

The State of Quality Education Dimensions in Ethiopia: In the Framework of School Facilities, Class Size, Parent Support, Teacher Competence, and School Principal Leadership, Comparative Study

Mulatu Dea Lerra¹,

Wolaita Sodo University, College of Education and behavioral Studies, Department of Educational Planning and Management. Email: mulatu.dea@wsu.edu.et, mulatudea83@yahoo.com

Abstract

This study investigated the 'State of Quality Education Dimensions in Ethiopia in the Framework of School Facilities, Class Size, Parent Support, Teacher Competency, and School Principal Leadership'. A random sampling technique was used to select 8 Districts from Amhara and Oromia Regional states. To make the research manageable and achieve the desired result, 33 schools from 8 Woredas has been selected as a sample through purposive sampling technique from both regional states, which is four Woredas' from each region. Thus, the whole study populations have been classified into three groups (teachers and student) for quantitative study and leaders to qualitative (In-depth and Key informant interview). Out of which, 64 teachers (22 from Amhara and 42 from Oromia), and 384 students (132 from Amhara and 252, from Oromia), were selected through random sampling method. In addition, 33 school directors and senior teachers, 8 Woreda supervisors were selected through purposive sampling to get their opinion and response in the formal interview session on various academic issues. The finding also indicated that the absence of sufficient facilities, low commitment of teachers for the teaching profession, poor classroom environment, poor administrative support, and lack of participation in decision making in school affairs and low salary were considered as the major causes of teacher turnover in sampled intervention schools in both regional states. The finding indicates the parental role which could be beneficial for enhancing the schooling of their students. Furthermore, the finding indicated better parent-teacher communication and better parental involvement in school affairs. But, still it needs well-structured and organized parent involvement in the school teaching learning process. The result obtained from the baseline survey depicted that, overcrowded classroom, poor classroom condition characterizes the sampled intervention schools in both regions. Despite overcrowded classroom, there is good follow-up of teachers and timely assessment and feedback in the sampled schools. Schools with good facilities perform significantly better on tests and in the knowledge and use of materials. In this respect, majority of survey participants confirmed serious shortage of textbook and reading reference, toilet facilities, library and laboratory, computer and internet room in their respective sampled intervention schools in both regional states. The assignment of untrained and in-experienced educational leaders can contribute to low efficiency of the educational system. It is, therefore, possible to conclude from the finding of baseline survey of sampled intervention schools that all school

principal leadership competencies were favorably rated by both respondents. That does not mean all school principals are capable enough to lead the school. Therefore, needs further training and workshop particularly on transformative leadership styles which is the recent phenomena and leadership paradigm to build school leaders' capacity. Recommendations were made on how to promote further development of quality education in the framework of school facilities, classroom size parent support, teacher competency and school principal leadership in the intervention school of Two regional states.

Key Words: school facilities, class size, parent support, teacher competence, school principal leadership, quality education.

Introduction

A growing body of research has found that school facilities can have a profound impact on both teacher and student outcomes. With respect to teachers, school facilities affect teacher recruitment, retention, commitment, and effort. With respect to students, school facilities affect health, behavior, engagement, learning, and growth in achievement. Thus, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs. The physical and emotional health of students and teachers depend on the quality of the physical location, which makes establishing safe, healthy buildings essential.

More than half do not have sufficiently flexible instructional space for effective teaching to take place. Thus, facility quality is an important predictor of teacher retention and student learning.

Improving the quality of school facilities is an expensive undertaking. However, when the positive impacts of facility improvement on teachers and students are translated into economic terms, the rewards of such investments far outstrip the cost of the investments.

Likewise, class size is the other important dimension of quality education. Increasing class size is one of the key variables that policy makers can use to control spending on education (OECD, 2012). Reducing class size to increase student achievement is an approach that has been tried, debated, and analyzed for several decades. The impact that school size has on students is an area of concern for parents, teachers, administrators, and education policymakers. In addition to the research available on optimal school size, there are an extensive number of existing studies that analyze the link between school size and student outcomes. The available research is fairly consistent and confirms that school size does have a positive impact on student outcomes, but the type of effects tends to vary across studies. The majority of findings indicate that smaller schools result in more positive schooling outcomes when compared to larger schools (Cotton, 1996).

On the same vein, Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance (Hara & Burke, 1998; Hill & Craft, 2003; Marcon, 1999; Stevenson & Baker, 1987). Specifically, children whose parents are more involved in their education have higher levels of academic performance than

children whose parents are involved to a lesser degree. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. Coupled with these findings of the importance of early academic success, a child's academic success has been found to be relatively stable after early elementary school (Entwisle & Hayduk, 1988). Therefore, it is important to examine factors that contribute to early academic success and that are amenable to change. Researchers have reported that parent-child interactions, specifically stimulating and responsive parenting practices, are important influences on a child's academic development (Christian, Morrison, & Bryant, 1998; Committee on Early Childhood Pedagogy, 2000). By examining specific parenting practices that are amenable to change, such as parent involvement, and the mechanisms by which these practices influence academic performance, programs may be developed to increase a child's academic performance. While parent involvement has been found to be related to increased academic performance, the specific mechanisms through which parent involvement exerts its influence on a child's academic performance are not yet fully understood (Hill & Craft, 2003). Understanding these mechanisms would inform further research and policy initiatives and may lead to the development of more effective intervention programs designed to increase children's academic performance.

Competence in human resources can be described as the ability of a person to perform his role quickly or qualified enough to perform certain roles. Various groups define competence in many ways, but some scientists consider competence as a combination of cognitive skills, practical knowledge, and theoretical behavior and values to improve achievement (Muhammad. 2015). Rue dan Byars, (1995) defined achievement as the outcome level or "the degree of accomplishment". In other words, achievement is the level of organizational goal. The definitions imply that the level of outcome achievement can be measured and identified through achievement obtained; this also applies to teacher competence. Competence and achievement are two words commonly used in the fields of human resource management, education, skill development, trainings, and others. However, since the two words have many conceptual similarities according to the place they are used, competence and achievement are frequently used interchangeably despite their differences. Rationalistic approach which uses the functional analysis used by Taylorism as well as the ideas of (McClelland, (1973), and the American personality psychology tradition considers that competence is an attribute-based phenomenon either identified by different job requirements (knowledge and skills) or as the underpinnings of individual (traits and motives) (Lans, , Hulsink, Baert, & Mulder, 2008), (Sandberg, (2000). Hence, teacher competence is often understood as a permanent characteristic of the teacher (Passos, (2009), thus a list of competencies driven by policies sets the standards for good teaching (Korthagen, (2004), (Sandholtz, J.H. & Shea, (2012).

Teacher competence is defined based on the Regulation of the Minister of National Education of Indonesia Number 16 of 2007 regarding Teacher's Academic Qualifications and Competencies. It is clarified that teachers are said to be competent if they have already fulfilled the four main competencies: (1) pedagogical competence, (2) personal competence, (3) social competence, and (4) professional competence; all of which are integrated into teacher's achievement (Maklassa. (2012). Professional education is intended to improve teacher competence in order to achieve educational goals. Therefore, teacher competence and effectiveness are the most important thing in Indonesia, as marked by the current education reforms promoted by the government. All elements agree that teachers determine school education success. Hence teacher competence is one of the best indicator to measure quality education and student academic achievement.

Finally, school principal leadership also the great share in maintaining quality education and student academic achievement. Effective leadership of a school principal is an important aspect of moving towards a learning community that in turn will restructure schools for improved student outcomes. Besides, administrative and instructional supervision and support play an important role in improving what goes on in schools and in classrooms.

The school leaders being in the highest-ranking administrative position play an important role as to how well the teachers teach and also how the students perform (Kurland, Peretz, & Hertz-Lazarowitz, 2010). In the past, the role of the school leaders was to manage the administrative work in the school including teachers and school actives, but in recent days the role of the school leaders has shifted from manager to academic leader where more emphasis is paid on their leadership styles and the impact of their leadership on the school community (Karunanayake, 2012). The current role of the school leaders is not only limited to managing the administrative tasks within the school but also to developing the strategic plans to improve school performance, increase teachers productivity, keep the teachers motivated and increase the retention rate, and playing a central role within the school community (Draina, 2006). Hence, many studies suggested that the effective leadership style of the school leaders have a high level of influence on teachers' job satisfaction, teachers' organization commitment, and overall improvement in the schools' performance (Adhi, Hardienata, & Sunaryo, 2013; Eliophotou-Menon & Ioannou, 2016; Shila & Sevilla, 2015). Hence, this study give special attention to investigate school leadership.

Extensive research has been done on the leadership of the school leaders and how their leadership plays a significant role in motivating the teachers and improving the students' performance. It is suggested that it is the school leaders' responsibility to introduce the new effective instructional tools which can be applied in classroom teaching to enhance students learning. Hence, the school leaders' instructional leadership will indirectly affect the classroom instruction and how effective the school leaders are in transferring these instructional changes to the teachers which, in turn, will transfer to the students in the classroom (Whitaker, 1997).

Methodology and Materials

Research Design

Descriptive survey design of cross-sectional nature was used to study at hand. The design helps to study issues pertaining to the problems under the current research over wide areas within a confined current period. It is more advantageous to test objectives and answer about group's beliefs, attitudes, behavior, and demographic composition (Gay et al., 2009).

Sources of Data

Multiple sources of evidence were used to triangulate the data, thereby increasing the credibility of the results of the study. Consequently, relevant information was generated from both primary and secondary roots. Primary data were solicited from teachers, students, principals, supervisors, educational officers. National education proclamations, Education and Training Policy, 1994), General Education Quality Improvement Program (GEQIP), Quality Education Strategic Support Program (QESSP), EFA documents, Education Sector Development Program VI & V (ESDP1-5), education reform documents, guidelines utilized as secondary sources.

Sample and sampling technique

For the purpose of this study, the sample size was determined using the standard tables for sampling, using the confidence level of 95% and 5% confidence interval. To minimize the error, a 10% of the total population was added to each sample. For this study 876 population including students, teacher and department heads and all vice principals, and principals were selected randomly from ten sample secondary schools. The sample size was computed using the sample size determination formula that was adopted by (Gay et al., 2009). He provides a simplified formula to calculate sample sizes. This formula was used to calculate the sample sizes of respondents.

$$n = \frac{N}{1+N(e)^2} = \frac{876}{1+640(0.05)^2} = \frac{876}{1+4.624} = 374 + 10\% = 384$$

Where, **n** is the sample size, **N** is total sample frame (876), and **e** is acceptable level of error (0.05). Therefore, using this formula, 384 sample respondents (Students, Teachers and department head, principals) was selected as a sample size. In order to draw sample respondents from total population the study was intended to utilize simple random sampling techniques. The study used simple random sampling technique to select participants. This is because it offers each and every element in the total population equal and independent chance of being selected and avoids personal (researcher's) bias in the process of taking sample from among the total population.

Instruments

Relevant data was generated from the study participants through self-developed survey questionnaires. Data was collected from teachers and academic leaders. The questionnaires prepared for both group differently on the same issues. Two sets of questionnaires comprising both open ended and closed-ended questions items were prepared.

Materials

In the course of data collection progression, SPSS version 20 and STATA version 13 were used to analyze the quantitative data. Image analysis software like Arc-GIS version 10.1 was instrumental to mapping the study area. Vensim software also were used to sketch the conceptual framework figure of the study.

Procedures

The procedure section describes all the steps in collecting the data, from beginning to end, in the order in which they occurred. Accordingly, it comprises of description of the technique to be used to select study participants, instrument development, and instrument validation, gaining entry to research, data collection, data validation and data integration. Then questionnaires prepared for research participants, and sample questionnaires were distributed to a limited number of respondents within each group of pilot testing. Subsequent to the preparation and validation of instruments completion, all questionnaires have cover letters to make a request for the cooperation, assured that their information was used only for research purposes, and keep strictly confidential, and then the data collection from respective education offices were begin as per the research schedule. In this process some data may converge and others may complement each other, ultimately enhancing the validity of the study.

Data Analysis

2.6.1

Under this section, the process by which outputs were generated through three steps: preparing data for analysis, analyzing the data, and interpreting the output data, and drawing valid inferences. The quantitative data analysis is predominantly inferential as its aim is to examine the state of quality education in the framework of school facilities, class size, parent involvement and support, teacher competence, school. Principal leadership. The quantitative data analysis was follow three phases:

Ensuring data integrity by testing whether the response furnished by the participants was applicable. This was involve checking the reliability and validity of data to see if there is any inconsistencies across responses in the dataset, to detect erroneous entries introduced in data collection or capturing stages and account for missing responses. This was done through, manually and using SPSS and STATA software packages.

Descriptive Analysis

School Facilities

It is quite known that clean, quiet, safe, comfortable, and healthy environments are an important component of successful teaching and learning and quality education. The following section of the study briefly discusses the status of school facilities of sampled intervention schools of both regional states. Four variables were instrumental to see the status of school facilities.

Table 6. Percentage of Teacher respondents on The State of School Facilities

No.	Variables	Response	Regions								Total by Reg.	
			Amhara Region by Woredas				Oromia Region by Woredas				Amh	Orom
			1	2	3	4	5	6	7	8	1	2
1	Textbook and Reading	Agree	2	3	2	2	1	3	3	1	9	8
			11.	17.	11.	11.	5.8	17.	17.	5.8	52.	47.0

	Materials		76	65	76	76	8	65	65	8	93	7
		Disagree	8	5	0	0	10	11	11	1	13	33
			17.	10.	0.0	0.0	21.	23.	23.	2.1	28.	71.7
			39	87	0	0	74	91	91	7	26	4
2	Toilet Facilities	Agree	4	5	2	2	2	1	5	2	13	10
			17.	21.	8.7	8.7	8.7	4.3	21.	8.7	56.	43.4
			39	74	0	0	0	5	74	0	53	7
		Disagree	6	3	0	0	10	13	9	0	9	32
			14.	7.3	0.0	0.0	24.	31.	21.	0.0	21.	78.0
			63	2	0	0	39	71	95	0	95	5
3	Library and Laboratory	Agree	2	3	0	2	3	4	6	1	7	14
			9.5	14.	0.0	9.5	14.	19.	28.	4.7	33.	66.6
			2	29	0	2	29	05	57	6	33	7
		Disagree	8	5	2	0	9	9	8	1	15	27
			19.	11.	4.7	0.0	21.	21.	19.	2.3	35.	64.2
			05	90	6	0	43	43	05	8	71	9
4	Computer and Internet	Agree	0	0	0	0	0	0	2	0	0	2
			0.0	0.0	0.0	0.0	0.0	0.0	100	0.0	0.0	100.
			0	0	0	0	0	0	.0	0	0	00
		Disagree	10	8	2	2	12	14	12	1	22	39
			16.	13.	3.2	3.2	19.	22.	19.	1.6	36.	63.9
			39	11	8	8	67	95	67	4	06	4

Source: Field data, 2017

The access of textbook and reading material is the first variable of the categories. Accordingly, 71.9 % of teacher respondents from both sampled intervention schools were rated limited access of textbook and reading materials. 53.9 % of students were also acknowledged the shortage of textbook and reading materials. But, the problem is more serious in Amhara than Oromia. Ideally, each student in primary school would have one textbook per child per subject. Ethiopia has made good progress on increasing the number of textbooks available to students. The National Average Ratio is now 4.2, this indicates that for every primary school student there are over 4 textbooks. In this regard, EASA, 2014/15 pinpoints the average ratio to Amhara, 5.63, and 4.20 for Oromia from regional perspective. Despite they met the requirement in the academic years of 2014 and 2015, there is controversy between the policy document and actual practice as the result reveals. Key informants from both regions were also remarked lack of sufficient textbook and reference materials in their respective schools (T₁₁, T₁₃, T₁₆, and T₁₈). It also supports the quantitative finding.

Access of adequate textbook and instructional materials have a significant effect on student achievement. In recognizing this, authors, Lockheed & Verspoor (1991) also report that the availability of textbooks and other instructional materials has a consistently positive effect on student achievement in developing countries. The authors also recommend the provision of good textbooks and teacher guides as a "promising avenue" for policy-makers. As well, Hallak (1990) states that textbooks are the instructional device par excellence, and central to teaching. So, the regional and Woreda education authorities need to work in this regard.

The toilet is a mandatory service to provide any school level as MOE (2003). Furthermore, schools should have access to separate sanitation facilities for boys and girls and for male and female teachers to facilitate the teaching learning process in primary schools. In this regard, looking into the statues of toilet facilities in sampled intervention schools is vital to smoothly run a teaching learning process. Subsequently, 59.1 % of teachers and 84.8% of students were ranked toilet facilities positively in sampled intervention schools of Amhara. On the other hand, 76.2 % of teachers and 67.1% of students were not favorably rated toilet facilities for Oromia schools. Despite the annual education statistical abstract of EASA-2014/15 declared that 88 % of primary schools have toilet facilities nationally, the finding, therefore, indicated the controversy of the facilities. In equating the two regions, sampled intervention schools in Amhara have better access to toilet facilities than Oromia schools.

Table 6 item 3 discusses access to a library and laboratory facilities in samples intervention schools of both regional states. Successively, 65.6% of teacher respondents from both regions were confirmed in the absence of library and laboratory in their sampled intervention schools. Likewise, 64.7 % of student participants from Oromia schools were acknowledged teachers' responses. Having well organized library and laboratory have significant impact on student academic scores. Many empirical studies supporting this. Haycock (1995) presents that schools with good libraries and laboratory perform significantly better on tests and in the knowledge and use of reference materials and experiments than students in schools with minimal or no library and laboratory service. Furthermore, according to Baughman (2000), the highest achieving students attend schools with good school libraries and laboratory facilities. In this respect, both sampled intervention schools from two regions were experiencing a shortage of both facilities. With regard to access to computer and internet services in the sample schools of both regions, amazingly, 95.3 % of teacher participants and 98.4 % of students from sampled intervention schools in two regions were rated as none of access to computer and internet services in their respective schools respectively. In this regard, being familiar with technology to both teachers and students to share various instructional materials and further reading reference in the sampled schools was missing at all.

Class Size

The size of the classroom and the amount of furniture within it directly affect one's perception of being crowded. Weinstein (1979) recognized the difficulty to perform at peak efficiency on difficult learning tasks and to interact harmoniously with overcrowded classrooms. Table 5 therefore, discusses the size of the classroom and its relationship with student academic achievement and quality education. Five variables were treated in the framework of classroom size. Accordingly, the results depicted that, 79.7 % of teacher participants from both regions sampled schools, were highly agreed on the overcrowding of the sample schools. This was not the case as about 58 % of student respondents from both regions. One can understand from the results obtained as per teacher responses, the problem is more serious in Amhara than Oromia.

As far as the relationship between class size and student achievement concerned, significant relationship between the two were rated by 84.4% of teacher participants from both regions. 53.6 % of student respondents also confirmed the relationship from both sampled schools. Many empirical studies supporting to having a standard class size to student achievement too. For instance, smaller classes raise test scores (Jencks and Phillips, 1998). Krueger and Whitmore (2002) indicated that, students who attend smaller classes in the early grades tend to have higher test scores than their counterparts who attend larger classes.

Table 4 item 3 shows teachers' follow-up of their students in the classroom. The result reveals that, 67.2 % teacher respondents favorably rated the teacher follow-up in the classroom. Despite overcrowded, sampled schools from Amhara were characterized by better teacher follow-up in the classroom as compared to Oromia. Besides, 69 % students also were positively rated the same item. To properly manage and follow-up student in the classroom, class size to the standard is vital. Classrooms with free space can provide students with more opportunities to engage the teacher one on one in a meaningful conversation (Duncanson, 2003).

Item 3 on the same table deals availability of conducive classroom teaching, learning environment for students. In this aspect, only 72.7 % teachers were confidently rated conducive classroom teaching, learning environment in their respective sampled schools of Amhara. 69 % of teachers from Oromia were not favorably rated the same item. Furthermore, 67.4% of students from both regions were not happy in their school teaching learning environment. Although the conducive classroom environment in Amhara, the responses of teachers were inconsistent with the same item under teacher turnover which, was considered as a cause of teacher turnover.

Table 5. Percentage of Teacher respondents on the state of Class Size

N o.	Variables	Respo nse	Regions								Total by Reg.	
			Amhara Region by Woredas				Oromia Region by Woredas				Am h	Oro m
			1	2	3	4	5	6	7	8	1	2
1	Over Crowded classroom	Agree	9	8	1	2	8	13	9	1	20	31
			17.	15.	1.9	3.9	15.	25.	17.	1.9	39.	60.7
			65	69	6	2	69	49	65	6	22	8
		Disagr ee	1	0	1	0	4	1	5	1	2	11
			7.6	0.0	7.6	0.0	30.	7.6	38.	7.6	15.	84.6
			9	0	9	0	77	9	46	9	38	2
2	Relationship between classroom space and student achievement	Agree	9	8	0	2	9	14	12	2	19	37
			16.	14.	0.0	3.5	16.	25.	21.	3.5	33.	66.0
			07	29	0	7	07	00	43	7	93	7
		Disagr ee	1	0	2	0	3	0	2	0	3	5
			12.	0.0	25.	0.0	37.	0.0	25.	0.0	37.	62.5
			50	0	00	0	50	0	00	0	50	0
3	Good Teacher follow-up because of free space	Agree	10	7	0	2	9	6	8	1	19	24
			23.	16.	0.0	4.6	20.	13.	18.	2.3	44.	55.8
			26	28	0	5	93	95	60	3	19	1
		Disagr ee	0	1	2	0	2	8	5	1	3	16
			0.0	5,2	10.	0.0	10.	42.	26.	5.2	15.	84.2
			0	6	53	0	53	11	32	6	78	2
4	Good classroom condition for student learning	Agree	8	6	0	2	5	1	5	2	16	13
			27.	20.	0.0	26.	17.	3.4	17.	6.9	55.	44.8
			59	69	0	90	24	5	24	0	17	3
		Disagr ee	2	2	2	0	7	13	9	0	6	29
			5.7	5.7	5.7	0.0	20.	37.	25.	0.0	17.	82.8
			1	1	1	0	00	14	71	0	14	6
5	Timely Assessment and feedback	Agree	10	8	2	2	11	12	12	2	13	33
			16.	13.	3.3	3.3	18.	20.	20.	3.3	28.	71.7
			95	56	9	9	64	34	34	9	26	4
		Disagr ee Variabl es	0	0	0	0	1	2	2	0	9	9
			0.0	0.0	0.0	0.0	20.	40.	40.	0.0	50.	50.0
			0	0	0	0	00	00	00	0	00	0

Source: Field Data, 2017

Timely assessment and feedback is the last item of Table 5. Therefore, respondents from both regional states, 71.9 % of teachers and 89.1 % of students were recognized well the trend of timely assessment and feedback in their respective schools. In comparison, of the two regional states, the experience of Oromia was inspiring than Amhara sampled intervention schools.

Parent Support to Student Academic Achievement

Certainly, empirical finding point to a strong relationship between parental involvement and student achievement (Hester, 1989). Ingram, et al., (2007) stated that, despite the fact that there is huge motivation to involve parents in education; many schools have not determined how to involve parents successfully. This section, therefore, clearly sees the role of parents support in quality education enhancement and academic achievement of the students. Four variables were treated in this regard.

Table 4. Percentage of Teacher respondents on Parent Support in Academic Achievement

N o.		Response	Regions								Total by Reg.	
			Amhara Region by Woredas				Oromia Region by Woredas				Am h.	Oro m.
			1	2	3	4	5	6	7	8	1	2
1	Parent fulfill educational materials	Agree	8	7	2	2	5	7	9	1	19	22
			19.51	17.07	4.88	4.88	12.20	17.07	21.95	2.44	46.34	53.66
		Disagree	2	1	0	0	7	7	5	1	3	20
			8.70	4.35	0.00	0.00	30.43	30.43	21.74	4.35	13.04	86.96
2	Parent follow-up to work homework	Agree	10	7	2	2	6	2	4	1	21	13
			29.41	20.59	5.88	5.88	17.65	5.88	11.76	2.94	61.76	38.24
		Disagree	0	1	0	0	6	12	10	1	1	29
			0.00	3.33	0.00	0.00	20.00	20.00	33.33	3.33	3.33	96.67
3	Parent -teacher communication	Agree	10	7	2	2	6	1	5	1	21	13
			29.41	20.59	5.88	5.88	17.65	2.94	14.71	2.94	61.76	38.24
		Disagree	0	1	0	0	6	13	9	1	1	29
			0.00	3.33	0.00	0.00	20.00	43.33	30.00	3.33	3.33	96.67

4	Parent involvement in School	Agree	10	7	2	2	6	2	7	2	21	17
			26.	18.	5.2	5.2	15.	5.2	18.	5.2	55.	44.7
			32	42	6	6	79	6	42	6	26	4
		Disagree	0	1	0	0	6	11	7	0	1	24
			0.0	4.0	0.0	0.0	24,	44.	28.	0.0	4.0	96.0
			0	0	0	0	00	00	00	0	0	0

Source: Field Data, 2017

Accordingly, the role of parents in fulfillment of educational materials to improve academic achievement of their kids were positively responded by both participants with a rate of 64.1 % of teachers and 82.6 % of students from both sampled intervention schools of regional states. As compared to two regions, parent support in Amhara region were promising than Oromia as of 86.4 % teachers and 92.4 %) of student participants. But that does not mean, there is sufficient support of parents in fulfilling educational materials to their students. (For all students results see the annexed table)

Table 4 item 2 describes the provision of parents' attentive follow-up on their kids to perform their homework and assignment given by their teachers timely. In this respect, 95.5 % teachers and 76 % of students from sampled schools of Amhara favorably rated the parent follow-up in their teaching and learning process. Whereas, 69 % of teachers from Oromia sampled schools were rated negatively. On the other hand, from the same region, 61.1 % of students' participants were positively rated the parent follow-up. From the finding so far, parents properly follow-up the students in their home in Amhara than Oromia sampled intervention schools. In supporting parent follow-up of their kids, empirical study depicts that, engaging families in the education of their children at home and at school is increasingly viewed as an important means to support better learning outcomes for children (Henderson and Mapp, 2002).

With regard to the communication between parents and teachers in academic progress of students, 95.5 % of teachers were rated excellently from sampled schools of Amhara. In addition, 59.1 % of students were supported the findings. Whereas, 69 % teachers from sampled schools of Oromia were confirmed by the absence of better communication between teachers and parents. Parent-teacher communication, therefore better experienced in Amhara sampled schools than Oromia. Literature also magnifies the cooperative teaching learning process at school levels. As stated by Henderson and Mapp, (2002), when schools and families work together, children have higher achievement in school and stay in school longer. Furthermore, when parents are comfortable with the school's expectations, they are willing to communicate with their child's teacher (Fuller & Olsen, 1998).

Communication between school and home is the goal of parent involvement. Schools and parents should be aware of their role in the school involvement and communicating needs of their child in a clear manner (Epstein, 1995). As officially declared in policy documents, currently parents are the part of management in the school system and have a

significant role in school management. Hence, this section would also look into the degree of parent involvement in child schooling and school affairs. Subsequently, the overwhelming majority of teachers and student respondents from sampled schools of Amhara region, which account for 95.5 % and 86.4 % were promisingly rated the parent involvement in the schools' affairs. It was missing in sampled schools of Oromia as rated by 57.1 % of teachers. Whereas, 53.6 % of students favorably rated the parent involvement in their schools from the same region. We can see the inconsistency of the responses in Oromia sampled schools' participants. Therefore, the involvement of parents in school affairs were better characterized the Amhara region than Oromia. In acknowledging the importance of parent involvement at the school level, Epstein et al, (1997) pinpoints parents feel a sense of ownership at school when they know they were involved in various school affairs; they also develop knowledge of laws that govern the education of their child. Accordingly, sampled schools from Oromia need to work on parent involvement in school in advance.

Teacher Competency

In teaching learning process planning for instruction, managing instruction (including the learning environment), and assessing student learning are the cornerstone and each of these tasks depend on the competency of teachers (Feiman-Nemser, 2001). This part clearly evaluates the status of teacher competency in the provision of teaching learning process in sampled intervention primary schools of both regions. Six variables were used to evaluate the state of teachers' competency.

The first item of Table 7 is the use participatory classroom approach. As indicated from the table, 98.4 % of teacher participants were confirmed better use of participatory approach in both sampled schools of two regions. 92.4% of student respondents from both regions were supported teachers' responses. Likewise, 84.4 % of teachers and 65.4 % of students from both regions of sampled intervention schools were favorably rated teachers use of different teaching techniques in the classroom. One can infer that, teachers have better competence in the uses of participatory approach and different teaching techniques in the classroom in both sampled schools.

With regards to the item "qualification and competency to teach" 75 % of teachers' and 92.2 % of students' were positively rated the qualification and knowledge of teachers in the sampled intervention schools of both regions. In the same vein, 98.4 % of teachers, 95.8 % of students from both sampled intervention schools were auspiciously rated two items such as continuous follow-up and evaluation of students and organizing tutorials for low achievers. Furthermore, all the teachers and 84.9 % of from sampled intervention schools sympathetically rated inter-class competition arrangement of teachers in Table 7. In all cases, in both sampled intervention schools, the level of teachers' competency was constructively rated by all respondents. This is also good trend, because, the instructional practices of teachers in classrooms, as measured by variables have large and consistent effects on academic achievement and maintaining quality education.

Table 7. Percentage of Teacher respondents on the Status Teacher Competency

N o.	Variables	Respo nse	Regions								Total by Reg.	
			Amhara Region by Woredas				Oromia Region by Woredas				Am h	Oro m
			1	2	3	4	5	6	7	8	1	2
1	Use of participatory classroom approach	Agree	10	8	2	2	11	14	14	2	22	41
			15.	12.	3.1	3.1	17.	22.	22.	3.1	34.	65.0
			87	70	7	7	46	22	22	7	92	8
		Disagr ee	0	0	0	0	1	0	0	0	0	1
2	Use of different teaching techniques	Agree	10	7	2	2	10	9	12	2	21	33
			18.	12.	3.7	3.7	18.	16.	22,	3,7	38.	61.1
			52	96	0	0	52	67	22	0	89	1
		Disagr ee	0	1	0	0	2	5	2	0	1	9
3	Teachers are qualified and competent	Agree	6	6	2	1	8	11	12	2	15	33
			12.	12.	4.1	2.0	16.	22.	25.	4.1	31.	68.7
			50	50	7	8	67	92	00	7	25	5
		Disagr ee	4	2	0	1	4	3	1	0	7	8
4	Continuous follow-up and evaluation of student	Agree	10	8	2	2	12	14	14	2	22	41
			15.	12.	3.1	3.1	18.	21.	21.	3.1	34.	65.6
			63	50	3	3	75	88	88	3	39	1
		Disagr ee	0	0	0	0	1	0	0	0	0	1
5	Organizing tutorial class to low achievers	Agree	10	8	2	2	11	14	14	2	22	41
			15.	12.	3.1	3.1	17.	22.	22.	3.1	34.	65.6
			87	70	7	7	46	22	22	7	92	3
		Disagr ee	0	0	0	0	1	0	0	0	0	1
6	Arranging Interclass Competition	Agree	10	8	2	2	12	14	14	2	22	42
			15.	12.	3.1	3.1	18.	21.	21.	3.1	34.	65.5
			63	50	3	3	75	88	88	3	41	9

		Disagr	0	0	0	0	1	0	0	0	0	1
		ee	0.0	0.0	0.0	0.0	100	0.0	0.0	0.0	0.0	100.
			0	0	0	0	.0	0	0	0	0	00

Source: Field Data, 2017

School Principal Leadership

Effective leadership of a school principal is an important aspect of moving towards a learning community that in turn will restructure schools for improved student outcomes. Besides, administrative and instructional supervision and support play an important role in improving what goes on in schools and in classrooms. Hence, under this section the current status of school leadership practices of selected sampled intervention schools was assessed. Seven different variables were employed to evaluate the current status of school leadership practices of sampled schools.

As far as the first variable of table eight concerned, all teacher respondents promisingly rated from both sampled intervention schools of two regions. Moreover, 69.8 % of students from both sampled schools supported the finding. Thus, it indicated that the school principals in sampled intervention schools involve all academic communities to make sound decision on the school affairs. It also followed by good communication with parents, which rated promisingly by 85.8 % and 76.9 % teachers and students respectively.

The ability of sampled school principals in communicating instructional goals were also rated well by 89.2% of teachers and 67.2 % of students from sampled intervention schools from both regions. Mobilizing school community for better results and regular classroom visit was well characterized the school principals of both sampled intervention schools as rated by 78.1% and 95.3% teacher participants respectively. 74.3 % and 86.7 % of student respondents also ranked two variables positively from both sampled intervention schools correspondingly.

The competency of school principals in coordinating the instructional program and monitoring academic program was promising as rated by teacher respondents of 95.3% and 85.6%, respectively, whereas, nearly 75.2 % of student respondents acknowledged better instructional program coordination and academic program monitoring of school principals of sampled intervention schools of two regions. As we can see, all the variables under the school principal leadership were recognized interestingly by all participants of the study. Thus, all schools under study were experiencing good leadership practices in two regional states.

Table 8. Percentage of Teacher Respondents on the state of Principal Leadership

N o.	Variables	Respo nse	Regions								Total by Reg.	
			Amhara Region by Woredas				Oromia Region by Woredas				Am h	Oro m
			1	2	3	4	5	6	7	8	1	2
1	Participative decision making	Agree	10	8	2	2	12	12	14	2	22	40
			16.	12.	3.2	3.2	19.	19.	22.	3.2	35.	64.5
			13	90	3	3	35	35	58	3	48	2
		Disagr ee	0	0	0	0	0	2	0	0	0	2
			0.0	0.0	0.0	0.0	0.0	100	0.0	0.0	0.0	100.
			0	0	0	0	0	.0	0	0	0	00
2	Good communication with parents	Agree	10	8	2	1	9	10	12	1	21	32
			18.	15.	3.7	1.8	16.	18.	22.	1,8	39.	60.3
			87	09	7	9	98	87	64	9	62	8
		Disagr ee	0	0	0	1	3	4	2	0	1	9
			0.0	0.0	0.0	10.	30.	40.	20.	0.0	10.	90.0
			0	0	0	00	00	00	00	0	00	0
3	Communicate instructional goals	Agree	10	7	2	1	10	11	14	2	20	37
			17.	12.	3.5	1.7	17.	19.	24.	3.5	35.	64.9
			54	28	1	5	54	30	56	1	09	1
		Disagr ee	0	1	0	1	2	3	0	0	2	5
			0.0	14.	0.0	14.	28.	42.	0.0	0.0	28.	71.4
			0	29	0	29	57	86	0	0	57	3
4	Mobilize school community for better results	Agree	7	7	2	1	10	11	14	2	17	37
			12.	12.	3.7	1.8	18.	20.	25.	3.7	31.	68.5
			96	96	0	5	52	37	93	0	48	2
		Disagr ee	3	1	0	1	2	3	0	0	5	5
			30.	10.	0.0	10.	20.	30.	0.0	0.0	50.	50.0
			00	00	0	00	00	00	0	0	00	0
5	Regular class room visit	Agree	10	8	2	2	12	11	14	2	22	39
			16.	13.	3.2	3.2	19.	18.	22.	3.2	36.	63.9
			39	11	8	8	67	03	95	8	07	3
		Disagr ee	0	0	0	0	0	3	0	0	0	3
			0.0	0.0	0.0	0.0	0.0	100	0.0	0.0	0.0	100.
			0	0	0	0	0	.0	0	0	0	00
6	Coordinate instructional program well	Agree	10	8	2	2	12	10	14	2	22	38
			16.	13.	3.3	3.3	20.	16.	21.	3.3	36.	63.3
			67	33	3	3	00	67	88	3	67	3

		Disagree	0	0	0	0	0	4	0	0	0	4
			0.0	0.0	0.0	0.0	0.0	100	0.0	0.0	0.0	100.
			0	0	0	0	0	.0	0	0	0	0
7	Monitor academic program well	Agree	10	8	2	1	9	9	13	2	21	33
			18.	14.	3.7	1.8	16.	16.	24.	3.7	38.	61.1
			52	81	0	5	67	67	07	0	89	1
		Disagree	0	0	0	1	2	5	1	0	1	8
			0.0	0.0	0.0	11.	22.	55.	11.	0.0	11.	88.8
			0	0	0	11	22	56	11	0	11	9

Source: Field Data, 2017

Conclusion

Based on the findings of the baseline survey, it is possible to arrive at the following conclusions.

- ☞ The majority of respondents from sampled intervention schools indicated the influence of teacher turnover on quality education and academic achievement of students. Because, teachers are crucial to the success of students and to the overall school activity. The finding also indicated that the absence of sufficient facilities, low commitment of teachers for the teaching profession, poor classroom environment, poor administrative support, and lack of participation in decision making in school affairs and low salary were considered as the major causes of teacher turnover in sampled intervention schools in both regional states.
- ☞ The finding indicates the parental role which could be beneficial for enhancing the schooling of their students. The parental support to their child in the fulfillment of instructional materials and attentive follow-up in performing homework and exercises given by teachers was highly appreciated by study participants in sampled intervention schools of Amhara than Oromia region. Furthermore, the finding indicated better parent-teacher communication and better parental involvement in school affairs. But, still it needs well-structured and organized parent involvement in the school teaching learning process.
- ☞ Teachers of better class size confront fewer discipline problems, cover subject matter in more depth, have more one-to-one contact with students, and keep better track of student progress. In this regard, the result obtained from the baseline survey depicted that, overcrowded classroom, poor classroom condition characterizes the sampled intervention schools in both regions. Despite overcrowded classroom, there is good follow-up of teachers and timely assessment and feedback in the sampled schools.
- ☞ Schools with good facilities perform significantly better on tests and in the knowledge and use of materials. In this respect, majority of survey participants confirmed serious shortage of textbook and reading reference, toilet facilities, library and laboratory, computer and internet room in their respective sampled intervention schools in both regional states.

- ☞ The number and type of tests students are given, or the frequency of student assessment and feedback, subject mastery of teachers and qualification and specializing to the required levels also found to have an impact on student performance. From the discussion so far, participative classroom approach, continuous teacher follow-up, arranging tutorial to low achievers, and organizing inter-class competition positively characterize the sampled intervention schools in both regions. Two variables need special attention: teachers use of different teaching methods and qualification and specialization in various disciplines.
- ☞ The school principal like other administrator need to be qualified and adequate training that would help him develop the leadership skills. The assignment of untrained and inexperienced educational leaders can contribute to low efficiency of the educational system. It is, therefore, possible to conclude from the finding of baseline survey of sampled intervention schools that all school principal leadership competencies were favorably rated by both respondents. That does not mean all school principals are capable enough to lead the school. Therefore, needs further training and workshop particularly on transformative leadership styles which is the recent phenomena and leadership paradigm to build school leaders' capacity.

Recommendations

In view of the baseline survey findings and the conclusions forwarded, the following recommendations were formulated to tackle challenges and maintain quality education in sampled intervention schools of Amhara and Oromia regional states.

Institutionalizing cooperative school environment to reduce teacher turnover: Provision of quality education is not a simple job. It needs the cooperation and the whole stakeholders. All stakeholders of the schools from both regions should work together to reduce teacher turnover to fulfill the required instructional facilities, bring conducive school teaching learning environment. The school principals and education authorities at various levels should provide appropriate support to teachers and involve teachers in the decision making process of school affairs. This also brings a sense of ownership and increase teachers' commitment and retention in the schools.

Structure up sound parental involvement in schools: Parents had a limited understanding of their roles in school activities. It should therefore necessary to organize workshops for them so as to enhance their appreciation of parent involvement. This could lead to parents engaging in behaviors that promote children's learning, actively contribute their part to the success of students' academic achievement as well as the school as a whole.

Establishing the standard classroom size: The size of the classroom and the amount of furniture within it directly affect one's perception of being crowded and so as student academic achievement. Thus, there should be improvement in class size to which it

accommodates student to the standard. Woreda education authorities, school leaders, parents and other supporting stakeholders should play their roles in this regard.

Strengthening and equipping schools with required school facilities: The availability of textbooks and other instructional materials has a consistently positive effect on student achievement. The schools alone do not tackle the challenges of school facilities. Therefore, all stakeholders, coordinately should work together to fulfill school facilities which help to get the required results in the school.

Engendering continues teacher professional development to bring professional competencies: teachers increase their knowledge through formal schooling and on the job training which includes professional development programs. There should be a continuous professional development program for teachers because most teachers have limited preparation in the academic content that students are required to learn in various discipline. In this regards, schools, Woreda education authorities, zonal education office, regional education bureau and Ministry of Education should play their roles.

Strengthening school leaders and management members of the schools: It has paramount importance of building up leadership of school leaders and management members to increase the educational outcomes and achieve the intended goals of the schools. In this respect, regional educational bureau in collaboration with colleges and universities found in the region should work on school leadership training to build the capacity of leaders.

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