WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

FACTORS AFFECT QUALITY OF EDUCATION IN ABAFRANSOA PRIMARY SCHOOL OF GURAGE ZONE AT GUBURYE SUB CITY ADMINISTRATION.

BY YOHANNES HISKEL

ADVISOR HABTE N.(MA)

A SENIOR ESSAY RESEARCH PAPER SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR DEGREE OF BACHELOR ON ARTS IN EDUCATIONAL PLANNING AND MANAGEMENT.

MAY 2023

WOLKITE ETHIOPIA

APPROVAL SHEET

As senior essay research advisor, I hereby certify that. I have read and evaluated this senior essay research prepared under my guidance by Yohannes Hiskel on factors affect quality of education in Abafransua primary school of Gubrye sub city I recommended that it be submitted as fulfilling senior essay requirement.

_____ _____ _____

Advisor Signature Date

As an examiner of the senior essay research open defense, I certify that I have read and evaluated the senior research prepared by Yohannes Hiskel and examined the candidate. I recommended that the senior essay research be accepted as fulfilling the senior essay research requirements for the degree of the Bachelor of Art in Educational Planning and management.

_____ _____ _____

Examiner Signature Date

This senior essay research is submitted in partial fulfillment of the requirements for a degree from the college of Education and Behavioral Science at Wolkite University. By my signature bellow I declare and affirm that this thesis is my own work. All scholarly matter that is included in the thesis has been given recognition through action. Every serious effort has been made to avoid any copying in the preparation of this thesis.

Yohannes Hiskel_____ _____

Name of student Signature Date

Acknowledgement

First of all, I would like to thank my advisor Mr Habte, N for his priceless professional advice, support and collegial approach. I also would like to express my thanks to participants who cooperate me by responding for my questionnaires. It is a great pleasure to me to forward my gratitude to all friends who had contributed morally and materially support throughout my studies and in the preparation of this paper.

Table of Contents

Table of Contents

APPROVAL SHEET I

Acknowledgement II

Table of Contents IV

Abstract VIII

ACRONOMY VIII

CHAPTER ONE 1

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 objective 3

1.4 Significance of the study 3

1.5 Scope of the study 4

1.6. Delimitation of study 4

1.7. Limitation of the study 4

1.8 Organization of the Study 5

1.9 Operational definition of key terms 5

CHAPTER TWO 7

2. Review of Related Literature 7

2.1 General concepts of quality 7

2.2 Factors affecting quality of education 9

2.3.1 Teacher Related factor 10
2.3.2 Students capacity and motivation on learning. 10
2.3.3. Teaching Learning Process 11
2.3.4. Instructional time 11
2.3.5. Instructional materials 11
2.3.6. School facilities (infrastructures) 12
2.3.7. The trend of Primary education in Ethiopia 13
CHAPTER THREE 15
3. Research Design and Methodology 15
3.1 Research design 15
3.2 Research method 15
3.3. Sources of data 15
3.3.1. Primary source of data 15
3.3.2. Secondary source of data 15
3.4. Sampling Size and Techniques 16
3.4. Instruments and Procedures of Data Collection 16
3.4.1. Instrument of Data Collection 16
3.4.2. Procedures of Data Collection 17
3.5. Methods of Data Analysis 17
CHAPTER FOUR 18
4.1 DATA PRESENTATION, ANALYSIS AND INTERPRETATION 18
CHAPTER FIVE 31
SUMMARY OF MAJOR FINDINGS 31
CONCLUSION 35

Recommendation 36

References 36

Anderson: LW in Hussein in T and postle Waite /ends/, (1994). 36

Appendix – A 37

Appendix-B 42

LIST OF TABLES

Table 1: Population and sample descriptions of the study……...…….14

Table 2: Rating on background of respondents……17

Table 3: Principals response regarding Administrative factors that affect the qual of edu …….19

Table 4: Teachers response regarding school facilities that affect the quality of education…….21

Table 5: Teachers Motivation of students and teachers that affect the qua……..22

Table 6: PTA response regarding school facilities that affect the quality of education……..…23

Table 7: PTA participation of parents that affect the quality of education……..24

Table 8: Student's Utilization of instruction time that affect the quality of education…….25

Table 9: Student's response regarding motivation of students and teachers ……...26

Table 10: Showing the qualification of teachers in the sample schools……...……26

Abstract

The major objective of this study was to investigate and recommend factors those affect the quality of primary education in Abafransua primary school. The study was employed descriptive method which involves both qualitative and quantitative, Data collection and analysis techniques. The subjects involved in the study were Abafransua primary school. Data was gathered by using tools like questionnaires and interview was used to get information from selected respondents. Regarding respondents 2 principals 35 teachers 21 students 10 PTA participated in the responses. The results of the study show that there is to some extent factors those affect the quality of primary education in study area in the schools in the cause of most of school teachers were found to be experienced to use active learning methods which make the students very active. So they were improved students' academic result which was increased from the time to time. The school environment was not motivating and there were some extent insufficient teaching and learning materials. There were school facilities that unenable all staff members 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 participation and the limited communication between teachers and parents.

ACRONOMY

EFA: -Education for all

ESDP: education sector development program

WU: Wolkite University

KM: kilometer

Moe: ministry of education

NER; Net enrolment rate

PTA: Parent-Teacher Association

PSLE; primary school level Education

UNESCO: united Nations educational specific 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 attempt to identify factors which affecting quality of education in selected primary school of Abafransua in Gurage 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/

Despite the fact that the government is making all its effort to increase the access of primary education in both cycles, in the country and particularly in our district, quality of education has not been achieved according to the required standard. In stuffiest training of teachers; over crawdad class room, shortage of text books and other teaching materials/MOE 1994/problem of quality education which exists in Ethiopian education system also exist in primary school of Abafransua that is located in SNNP region Wolkite Zone which is 162 km far from Addis Ababa to South direction. A through, there various factors that contribute an effect on the quality of education, the researcher focused on government primary school of Gurage zone, Gubrye district. Thus the research will attempt to answer the following basic questions.

The purpose of this study is to assess Factors affecting quality of education in Abafransua primary school. In addressing the problem of this study, the following basic research questions are;

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

1.3 Objective of study

1.3.1 General objective

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

1.3.2 Specific objective

1. To identify the availability of instructional materials in the study area.
2. To examine in the quality of teachers teaching in the study area.
3. To examine the degree to which the teachers are motivated in the study area.

1.4 Significance of the study

The results of the study may have the following benefits.

1. The study may be helpful to Woreda education office and schools by providing them information on how to identify the factors those affect quality education.
2. The study might enhance the understanding of stakeholders on factors those affect quality education
3. It may increase the awareness and participation of parents in the school management system.

4. It may help schools, Woreda education office, principals and parents to take appropriate measures on factors those affect quality education.
5. It may help other researchers who will study on the factors those affect quality education in school system
6. It may encourage parents of students to have knowledge on the factors those affect quality of education in their school.

1.5 Scope of the study

Even through the quality of education is suffering at all levels of the education system, the study is limited to Abafransua primary school of Gubrye sub city due to the lack of time, financial and other materials resources in addition the factors that affect quality of education are from different angles, But this study has be limit to factor affecting quality of education in relate to input factor such as:

1. Motivation of students and teachers
2. Provision of school facilities
3. Qualification of teachers
4. Administrative factors
5. Utilization of instruction time. B/c of the research is focus around these areas.

1.6. Delimitation of study

The study was conducted in primary school of Wolkite town administration. To made the study more manageable the scope the research is focuses on the sustained effort and at a change in learning condition in one schools by assessing the factor affecting the quality of education. The reason for the selection of those among others is to make the simply representative with consideration of their experienced teachers and high members of student in the town as stated above the final result was stand represent the governmental primary school of Wolkite town.

1.7. Limitation of the study

As we know that the research could not total free from limitation. The following were among the major problem that faces the writer while conduct the data. This problem is: Financial constructs, Time constructs Unwillingness of some respondents to give accurate responses and Lack of experience to conducting research. In order to minimize above limitation the researcher tries to

make: financial subsides. Use time effectively to summarize the study. Create close relation with respondent to get appropriate data.

1.8 Organization of the Study

This studying has five chapters. Chapter one indicates with the background of the study which is follow by statement of the problem, and then objective of the study. The subsequent section, focus on significance of the study, delimitation of the study, definition of key terns, and organization of the study. Chapter two focuses on the review of related literature. The third chapter deals with the research design and methodology and the fourth chapter Data Presentation, Analysis and Interpretation and chapter five Summary of the study.

1.9 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. **Primary education**: sub-system that consists of grade 1-8 grade /MOE 1994

5. **Process;** in which inputs are transfer into outcomes and access, participation, progression transition school to work learning environment and organization

6. **Output/Outcomes achievement** of student assessment, like a standardized achievement test and labor-market Outcomes/ OECD. (1998).

7. **Studen**t : is a learner or someone who attends an educational institution and to some, perceiving students as the raw material of the education production Process may seem to stretch the economic metaphor a bit too far. More psychologically Inclined analysts

might maintain that students are the main producers of learning and the attainment of learning results. Fuller, B., & Clarke, P. (1994).

CHAPTER TWO

2. 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.

We often only recognized the importance of quality when we experience the frustration and time wasting associated with its absence .The quality in education faces definitional problems. It becomes more problematic when quality is conceptualized in terms of a particular aspect of education because as Dare (2005) observes, all the elements associated with educational quality are interrelated. 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.

More problems arise when the outcomes of education are the focus for defining quality. This is because purposes of education are culturally bound and value-laden. For example, for some people, the purpose of education is to foster students cognitive, moral, and social development; for others it is a means of promoting social cohesion and nation building; while for some others, it is a preparation for the world of work. This complex situation makes even agreement on quality assessment results problematic. 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 Hervey'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. While the notion of quality was not fully developed, it was recognized that expanding access alone would be insufficient for education to contribute fully to the development of the individual and society. Emphasis was accordingly placed on assuring an increase in children's cognitive development by improving the quality of their education.

Similarly, the 2000 Dakar Framework for Action affirmed that quality was at the heart of education; a fundamental determinant of enrolment, retention and achievement. Its expanded definition of quality set out the desirable characteristics of learners (healthy, motivated students), processes (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation). Although this established an agenda for achieving good education quality, it did not ascribe any relative weighting to the various dimensions identified. Thus, the Dakar forum emphasized the need to "improve all aspects of quality of education to achieve recognized and measurable learning outcomes for all-especially in literacy, numeracy and essential life skills" (Dakar Framework for Action, Article 7, World Education Forum 2000).

The literature suggests that quality is both a quantitative and a qualitative issue (Dare, 2005). Its indicators should therefore convey notions of quantity and quality. Van den Berghe (1997) defines quality indicators of education as performance indicators that refer to a quality characteristic or objective, thus alluding to the broad context of performance evaluation in which

the learners operate. It may also be understood in terms of a figure that describes quality characteristic or the achievement of quality objectives. In matters of indicators therefore, concepts such as efficiency, relevance, importance and adequacy cannot be ignored. In his presentation at the Equal National Consultative Workshop, Ankomah (2005) provides a continuum comprising three main steps necessary for identifying Input, output and outcomes.

Educational quality has been reviewed in most countries across the world. For example in South Africa, Wamahiu (2008) said quality education was not about how well a child was performing in school but a number of factors that enrich the wellbeing of a child in school. She cited the issues of administration of discipline, corporal punishment, sexual harassment, child abuse and child labour as some of the things that lead to exclusion of groups of students from accessing quality education. At primary school level in Tanzania, the PSLE performance and NER (enrolment) are evaluated as outcomes using correlation and multiple regression analysis based on the following assumption: overcrowded classes are associated with poor performance in examinations, quantity and quality of teaching contribute to good performance in PSLE, the level and quality of staffing encourage enrolment and overcrowded classrooms discourage enrolment because they are not child friendly. Kenya has acceded to several international agreements that explicitly suggest that children have the right to equality education. Whereas the comments to several treaties explicitly state that education must be acceptable (e.g. relevant, culturally appropriate and of good quality), (CRC, 1990) comments of other treaties suggest that education is directed at "the holistic development of the full potential of the child (CEDAW, 1990). These international agreements also include the obligation to eliminate discrimination against women (CEDAW, 1990). In the field of education and to eliminate stereotyped concept[s] of the roles of men and women in all forms of education (CRC, 1990). Development literature also suggests that quality is an essential component of education. For example, these obligations state that "all children…must be given the opportunity to achieve and maintain an acceptable level of learning (UNESCO, 1990). In reference to girls‟ education, this literature reaffirms the commitment to eliminate gender disparities in education and explicitly states that the most urgent priority is to ensure access to, and improve the quality of, education for girls (UNESCO, 200)

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 /I bid/.

2.3.1 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. Motivated and empowered. Otherwise they cannot reform as expected for them.

2.3.2 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 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 nu tridents 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 .

2.3.3. Teaching Learning Process

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 rate memorization rather than higher order toughly get to carry out their teaching learning process sufficiently.

2.3.4. Instructional time

Education process takes time and which can and deal occur at points in time power also pointed out the time in the learning has transactional 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, races and movement form classroom are not time during which they teacher is teaching. With respect to the school day lunch, races and movement from classroom are not count as instructional time. In terms of class room taking attendance disciplining students, cleaning upend putting west material and movements from activity to activity refers to as " transaction" detract from instruction time. Anderson/ 1994: 3

2.3.5. Instructional materials

The use of instructional materials influence students achievement use of process, skills, and other out comes. 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 discusses 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 (ibid).

2.3.6. 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 literatures available studies ministry of education affirms Ethiopia education quality problem/ UNICE/ . 2002:17/

1. 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; 18) 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, Graham Brown/ 1991:42/ state that poor physical environments and students in the school. Graham Brown further explained that materials and equipment's 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 learnt.

1. **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).

2. **Laboratories:** Is also one of the facilities and they are special equipment for pupil's participation in learning activities involving scientific or applied experimentation.

3. **Libraries:-** are responsible source of information available as learning resources for students professionals, researches and public at large wools B. 1994 :34

2.3.7. The trend of Primary education in Ethiopia

It is now more than so years since modern education has been introduced in to Ethiopia. At that time, education focused mainly on giving communication skill and the rudiment that were necessary to run modern communication skill and the rudiment that were necessary to run modern bureaucracy. Later on after world war efforts made give priority to the instructions were operational. The main purpose of this time as to produce teachers and administrates that sere state machinery (MOE 2004:2). It can be understood from this analysis that Ethiopian education system has passed through the problem of educational quality which the system has passed

through the problem of educational quality which the system was highly suffered from quality aspects.

CHAPTER THREE

3. Research Design and Methodology

3.1 Research design

Descriptive survey approach was used as research design of the study. In this method a firsthand information about the problem to be existed was surveyed. The descriptive methods was selected because it help the researcher to test the current factors of affecting quality of school through describing the factors. More ever, this method also helps to provide adequate information that enables the researcher to suggest valuable alternative. Later qualitative and quantitative information was collected through open – ended and close –ended questionnaires, and interview.

3.2 Research method

The study was used to both quantitative and qualitative approaches. The reason behind to use those approach is the quantitative approach helps to collect numerical data from a large number of populations by using data collection instruments of presented questions and responses. The qualitative approach helps to collecting data based on the words from small number of individuals, so that the participant's point of view are obtained. Several researchers advocate combining the two methods is not only for the purpose of triangulation but also it is for the purpose of drawing from the strength of the both methods since both has their own strength and weaknesses.

3.3. Sources of data

For the successful accomplishment of this research, the relevant data that I was used both primary and secondary sources.

3.3.1. Primary source of data

The primary data was collected from principals, Teachers, PTA, and students who involves or direct contact with the study issue through questionnaire and interview.

3.3.2. Secondary source of data

The secondary data sources was collected from document analysis like annual, weekly and daily lesson plans, CPD portfolio, documents showing the rewards given for teachers and students and documents related to the availability of instructional material in a school to enrich the data check.

3.4. Sampling Size and Techniques

The study population was drawn from governmental primary school of Abafransua in Gubrye sub city.Therefore the population of the study participants in this research was include principal, teacher's parent teacher association and students. 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 schools, and selecting 2(100%) principals and, out of 76 total populations of teachers, the researcher was use 21(50%) as a respondent and from 20 total population of PTA, the researcher was use 10(50%) From 1617(100%) students in the selected school 35 (2%) was select as a respondent by simple random sampling techniques Accordingly, in this study the total participants that the researcher was used 69 respondents out of 1716 total population.

Table 1: Population and sample descriptions of the study.

No	Samples	Total population	Sample size	Sampling techniques
1	Schools	1	1	Purposive sampling
2	Principals	2	2	Purposive sampling
3	Teachers	76	21	Simple random sampling
4	Students	1617	35	Simple random sampling
5	PTA	20	10	Purposive sampling

3.4. Instruments and Procedures of Data Collection

3.4.1. Instrument of Data Collection

Structured survey questionnaire and key informant interviews have been the instrument for collected data pertinent to the objective of the study. The questionnaires should design to get information and answer the basic research questions based on the literature review. The survey questionnaire has three sections. The first section is used to collect factual data which was allow a profile of respondents to be established. The second section contains items based on the basic research questions regarding factors affected quality education in primary schools. The third section is for further individual comment and suggestions from respondents. The questionnaire

includes both close-end and open end items. I would interview with an individual face to face on the issues.

3.4.2. Procedures of Data Collection

In the process of testing the instruments and collected data for the researcher study, the following procedures have been followed. To obtain descriptive information about factors affected quality education in primary schools, two different set of survey questionnaire are used. 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 reviewed as they indicated.Prior to contact the survey there has been a discussion on the purpose of the study with the two schools principals and to feel that the study is significant and important and as a result to ensure willingness to participate in the study and it maximize questionnaire return. To get access schools, the researcher should have a letter of cooperation from Wolkite Universtiy(WU) and Woreda education office. From collecting the completed Questionnaires from the schools ,I would use direct contact to the school.

3.5. 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. The data gathered has been organized in tabular and figure form and in terms of the frequency or percentage of responses to each item of the questionnaire. Moreover, major information and opinions of the respondent may include in the report through the open ended questions has been take into account in data interpretation by categorizing similar responses together.

CHAPTER FOUR

4.1 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This part of the study deals with presentation, 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 Abafransua primary school of Gurage zone in SNNP region at Gubrye sub city.The study covers one primary school. There are 29 questions were prepared and distributed to the 69 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 narrative.

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 and teachers and also generalization with percentage.

Table 2. Rating on background of respondents

No.	Item	Category of item	Principal		Teachers		Students		PTA		Total	
			No	%	No	%	No	%	No	%	No	%
1.	Sex	M	1	100	12	57.1%	22	63%	10	100%	45	68.5%
		F	1	-	9	42.9%	13	37%	-	-	23	31.5%
		Total	2	100%	21	100%	35	100%	10	100%	68	100%
2.	Level of education	Grade 1-8	-	-	-	-	35	100%	10	100%	45	64.2%
		Certificate	-	-	4	19. %	-	-	-	-	4	5.7%
		Diploma	1	100 %	15	71.5%	-	-	-	-	16	25.7%
		BA	1	100%	2	9.5%	-	-	-	-	3	4.2%
		Total	2	100%	21	100%	75	100%	14	100%	68	100%
3.	Experience or service on years	1-5	-	-	6	28.6%	-	-	-	-	6	24%
		6-10	-	-	10	47.6%	-	-	-	-	10	40%
		11-15	2	100%	5	23.8%	-	-	-	-	9	36%
		16-20					-	-	-	-		
		Above 21	-	-			-	-	-	-		
		Total	2	100%	21	100%	-	-	-	-	23	100%

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

According to displayed on table 2 the rating of respondents 1(100%) of school principal, 12(57.1%) of teachers, 22(63%) of school students and 10(100%) of PTA or total 45(68.5%) of respondents were male, while the rest respondents 1(100%) of school principal 9(42.9%) of teachers 13(37%) of students or total 23 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 or (5.7%) of teachers were certificate, 15 or (71.1%) of the teachers and 1 or (50%) of principal were diploma holders While 1 principal and 2 teachers' totally 3 or (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, 2 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.

Table 3 Principals response regarding Administrative factors that affect the quality of education

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

No.	Question	Rating									
		5	%	4	%	3	%	2	%	1	%
1	How do you evaluate the level of responsibility delegation in your school?			1	25%	3	75%				
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	75%	1	25%		
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?		1	25%		2	50%	1	25%		
4	What is the degree of parents' involvement in following-up their kids on the following everyday activities?			1	25%			3	75%		
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?			2	50%	1	25%	1	25%		

As shown in table 3 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), parent-teachers association (PTA) and the school community communicate about the teaching and learning activities of the school in general low 2 or (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.

Table 4 .Teachers response regarding Provision of school facilities that affect the quality of education

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

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?			3	14.28%	10	47.61%	8	38.09%		
2	To what degree do the parent-teachers association (PTA) and the school community communicate about the teaching and learning activities of the school?			7	33.33%	2	9.52%	12	57.14%		
3	Are there teachers that teach any subjects in which they are not qualified?			4	19.04%	5	23.8%	12	57.14%		
4	To what level you ensure the durability of the textbooks?			7	33.33%	10	47.61%	4	19.04%		
5	To what level does the principal work with teachers in classrooms through observation, demonstration, and consultation?			6	28.57%	9	42.85%	2	9.52%	4	19.04%
6	Is there enough text and reference books in the library or book store?							7	33.33%	14	66.66%
7	To what level do/does the principal/deputy principal/department heads plan a follow-up observation?					9	42.85%	6	28.57%	6	28.57%

As shown in table 4 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 avoiding Provision of school facilities that affect the quality of education

Table 5 Teachers response regarding Motivation of students and teachers that affect the quality of education

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

No-	Questions	Respondents									
		5	%	4	%	3	%	2	%	1	%
1	What is the level of the department heads in supporting teachers on teaching and learning process towards the goals?			3	14.28%	8	38.09%	10	47.61%		
2	What is the degree of parents' involvement in following-up their kids on the following everyday activities?					4	19.04%	12	57.14%	5	23.8

As shown in table 5 the respondents responded the level of the department heads in supporting teachers on teaching and learning process towards the goals low 10 (47.61%),and degree of the parents' involvement in following-up their kids on the following everyday activities low 12(57.14%) 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 6 PTA response regarding school facilities that affect the quality of education

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

No_	Questions	Alternatives									
		5	%	4	%	3	%	2	%	1	%
1	The degree to which you participate in managing the material resources of the school.			2	20%	5	50%	3	30%		
2	The extent to which parents contributed in fund raising activities to the school.					2	20%	7	70%	1	10%
3	To what degree you responsible for managing the financial resources of the school?			2	20%	5	50%	3	30%		

As shown in table 6 the respondents responded the degree to which they participate in managing the material resources of the school moderate 5 (50%), the extent to which parents contributed in fund raising activities to the school low 7(70%) and to what degree they responsible for managing the financial resources of the school moderate 5(50%) From the data analyzed it can easily conclude that there is a gap in availability of school facilities that affect the quality of education.

Table7 PTA response regarding school participation of parents that affect the quality of education

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

No	Questions	Respondents									
		5	%	4	%	3	%	2	%	1	%
4	The degree to which parents follow up their children and involved in their learning to improve their achievement			2	20%	3	30%	5	50%		
5	The degree to which parents discuss with school leaders on teaching and learning process.			2	20%	3	30%	4	40%	1	10%

As shown in table 7 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.

Table 8 Student's response regarding Utilization of instruction time that affect the quality of education

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

No.	Question	Alternatives					
		5	%	4	%	3	
1	To what level do the teachers use multiple methods of teaching in class room?			6	17.14%	12	
2	What is the level of the teachers in supporting students on teaching and learning process towards the goals?	2	5.71%	10	28.57%	18	
3	To what level do the teachers work with students in classrooms through observation, demonstration, and consultation?	3	8.57%	5	14.28%	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	11.42%	7	20%	12	
5	To what extent teachers use Student participation and Assessment procedures Learning techniques in the class room?	5	23.8%	8	22.85%	16	
6	To what level do/does the teachers use different types of Assessment procedures?	4	11.42%	7	20%	14	

As shown in table 8 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 affect the quality of education.

Table 9.Student's response regarding motivation of students and teachers that affect the quality of education

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

No	Question	Alternatives									
		5	%	4	%	3	%	2	%	1	%
1	To what level school and parents involvement to enhance well 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%		

As shown in table 9 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 motive 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

Table 10. Showing the qualification of teachers in the sample schools

Item	No	%
Certificate	4	19.04
Diploma	15	71.42
Degree	2	9.52

Qualification of teachers in the sample schools

From the above table 10 one can see that the majority of the teachers 71.42% are diploma holders and 19.04% of the teachers are certificate level. The minimum level teacher the primary school according to MOE is diploma level. But 19.04% of the teachers in the sample schools are below the required level. As the result, this can affect the quality of education.

Table 11 the interview response of principals

School subjects	Text book-student ratio
Environmental science	1:1
Basic Science	1:1
English	1:1
Mathematics	1:2
Amharic	1:3
Chemistry	1:1
Biology	1:1
Physics	1:1
Civic	1:1

Text book-student ratio

As indicated in table 7 in most the subjects the student book ratio is 1:1. In subjects like Amharic and Esthetics the student book ratio is 1:3 From the data analyzed it can easily conclude that

there is a gap in Amharic and Esthetics are below the standard and this can affect the quality of education in particular Amharic and Esthetics

Responses of interview with principals.

1. Some school principals responded that there was the problem of basic facilities such as class room, Libran, laboratory, table, desks and chairs. This implies that some schools have problems with school facilities.

2. Most of the school principals responded that some of the teachers teaching in the primary school indicated above are below the standard set by the MOE. This factors can affect the quality of education.

3. 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.

4. 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.

5. Most of the principals indicated that the teacher's commitment to students learning is low. This implies that quality of education can be affected.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS

The purpose of this study was to investigate of the factors that affect the quality of education in primary school of abafransua. 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 Wolkite town. For the purpose of the study from Abafrnsua primary school were selected by using simple random sampling techniques. All primary school were get equal chance to be represented in the sample. The respondent as sample selected was depending on their functions. Accordingly 21 teacher 35 Students 10 Parent teachers Association (PTA) were selected by using Simple random sampling technique whereas 2 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.

1. Concerning background sex of the respondents

According to displayed on table 1 the rating of respondents 1(50%) of school principal, 12(57.1%) of teachers, 22(63%) of school students and 10(100%) of PTA or total 45(68.5%) of respondents were male, while the rest respondents 1(50%) school principal 9(42.9%) of teachers 13(37%) of students or total 23 (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.

2, regarding the level of education 4(5.7%) of teachers certificate holders, 15(71.1%) of the teachers and 1(50%) 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.

3.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, 2(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.

4,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), parent-teachers association (PTA) 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

5, 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 available Provision of school facilities that affect the quality of education

6, 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 .

8,Concerningparent 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.

9. 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

CONCLUSION

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

1. 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.

2. 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.

3. 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.

4. 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. Concerning participation of parents, the findings of the study showed that involvement of parents in school management and enhance for their kids' achievement is low.

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.

1. School principal Creating awareness on the importance of instructional materials for all stakeholders and improve the availability of the instructional material by giving sufficient training for the teachers how they can create from local resources.

2. Woreda education office in collaboration with government 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.

3. Woreda education office in collaboration with school leadership motivating the teachers by giving them different incentives.

4. The school and community should building extra class rooms to reduce the student's classroom ratio and motivate the students to conduct continuous assessments by create an income generation mechanisms rather than relying absolutely on budgets allocated from the government.

5. 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.

References

Anderson: LW in Hussein in T and postle Waite /ends/, (1994).

Allottend and instructional time". The international united king:

Colloids 1989/ the prospect for education from proclamation to achievement 1984-68, Paris France UNESCO

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

Emanuel Eromo: /2009/ major factor affecting quality of education in Addis Ababa Second cycle primary school implementation. Addis Ababa: UN published thesis.

Graham B./1991/, organization and management to day. Harcourt Brale Jaoranorichnk. New York. George and Bready, /1998/, quality of education in development countries

Harvey, L. (1995). Editorial: The quality agenda. Quality in Higher Education, 1(1), 5–12

MOE in ESDP-1 1999:3 low quality of education leads many, children to repeat classes to drop out as school together.

MOE 1994/problem of quality education which exists in Ethiopian education system.

Sallis, C. J. (1996). Total quality management. (2nd Ed.). London: Kogan Page.

World Book EncyclopediaNo.6. (1992).World Book, Inc: USA.

UNESCO. (1996). Learning the Treasure Within. Paris: UNESCO

Appendix – A

Questionnaires to Teachers

Questionnaires on Factors affecting quality of education in Abafransua primary school of Gubrye sub city.

/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 Abafransua primary school. 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:

TTI

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?

A) Less than 25 = C) Above 55 =

B) Between 25-40 = D) Between 41-55 =

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 ለሁሉም የተዘጋጀ ጥያቄዎች PTA ጨምሮ

ተ.ቁ	ጥያቄዎች	ምርጫወች				
		5	4	3	2	1
1	የት/ቤቱን ቁሳዊ ሀብቶችን በማስተዳደር እርሶ የምሳተፉበት መረጃ ?					
2	ወላጆች ለት/ቤቱ የገንዘብ ማሰባሰብ ተግባራት ያበረከቱት መጠን ?					
3	የት/ቤቱን የፋይናንስ ምንጮች የማስተዳደር የእርሶ ሀላፊነት ምን ያልሆነ ነዉ ?					
4	ወላጆች ልጆቻቸውን የምከታተሉበት እና ውጤታቸውን ለማሻሻል በትምህርታቸው የምሳተፉበት ደረጃ ?					
5	ወላጆች በትምህርት እና በመማር ህደት ላይ ከት/ት መሪዎች ጋር የምዎያዩበት መረጃ					

Appendix-B

በተማሪዎች የሚሞላ መጠይቅ

ውድ ምላሽ ሰጪዎች! የዚህ መጠይቅ አላማ "በጉብሬ ክፍለ ከተማ አስተዳደር በተመረጠ አባፍራንሶ አንደኛ ደረጃ ትምህርት የት የትምሕርት ጥራት ላይ ተጽኖ የምፈጥር ነገሮች በሚል ርዕስ ለምርምር መረጃ ማሰባሰብ ነው። ስለዚህ፣ የዚህ ጥናትስኬት ለዚህ መጠይቅ ለእያንዳንዱ ንጥል በሰጡት ታማኝ እና እውነተኛ ምላሽ ላይ በእጅጉ የተመካ ነው። ስለሆነም ይህንን መጠይቅ ከእውነተኛ ምላሽዎ ጋር እንዲሞሉ በትህትና እንጠይቃለን። ያቀረቡት መረጃ ለምርምር ብቻ ጥቅም ላይ የሚውል እና በከፍተኛ ሚስጥራዊነት ይታከማል።

1.በጣም ጥቂት 2.ጥቂት 3 መካከለኛ 4. ከፍተኛ 5.በጣም ከፍተኛ

ተ.ቁ	ጥያቄ	ምርጫዎች				
		5	4	3	2	1
1	መምህራን በክፍል ውስጥ ብዙ የማስተማር ዘዴዎችን በምን መረጃ ይጠቀማሉ?					
2	ተማረዎች በመማር ማስተማር ህደት ወዴ ግቦቹ በመደገፍ ረገድ የመምህራን መረጃ ምን ያልሆነ ነው?					
3	መምህራኑ ከተማረዎች መረጃ በክፍል ውስጥ በምልከታ፣በማሳየት እና በምክክር የምሰሩት እስከ ምን መረጃ ነው?					
4	ር/መምህሩ/ምክትል ር/መምህሩ/የመምርያው ሐላፍ ከመምሕራን ጋር በክፍል ውስጥ ያሉ ሁኔቶችን ለመረዳት በምን አይነት መረጃ ምክክር ያደርጋሉ?					
5	መምህራኖች የተማር ተሳትፎ እና የግምገማ ህደቶችን ምን ያልሆነ ይጠቀማሉ በክፍል ውስጥ የመማር ዘዴዎች?					
6	መምህራኑ የተለያዩ የምዘና ሕዴቶችን የምጠቀሙት በምን ደረጃ ነው?					
7	ጥሩ የማስተማር እና የመማር እንቅስቃሰዎችን ለማሳደግ የት/ቤቶችና የወላጆች ተሳትፎ ምን ይመስላል?					
8	መምህራኑ ተማሪዎችን በክፍል ውስጥ እንቅስቃሴዎች የሚያበረታቱት በምን ደረጃ ነው?					

APPENDIX-C

Questionnaires to principals

Interview Guide

Objective of the Interview

The main purpose of the interview is to collect the necessary data on the Factors affecting quality of education in Abafransua primary school of Guburye subcity. It also aims at identifying the major factors and aim at coming up with the necessary strategies that can be implemented to minimize the factors to meet quality of education. The data obtained will be used for research

Thank you in Advance For your cooperation

Section one: Background Information

School Name :-_____

Sex: - _____ Age: - _____, Academic qualification:-_____

Year of service: - _____Current Position: - _____

Section Two: Main Questions

1. What are the problems of basic facilities in your schools?
2. What is the essence/core quality of education in case of our country/in our situation?
3. What are the factors encountered due to quality education?
4. What are the aspects of quality education in terms of:-Organizational settings ,Capacity building?