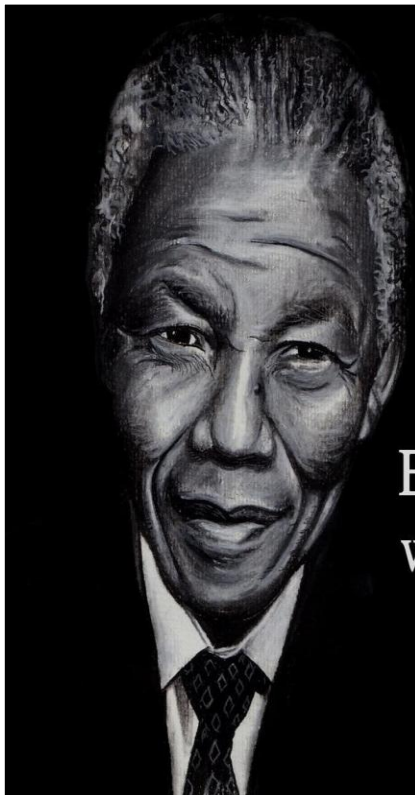




Education is the most powerful weapon
which you can use to change the world.
- Nelson Mandela

INTERNATIONAL JOURNAL OF LAW, EDUCATION, SOCIAL AND SPORTS STUDIES (IJLESS)

[HTTP://WWW.IJLESS.KYPUBLICATIONS.COM/](http://www.ijless.kypublications.com/)

ISSN:2455-0418 (Print), 2394-9724 (online)

©KY PUBLICATIONS 2013, INDIA

www.kypublications.com

Editor-in-Chief

Dr M BOSU BABU

(Education-Sports-Social Studies)

Editor-in-Chief

DONIPATI BABJI

(Law)

The Practices and Challenges of School Improvement Program and Its Implications for Quality of Primary Education: The Case of Linkage Primary Schools of Bule-Hora College of Teachers Education, Ethiopia

Girma Moti (MA)¹, Abraham Tulu(PhD)²

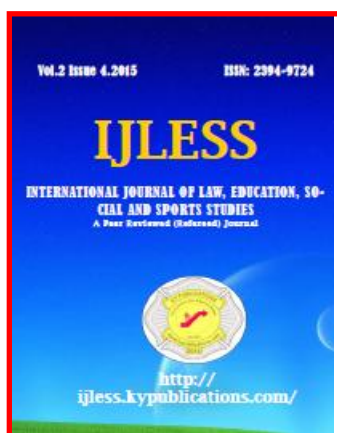
¹Lecture at School of Education and Training, Hawassa University,

²Assistant Professor at School of Education and Training, Hawassa University,

E-mail Address: ¹girmam2015@gmail.com; ²abritul@gmail.com

Research Article

© KY Publications



ABSTRACT

The main purpose of this study was to assess the success and challenges of school improvement program and its implications for quality of primary education in linkage primary schools of Bule-Hora College of Teachers Education. Through descriptive survey research design with mixed approach /method, the data were collected from 30 principals, 45 teachers, 265 students, 5 supervisors and 13 parents. Principals and supervisors were selected by using availability sampling technique while teachers, students and parents were selected by using simple random sampling, stratified random sampling and purposive sampling techniques respectively. Questionnaires were the main data gathering instruments while interview, observation and document analysis were used to triangulate the data. The data were analyzed by using descriptive and inferential statistics. The finding of the study revealed that even though the school's aspirations were included in institutional plans, they were not portrayed on the exterior walls of the blocks and cannot be seen by stakeholders. Although there were strategic, annual and action plans in linkage primary schools, there were limitations with respect to educational inputs and processes. The finding of the study depicted that although different trainings were given to linkage primary schools, the efforts made to implement ALMs, FCA, TALULAR, action researches and inbuilt supervision were not to the point of quality improvement. The finding of the study showed that the internal environment of linkage primary schools were moderate and conducive however the commitment and skills of some principals were not encouraging in personalizing the working environment and in fulfilling educational inputs. The study also underlined that even though repetition and dropout rates of students were gradually minimizing, the stakeholders have not cordially worked hard to create qualified and high performing linkage primary schools which produce high performing competent future idiosyncratic and elite students in mathematics and natural sciences.

Key Words: School improvement program, institutional aspirations, quality enhancement domains of schools and students' academic achievements.

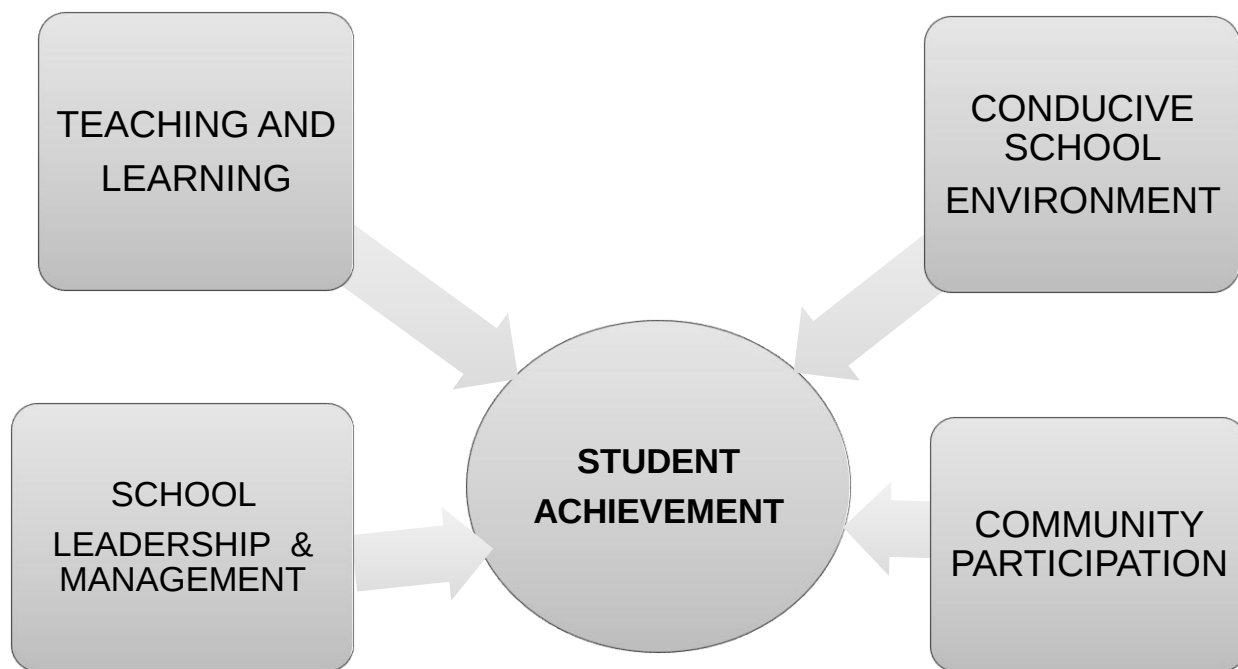
1. Background of the Study

According to the available documents, in Ethiopia, since 1994 onwards a new paradigm shift has been taken place to give instruction in qualified and high performing schools through implementation of school improvement program. As a dynamic process, it involves everyone in the staff, patience and commitment of the stakeholders for its

implementation (Heneveld and Craig,1996).With this regard, MOE (2007) states that school improvement program aims at quality enhancement areas in all schools and focuses on the following four school domains:

1. The development of competent and motivated teachers for effective instruction
2. The strengthening of school administration and management
3. The creation of healthy and conducive school environment
4. The advancement of partnership between parents, community and non-civic organization.

Fig 1: School Domains of Quality Enhancement



Source: MoE, 2007

Proper implementation of school improvement program promotes the outcomes of students since quality of instruction relies on the proficiency of the school system under normal situation (Aggarwal, 2004). Even, the highest ranked schools always need improvement because the conditions under which adults educate and children learn are always changing the work of improvement (Barnes, 2004). This reflects that the school organization needs to have institutional aspirations to be achieved to enhance academic performance of students.

Effective instructional leader experiences different approaches to implement school improvement program. An educational leadership who is transparent, accommodative and acting as an assistance and colleague establish a good working environment which makes the process of instruction effective and efficient (Sallis,1993). No one can manage a modern organization requires knowledge of communication principles, techniques and skills (Gorton and Allston, 2009). Therefore, communication lies at the heart of problems in organizations, goal settings and evaluation. Moreover, parents and community can also be included in decision-making process (Lyn and Margaret, 2006). Because conducive school environment sets the tone for all the learning and teaching done in the school environment. School based-learning provide students with an opportunity to better understand the culture of schools, teaching and classrooms (Mujibul, 2004). The school climate such as high expectations of students, positive teacher attitudes, organized curriculum and rewards promote student outcomes (Pandey,2006). This underlines that appropriate professional development, sufficient text books and adequate facilities promote students' achievements.

Development is unthinkable without having skilled citizens that come out of competitive type of education system since the world in general and Ethiopia in particular has given due attention to knowledge-based economy in globalization era. When Ethiopia is moving to stand among middle income countries and to achieve MDGs targets by

2015, one may ask about an achievement of UPE and the status of quality of education as a key priority area in the development of Ethiopia. Of course, a lot has been done to overcome the deep rooted problems of education system such as access, equity, relevance and efficiency following an attempt to achieve the globally agreed up on MDGs (Firdisa,2009). Hence, the gross enrollment rate of students has grown from 19% to more than 94% (MOE, 2011). Not only understanding the concepts of quality, principles and conditions for quality assurance and economic growth but also implementing school improvement program is an essential task to be carried out (MOE, 2007). This program has paramount importance in creating high performing schools and ensuring quality of education that realize Growth and Transformation Plan.

1.2.Statement of the Problem

Due to the fact that education is the best instrument in knowledge-based economy, there is a growing demand for quality education in Ethiopia to match the rapid economic development scenario of the country. This takes new significance and meaning to quality education which permeate economic, political, social, cultural and environmental spheres to impact on everyday life. In comprehending this, school improvement program helps the schools to improve quality of education through addressing inputs and processes to achieve the intended goals and objectives of the schools. No matter how good the curriculum may be and well it is organized, ultimately, the quality of education rests up on the overall performances employed by different forerunner implementers of the schools. With this regard, ADEA(2006) states that in high performing schools, all members of the school community hold themselves accountable for students success.

Even though school improvement program is one of the pillars of education quality assurance programs, lack of awareness and commitment by stakeholders have handicapped its implementation in linkage primary schools. Proper implementation of SIP as a new paradigm is targeting at creating qualified and high performing primary schools. As far as the knowledge of the researcher was concerned, no research had been intensively conducted on the practices and challenges of school improvement program in the case of primary schools. Based on these substantial information, work experience and professional knowledge, the researcher was initiated to assess the current practices of SIP in linkage primary schools of Bule-Hora CTE.

1.3. Objectives of the Study

Based on the stated problems, the main purpose of the study was to assess the current practices of SIP in the case of Bule Hora College of teachers education. Based on this, the specific objectives of the study were:

- I. To improve an implementation techniques of SIP in Linkage primary schools.
- II. To evaluate the successes and challenges of SIP by considering quality enhancement domains.
- III. To improve students' academic performances and achievements in linkage primary schools.
- IV. To create quality and high performing linkage primary schools by implementing SIP.

1.4.Research Questions

To attain the objectives, the following research questions were raised to be answered:

- I. To what extent do the plans of the schools focus on realization of institutional aspirations?
- II. To what extent do stakeholders participate in planning and implementing SIP?
- III. To what extent do linkage primary schools implement quality enhancement domains?
- IV. To what extent does the practices of SIP enhance students' academic performances & achievements?
- V. What mechanisms are being engaged to create high performing linkage primary schools?

1.5. Delimitation of The Study

Due to time and resource constraints, the researcher was forced to delimit the scope of this research theoretically and geographically to school domains of quality enhancement areas and Bule-Hora CTE respectively. These were used to make the work manageable and specific.

1.6. Limitations of The Study

This study focused only on linkage primary schools of Bule- Hora CTE and had not yet addressed the practices and challenges of school improvement program country wise.

2. Research Design and Methodology

2.1. Research Design

With the intention of getting the general picture of the current practices of SIP in linkage primary schools of Bule-Hora College of Teachers Education, descriptive survey research design with mixed method was employed. With this regard, Seyoum and Ayalew (1989) assure that survey is more effective in assessing performance and natural setting. Therefore, the researcher believed that this method is appropriate to describe an on-going processes. Through descriptive survey method, the data were selected from both primary and secondary sources of data to get sufficient information concerning the current practices of SIP in the case of linkage primary schools of Bule-Hora College of Teachers Education.

2.2. Samples and Sampling Techniques

Bule-Hora is the main town of Bule-Hora Woreda in Borena Zone of Oromia Reginal State which is located in the Southern tip part of Ethiopia at 467 km from Addis Ababa. This Woreda is comprised of 62 government primary schools of which 13 are linkage primary schools of Bule-Hora College Teachers Education which were selected by using availability sampling technique. The sample size of each target population was determined by believing that the ideal sample size is large enough to be selected economically in terms of both time and complexity and small enough to be manageable and specific for analysis (Best and Kahn,1989).

Table1: Target Population and Samples of the Study

No	Name of Schools	Students		Teachers		Principals		PTA Members		Cluster Supervisors	
		<i>Population</i>	<i>Samples</i>	<i>Population</i>	<i>Samples</i>	<i>Population</i>	<i>Samples</i>	<i>Population</i>	<i>Samples</i>	<i>Population</i>	<i>Samples</i>
1	Bule-Hora	937	48	48	7	3	3	4	1	1	1
2	MekaneEyesus	460	23	28	6	3	3	4	1		
3	OggoDambi	292	15	14	2	2	2	4	1		
4	Abbeyi	413	21	30	6	3	3	4	1	1	1
5	Burka Ebela	321	16	10	2	2	2	4	1		
6	Chemeri Bacha	91	5	6	2	2	2	4	1		
7	Gerba 5-8	1065	54	20	4	3	3	4	1	1	1
8	KillensoMokonisa	557	29	18	4	2	2	4	1	1	1
9	TurkumaEbela	492	25	13	2	2	2	4	1		
10	Kuyaa	326	16	18	4	2	2	4	1	1	1
11	DibbisaOggo	339	17	12	2	2	2	4	1		
12	TomaMeti	93	5	6	2	2	2	4	1		
13	BerdayeChebiti	220	11	11	2	2	2	4	1		
Total		5776	285	24	45	30	30	52	13	5	5
					5						

Source: Field Survey :

A total of 378 respondents were selected as samples of the study by using different sampling techniques from a total of 6109 target population of the linkage primary schools of 2013/14 academic year. Accordingly, 30 principals and five cluster supervisors were selected by using availability sampling techniques and 13 PTA members were selected by using purposive sampling technique based on the logic that they would give adequate information on practices of school improvement program in nexus to ensuring quality of education in linkage primary schools. 45 teachers were selected from 245 teachers by using simple random sampling technique to provide an equal and independent chance for each teacher to be selected as a sample of the study. Likewise, 285 students were selected from 5776 grades 5-8 students by using stratified random sampling technique by believing that they were matured enough to respond to questions compared to lower grade students.

2.3. Data Collection Instruments

The instruments used to gather data were questionnaires, interview, observation and document analysis. Cresswell (2003) states that employing multiple data collection instruments help the researcher to combine and strengthen inadequacies and triangulation of data. Questionnaires were the main data gathering instruments while interview, observation and document analyses were used to enrich the data. The researcher preferred questionnaires because it is easier to handle and simple for respondents to answer within short period of time (Koul,2008). Close and open-ended questionnaires were set for students, teachers and principals. Besides, semi-structured guiding questions were prepared for supervisors and parents from PTA members. With this regard, Matt (2000) states that semi-structured interview is helpful because it tends to generate an argued responses. Moreover, for confirmation of the implementation of SIP, different documents were analyzed.

2.4. Procedures of Data Collection

Before the actual data collection was carried out, instruments were checked by language instructors and a pilot test was conducted on a none sample primary school .The collected data were calculated by using Chronbach's correlation reliability coefficients, 0.837, 0.865 and 0.884 for principals, teachers and students respectively(all are >0.75 which is accepted). Based on comments of language instructors and the calculated figures clarifications and modifications were made on few items of questionnaires.

2.5. Methods of Data Analysis

The data collected through questionnaires were tallied, tabulated and analyzed in tables by using appropriate descriptive and inferential statistical tools such as percentage, average mean, grand mean and χ^2 -test. The data obtained through interviews and document analyses were organized and narrated by using descriptive statements.

3. Result and Discussions

3.1.The Profiles of Respondents

TABLE 2:THE PROFILES OF RESPONDENTS

N o	Variable s	Characteristic s	Respondents											
			Principals		Teachers		Students		PTA members		Superviso rs		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
1	Sex	Male	22	73.33	29	64.44	164	61.89	8	61.54	5	100	22 8	63.69
		Female	8	26.67	16	35.56	101	38.11	5	38.46			13 0	36.31
		Total	30	100	45	100	265	100	13	100	5	100	35 8	100
2	Qualificat ion or Grade Level	BED/BA	1	3.33							2	40	3	3.75
		Diploma	29	96.67	30	66.67					3	60	62	81.25
		TTI			15	33.33							15	18.75
		Grades 5&6					68	25.67					68	25.67
		Grades 7&8					197	74.33					19 7	74.33
		Total	30	100	45	100	265	100			5	100	34 5	96.37
3	Work Experienc es	1-5	2	6.67	4	8.89							6	7.50
		6-10	6	20	9	20					2	40	17	21.25
		11-15	9	30	13	28.89					1	20	23	28.75
		16-25	13	43.33	19	42.22					2	40	34	42.5
		Total	30	100	45	100					5	100	80	100

Item 1 of Table 2 shows that 22 (73.33%) of principals, 29 (64.44%) teachers, 164 (61.89%) students, 5(100%) supervisors and, 8(61.54%) PTA members were males whereas 8(26.67%) of principals, 16(35.54%) teachers, 101(38.11%) students 5(38.46%) PTA members were females. Therefore, there was low participation of females compared to their male counter parts.

Table 2 item 2 reflects that 29 (96.67%) of principals were Diploma whereas 1(1.33%) were 1st degree holders. Similarly, 30(66.67%) of teachers were Diploma whereas 15(33.33%) were Certificate holders. 2(40%) and 3(60%) of supervisors were BED and Diploma holders respectively. The educational qualifications of the teachers were below the minimum standard. The 3rd item of Table 2 reflects that 2(6.67%) of principals and 4(8.89%) teachers have 1-5 years experiences, 6(30%) of principals, 9 (24.44%) teachers and 2 (40) supervisors have 6-10 years experiences. 9(30%) of principals, 13(28.89%) of teachers, 1(20%) supervisors have 11-15 years experiences, 13(43.33%) of principals, 19(42.22%) teachers and 2(40%) supervisors have 16-25 years experiences. To strengthen the findings in items 2 and 3, Boum and Tolbert (1985) point out that the qualification and experiences of teaching staffs have significance for students Achievement.

3.2. Awareness of Stakeholders on Aspirations of the Schools

Table 3: The Inclusion of Institutional Aspirations in Plans

No	Items	Respondents					
		Principals	Teachers	Students	GM	x ² - Test	
		M ₁	M ₂	M ₃			
1	The school strategic plan addresses institutional aspirations	2.93	2.93	3.02	2.93	Computed x ² =5.686	
2	Stakeholders have clear information on the schools' aspirations	2.87	2.74	2.58	2.73		
3	The schools' aspirations were displayed on the blocks	2.57	2.47	2.78	2.65		
4	Stakeholders prepare and implement action plans by breaking down strategic plan	3.08	3.22	2.76	3.02	Critical x ² =15.057 at df=8	
5	The aim of SIP is clear in light of improving quality of education for stakeholders	2.90	2.89	2.69	2.83		
6	The SIP committee members have awareness on schools' aspirations and strategies to implement the program	2.93	3.04	2.97	2.98		

As it can be seen from Table 3 item 1, the computed mean values of responses of principals, teachers and students were 2.93, 2.93 and 3.02 respectively. The grand mean (2.96) lies below the ideal mean. This indicates that the effectiveness of schools strategic plans to address the targets of the schools to be achieved were not encouraging to implement the program. Item 2 of the same Table shows that the means of responses of respondents were 2.87, 2.74 and 2.58 for principals, teachers and students respectively. The grand mean (2.73) lies below the ideal mean. This indicates that respondents have unfavorable feelings on awareness of school's targets to be achieved. Item 3 of Table 3 points out that the means of the responses of principals, teachers and students were 2.57, 2.47 and 2.78 respectively. The grand mean (2.65) was less than the ideal mean which indicates that respondents have unfavorable feelings on the emblazonment of school aspirations on the walls of the blocks of the schools. Likely, item 4 of the same Table depicts that the computed means of responses of respondents were 3.08, 3.22 and 2.76 for principals, teachers and students respectively. The grand mean (3.02) was above the ideal mean. This depicts that they were competent enough to plan and implement SIP. Item 5 of the same Table shows that the rated means of responses of principals, teachers and students were 2.90, 2.89 and 2.69 respectively. Similarly, the grand mean (2.83) was below the ideal mean. The awareness of school aspirations and strategies to implement them were rated 2.93, 3.04 and 2.97 by principals, teachers and students respectively. The grand mean was also 2.98 which lies below the ideal mean. It was also assured by the computed value of $x^2=5.686$ is less than the critical

value of $\chi^2=15.507$ at 5% level of significance for 8 degree of freedom. Hence, there is no statistically significant difference among perceptions of respondents.

3.3.QUALITY ENHANCEMENT DOMAINS OF SCHOOLS

Table 4:The Capacities of School Leadership and Management

No	Items	Respondents				<i>GM</i>	<i>χ²-Test</i>
		Principals	Teachers	Students			
		<i>M₁</i>	<i>M₂</i>	<i>M₃</i>			
7	Principals have good skills of resource mobilization	2.60	2.84	3.04	2.83	Computed $\chi^2=9.340$	
8	Principals make inbuilt supervision to update teachers skills	2.93	2.77	2.88	2.86		
9	The school principals create smooth working atmosphere	3.03	2.61	2.84	2.83		
10	The school administration develops projects to fulfill educational inputs	2.63	2.47	2.65	2.58		
11	The school administration usually makes evidence- based decisions	2.99	3.13	3.03	3.05	Critical $\chi^2=15.057$ at df=8	
12	The school has prepared rules and regulations by participating PTA members	3.10	3.29	3.04	3.14		
13	Principals were taken trainings on school leadership and management	2.43	2.64	2.88	2.65		
14	The school administrations developed techniques to generate income	3.00	2.73	2.77	2.83		
15	The school leaderships have strong communication with stakeholders	2.80	2.89	3.01	2.90		
16	Principals possess necessary skills to manage the schools	2.90	2.74	2.65	2.76		

Item 7 of Table 4 shows that the responses of principals, teachers and students were rated the means, 2.60, 2.84 and 3.04 respectively with the grand mean of 2.83 which lies below the ideal mean value. This indicates that the skills of principals were poor as leaderships in resource mobilization to meet societal expectation. Likely, item 8 of the same Table depicts that the rated mean responses of principals, teachers and students were 2.93, 2.77 and 2.88 respectively with a grand mean of 2.86 which lies below the ideal mean. This shows that though inbuilt supervision is used to improve instructional processes, principals were not proficient in conducting it. Item 9 of Table 4 shows that creating collegial and positive work environment was negatively perceived by principals, teachers and students. The means were 3.03, 2.61 and 2.84 respectively. Their grand mean was found to be 2.83. Similarly, item 10 of the same Table indicates the challenges of school administrations in preparing projects to fulfill educational inputs. The rated means of the responses of principals, teachers and students were 2.63, 2.47 and 2.65 respectively. Their grand mean was 2.58. Like-wise, item 11 of Table 4 shows that the computed means of their responses were 2.99, 3.03 and 3.13 by principals, teachers and students respectively. The grand mean (3.05) lies above the expected ideal mean. This shows that school administrations have good skills in decision-making. In a similar manner, in Table 4 item 12 depicts that the computed means were 3.10, 3.29 and 3.04 respectively. Similarly, the grand mean was 3.14. This indicates that the schools have rules and regulations which were prepared by stakeholders. Furthermore, item 13 of Table 4 shows that the rated mean values of principals, teachers and students were 2.43, 2.64 and 2.88 respectively and the grand mean (2.65) lies below the ideal mean which indicates that principals have not taken enough training on leadership and management to implement the program. Likely, item 14 of the same table indicates that the school administrations were not developed any technique to generate sources of income. The mean values of responses of principals, teachers and students were 3.00, 2.73 and 2.77 respectively with a grand mean of 2.83 which lies below the ideal mean. Similarly, item 15 of the same Table

remarks that the lines of communication between the school leadership and stakeholders were weak when it was evaluated from the direction of implementing the program. The means of responses of principals, teachers and students were 2.80, 2.89 and 3.01 respectively and their grand mean (2.90) lies below the ideal mean. Lastly, item 16 of the same Table indicates that managerial skills of principals were rated by respondents and the rated responses of principals, teachers and students on these skills were 2.90, 2.74 and 2.65 respectively with the grand mean (2.76) lies below the ideal mean. It was also ascertained by the computed value of $\chi^2=9.340$ is less than the critical value of $\chi^2=15.507$ at 5% level of significance for 8 degree of freedom. There is no statistically significant difference among perception of respondents. Supporting this finding, Sallis (1993) assures that a leadership who is collegial, transparent and accommodative establish a good working environment and makes instruction effective and efficient.

Table 5: The Quality and Adequacy of Facilities of The Schools

No	Items	Respondents				χ^2 -Test
		Principals	Teachers	Students	GM	
		M_1	M_2	M_3		
17	The school was established in a settled physical environment	3.07	3.02	3.15	3.08	Computed $\chi^2=5.902$
18	The school has adequate library	2.18	2.36	2.54	2.36	
19	The school has adequate laboratory	2.53	2.30	2.40	2.41	
20	The school has adequate pedagogical center	2.93	2.64	2.54	2.70	
21	There are enough toilets for teachers and students sex-wise	2.63	2.61	2.62	2.62	Critical $\chi^2=15.057$ at df=8
22	There is an access of water supply in the school compound	2.24	2.48	2.48	2.40	
23	Principals and teachers have their own separate offices	3.07	2.86	3.13	3.02	
24	The school environment is conducive for students with SNE	3.19	3.08	2.85	3.04	
25	The rate of students' repetition and drop out is minimized	3.27	3.47	3.23	3.32	
26	Teachers turn over due to lack of conducive school environment	3.17	3.16	3.20	3.18	

Item 17 of Table 5 shows that principals, teachers and students have expressed their feelings whether or not the physical location of their schools are suitable for schooling. The computed means of their responses were 3.07, 3.02 and 3.15 respectively. The grand mean (3.08) lie above the ideal mean which indicates that the schools are suitable for instruction. Items 18-22 of Table 5 show that the adequacy of facilities of the schools were not appreciated by respondents. Accordingly the computed grand mean values of responses of respondents on items no.18,19,20,21 and 22 were 2.36, 2.41, 2.70, 2.62, and 2.40 respectively and all are less than the ideal mean. Unlikely, item 23 of the same Table shows that principals and teachers have separate offices to perform tasks effectively. The rated means were 3.07, 2.86 and 3.13 for principals, teachers and students respectively. The grand mean (3.02) lies above the ideal mean which indicates that principals and teachers implement SIP. Similarly, in Table 5 item 24 remarks that the rated means of responses of principals, teachers and students were 3.19, 3.08 and 2.85 respectively and their grand mean (3.04) lies above the ideal mean and shows that schools environments were conducive for students with special needs education. Furthermore, items 25 and 26 of the same Table show that the rated grand means of item 25 and 26 were 3.32 and 3.18 respectively and lie above the ideal mean. It was also ascertained by the computed value of $\chi^2=5.902$ is less than the critical value of $\chi^2=15.507$ at 5% level of significance for 8 degree of freedom. Hence, there is no statistically significant difference.

Table 6: The Implementation of Teaching-Learning Processes

No	Items	Respondents				χ^2 -Test
		Principals	Teachers	Students	GM	
		M ₁	M ₂	M ₃		
27	The ratio of teachers to students is greater than 1:50	3.37	3.16	3.03	3.19	Computed $\chi^2=6.825$
28	The ratio of text books to students is 1:1	3.50	3.36	3.12	3.33	
29	Teachers teach in the areas of their fields of study	2.70	2.62	2.93	2.75	
30	Teachers & students have positive outlook on implementation of action research, peer supervision, ALM and FCA	3.16	3.23	2.94	3.11	Critical $\chi^2=15.057$ at df=8
31	Most teachers have taken capacity building trainings	3.03	2.82	2.87	2.90	
32	Trainings were duplicated to teaching staffs on time	2.60	2.78	2.88	2.75	
33	Teachers and students are involved in different ALMs	2.87	2.56	3.03	2.82	
34	Teachers let students to practice in the laboratory	2.67	2.60	2.56	2.61	
35	Most teachers use varieties of FCA effectively	2.47	2.69	2.93	2.70	
36	TALULAR was practiced effectively	2.77	2.98	2.80	2.85	
37	Tutorial, enrichment and acceleration programs were exercised	2.99	2.88	2.77	2.88	
38	Most teachers have good classroom management skills	3.03	3.04	3.21	3.09	

Table 6, items 27 and 28 show that the ratio of teachers to students and text books to students in were promising to implement SIP but there were pedagogically untrained public teachers. The computed grand means of responses of principals, teachers and students were 3.19 and 3.33 respectively. With reference to item 27, Smith (1996) confirms that in large class size individualization of instruction is limited.

Similarly, in Table 6 item 29 confirms that the rated means of responses of principals, teachers and students were 2.70, 2.62 and 2.93 respectively and their grand mean (2.75) lies below the ideal mean which shows unfavorable feelings of respondents on the subjects they were teaching. Item 30 of the same Table shows that most teachers and students have good perceptions on implementation of ALM and FCA, action research and peer supervision. The responses of principals, teachers and students were rated the means, 3.16, 3.23 and 2.94 respectively with a grand mean of 3.11. Items 31 and 32 of Table 6 show whether trainings on ALM and FCA in reference to sciences, mathematics and language taken and duplicated on time. The grand means of responses of respondents on items 31 and 32 were 2.90 and 2.75 respectively and both are below the ideal mean. Items 33-35 of Table 6 reflect that the grand means of responses of respondents on items 33, 34 and 35 were 2.82, 2.61 and 2.70 respectively and all are below the ideal mean. This shows that ALM and FCA were not implemented to improve students achievement. Moreover, item 36 of the same Table shows that the responses of principals, teachers and students were rated the mean values of 2.77, 2.98 and 2.80 respectively. The grand mean (2.85) lies below the ideal mean which indicates that TALULAR was not practiced to improve instructional process. Similarly, in Table 6 item 37 shows that special programs were not well-exercised to improve students achievement. This was assured by the rated responses of principals, teachers and students, 2.98, 2.88 and 2.77 respectively with a grand mean of 2.88 which lies below the ideal mean. Furthermore, item 38 of the same Table shows that the classroom management skills of most teachers were rated positively. The rated means of principals, teachers and students were 3.03, 3.04 and 3.21 respectively with a grand mean of 3.09 which lies above the ideal mean. It was

also ascertained by the computed value of $\chi^2 = 6.825$ is less than the critical value of $\chi^2 = 15.507$ at 5% level of significance for 8 degree of freedom. Hence, there is no statistically significant difference. To support the findings in items 30,33,35 and 36, Amare (2000) describes the importance of learner involvement in the instructional undertaking by stating that learning is an active not a passive process and it is the learner's activity not the teacher's activity that results in learning.

Table 7: Parents and Community Participation

No	Items	Respondents				χ^2 -Test
		Principals	Teachers	Students	GM	
		M_1	M_2	M_3		
39	Parents have good awareness on implementation of SIP	2.67	2.69	2.81	2.72	Computed $\chi^2 = 2.977$
40	The school makes planned meeting with parents and wider community	2.64	2.59	2.72	2.65	
41	Stakeholders contribute their parts in building capacity and economy of the schools	3.10	3.14	3.01	3.09	
42	Parents were communicating and evaluating their students' academic performance	2.73	2.63	2.89	2.75	Critical Value $\chi^2 = 15.057$ at df=8
43	The school has been motivating model of students at each semester	2.75	2.65	2.85	2.75	

Items 39-43 of Table 7 indicate that though parents have low awareness, the schools' lack planned meeting and communication with parents and community, stakeholders contributed their parts to build the capacity of teachers and principals of schools. The computed grand mean of responses of items 39, 40, 41, 42 and 43 were 2.72, 2.65, 3.09, 2.75 and 2.75 respectively. It was also assured by the computed value of $\chi^2 = 2.977$ is less than the critical value of $\chi^2 = 15.507$ at 5% level of significance for 8 degree of freedom. Hence, there is no statistically significant difference between the views of respondents.

Table 8: Students' Academic Performance and Achievement

No	Items	Respondents				χ^2 -Test
		Principals	Teachers	Students	GM	
		M_1	M_2	M_3		
44	Students have developed good participation and positive attitudes on their academic subjects	3.04	3.08	3.21	3.11	Computed $\chi^2 = 4.420$
45	Students were encouraged and motivated to work hard both in groups and separately	2.87	3.07	2.88		
46	Students were capacitated in doing assignments and projects in groups and independently	2.97	2.79	2.89	2.88	
47	The majority of students improved their academic achievements due to the implementation SIP	2.90	2.82	3.02	2.91	Critical Value $\chi^2 = 15.057$ at df=8
48	Top performing students in their academic achievements were being motivated by their schools	3.06	2.88	2.88	2.94	
49	Students with low academic achievements were supported by their peers and teachers	2.75	2.47	2.66	2.63	
50	Most students achieved good results in mathematics and sciences	2.73	2.71	2.75	2.73	

Items 44 of Table 8 shows that the rated grand means of responses of principals, teachers and students were 3.04, 3.08 and 3.21 respectively. This shows that respondents have favorable feelings on participation and positive attitudes of students academic subjects. Similarly, items 45 and 46 of the same Table confirm that the computed grand means of responses of principals, teachers and students for items 45 and 46 were 2.88 and 2.88 respectively and lie below the ideal mean which shows unfavorable feelings of respondents on independent and cooperative learning. Likely, items 48-50 of the same Table reflect that though the overall academic achievement of students improved due to practices of SIP, the academic achievement of students in mathematics and sciences were evaluated and found to be below 75%. The rated grand mean of responses of respondents on items 48, 49 and 50 were 2.94, 2.63 and 2.73 which lie below the ideal mean respectively. It was also ascertained by the computed value of $\chi^2 = 4.420$ is less than the critical value of $\chi^2 = 15.507$ at 5% level of significance for 8 degree of freedom. Hence, there is no statistically significant difference among perceptions of respondents.

3.4. Summary of Major Findings

Based on analyses and discussions of data, the following major findings were obtained from this research work. These were:

1. The educational qualification and work experiences of most principals, teachers, and supervisors were satisfactory with the exception of except that of some principals and teachers to implement SIP properly.
2. The finding of the study shows that the main bottlenecks on the implementation of SIP in linkage primary schools were directly associated with shortages of educational inputs, shortage of awareness on institutional aspirations, lack of pedagogically well-equipped teachers and weak lines of communication between school and community.
3. The finding of the study points out that though there were strategic, annual and action plans in each linkage primary school which comprised of institutional aspirations to be addressed, they were not displayed on the blocks of the schools and cannot be seen by stakeholders. The significant difference among the perceptions of respondents was tested by the computed value of $\chi^2 = 5.686$ is less than the critical value of $\chi^2 = 15.507$ at 5% level of significance for 8 degree of freedom.
4. The finding of the study indicates that the quality of leadership and management of linkage primary schools on planning and implementing the program was unsatisfactory. Besides, they were not competent enough in resource mobilization and they are weak in making communication to create personalized school environment. The difference between opinion of respondents was ascertained by the computed value of $\chi^2 = 9.340$ is less than the critical value of $\chi^2 = 15.507$ at 5% level of significance for 8 degree of freedom.
5. Although the physical settings of the schools environment were conducive to undertake proper instruction, educational facilities were not encouraging both to implement SIP vis-a-vis producing qualified and high performing linkage primary schools. The difference between opinion of respondents was ascertained by the computed value of $\chi^2 = 5.902$ is much less than the critical value of $\chi^2 = 15.507$ at 5% level of significance for 8 degree of freedom.
6. The findings of the study illustrate that though the ratio of teachers to students and text books to students were large, classroom management skills of teachers and trainings provided on ALM and FCA were promising. In some schools, the teaching-learning process was running by pedagogically untrained public teachers and this hindered quality of education since they are the front line implementers of SIP. Similarly, teachers had not applied TALULAR to make instructional process concrete and tangible. ALM and FCA were not utilized effectively and special programs were not well-exercised to improve students' academic standings and performances. It was also ascertained by the computed value of $\chi^2 = 6.825$ is less than the critical value of $\chi^2 = 15.507$ at 5% level of significance for 8 degree of freedom.
7. The finding of the study shows that though strong supports were provided with regard to training, students performances were not promising. The difference between perceptions of respondents was ascertained by the computed value of $\chi^2 = 2.977$ is less than the critical value of $\chi^2 = 15.507$ at 5% level of significance for 8 degree of freedom.
8. The findings of the study mirrored out that though the attitudes, knowledge and skills of students show certain improvements, the academic performances of students unable to produce high performing and

competent future idiosyncratic and elite students in natural sciences (doctors, engineers and researchers and scientists) in mathematics and natural sciences were not encouraging. The difference between views of respondents was assured by the computed value of $\chi^2 = 4.420$ is extremely less than the critical value of $\chi^2 = 15.507$ at 5% level of significance for 8 degree of freedom.

4. CONCLUSIONS AND RECOMMENDATIONS

Qualification of the teaching staffs and their work experiences were matched with the required minimum standard set for primary schools except qualification of the majority of principals and some teachers. All linkage primary schools have strategic, annual and action plans of SIP that partially participated stakeholders during its preparation but institutional aspirations were not fully understood by stakeholders. Similarly, the four domains of quality enhancement areas of schools were not fully implemented to improve quality of education and to create high performing linkage primary schools. The schools administrations were not competent enough in conducting inbuilt supervision and creating conducive school environment by making strong communication with equivalent organizations. Besides, in light of instructional process, TALULAR, ALMs, FCA, action research and peer supervision were not utilized effectively. Likely, there was no structural flow of information between parents and the schools due to lack of planned meeting. The academic performances of students was evaluated to be below expectation particularly in mathematics and natural sciences though the main objective of the program was improving students academic performance and achievement. These circumstances directly affected an implementation of SIP in respect to producing high performing primary schools. Based on these conclusions, the following recommendations were forwarded to alleviate the challenges recognized amid to the practices and challenges of SIP in the schools under investigation:

1. The educational qualifications of the majority of principals and some teachers were below the required minimum standards. So that principals and teachers should upgrade their education to BED and Diploma levels respectively.
2. Since they are directions and destination in planning and implementing SIP in relation to improving quality of education, institutional aspirations should be portrayed on the exterior walls of blocks to be read by stakeholders.
3. The leadership and management of linkage primary schools should build their capacity to create personalized and conducive working atmosphere through making experience sharing practice with equivalent model linkage primary schools on conducting in built-supervision and action researches to be competent and enthusiastic to implement SIP.
4. The availabilities of educational facilities are essential for proper implementation of SIP and to improve quality of education. Thus, the schools administrations should equip the schools with necessary educational facilities by generating resources from communities of the schools and private owners by devising projects.
5. TALULAR, ALM, FCA, action research and peer supervision should be utilized by teachers of the schools to diagnose learning difficulties and make instruction clear to improve academic performance of students vis-a-vis to create high performing primary schools.
6. The partnerships between linkage primary schools and wider community should be strengthen through school days, public meetings, panel discussions and workshops.
7. For the betterment of students' academic performance and to produce qualified and high performing primary schools, teachers should be critical in coaching and guiding students. Similarly, supervisors and principals of the schools should develop a culture of initiating action research works and undertaking inbuilt supervision to improve implementation capacities of teachers.

5. ACKNOWLEDGEMENTS

I thank Bule-Hora CTE's management and administration for the moral initiation and material support they rendered to me to conduct this research work by the name of Bule-Hora CTE. I also show gratitude to my teaching staffs for the constructive comments they have given to me on the process and while I was defending on the proposal of my research work. Last but not least, I thank my data sources such as, school principals, supervisors, PTA members teachers and students for giving me genuine and adequate information and for the willingness they have shown to help me during my investigation.

References

- [1]. ADEA (2006). *Local Research on the Characteristics of Effective Primary Schools*. Tanzania. Singada Publishing.
- [2]. Aggarwal, J.C. (2004). *Teacher and Education in a Developing Society*. New Delhi.
- [3]. Amare Asgedom (2000). *An Andragogic Approach to Teaching and Learning. IERFlambeau, Vol. 8, No. 1. PP.73-88.*
- [4]. Best, J. and Kahn, J.U. (1989). *Research in Education*. New Jersey. Prentice Hall publication.
- [5]. BiadgelignAdeme (2010). *General Learning, Teaching Methods and Techniques*. AAU Press.
- [6]. Boum,W.C. and Stakes, M. T. (1985). *Investing in Development Lessons of the World BankExperiences*. London Oxford University Press
- [7]. Cresswell, J.W.(2003). *Research Design, Qualitative and Mixed Approaches.(2nd Ed)*.London. Sage Publication Inc.
- [8]. Derebssa Dufera (2004). *Fundamentals of Curriculum Development*. AAU. Printing Press
- [9]. ETP(1994). *New Education and Training Policy in Ethiopia*. Addis Ababa.
- [10]. FirdisaJebessa (2009). *Teachers' Roles in Quality Management System at Universities. IERFlambeau ,Vol.1, No.1. PP.15-33.*
- [11]. Gorton, R. and Allston, A. (2009). *School Leadership and Administration: Important Concepts and Simulations*. New York: MC Gram-Hill.
- [12]. Heneveld, W. and Craig, H. (1996). *School Count*. World Bank: Washing Ton, DC.
- [13]. Koul, L.(2008). *Methodology of Educational Research.(3rdEd)*. New Delhi:Vikas Publishing.
- [14]. Lyn, D. and Margaret, S.(2006). *Primary Teacher's Hand Book*. New Delhi. Vikas Publishing.
- [15]. Pandey,L.K. (2006). *Teaching as a Profession*. New Delhi. Cyber Publishing.
- [16]. Marx,G.(2006). *Future-Focused Leadership: Preparing Schools, Students and Communities for Tomorrow's Realities*. Alexandria.
- [17]. Matt,S.(2000). *Research Training for Social Scientists: Qualitative Interviewing*.London. Sega Publication.
- [18]. MOE(2011). *Educational Statistics Annual Report*. Ministry of Education. Addis Ababa.
- [19]. ____ (2007). *School Improvement Program Implementation.Guideline*.Addis Ababa.
- [20]. Mujibul,H.(2004). *Technology in Teacher Education*.NewDelhi.APHPublishing Corporation.
- [21]. Sallis, E.(1993). *Total Quality Management in Education*. Organ Page Limited.
- [22]. SeyoumTefera&AyalewShibeshi (1989). *Fundamentals of Educational Research for Students & Beginning Researchers*. AAU Printing Press.
- [23]. Smith, E. (1996). *The Educators Encyclopedia*. Engle Wood: Prince Hellenic Publishing.