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Barriers to Quality Education in Some Selected Primary schools of Oromiya Region, Ethiopia

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Abstract

Quality of primary education in the country is the center of public debate these days. The purpose of this study is to assess the major educational quality problems that significantly hamper the delivery of quality education in some selected primary schools of Oromiya region, Ethiopia, and that ultimately hinder the attainment of Education sector development plan (ESDP V) in the study area. Data collected via semi-structured questionnaires from, teachers, school principals, and students were analyzed using SPSS, IBM version 20.0. The study identified that acute shortage of educational materials and facilities, lack of effective school leadership, poor recruitment, deployment, continuous professional development schemes, absence of attractive incentive and retention mechanisms, low community participation, absence of education management information systems and poor quality assurance mechanisms are the major factors that are threatening the quality of primary education in the selected schools of oromiya region. Thus, it's recommended to enhance the capacity of the schools through continuous trainings, increased effort for mobilization of the locally available resources and maximizing the roles of non-state actors in provision of education materials and facilities. Moreover, the regional and the woreda education administrators shall revisit the standard of quality education and devise innovative, ICT-based learning strategy to meet the afore-set goals of ESDP V.

Key words: Education, ESDP V, Oromiya Region, Primary schools, Quality Education

Introduction

Quality has become a controversial issue internationally and is interpreted differently by individuals, institutions and organizations. It is an elusive concept that has as many definitions as there are categories of stakeholders. This is mainly due to the fact that quality in education is a complex and multifaceted concept embedded in political, cultural and economic contexts (Reddy, 2007; Fredriksson, 2004). In the same lode, Csizmadia (2006) states that quality has no single, absolute, agreed or universally accepted definition; there exists a range of overlapping interpretations. Its definition is open to changing contexts and to a new understanding of educational challenges (UNICEF, 2000). As Reddy (2007) explains, this has been largely due to a broad interpretation of the term both within and across countries, reflecting the values and priorities of the different stakeholders along with the complexities of the teaching-learning process. For Harvey and Green (1993), quality can be viewed as exceptional, as perfection (or consistency), as fitness for purpose, as value for money and as transformative. All in all, researchers have suggested that the concept of educational quality is complex, elusive, multidimensional and embedded in social contexts, values and cultures. Hence, different definitions of quality have been adopted. Although quality is an elusive concept that has as many definitions as there are categories of stakeholders, quality as fitness for purpose, is the well accepted definition by Ministry of Education, and the Higher Education quality and Relevance Agency (HERQA).

Good quality primary education is increasingly recognized as an important foundation for economic growth and as instrumental in the attainment of other development objectives. People who have received quality education can not only fulfill their potential, but also contribute to their communities. With the tremendous growth in school enrolments throughout the world, earlier priority to educational expansion and access is now being replaced by plans and policies calling for a higher quality of schooling. Concern with improving the quality of education in schools has started receiving the highest priority in almost all countries throughout the world. This concern has become universal in both developed and developing countries, in those that have achieved total access as well as in those still striving for access (Reddy, 2007). Primary education is a solid foundation where the skills of the majority of the labor force and the knowledge of intellectuals are built. Therefore, the goal of achieving quality education should be emphasized in the course of universalizing it. However, according to UNESCO (2005), in many countries that are striving to guarantee all children the right to

education, the focus on access often overshadows attention to quality. A number of reports indicated that in the effort to guarantee primary schooling to every member of society, a focus on access has been complicated by many problems which affect the quality of education that the children receive (World Bank, 2007). Likewise, the problem of quality in primary education has become a serious concern of the Oromiya Region, Ethiopian government, educators and teachers. The national student assessments carried out in 2000 and 2004 on grade 4 and 8 pupils revealed serious problems with quality and with overall low achievement in basic academic skills (National Organization of Examinations, 2000a, 2000b, 2004a and 2004b). The role of principal leadership in all aspects of school success has been highlighted and confirmed as the link between effective school leadership and effective schools (Fullan, 2005; Sergiovanni, 2001; Barth, 1991). However, limited information was available on barriers to the delivery of quality primary education in Oromiya Region, Ethiopia. Therefore, this study was initiated to analyse the major quality education problems found in some selected primary schools of Oromiya region

Materials and methods

The target population for the study consisted of school teachers, students, and principals from four selected zones of Oromiya Region, Ethiopia. The study involved a total of 70 participants. The qualitative research method was selected for this study in order to generate data rich in detail and embedded in the context. Thus, semi-structured interviews questionnaires were used since our main concern was to seek greater understanding of the phenomenon under study. Each selected participant was interviewed separately. Qualitative data analysis is a complex process that involves moving back and forth between concrete data and abstract concepts, between inductive and deductive reasoning, and between description and interpretation (Merriem, 1988). Qualitative enquiry involves the simultaneous processing of description, analysis and interpretation. A description seeks to construct data out of people's experiences and their views of reality. Analysis of collected data is ongoing in qualitative research and begins with data collection (Glesne, 1999; Merriem, 1988). Questionnaire and interview data was organized, categorized, synthesized and thematically analysed to generate a description of information about events. Finally, the data was interpreted by sorting the responses, identifying similar responses and noting unique responses. Then we searched for meaning of words and phrases. Individual answers were grouped into the topical areas that were established to identify patterns of responses. The sorting, grouping and deriving of meaning assisted us in making sense of the data. The phrases frequently voiced by the participants were taken together as a theme and one of the quotes that describes the theme in a better way used in this research report. This was done instead of repeatedly writing similar quotations having the same meaning under the same thematic areas. Validation of the study was achieved through a triangulation of data, i.e. the data was collected through multiple sources: interview, observation and peer perspective.

Results

To identify the main problems threatening the quality of primary education, discussions and in-depth reviews and interviews were conducted with the teachers, experts, students and principals. The analysis in this section attempts to describe their perceptions of barriers to the delivery of quality education. To this end, the issue can be categorized into different themes and examined in detail.

School Leadership

Although school leadership plays a paramount role in enabling students to learn, achieve and develop (Susi, 2000; Domenici & Moretti, 2011), all the participants remarked that it was beset by many problems. They further stated that it was one of the causes of the decline in quality education. The feelings of most participants agreed that school leadership made a difference on students' learning by coordinating the efforts of teachers, motivating staff and creating a conducive environment for learning. However, the current nature of leadership in school was not playing its role as it should, and was surrounded by many problems. From the very beginning, the assignment of a principal was not based on merit, but on the political view of that person (i.e. a matter of political affiliation). This in turn led to the perception of school leadership as a servant of a political party on the part of students, teachers and the community, and resulted in a lack of trust among teachers, students and school administrators. Moreover, unnecessary interference from local administrators on school matters was significantly harming the discretion of school administrators.

Likewise, another interview groups reflected that attention given to academic issues by school administrators was very limited because much of their time was taken up in dealing with non-school issues. They were given much work to do by the woreda cabinets. Since they were assigned by those cabinets, they respect and follow their (cabinet's) order irrespective of its benefits to the school to secure the position of principalship. The findings indicated that all the respondents were dissatisfied with the current state of school leadership. It was also clear from the descriptions given that the leadership failed to ensure that schools provided high quality teaching and learning. Moreover, it was evident that more time was devoted to non-instructional activities.

The Access-Quality Paradox

Both ESDP V and SDG had critically focused on the effort to achieve Universal Primary Education. Specifically, the issue created heavy pressure on the country and in general and the Oromiya Region, in particular. Both are doing what they can to reach these objectives. However, the respondents with whom we spoke during the data collection phase of this study strongly remarked that the focus on quantity (having as many children as possible) to meet the UPE goal overshadows the emphasis on quality of education. They further argue that more than ever before, the issue of universal primary education is on the lips of everybody. This is mainly because the time limit for the realization of UPE is approaching i.e. 2015. So, much of the effort was given to expansion and to having many

children in schools, and nobody cares about the quality of education. The implementation of a general education quality improvement program did not bring the expected improvement. The priority was on quantity. For example, students were promoted to the next grade regardless of their performance because it was believed that if students fail to pass to the next grade, they may drop out of education; and this in turn resulted in an increment of the number of students out of school and went to influence the UPE goal. Correspondingly, another interviewee offered the account that someone builds a house, he first lays down a very strong and firm foundation which can support the whole building. If the foundation is not strong enough to support the building, it will fall down within a few years. The same is true for primary education. If we have good primary education, we have good primary and tertiary education. It is a foundation for other successive levels. However, primary education has not received the attention it deserves, especially with regard to quality. Rather, the focus is on massification – having many children in schools. These will dysfunction the whole system of education.

The participants were clear that not having good primary education would make the students lose the desire to learn; as the content becomes more difficult, the increase in schooling level will result in dropout and loss of human capital. There is credible evidence that educational quality is of paramount importance in equipping learners with the required tools to face present and future challenges. However, the findings of the study revealed that the standard of education was poor and not given attention. Simply put, expanding enrollment has compromised the quality of education. This confirms the finding of the World Bank (2007) that the educational quality in developing countries is much worse than educational quantity (school enrollment and attainment). Likewise, Kedir (2006) argues that although politicians have been pushing for numerical growth, its consequence, as regards quality and relevance, is extremely devastating.

School Management Competency Issues

School management issues in this particular study address issues that have direct impact on quality of teaching learning process to ensure quality of output. The school management plays a significant role in teachers’ effectiveness. One of the school management roles is creating effective relations with teachers. If those relationships are not good they will have negative effects on teachers’ performance. In the schools where this study is conducted, the majority of the respondents of teachers, and students indicated in their responses to question 1 that their management rules and procedures are not supportive (for detail see table 1 and the next explanation).

Table 1: Teachers ‘and Directors’ responses on School Management issues

No.	Indicators (items)	Category	Response						Overall	
			SA +A		U		SD +D		No	%
			No	%	No	%	No	%		
1	The management rules and procedures are supportive to the teaching -learning process and the teacher student interaction in the classroom	Directors	8	11.43					8	11.43
		Teachers	32	45.71					32	45.71
		W. Experts	10	14.29					10	14.29
		Students	20	28.57					20	28.57
		Sub-Total	70	100					70	100
2	Teachers and students are represented in administrative structure	Directors	8	22.22			-	-	8	11.43
		Teachers	11	30.56			21	61.76	32	45.71
		W. Experts	10	27.78			0	0.00	10	14.29
		Students	7	19.44	6	8.57	13	38.24	20	28.57
		Sub-Total	36	100.00	6	8.57	34	100.00	70	100
3	The management of the school evaluate the students’ performance	Directors	2	7.14			6	30.00	8	11.43
		Teachers	10	35.71	22	31.43			32	45.71
		W. Experts	10	35.71					10	14.29
		Students	6	21.43			14	70.00	20	28.57
		Sub-Total	28	100.00	22	31.43	20	100.00	70	100
4	The management of the	Directors	8	36.36			8	18.60	8	11.43

	school gives timely fed back	Teachers	9	40.91			23	53.49	32	45.71
		W. Experts	5	22.73	5	7.14	0	0.00	10	14.29
		Students	0	0.00	-		20	46.51	20	28.57
		Sub-Total	22	100.00	5		43	100.00	70	100
		Directors	2	8.00			6	13.33	8	11.43
5	The management allow teacher to participate in the academic decision	Teachers	10	40.00			22	48.89	32	45.71
		W. Experts	10	40.00				0.00	10	14.29
		Students	3	12.00	-		17	37.78	20	28.57
		Sub-Total	25	100.00			45	100.00	70	100
		Directors	5	27.78			3	6.25	8	11.43
6	The school's leadership show high commitment for education excellence	Teachers	0	0.00			32	66.67	32	45.71
		W. Experts	0	0.00			10	20.83	10	14.29
		Students	13	72.22	4	100.00	3	6.25	20	28.57
		Sub-Total	18	100.00	4	100.00	48	100.00	70	100
		Directors	5	27.78			3	6.25	8	11.43

SA=strong agree A= agree U= undecided D= disagree SD= strongly disagree

School management issues in this particular study, as shown by table 1, addresses issues that have direct impact on quality of teaching learning process to ensure quality of output. It constituted 5 different items on evaluation and monitoring of achievement of school goals, participatory decision making, qualification and competence to management, management rules and procedures, and timely feedback and school periodical assessment which are common to all participants. The over percentage and frequency of items are presented in the above table. The result in table 1 reveals that, responses of directors representing in agree for the first item performance indicator is found to be above the average. That is, 10(100%) directors agreed on the issue. On the same variable performance indicator, agree responses of teachers which is below average, 40(62.2%) responses of teachers disagree on issue is obtained as evidence from the data. The students in responses to item1 in table 4, indicate that the management rules and procedure are not supportive or, aligned into disagree and the responses of agree are below the average which is 30.4%. Therefore, the support of the rule and procedure for the teaching learning process is much less than the expected.

In addition to this result, as it can be seen from table 1 for item 2 (Teachers and students are represented in administrative structure), 80(100%) teachers responded agree. Similarly, all school directors (100%) responded agree for the same item. The students responded for the same item is found to be 100% agree. However, many teachers' responses from open-ended questionnaire indicated that the teachers and students are represented but they have no power in decision. They stated that teachers and students have chance to participate only in certain limited issues such as students discipline and on some school events. Moreover, the results from interview supported these responses of the teachers. For instance, some teachers during interview indicated that there are some problems between the management and at least some staff members. This view was also substantiated partly by one of the participants' teacher who said. They are hesitant to speak up when the school management infringes our rights due to coercions and poor relationships. One of the supervisors, on his part has added the following about the relationships. Finally, unless the school management listens teachers' grievances and take appropriate corrections, it can said that they are operating without vision. In line with this some open ended interview, stated that most of the time the principals are not willing to talk to some of us. Actually, they are not professionals and they are not nominated by the staff. They minister the needs of higher officials, not the staff members. Principals should respect teachers' right but this does not seem the case as the above explanations indicate. On the contrary to the reflection by the teachers, principals argued. It was reflected that they have problems with some teachers who have long years of experience. They try to be against some changes going on around. Sometimes, they do not accept our decisions. They always speak against whatever comes from offices even for the good of the schools. Under such circumstances where teachers blame principle and vice versa, problems are likely to occur. Principals' problems affect teachers' performance on quality and this becomes serious problems when school principals and teachers blame each other. Furthermore, in relation to other school management issues as it can be seen from the table 1 the responses are given by the teachers are found to be disagreeing while the responses given by the directors indicated the reverse. The responses of the

directors are not supported by the students. The students, however, were in disagreement with it. For instance, the results of the responses given by teachers and students for question 5 and 6 similarly align into disagreement opposite to the directors. Hence, under such circumstance from the schools which the research is conducted, it is the difficult to ensure the quality of teaching. The quality of any education is influenced by a multitude of factors and among which school management issue is the significant factor for the quality of teachings offered. The quality of education cannot be effectively implemented without the participation of the stakeholders, mainly teachers and students (Ruskin, 1997). Effective and efficient management of primary school is often challenging. The most effective management in teaching schools, are likely to use flexible and innovative organizational system that require a high level of planning and managerial attention.

To sum up, according to tables 1, interview responses, statistical and argument responses difference are observed between the principals and others (students and teachers). The students and teachers have similar opinion about school management problems. This in turn could probably suggest that schools management system is not favorable for students and teachers in each of the selected schools. Hence, it is the difficult to ensure the quality of teaching where there is no common understanding among principals and the other stakeholders. Besides to this based on previous tables and reflections in interview, one can conclude that even through the level of agreement varies from school to school or respondents to respondents, in all schools there is no clear school management structure which involves the stakeholders to ensure the quality of education. For instance, schools with no clearly identified strategies in place and no involvement of teachers and students in decision making areas, it is difficult to manage the quality of the education and as a whole and teaching learning process in particular. The main stakeholders in education are students and teachers who know well be affected by what their school management do on daily basis. Therefore, ignoring these groups form decision making area by itself may affect the quality of teaching learning process.

Availability and Relevancy of Educational Facilities

Educational facilities in this particular study refer to class size, laboratories, latest books and journals available and relevant equipment in accordance with practical aspects of the subjects.

Table 2: Respondents’ view on matters on Availability of Educational Facilities

No	Items (indicators)	Category	Response										Overall	
			SD		D		U		A		SA		Freq.	%
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
1	The school has sufficient facilities	Directors	4	40	2	20	-	-	4	40	-	-	10	14.28
		Teachers	1	10	2	20			3	30	4	40	10	14.28
		Students	10	20	34	68	-	-	5	10	1	5	50	71.28

SA=strong agree A= agree U= undecided D= disagree SD= strongly disagree

Item 1 in tables 2 is related to education facilities. The results in table 5 and 6 indicate that all selected respondents responded differently about educational facilities. 70 (77.5%) of teachers believed that their schools have no enough facilities. The overall responses of teachers in percentage about education facilities still falls 77.5% in disagree. Similarly, 270(100%) the responses of students have shown that their schools have no enough resources. However, 7(70%) of the directors do not accept this ideas. Directors argue that the schools have the necessarily facilities but teachers and students are not using them properly.

In reverts to this argument, teachers clearly show the problem during the interview. The response of this group’s respondents enumerated a number of problems such as large class size, very limited laboratory facilities, lack of latest books and journals. They said that these are the major chronic problem of their schools. Moreover, in the case of this study, the participants reflected that in all items concerning educational facilities there is clear differences between principals and teachers. The fact is that the top manager is the suppliers of these materials while teachers are daily users of those facilities. This showed that the demand and supply of educational facilities did not match at least in the demand side. From the responses of teachers, and students one can say that shortage of appropriate educational facility is affecting the quality of education offered in Oromiya region government primary schools. This is because lack of the availability of relevant facilities are limited the effectiveness of the teachers and the students. In support of this all supervisor during an interview, they stated that there are insufficient facilities for conducting teaching learning process in our primary schools. According to open ended interview respondents, teachers from the selected school have commitment and interest to use

educational facilities such as teaching aids there is shortage of those facilities. Therefore, one can deduce that in Oromiya region government primary schools, lack of relevant and adequate educational facilities adversely affect the quality of education.

Teaching and Learning Process and Teachers' Qualification and Competencies

Learning is defined as process by which knowledge or skill has been achieved through reading, listening speaking, observation and practicing. It is a social behavior unique with human beings Learning as an intellectual activity is elusive to determine the degree at which it is acquired. Teaching and learning process activities take place in and out of the classroom (Samoff, 2007).

Table 3: Respondents' view on matters on Teaching and Learning Process and Teacher Qualification Competencies

Item	Respondents	SD		D		U		A		SA		Overall	
		Freq.	%	Freq.	%								
The school has experienced & competent staff (Senior teachers & councilors)	Directors	1	10	9	90	-	-	-	-	-	-	10	14.28
	Teachers	-	-	-	-	-	-	6	60	4	40	10	14.28
	Students	10	20	10	20	10	20	10	20	10	20	50	71.27

SA=strong agree A= agree U= undecided D= disagree SD= strongly disagree

The teaching and learning which takes place in the classroom needs positive relation between students and teachers, and effective use of teaching methods by the teachers. However, supervisors 5(100%) supervisors who are interviewed responded that teachers deliver most lessons in a traditional way such as lecturing and question and answer methods. Similarly teachers who are interviewed on the same issue stated that they do not use student center methods frequently due to large class size and lack of resources. For instance, teachers' responses revealed that fieldtrips, problem solving or analysis methods of instruction are not often used due to the aforementioned reasons. However, directors refused teachers' arguments and identify teachers as non-passionate, inexperienced and incompetent for student-centered instructions in their response for the open-ended questions. But, the responses of the teachers during interview indicate as is they were qualified and highly competent in contradiction to directors' views.

The students responded in table 3, on the schools' teachers' qualification and competency issue against the opinion of the teachers. That is, 20 (40 %) students responded disagree for the item. All, 10(100%), directors responded in close-ended question that they disagree about the competence of teachers. Even though, there is a difference in responses on the question among teachers, students and principles, it is possible to infer that there is a shortage of skilled, experienced and competent teachers to use different methods like student center. This fact reveals that problems related to teachers' skill and competencies are the problem of the schools which is affecting the quality of education. The concern for method is based on the philosophy that student centered methods enhance individual participation and subsequently different potentialities are developed (UNESCO, 2009).

Teachers' Training

Training plays a significant role in teachers' performance. In the section the study tries to assess the existing reality related to teachers' training

Table 4: Respondents' view on teachers' Training

No	ITEM	Directors						Teachers					
		SD		SA		A		U		D		SD	
		Fre	%	F	%	Fre	%	Fre	%	Fr	%	Fr	%
1	Ongoing training available	10	10	20	40	20	40	-	-	10	20	50	71.27

SA=Strong Agree, A= Agree; U= undecided; D= disagree; SA= strongly disagree

Availability of teachers' training is a serious problem in the selected schools of Oromiya region (Table 4). The majority of the respondents 50 (71.2 %) of teachers, teachers have no in-service training. However, by the responses of the open-ended questions some teachers questioned the relevance and importance of trainings rather than their number. All respondents of teachers agreed that there is budget constraint. But about three-fourth of the informants said that even though there is budget, though it is not enough to finance for administrative issues and other trainings. Contrary to the teachers, all school directors stated there are trainings. This implies directors believed that they have are giving the necessary trainings for the teachers especially on school improving program. In addition to lack of relevant and important trainings, trainings offered for teachers are poorly designed and organized. Teachers stated that the trainings offer nothing other than creating opportunity of sharing experience with fellow teachers. Trainers are not qualified enough to train teachers of many needs. The description entails that there are problems with the training in the school at least in the department the above teachers have joined.

It's generally argued that most of the regions of the country are decimating the trends of the drop outs and repetition.

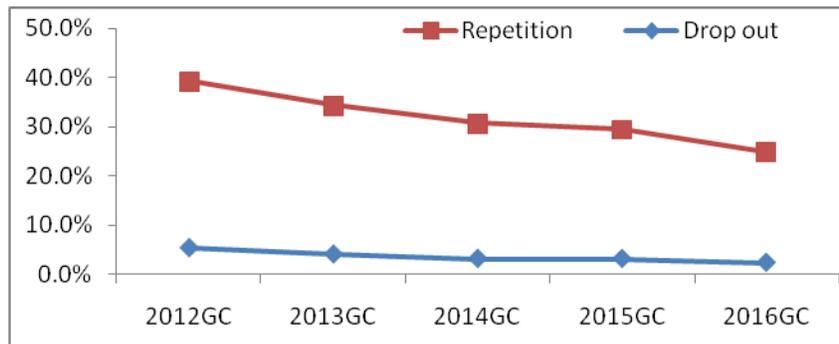


Fig 1: The magnitude of Dropout and Repetition in primary schools of the study area; *Source: Oromiya Regional Education Office (summary of five years annual report in 2017)*

Figure 1 shows that there is a decrease in the percentage of students who dropped out and repeated in the years. For instance, here is a decrease in the percentage of dropouts and repeaters in 2013 than 2017. However, the change is not satisfactory. As an evidence, the study area dropout rates for 2012, 2013, 2014, 2015, and 2016 academic year were 5.3, 4.0 and 3.13 percent respectively (see table 7), are above the national average dropout rate in primary schools for towns and cities which have 2, 2.2 and 2.1 percent for the same academic years respectively (MoE, 2013/14). Moreover the number of students repeated in the same class is still large. Thus, to minimize the above problems of the schools, all stakeholders should work together further.

One of the objectives of the schools is to reduce wastage (dropout and repetition rates). The participants of the study reflected that teachers are carrying out activities that help to decrease drop and repetition rates. The schools principals forwarded. Before some years, the trend was that teachers were not concerned about those teachers' responsibilities. Now teachers are aware of their role in this respect and acting to reduce dropouts and repetitions. Teachers were so concerned about reducing dropout and repetition and they also mention as they are using different mechanism to decrease the problems. However, teachers don't use active learning (student center) frequently citing different reasons such as large class size and shortage of time. In line with this, one of the teachers explained it as though they have difficulties in using active learning and continuous assessment due to large number of students in the classes; they give students assignments and home works frequently. This is better than giving them only mid exams and final exams. They are achieving better and number of repeater is becoming less. The result shows that teachers are working towards reducing repetition rates. The figures in the schools also showed that dropout and repetition rates are decreasing in the schools. But the average rate of the region still is large compared to the standard.

Promotion and Incentives

Table 5: Respondents' view on Promotion and Incentives

N o	Item	Category	SD		D		A		SA		Overall	
			Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
1	Promotion and incentives	Students	20	4	16	3	10	2	4	8	50	71.
		Directors							10	100	10	14.
		Teachers					5	5	5	50	10	14.

SA=Strongly Agree A= Agree U= undecided D= disagree SA= Strongly Disagree

The current school system lacks promotion and incentives issues in this particular study. As shown in table 5, the perceptions of students, teachers and other staff members on whether they are provided with incentive and motivation for their positive contribution or not had been assessed. All teachers 10 (100%) agree in the presence of incentives and motivations. Similarly all directors 10(100%) agree that they do have motivation mechanism for those who excel. The majority of students or 36 (72 %) students did not support this idea. Therefore, the results shows there is promotion and incentives in areas in which the study conducted. However, one the participants of open ended interview replied that quality of education promotion of students and teachers are so crucial but in our

school there is incentives but it is not enough for motivation. Supporting this view, interviewed teachers revealed that promotion and incentives proved as given for their contribution by the schools but it is not yet enough. Moreover, there are even teachers who have bitterly complained on insufficiency of incentives for additional qualification and extra duties. This dissatisfaction affects the teaching learning process. Some teachers' opinion is expressed that there is no room for incentives for extra duties despite presence of extra duties. The explanation indicates that a system is not enough developed to give incentive for teachers who devote much time on additional duties. Generally, regarding promotion and incentives, teachers need promotion and recognition of their activities. Promotion and recognitions motivate and help teachers to carry out their duties successfully. On contrary to teacher, some directors said there is enough for their duties. Therefore, there is gap between interest and supply. Thus, the researcher can be deduced, promotion and incentives should be creating motivation and competition among the participants in the schools otherwise it is so meaningless.

Factors Affecting Quality of Education

Shortage of qualified and competent man power, lack of adequate education facilities and the quality of students joining primary school were analyzed to predict the major significant factors that affect the teaching offered in primary school as shown from the findings which are emanate from responses of questionnaires. Despite, differences in responses of interview questions on items observed among the respondents it is possible to conclude that shortage of qualified and experienced teachers are affecting the quality of the education. Beside to those factors, the majority responses of items 18 in open ended question (list some of the major problems faced by the school in which you teach), demonstrate that it is lack of adequate educational facilities, lack of supportive management, lack of competent and experienced teachers and lack of motivation and training are the major significant factors affecting quality of education. In conforming to this, majority of teacher respondents as we have seen above the role of the school management is significant but the finding shows the support or the role of the management is not great as it expected in the selected areas. To sum up, the study has identified the following is the major challenges in the realization of quality in Oromiya region government primary schools are lack of school facility, lack of experienced man power, lack of good relationship between teachers and principals and high, high class size and repetition rate.

The Way forward for by the Participants

Respondents emphasized on certain issues for improvement of quality of education in the school. In the first place, education environment should be become safe, supportive and welcoming for all students. Secondly, democratic culture should be cultivated in the schools; Third, different evaluation performance should be enhanced in the schools. Fourthly, teachers should be show strong effort to make the curriculum meaningful, inclusive and appropriate to development stage and needs of the students. Relationship between the school community and principal or management staff should be good. Sixth, the schools have to be governed by effective and efficient school leadership. Making school environment attractive by providing sufficient school materials teaching aids, trained teachers etc is another way forward. 8. Students should be supervised. 9. All of the teachers have reported that further training is necessary. 10. Schools should established continuous (habit) of contact between teachers, parents and school management.

Reflection on the Obtained data

It was found that the school management are not participatory, especially the primary stakeholders such as teachers and students are not involved in decision making areas these issues created problems in common understandings about school administration issues to ensure the quality of education. Teachers responded that they have no favorable attitude towards school management. Regarding competency of the top principles majority of the schools responded that the competency and qualification of the top management is not acknowledged to ensure the clear management structure and provide conducive teaching environment. Regarding training 60 (75.5%) teachers have respond that they had no received in service training about the content of their subject. But they indicate there is annually budget for training. Regarding qualification of teachers, all (100%) have first degree holders. As observed in the study, the major of the teacher were meeting requirement i.e. for primary schools teachers could have teachers with minimum of first degree holders. Staffs' teaching experiences and competences in some schools are in worrisome state. Most of the teachers have experiences of below 6 years in areas of teaching. Thus, sometime they are not capable enough to manage their class. In all the selected schools, there are no adequate and relevant teaching- learning facilities. This problem forced most of the institutions to depend on theoretical teaching process than practical work. Regarding instructional facilities majority of teachers and students indicated that there is a poor supply of instructional materials while 7(70%) of directors there are sufficient necessary instructional materials. Concerning dropout and repetition, dropout and repetition rates are decreasing in the schools. But the average rate of the region still is large compared to the standard.

Conclusion

It can be concluded from this research that the problems of school management like incompetence of principles to providing conducive teaching environment and incompetence of teachers to utilize the existing materials can be regarded as moderately affecting the quality of education. The teaching facility gap concerning the nature of education and the poor quality of teaching learning process and lack of commitment of students joining the schools are found to be among the most significant root cause of quality declination as understood form the respondents of each schools in this particular study. The findings of the study also indicated that the teaching by

primary schools is not meeting its target as schools are suffering from lack of quality of inputs and process as a significant factor to promote quality of the education system. Shortage of resources and budget and lack of incentives have limited the effort of teachers and this in turn limits the changes sought at school level. The study further concludes that there are good effort to minimize drop out and repletion in the school. However, there efforts are affected by constraints/problems such as shortage of budget, lack of incentives, poor trainings and lack of experience.

Recommendations

It is recommended that quality is best achieved when it is practiced collaboratively. Thus, all stakeholders have to share what they have learn one from the other, and work hand in hand to achieve better in the future than in the present. Schools management should be participatory and the director should be those equipped with knowledge. To minimize shortage of resources in the schools need must be properly assessed and utilize needs must be properly assessed and utilize materials equipment plan and economic order quantity which could facilitate the ordering point and time. Schools should look for the quality and relevant of teaching material in accordance with the curriculum designed for each of subjects. Continuous trainings and workshops should be prepared by the right persons, who are well skill, have knowledge better than other. High schools teachers have to be responsible to try their own best for enhancing quality of education. They have to be committed interested and should be energetic to stand against the challenges as much as possible. School principals and supervisors should give strong support to the students and the teachers. The researcher highly recommends it the staff in school develops commitment and awareness to quality education and tries to share their experience with other schools. Finally, the researcher would be like to recommend further studies with a wide scope at regional and national level in order to gain in depth understanding of the major factors affecting the quality of education at input and process level which are the basic area to determine the quality of output.

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