| <b>Table 5:</b> Student’s response regarding Utilization of instruction time that affect the quality of education .....     | 19 |
| <b>Table 6:</b> Student’s response regarding motivation of students and teachers that affect the quality of education ..... | 20 |

## ACKNOWLEDGEMENT

First of all I would like to thank my God for his contribution my well-being from beginning the work up to the final and would like to express my advisor Mr.Awela for his unlimited support,advice and insightful comment in the preparation of this paper and also I would like to express my special thanks who have contributed to this study.

Secondarily I would like to extend my thanks to almighty god for his absolute love and protection through my out my university, he helped me to exist and to attend my studies and thirdly I would like to express my family and special thanks my father and sister.

## ABSTRACT

This study conducted on the factors affecting the quality of education in the case of Abba Firanso Primary School. The employed descriptive method which involves both qualitative and quantitative, data collection and analysis techniques. The subjects of the study were Abba Firanso Primary School. The researcher used for 35 sampling in order to collect relevant data from questionnaire. The collected data through these instruments were analyzed and interpreted by qualitative and quantitative data analysis method. From this study the researcher pointed out the following results: the students do not know the quality of education there was lack of teaching materials; textbook, comfortable chair, table, library services, and lack of qualified teachers. As a result, students do not get the required skills and quality of education was unsatisfactory. Therefore, this leads the factors affecting students' quality of education negatively. Therefore, necessary recommendation is given to solve these problems. The school environment was not motivating and there were some extent insufficient teaching and learning material. There were school facilities that un enable all staff member to work well, and all children to learn more over the school environment was inactive and safety. The school leadership was found to be poor as a result there were dominant and low community participate and the limited communication between teacher and parents.

## ACRONYMS

EFA:-Education For All

ESDP: Education Sector Development Program

MoE: ministry of Education

NER: Net Enrolment Rate

UNESCO: united Nations Educational Scientific and Cultural Organization

UNICEF: United Nations International Children Emergency Fund.



# CHAPTER ONE

## INTRODUCTION

### 1.1 Back ground of the Study

The world Book Encyclopedia (1992) defined education as the process by which people acquire, knowledge, skill, habit, value, attitudes and stresses that education should help people to become useful members of society; to develop an appreciation of their cultural heritage and to live more satisfying lives. Education reform efforts in less industrialized countries have aimed at making education an effective vehicle for national development. Governments, policy makers, and civil society have emphasized that developing countries need to invest more in education and ensure that systems of education are efficiently managed, that limited funds allocated to sector have maximum impact, and that cost-recovery measures are adopted (GoK, 1996; 1997; Inter-Agency Commission, 1990; UNESCO, 1996; World Bank, 1988; 1996).

Educational planners need to know how the educational system is behaving. Good and correct Statistics are essential to monitor, diagnose the problems and plan effective actions to improve the educational system. Wrong statistics lead to wrong diagnostics and wrong policies. For instance, it is important to know the enrollment by grade and age, the transition rates between grades, that is, the promotion, repetition and drop-out rates, the percentage of an age cohort (all children born in a given year) which has access to school and at which age, the percentage of school cohort (all students that enter in a school system for the first time in a given year) which concludes each grade and graduates, what the students know and are able to do at each or some grades, the available resources to finance the system and how it is being spent. Education also enables individual and society to make all round participation in the developmental process. As stated by UNESCO/1994/, education is an investment since it contributes to the world understanding his/her duties and discharges his/ her responsibilities. The ultimate aim of educational objective is altimeter achievement of universal literacy. Education is capable of preparing individual for life in the world Society follow men through world./George and ready 199(1998:37).

Today technology and other situation enforced education to be re oriented to achieve the needs at social order. These needs to make search for quality of education to support this nation the Ethiopia government ministry rapid and sustainable development. Expanding quality primary education all school age children and stand seed involvement of stake holders /MDE, ESDPIS

2005 vacation programs as education sector development programs. The long term development strategies also give high priority improving in education with which quality improving as the major area of concerning provision of quality of education still is not in line with the aspired goal. As stated in the policy action plan document, low quality of education leads many, children to repeat classes to drop out as school together/ MOE in ESDP-1 1999:3). Therefore, the study will be attempt to identify factors which affect the quality of education in Abba Firanso primary school in Guraghe zone.

## **1.2 Statement of the problem**

Education is very important instrument for the development of individual and the society. It fosters economic social, political, cultural and technological advancement of country similar quality education is unquestionable the provision of quality education becomes complex issue of world. Accordance with this Anderson/1992:2), said education system fails to teach children. Many who complete primary school do not acquire skills they need for productive adult lives. In Ethiopia this problem is revealed by the lunch of quality education. The government has been working to meet the millennium development goal in the education sector by expanding access of quality education across the nation. To meet this millennium development goals in and brings about rapid and sustainable development, MOE has set vision and mission to expand quality primary education access to all school children and expand ESDP: 200:2/ In addition, according to researchers findings there were many researchers who done on factors affecting academic quality of education . In my study what makes differs from the others research is that there were focused on internal school related factors that affect quality of education in abba firanso primary schools. Lack of school facilities; teaching materials, quality of teachers, class-room size and library.

Despite the fact that the government is making effort to increase the access to primary education, quality of education has not been achieved, In sufficient training of teachers; over crowded classroom, shortage of textbooks and other teaching materials/MOE 1994 were /problems of quality education in Ethiopia education Abba Firanso in Guraghe zone. A through there are various factors that contribute an effect on the quality of education, the researcher focused on Abba firanso primary schools of guraghe zone. The purpose of this study is to assess

Factors affecting quality of education in some first and second cycle Government of the primary schools. In addressing the problem of this study, the following research questions are;

### **1.3 Research Question**

1. What extent instructional materials required are available for teaching and learning in the abba firanso schools?
2. What is the professional quality of teachers in respective to using instructional materials those available in teaching and learning process of abba firanso primary schools?
3. What extent teachers are motivated in teaching and learning process in the abba firanso primary schools?

### **1.4 Objective of study**

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

- To investigate and recommend factors those affect the quality of primary education in study area.

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

1. To identify the availability of instructional materials in the study area.
2. To assess the altitude of student and motivation of teachers towards quality education.
3. To examine the degree to which the teachers are motivated in the study area.

### **1.5 Significance of the study**

The results of the study may have the following benefits. The study may be helpful to education office and schools by providing them information on how to identify the factors that affect quality education. The study might enhance the understanding of stakeholders on factors that affect quality education. It may increase the awareness and participation of parents in the school management system. It may help schools, Woreda education office, principals and parents to take appropriate measures on factors those affect quality education. It may help other researchers who will study on the factors those affect quality education in school system. It may encourage parents of students to have knowledge on the factors those affect quality of education in their school.

## 1.6 Scope of the study

Even through the quality of education is suffering at all levels of the education system, the study is limited to some selected primary schools of Abba Franso due to the lack of time, financial and other materials courses. In addition, the factors that affect quality of education are from different angles.

## 1.7. Operational definition of key terms

- 1 **Education:-** systematically planned instrumentation provides more general and accumulated knowledge of the society that take place in the school.
- 2 **Education quality:-**a complex and multidimensional concept that comprise the quality of teaching learning practical/ process and the quality of results / out puts and out comes / in their interrelation. Grisly.Mehlck. 1994:34 cited Amanuel: 2007/
- 3 **Input:-**financial and human resources invested in education and the array of resources of various types made available to the education system to so that it can achieve certain ends/kenzevich. 1996 cited in Amanuel 2007.
- 4 **Process:-** in which inputs are transfer into outcomes and access, participation, progression transition school to work learning environment and organization
- 5 **Output/Outcomes:-** achievement of student assessment, like a standardized achievement test and labor-market Outcomes/ OECD. (1998).

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 General concepts of quality

The concept of quality is very evasive. It is perplexing to define and often difficult to come by an agreed formal definition for the term. One person's idea of quality often conflicts with another and, as we are all too aware, no two experts ever come to the same conclusions when discussing what makes an excellent school, college or university. As Sallis (1996) puts it: We all know quality when we experience it, but describing and explaining it is a more difficult task. In our everyday life we usually take quality for granted, especially when it is regularly provided. Yet we are all too acutely aware when it is lacking.

A serious defect in one element is likely to have implications for quality in others". Moreover, questions regarding quality may be posed about any important aspect of the educational system: infrastructure, school buildings, administration, leadership, management, teacher training, educational materials, teaching, or student achievement.

This is reflected in ADEA's (2004) observation that "Quality assessment is one of the thorniest governance issues in most universities partly because most universities cannot agree on the mechanisms for the assessment. Perhaps, a more simplified solution to the definitional problem lies in Harvey's (1995) linkage of quality to transformation. In this sense, quality education is narrowed to "qualitative change." Yet this does not resolve the problem. Viewed this way, the notion of quality becomes more perplexing when applied to education (Elton, 1992). This is because Education is an ongoing process of transformation of the participant: the student, learner or researcher. In this light, the achievement of universal participation in education will be fundamentally dependent upon the quality of education available. A plethora of studies have shown that how well pupils are taught and how much they learn, can have a crucial impact on the effectiveness of school education they get. Furthermore, whether parents send their children to school at all is likely to depend on judgments they make about the quality of teaching and learning provided. As an example, many parents want their daughters who go through the Basic Education Certificate Examination (BECE) in Ghana to attend Wesley Girls Senior Secondary School in the Central Region just because this school has been at the top of the country's league

table for three consecutive years. By being on top of the league table, it is assumed that teaching and learning in the school is of higher quality.

The World Declaration on Education for All (EFA), in 1990, identified quality as a prerequisite for achieving the fundamental goal of equity.

## **2.2 Factors affecting quality of education.**

The general concepts of quality in education are composed of three interrelated dimension. They are quality of an education is often described in terms of input in to teaching learning process, teachers, equipment s, materials, etc. rather than terms of students achievement/output/ basically become input are easier and less costly to measure /Ibid/.

### **2.2.1 Teacher Related factor**

If new strategies education to be develops one of the key elements in their success must be teacher. An unqualified disaffected teaching force. Worth in poor conditions and constantly shortage of many will not be effective in implanting change / Anderson 1994/UNESCO/2006/ further elaborate the agreements that supported and supervised teachers are all crucial to the success of education policies and reform which focusing on expansion and quality important teachers also represent the built of public spending on education and future supply is crucial issues in assessing both educational quality and financial stability. For that matter, teachers are responsible in the achievement of quality education if they should be qualified.

### **2.2.2 Students capacity and motivation on learning.**

The main inputs of schools are students. The student's availability determines the operating of school a given country in the world. There is no school without student. In our worlds schools are students. Quality of education in school depends on types of students in class room. This is because here there are many available many available associated with individual students that many influence the quality of education at school. Among different available students capacity and motivation to learn are determined by the quality of the home and school environments.

The students that many influence the quality of education at school. Among different available students capacity and motivation to learn are determined by the quality of the home and school environments. The student's health and nutrition status and their prior learning experience

including the degree of parental stimulation. The basic source of children's capacity and motivation to learn is the family through genetic endowment and direct provision of nutrients health care and stimulus

/World Bank, 1995 / as quoted by Johannes 2005. 29/ parents who involve them to the children. Parents who had an education and value it and parents who do good for their children produces higher motivation on their children to ward learning ,motivation also has substantial influence on students learning .

### **2.2.3. Teaching Learning Process**

Elton, L. (1992) Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practice that allow them to judge individual students learning and adopt activities according to students need. In this case many teachers and educational systems continue to really almost exclusively on traditional proper and pencil tests of factual knowledge that tend to promote rote memorization rather than higher order thought. They get to carry out their teaching learning process sufficiently.

### **2.2.4. Instructional time**

UNESCO,(1996) Education process takes time and which can and deal occur at points in time power also pointed out the time in the learning has transnational quality. Time is what teacher must give it they are to help other learn .time is what learner must spend if they buy the education in the want. Instruction time is composed of that portion of the school day during which students receive instruction and that of portion class room time during which they teacher is teaching. With respect to the school day lunch, recess and movement from classroom are not time during which they teacher is teaching. With respect to the school day lunch, recess and movement from classroom are not count as instructional time. In terms of class room taking attendance disciplining students, cleaning upend putting material and movements from activity to activity refers to as "transaction" detract from instruction time.

### **2.2.5. Instructional materials**

The use of instructional materials influence students achievement use of process, skills, and other outcomes. Instructional materials are the physical media through which the intents of curriculum

are experienced. Among many instructional materials, text books and other supplementary materials will be discussed in the research because it is basic in primary school to make instructional fostered and to help students learn effectively, it is well established that text books provision in adequate supply is an essential condition for effectively learning in school development notion secondary school. They aim is presenting contents in age as well as developmentally and appropriate way. They present the corpus of knowledge and skills considered essential in becoming an education person .

#### **2.2.6. School facilities (infrastructures)**

The physical learning environment in which the formal teaching learning occurs range relatively from modern and well equipped to open gathering place. Therefore the school in fracture includes class room, library, laboratory, pedagogical center, latrine, and clinic. Etc (UNICEF 2005;5). Government the 1994 education policy envisages, bringing up citizens endowed with a human outlook. Country wide responsibility and democratic values having developed the necessary productive creative and appreciative capacity in order to participate trait fully in development and the utilization of resources and environment at improving quality education among other things.

Moreover, after 2 years of the Geneva conference the ministry describes in the reference manuals entitled “decentralized management of education in Ethiopia” that Ethiopia has been success full in expanding its education system at all level. It has already experienced threefold increase increment over the last decade. Ethiopia is likely to attained education for all/ EFA/ within a few years /MOD 2006:186./ moreover UNESCO /2002/ describes that quality of basic education come from healthy children who can read and write critically and access mathematics, science and available technologies and other technological skill for life. Education out comes enhance human and national development that is lifelong positive education is available more girls and parents returns on their children education. But, the present quality of Ethiopian education system has seriously suffering. Recent literature s available studies ministry of education affirms Ethiopia education quality problem/ UNICE/. 2002:17/

- Educational facilities: there are about school space /environment/ and other buildings. Chalk boards and furniture /table and chairs/ toilet, water. Etc.

The standard of construction, the qualities and specialized class room are all important areas to be considering.

Process: the process is component of quality education relates to many aspects such as:

According to MOE (2003;) school facilities include water, clinic latrine, library, pedagogical center and laboratories. These materials to be proportional the number of teachers and students in the school. Stress in the importance of the school materials, that poor physical environments and students in the school. Graham Brown further explained that materials and equipment for practical not for academic but also for most type of vocational training in schools and colleges, introduced in a number of countries to increase the use fullness what is learn.

- Class room:- although the availability of any one of school facilities affects quality education. It is hardly possible absence of classroom .therefore one of the available to which a great deal of attention has been devoted is class size (Johannes 2005:37)
- Laboratories: Is also one of the facilities and they are special equipment for pupils participation in learning activities involving scientific or applied experimentation.
- Libraries:- are responsible source of information available as learning resources for students professionals, researches and public at large wools

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1.Design of the study**

In this research descriptive study was applied. Quirk (1979) stated that the design and methodology of a research is determined by the purpose of the study. Thus, the main purpose of this study to investigate factors which affect the quality of primary education of abba firanso.

#### **3.2.The research methods**

The study was located between the two broad categories of quantitative and qualitative researches. The information about factors which affect the quality of primary education in abba firanso schools both qualitative and quantitative researches analysis, specific approach to its subject matter suited the study's quest to investigate factors which affect the quality of primary education in Abba Firanso at guraghe zone.

#### **3.3. Data Sources**

For the successful accomplishment of this research, the relevant data that researcher use both primary and secondary sources.

##### **3.3.1 primary source of data**

The researcher use primary data for the study. It obtaining from principals, Teachers, and students who involves direct contact with the study issue through questionnaire and interview.

##### **3.3.2 secondary source of data**

The researcher use secondary data sources document analyze was conducted.

#### **3.4. Population, Sampling techniques and Sample size**

The study population was draw from abba firanso primary school in guraghe zone. They are principal, teacher's parent teacher association and students. There are 76 teachers, 1617 students 1principal. The students was asked to give information about that their quality of instruction

which help in promoting their success in their academic achievement with Likert (1-5) scale questionnaires.

To obtain the necessary sample units, purposive and simple random sampling techniques were employed. From the school, for the sample study, since all of them are professional and member of school who have direct involvement in educational management in their respective school. The reason behind selecting simple random sampling technique was that all students in the defined population would have equal and independent chance of being included in the sample. Accordingly, in this study the total participants that the researcher will use respondents out of total populations.

Table 1: Population and sample size of the study.

| No | Samples    | Total population | Sample size | Sampling techniques    |
|----|------------|------------------|-------------|------------------------|
| 2  | Principals | 1                | 1           | Purposive              |
| 3  | Teachers   | 76               | 20          | Simple random sampling |
| 4  | Students   | 1617             | 35          | Simple random sampling |

### **3.5. Data Gathering Instrument**

#### **3.5.1. Questionnaire**

The researcher was prepared questionnaire select students for both open ended and close ended questionnaire open ended questions, which needs explanation and close ended, which are answered saying yes or no and so on. It was designated for both students, teachers and principal.

### **3.6. Procedures of Data Collection**

In the process of testing the instruments and collect data for the research study, the following procedures have been followed. To obtain descriptive information about factors affect quality education in primary schools, two different set of survey questionnaire are use. Before its implementation, in order to ensure its appropriateness of items content in the questionnaires and be assuring the language clarity, the researcher would make few experts of woreda education

office to comment on the content, language and clarity of the questionnaires. After checking the responses item by item based on the comments, the questionnaires are review as they indicate.

### **3.7. Methods of Data Analysis**

Depending on the nature of research question and collected data that are obtained through questionnaire were presented in table and needs analyze quantitatively by using percentage. Interview was also analyzed by qualitatively as a supplementary. Moreover, major information and opinions of the respondent may include in the report through the open ended questions will be take into account in data interpretation by categorizing similar responses together.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4.1 Data analysis

This part of the study deals with analysis and interpretations of data gathered from respondents by help of tools such as questionnaires, interview and analysis of documents on the factors affect quality of education in Abba Firanso primary schools.

The study covers one (1) primary schools. There are 29 questions were prepared and distributed to the 56 respondents and it was filled and returned on a time. The interview questions were employed to principals. Depends up on the data gathered from respondents the analysis and interpretations of data were presented and also the items involved in the questionnaires were organized.

Items involved in the questionnaires were classified into two major categories. The first category deals with general background information collected from respondents and the second deals with specific items of the study. So that the approach used in treating and organizing the data gathered from the two categories would not vary in analysis method.

Therefore frequency and percentage were employed for the analysis of respondent characteristic and specific items. The interview questions and analysis of document were analyzed narratively.

#### Background of respondents

This part is displays the personal background of sample respondents with sex, level of education, and work experience or service year of principal, teachers and also generalization with percentage.

#### Qualification of teachers in the sample schools

| Item        | No | %  |
|-------------|----|----|
| Certificate | 3  | 15 |
| Diploma     | 11 | 55 |
| Degree      | 9  | 45 |

From the above table 7 one can see that the majority of the teachers 55% are diploma holders and 15% of the teachers are certificate level. The minimum level teacher the primary school according to MOE is diploma level. But 55% of the teachers in the sample schools are below the required level. As the result, this can affect the quality of education.

**Table 1. Rating on background of respondents**

| No. | Item                        | Category of item | Principal |      | Teachers |       | Students |       | Total |       |
|-----|-----------------------------|------------------|-----------|------|----------|-------|----------|-------|-------|-------|
|     |                             |                  | No        | %    | No       | %     | No       | %     | No    | %     |
|     | Sex                         | M                | 1         | 100% | 11       | 55%   | 20       | 57.1% | 33    |       |
|     |                             | F                | -         | -    | 9        | 45%   | 15       | 42.8% | 24    | .     |
|     |                             | Total            | 1         | 100% | 20       | 100%  | 35       | 100%  | 56    | 100%  |
| 1.  | Level of education          | Grade 1-8        | -         | -    | -        | -     | 1617     | 100%  | 45    | 64.2% |
|     |                             | Diploma          |           | 100% | 46       | 71.5% | -        | -     | 47    | 25.7% |
|     |                             | BA               | 1         | 100% | 30       | 9.5%  | -        | -     | 92    | 4.2%  |
|     |                             | TOTAL            | 1         | 100% | 76       | 100%  | 1617     | 100%  |       | 100%  |
| 2.  | Experience on service years | 1-5              | -         | -    | 8        | 28.6% | -        | -     | 8     | 24%   |
|     |                             | 6-10             | -         | -    | 15       | 47.6% | -        | -     | 15    | 40%   |
|     |                             | 11-15            | 1         | 100% | 23       | 23.8% | -        | -     | 23    | 36%   |
|     |                             | 16-20            |           |      | 25       |       | -        | -     |       |       |
|     |                             | Above 21         | -         | -    | -        |       | -        | -     |       |       |
|     |                             | Total            | 1         | 100% | 71       | 100%  | -        | -     | 21    | 100%  |

The respondents of the study were composition of school leaders or principals, teachers, and students. with diversified demographic background and area of responsibility in the schools.

According to displayed on table 1 the rating of respondents 4(100%) of school principal, 12 or (57.1%) of teachers, 22 or (63%) of school students and 10 or (100%) of PTA or total 48 or (68.5%) of respondents were male, while the rest respondents 9 or (42.9%) of teachers 13 or (37%) of students or total 22 or (31.5%) of the respondents were female .

It is indicated that the participation of females was less than male in the primary schools. This low participation in positions may be due to lack of empowering females in any aspects.

Regarding the level of education 4(5.7%) of teachers were certificate, 15(71.1%) of the teachers and 3(75%)of principal were diploma holders totally 3(4.2%) of respondents were BA holder . while 10 or (100%) of PTA and 35 or (100%) totally 45 or (64.2%) of respondents were grade 1-8 level of education.

Concerned to the experience or service years of principals and teachers of respondents, 6(28.6%) of teacher, or 6(24%) of respondents were in the range of 1-5 years service, 10 or(47.6%) or 10(40%) were in the range of 6—10 year service, 4 or (100%) of principal, 5 or ( 23.8%) of teachers 9 or ( 36%) of respondents were in the range of 11-15 year services in the teaching profession. .

From the data analyzed easily can conclude that most of the teachers were well experienced and can contributed for quality of education.

Analysis of data obtained from the sampled principals through questionnaires

**Table 2 Principals response regarding**

Administrative factors that affect the quality of education

Analysis of data obtained from the sampled principals through questionnaires Principals responses

| No | Question  | Very High |   | High |      | Moderate |   | Low |      | Very Low |   |
|----|---|-----------|---|------|------|----------|---|-----|------|----------|---|
|    |   | No        | % | No   | %    | No       | % | No  | %    | No       | % |
| 1  | How do you evaluate the level of responsibility delegation in your school?  |           |   | 1    | 100% |          |   |     |      |          |   |
| 2  | How do you level the efforts made by the Woreda Education Office (WEO) to create experience sharing program b/n schools for better performance? |           |   |      |      |          |   | 1   | 100% |          |   |
| 3  | To what degree do the Woreda education office (WEO), parent-teachers association (PTA) and the school community                                 |           |   |      |      |          |   | 1   | 100% |          |   |

|   |  |  |  |   |       |   |       |  |  |  |  |
|---|--|--|--|---|-------|---|-------|--|--|--|--|
|   | communicate about the teaching and learning activities of the school in general?   |  |  |   |       |   |       |  |  |  |  |
| 4 | What is the degree of parents' involvement in following-up their kids on the following everyday activities?  |  |  | 1 | 100 % |   |       |  |  |  |  |
| 5 | What is the level of the department head in collaboration with homeroom teacher call a meeting of parents at any time needed, and discuss on the progress of students in terms of academic performance, behavior, discipline, etc. and seek solutions? |  |  |   |       | 1 | 100 % |  |  |  |  |

As shown in table 2 the respondents responded how do you evaluate the level of responsibility delegation in your school high 1(100%), How do you level the efforts made by the Woreda Education Office (WEO) to create experience sharing program b/n schools for better performance 1(100%), To what degree do the Woreda education office (WEO), parent-teachers association (PTA) and the school community communicate about the teaching and learning activities of the school in general low 1 (100%), What is the degree of parents' involvement in following-up their kids on the following everyday activities high 1(100%) , and What is the level of the department head in collaboration with homeroom teacher call a meeting of parents at any time needed, and discuss on the progress of students in terms of academic performance, behavior, discipline, etc. and seek solutions moderate 1(100%). From the data analyzed it can easily conclude that there is a gap in avoiding Administrative factors that affect the quality of education.

Analysis of data obtained from the sampled teachers through questionnaires

**Table 3. Teachers response regarding Provision of school facilities that affect the quality of education.**

Analysis of data obtained from the sampled teachers through questionnaires.

Teachers' responses

| No. | Question  | Very High |   | High |     | Moderate |     | Low |     | Very Low |     |
|-----|---|-----------|---|------|-----|----------|-----|-----|-----|----------|-----|
|     |   | No        | % | No   | %   | No       | %   | No  | %   | No       | %   |
| 1   | To what level does a principal draw up objectives join with the staff of the school?  |           |   | 6    | 30% | 6        | 30% | 8   | 40% |          |     |
| 2   | To what degree do the parent-teachers association (PTA) and the school community communicate about the teaching and learning activities of the school . |           |   | 9    | 45% | 5        | 25% | 6   | 30% |          |     |
| 3   | Are there teachers that teach any subjects in which they are not qualified  |           |   | 4    | 20% | 5        | 25% | 11  | 55% |          |     |
| 4   | To what level you ensure the durability of the textbooks?   |           |   | 7    | 35% | 9        | 45% | 4   | 20% |          |     |
| 5   | To what level does the principal work with teachers in classrooms through observation, demonstration, and consultation?                                 |           |   | 6    | 30% | 9        | 45% | 2   | 10% | 3        | 15% |
| 6   | Is there enough text and reference books in the library or book store?  |           |   |      |     | 3        | 15% | 7   | 35% | 10       | 50% |
| 7   | To what level do/does the principal/deputy principal/department heads plan a follow-up observation?   |           |   |      |     | 9        | 45% | 6   | 30% | 6        | 30% |

As shown in table 3 the respondents responded to what level does a principal draw up objectives join with the staff of the school low 8(40%), To what degree do the parent-teachers association (PTA) and the school community communicate about the teaching and learning activities of the school high 9(45%), Are there teachers that teach any subjects in which they are not qualified low 11(55%), to what level you ensure the durability of the textbooks moderate 9(45%) to what

level does the principal work with teachers in classrooms through observation, demonstration, and consultation moderate 9(45%) Is there enough text and reference books in the library or book store very low 10(50%) and Is there enough text and reference books in the library or book store moderate 9(45%) From the data analyzed it can easily conclude that there is a gap in avoiding Provision of school facilities that affect the quality of education

Analysis of data obtained from the sampled teachers through questionnaires

**Table 4 Teachers response regarding Motivation of students and teachers that affect the quality of education**

Analysis of data obtained from the sampled teachers through questionnaires

Teachers response regarding Motivation of students

| No- | Questions  | Very High |   | High |     | Moderate |     | Low |     | Very Low |     |
|-----|--|-----------|---|------|-----|----------|-----|-----|-----|----------|-----|
|     |  | No        | % | No   | %   | No       | No  | %   | No  | %        | No  |
| 1.  | What is the level of the department heads in supporting teachers on teaching and learning process towards the goals? |           |   | 6    | 30% | 4        | 20% | 10  | 50% |          |     |
| 2.  | What is the degree of parents' involvement in following-up their kids on the following everyday activities?          |           |   |      |     | 10       | 50% | 5   | 25% | 5        | 25% |

As shown in Table 4 the respondents responded the level of the department heads in supporting teachers on teaching and learning process towards the goals low 10 (50%),and degree of the parents' involvement in following-up their kids on the following everyday activities moderate 10(50%) From the data analyzed it can easily conclude that there is a gap in Motivating of students and teachers that affect the quality of education.

**Table 5 Student's response regarding Utilization of instruction time that affects the quality of education**

## Analysis of data obtained from the sampled students through questionnaires

Student's response regarding Utilization of instruction time

| N<br>o. | Question  | Very High |       | High |       | Moderate |        | Low |       | Very Low |       |
|---------|---|-----------|-------|------|-------|----------|--------|-----|-------|----------|-------|
|         |   | No        | %     | No   | %     | No       | %      | No  | %     | N<br>o   | %     |
| 1       | To what level do the teachers use multiple methods of teaching in class room?   |           |       | 6    | 17.1% | 12       | 34.3%  | 14  | 40%   | 5        | 14.3% |
| 2       | What is the level of the teachers in supporting students on teaching and learning process towards the goals?                                      | 2         | 5.7%  | 10   | 28.5% | 18       | 51.4%  | 5   | 14.3% |          |       |
| 3       | To what level do the teachers work with students in classrooms through observation, demonstration, and consultation?                              | 3         | 8.5%  | 5    | 14.3% | 8        | 22.8%  | 14  | 40%   | 5        | 23.8% |
| 4       | To what degree do/does the principal/deputy principal/department head conduct consultations with teachers to understand events in the class room? | 4         | 11.4% | 7    | 20%   | 12       | 34.3%  | 7   | 20%   | 5        | 14.3% |
| 5       | To what extent teachers use Student participation and Assessment procedures Learning techniques in the class room?                                | 5         | 23.8% | 8    | 22.8% | 16       | 45.71% | 4   | 11.4% | 2        | 5.7%  |
| 6       | To what level do/does the teachers use different types of Assessment procedures?  | 4         | 11.4% | 7    | 20%   | 14       | 40%    | 10  | 28.5% |          |       |

As shown in table 5 the respondents responded To what level do the teachers use multiple methods of teaching in class room moderate 12 (34.28%), the level of the teachers in supporting students on teaching and learning process towards the goals moderate 18(51.42%), To what level do the teachers work with students in classrooms through observation, demonstration, and consultation low 14(40%), To what degree do/does the principal/deputy principal/department head conduct consultations with teachers to understand events in the class room moderate 12(34.28%),To what extent teachers use Student participation and Assessment procedures Learning techniques in the class room moderate 16 (40%) and To what level do/does the teachers use different types of Assessment procedures moderate 14 (45.71%) From the data analyzed it can easily conclude that there is a gap in Utilization of instruction time that affects the quality of education.

Analysis of data obtained from the sampled students through questionnaires

**Table 6 .Student’s response regarding motivation of students and teachers that affect the quality of education**

Analysis of data obtained from the sampled students through questionnaire

Student’s response regarding motivation of students and teachers

| No | Question   | Very High |        | High |        | Moderate |        | Low |        | Very Low |        |
|----|--|-----------|--------|------|--------|----------|--------|-----|--------|----------|--------|
|    |  | No        | %      | No   | %      | No       | No     | %   | No     | %        | No     |
| 1. | To what level school and parents involvement to enhance good teaching and learning activities? | 2         | 5.71%  | 4    | 11.42% | 10       | 28.57% | 15  | 42.85% | 4        | 11.42% |
| 2. | To what level do/does the teachers motive students in class room activities?                   | 5         | 14.28% | 4    | 11.42% | 14       | 40%    | 12  | 34.28% |          |        |

Student’s response regarding motivation of students and teachers that affect the quality of education

As shown in table 6 the respondents responded To what level school and parents involvement to enhance good teaching and learning activities low 15(42.85%) and To what level do/does the

teachers motivate students in class room activities low 12 (34.28%) From the data analyzed it can easily conclude that there is a gap in motivation of students and teachers that affect the quality of education

### **Responses of interview with principals.**

- Some school principals responded that there was the problem of basic facilities such as class room, Library, laboratory, table, desks and chairs. This implies that some schools have problems with school facilities.
- Most of the school principals responded that some of the teachers teaching in the primary schools indicated above are below the standard set by the MOE. This factors can affect the quality of education..
- Most of the school principals responded that some o the teacher do not have enough qualification about the subject they are teaching. This situation can affect the quality of education.
- Most principals responded that the student book ratio in some subjects like Amharic is below the standard and this can affect the quality of education in particular Amharic.
- Most of the principals indicated that the teachers' commitment to students learning is low. This implies that quality of education can be affected.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1. Summary

The purpose of this study was to investigate some of the factors that affect the quality of education in Abba Firanso primary schools. In order to obtain the fundamental objective the procedural steps such as gathering information from important sources, by selecting technique of identification or respondents and carrying out of data as a sample from Abba Firanso. The primary school were get equal chance to be represented in the sample. The respondent as sample selected was depending on their functions. Accordingly 20 teachers 35 Students. were selected by using Simple random sampling technique whereas 1 principals were purposive techniques.

The following questions are the back bone of the study

1. To what extent instructional materials required are available for teaching and learning in the selected schools?
2. What is the professional quality of teachers in respective to using instructional materials those available in teaching and learning process of selected primary schools?
3. To what extent teachers are motivated in teaching and learning process in the selected primary schools?

In order to fined resemble answers for the research question the followings activities are implied.

❖ concerning background sex of the respondents

According to displayed on table 1 the rating of respondents 1(100%) of school principal, 11( 55%) of teachers, 20( 57.1%) of school students and total 48(68.5%) of respondents were male, while the rest respondents 9(42.9%) of teachers 13(37%) of students or total 22 (31.5%) of the respondents were female .

It is indicate that the participation of females was less than male in the primary schools. This low participation in positions may be due to lack of empowering females in any aspects.

❖ Regarding the level of education 4(5.7%) of teachers certificate holders, 15(71.1%) of the teachers and 3(75%)of principal were diploma holders totally 3(4.2%) of respondents were

BA holder . while 10(100%) of PTA and 35( 100%) totally 45(64.2%) of respondents were grade 1-8 level of education.

- ❖ Concerning to the experience or service years of principals and teachers of respondents, 6(28.6%) of teacher, or 6(24%) of respondents were in the range of 1-5 years service, 10( 47.6%) or 10(40%) were in the range of 6—10 year service, 4(100%) of principal, 5( 23.8%) of teachers or 9( 36%) of respondents were in the range of 11-15 year services in the teaching profession. .

From the data analyzed easily can conclude that most of the teachers were well experience and can contribute for quality of education.

- ❖ Concerning Principals response regarding Administrative factors that affect the quality of education the respondents responded how do you evaluate the level of responsibility delegation in your school moderate 3(75%), How do you level the efforts made by the Woreda Education Office (WEO) to create experience sharing program b/n schools for better performance 3(75%), To what degree do the Woreda education office (WEO), and the school community communicate about the teaching and learning activities of the school in general low 2(50%), What is the degree of parents' involvement in following-up their kids on the following everyday activities, and What is the level of the department head in collaboration with homeroom teacher call a meeting of parents at any time needed, and discuss on the progress of students in terms of academic performance, behavior, discipline, etc. and seek solutions low 2(50%). From the data analyzed it can easily conclude that there is a gap in avoiding Administrative factors that affect the quality of education
- ❖ Concerning Teachers response regarding Provision of school facilities that affect the quality of education the respondents responded to what level does a principal draw up objectives join with the staff of the school moderate 10(47.61%), To what degree do the parent-teachers association (PTA) and the school community communicate about the teaching and learning activities of the school low 12(57.14%), Are there teachers that teach any subjects in which they are not qualified low 12(57.14%), to what level you ensure the durability of the textbooks moderate 10(47.61) to what level does the principal work with teachers in classrooms through observation, demonstration, and consultation 9(42.85%), Is there enough text and reference books in the library or book store very low 14(66.66%) and Is there

enough text and reference books in the library or book store moderate 9(42.85%) From the data analyzed it can easily conclude that there is a gap in providing Provision of school facilities that affect the quality of education

- ❖ Concerning Teachers response regarding Motivation of students and teachers that affect the quality of education the respondents responded the level of the department heads in supporting teachers on teaching and learning process towards the goals low and degree of the parents' involvement in following-up their kids on the following everyday activities low .
- ❖ Concerning parent teacher association (PTA) response regarding school participation of parents that affect the quality of education the respondents responded the degree to which parents follow up their children and involved in their learning to improve their achievement low 5(50%),and The degree to which parents discuss with school leaders on teaching and learning process low 4(40%) From the data analyzed it can easily conclude that there is a gap in participation of parents that affect the quality of education.
- ❖ Students responses regarding Utilization of instruction time that affect the quality of education the respondents responded to what level do the teachers use multiple methods of teaching in class room moderate and the level of the teachers in supporting students on teaching and learning process towards the goals moderate From the data analyzed it can easily conclude that there is a gap in Utilization of instruction time that affect the quality of education

## **5.2 CONCLUSION**

Based on the major findings, the following conclusions were drawn:

- Concerning the instructional supplies, the finding of the study found out that instructional supplies like classrooms, laboratory, Library, tables, chairs, computers, and radios are scarcely available and this can affect the quality of education.
- In relation to the teachers teaching load, the finding of the study revealed that most of the teachers in the study area teach over load and in addition to this some of the teachers also teach the subjects in which they are not qualified.

- The findings of the study indicated that, there was lack of teaching materials; textbook, comfortable chair, table, library services, and lack of qualified teachers. As a result, students do not get the required skills and quality of education was unsatisfactory. Therefore, this leads the factors affecting students' quality of education negatively.
- As it could be concluded from the finding of the study, some teachers are not at all qualified in the subject they teach, and they do not have enough knowledge and commitments to teach the subject they took.
- Concerning motivation given for teachers, the findings of the study showed that teachers in the study area are not motivated (they have not got any rewards to be encouraged on their job) and this could affect the quality of education.

### **5.3 Recommendation**

The purpose of recommendation is to suggest how the finding is used to overcome the problems and challenge, relate to factors affecting the quality of education.

- Creating awareness on the importance of instructional materials for all stakeholders and improve the availability of the instructional material.
- Giving sufficient training for the teachers on the subject they teach and also reducing the teaching load of teachers to the standard set by the MOE
- Motivating the teachers by giving them different incentives.
- Building extra class rooms to reduce the student's classroom ratio and motivate the students to conduct continuous assessments.
- The woreda administration office and district education offices should give attention and allocate sufficient budget during sharing budget for different sectors and mobilize the community for their active participation in realizing quality of education.

## REFERENCE

- Dare, A. L. (2005). Indicators of quality. A paper presented at the National Consultative Workshop on Educational Quality Implementation in Low Income Countries. Ghana.
- Elton, L. (1992). University teaching: A professional model for quality and excellence. Paper Presented at the “Quality by Degrees” Conference at Aston. University
- Harvey, L. (1995). Editorial: The quality agenda. *Quality in Higher Education*, 1(1), 5–12.
- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), (1982). Art 2, 3, 10; International Convention on the Elimination of All Forms of Racial Discrimination (CERD), 3 September 1981, Art 1, 5; CRC, Art 2
- Sallis, C. J. (1996). *Total quality management*. (2nd Ed.). London: Kogan Page.
- UNESCO (2000). *The Dakar Framework of Action*. Paris: UNESCO
- UNESCO. (1996). *Learning the Treasure Within*. Paris: UNESCO
- World Book Encyclopedia No.6. (1992). World Book, Inc: USA.
- Emanuel Eromo: /2009/ major factor affecting quality of education in Addis Ababa second cycle primary school implementation. Addis Ababa: UN published thesis.
- Anderson: LW in Hussen in T and postle Waite /ends/, (1994).
- Allotted and instructional time”. The international united king:
- Colloids 1989/ the prospect for education from proclamation to achievement 1984-68, Paris France UNESCO.
- Graham B./1991/, *organization and management to day*. Harcourt BraleJaoranorichnk. New York.
- George and Bready, /1998/, *quality of education in development countries*.

Appendix – A

Questionnaires on Factors affecting quality of education in some first and second cycle Government School of Abba Firanso primary schools.

/To be filled in at School Level/

Dear Respondents,

As you know quality of education is the backbone and success for the country in general.

The main purpose of this questionnaire is to collect data and information Factors affecting quality of education in some first and second cycle Government School of Aba firanso primary schools. The findings of the research and the recommendations that follow will serve as inputs for improvement in quality of education, not only in your school but also in the woreda as a whole.

I would, therefore, like to kindly request you to fill in this questionnaire by following the instruction given under each section.

Please also note that you do not need to write your name in this questionnaire; and the information you give here will be kept strictly confidential.

Thank you in Advance

For your cooperation

Instructions: -

- Mark an “X” in the box or boxes and table as appropriate.
- All questions refer to the educational management only.

### Part One: Background Information of the Respondents

- Your school name \_\_\_\_\_
- Your Sex: Male =  
Female =  
Your age: \_\_\_\_\_
- Academic Qualification:
  - Diploma
  - Degree =
  - MA =
- Total years of your service in school by year \_\_\_\_\_
- Grade level you are teaching in:
  - Grade 1-4 =
  - Grades 5-8 =
- What is the experience level of the teachers in your school?
  - Less than 2 years =
  - 3-5 years =
  - 6-10 years =
  - More than 11 years =

- What is the age range of the teachers in your school?
  - Less than 25 =
  - Between 25-40 =
  - Between 41-55 =
  - d) Above 55 =

Part Two:- Indicate your responses for the following Likert scale items using "X" mark to write in the table corresponding to an action.

1= Very Low 2=Low 3= Moderate 4=High 5= Very High

- Questions to be responded by principals

| No. | Question   | Alternatives |   |   |   |   |
|-----|--|--------------|---|---|---|---|
|     |  | 5            | 4 | 3 | 2 | 1 |
| 1   | How do you evaluate the level of responsibility delegation in your school?   |              |   |   |   |   |
| 2   | How do you level the efforts made by the Woreda Education Office (WEO) to create experience sharing program b/n schools for better performance?  |              |   |   |   |   |
| 3   | To what degree do the Woreda education office (WEO), parent-teachers association (PTA) and the school community communicate about the teaching and learning activities of the school in general?   |              |   |   |   |   |
| 4   | What is the degree of parents' involvement in following-up their kids on the following everyday activities?  |              |   |   |   |   |
| 5   | What is the level of the department head in collaboration with homeroom teacher call a meeting of parents at any time needed, and discuss on the progress of students in terms of academic performance, behavior, discipline, etc. and seek solutions? |              |   |   |   |   |

Part Three: - Indicate your responses for the following Linker scale items using "X" mark to write in the table corresponding to an action.

1= Very Low 2=Low 3= Moderate 4=High 5= Very High

- Questions to be responded by Teachers

| No. | Question   | Alternatives |   |   |   |   |
|-----|--|--------------|---|---|---|---|
|     |  | 5            | 4 | 3 | 2 | 1 |
| 1   | To what level does a principal draw up objectives join with the staff of the school  |              |   |   |   |   |
| 2   | To what degree do the parent-teachers association (PTA) and the school community communicate about the teaching and learning activities of the school? |              |   |   |   |   |
| 3   | Are there teachers that teach any subjects in which they are not qualified   |              |   |   |   |   |
| 4   | To what level you ensure the durability of the textbooks   |              |   |   |   |   |
| 5   | To what level does the principal work with teachers in classrooms through observation, demonstration, and consultation                                 |              |   |   |   |   |
| 6   | Is there enough text and reference books in the library or book store?   |              |   |   |   |   |
| 7   | To what level do/does the principal/deputy principal/department heads plan a follow-up observation?  |              |   |   |   |   |
| 8   | What is the level of the department What heads in supporting teachers on teaching and learning process towards the goals?                              |              |   |   |   |   |
| 9   | What is the degree of parents' involvement in following-up their kids on the following everyday activities?  |              |   |   |   |   |

Part Three: - Questionnaires prepared for all respondents including PTA

| No. | Question   | Alternatives |   |   |   |   |
|-----|--|--------------|---|---|---|---|
|     |  | 5            | 4 | 3 | 2 | 1 |
| 1   | The degree to which you participate in managing the material resources of the school                             |              |   |   |   |   |
| 2   | The extent to which parents contributed in fund raising activities to the school.                                |              |   |   |   |   |
| 3   | To what degree you responsible for managing the financial resources of the school?                               |              |   |   |   |   |
| 4   | The degree to which parents follow up their children and involved in their learning to improve their achievement |              |   |   |   |   |
| 5   | The degree to which parents discuss with school leaders on teaching and learning process                         |              |   |   |   |   |

Questions to be responded by students

| <i>No.</i> |   | Alternatives |   |   |   |   |
|------------|---|--------------|---|---|---|---|
|            |   | 5            | 4 | 3 | 2 | 1 |
| 1          | To what level do the teachers use multiple methods of teaching in class room  |              |   |   |   |   |
| 2          | What is the level of the teachers in supporting students on teaching and learning process towards the goals?                                      |              |   |   |   |   |
| 3          | To what level do the teachers work with students in classrooms through observation, demonstration, and consultation?                              |              |   |   |   |   |
| 4          | To what degree do/does the principal/deputy principal/department head conduct consultations with teachers to understand events in the class room? |              |   |   |   |   |
| 5          | To what extent teachers use Student participation and Assessment procedures Learning techniques in the class room?                                |              |   |   |   |   |
| 6          | To what level do/does the teachers use different types of Assessment procedures?  |              |   |   |   |   |
| 7          | To what level school and parents involvement to enhance good teaching and learning activities?  |              |   |   |   |   |
| 8          | To what level do/does the teachers motive students in class room activities?  |              |   |   |   |   |