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## **Barriers to Quality Education: Exploring the Perception of Government Primary School Principals - Evidence from Sebeta, Ethiopia**

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**Abstract:** *The objective of this study is to investigate government primary school principals' perceptions of barriers to quality education in schools. The study also identifies factors that impede the smooth functioning of the teaching and learning process in the schools. A case study design with qualitative methods was applied. Data were collected through semi-structured interview questions from seventeen school principals, and school observations in eight schools. Accordingly, the barriers to quality education were categorized under four premises: issues related to students, teachers, school facilities and management. Though the principals were aware of the concept of quality education and the factors affecting the provision of quality education, because of administrative work load, teachers' health difficulties, students' disciplinary problems, weak commitment from the city education office as well as the community, and the scarcity of teaching materials, the principals fell short of maintaining quality education in their schools.*

**Keywords:** quality education; primary schools; principals

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## **Introduction**

According to the Ethiopian Ministry of Education (2015), one of the priority areas of the education and training system in Ethiopia is providing quality education that meets the diversified learning needs of all children, youth and adults. Maintaining quality education requires the engagement of different stakeholders in the education sector. Moreover, it necessitates the proper utilization and provision of varieties of inputs.

A number of factors contribute to the facilitation of the provision of quality education in schools. As Sallis (2002) noted, the source of quality in education includes strong and purposeful leadership, outstanding teachers, plentiful resources, high moral values, excellent examination results, the support of parents, business and the local community; and the application of the latest technology; a well-balanced and challenging curriculum; the care and concern for students.

Factors such as leadership style, class size, school culture, teachers' qualifications, teachers' pedagogical knowledge and skills, time allotted for teaching, students' readiness, school facilities, and the like can shape the provision of quality education in schools. Ross and Genevois (2006), state that almost any issues rose in schools, whether on the teaching-learning or the relationship between the learner and the teacher are geared towards quality. Besides, the authors also noted other factors such as the school surrounding environment, the inputs, processes and outputs as crucial factors affecting the quality of education. The complexity of education and the importance of values in education make the motives for taking a quality stance more complicated and diverse (Sallis, 2002).

### *Defining Quality Education*

Quality is multidimensional and may focus on equity and efficiency concerns. Quality is dynamic in that its concept changes over time and by context, quality can be measured either quantitatively or qualitatively,

and besides goals of quality may be different from that of efficiency, equity, or other education goals. According to literature, it is not easy to define the concept of quality in education (Goel and Hamman-Dina, 2017; Thareja, 2017). Quality is grounded in cultures, values, and traditions and is specific to a given country, region, society, school, parent, or individual student.

Engel and Rutkowski (2014:772) state that *the lack of a universally accepted definition of quality allows educational stakeholders some room for negotiation on how the term is defined and understood in the context of the educational systems being judged*. Barro and Lee (2001) revealed that the quality of education would be expressed in the performance exhibited by graduates and students. Taole and Mncube (2012) related quality education with qualified teachers, who are excited and passionate about their work. The proper utilization of input resources into schools and classrooms is equally important in promoting quality education in schools (Ampiah, 2008). Further, Derebssa (2006) also emphasized in order to ensure quality education, a participatory and/or an active learning approach need be given great emphasis in schools.

Implicitly or explicitly, the idea of quality education is a concern in the educational policies and programs of different countries. Quality of education is a many-sided notion that can be defined in different ways based on a country's policy objectives and fundamental philosophies (Amare, et.al.2006). The 1994 Ethiopian Education and Training Policy also put education quality according to the attitudes, skills, and knowledge that students develop with regard to affective, cognitive, and psycho-motor domains. As various authors, writers, professionals, implementers, practitioners, and researchers perceived, quality education from different perspectives it is very difficult to put its concept precisely (Alam, et.al. 2021).

According to OECD (Organization for Economic Co-operation and Development) 2005, p. 14) in Engel and Rutkowski (2014), the definition of quality is viewed from six differing perspectives: the productivity view, the instrumental effectiveness view, the adaptation perspective, the equity perspective, the efficiency perspective, and the disjointed view.

The productivity view stipulates that the success of the education system depends on the attainment of the desired outputs and outcomes. Under this perspective, output, outcome and impact indicators are the predominant type of quality indicators that need to be monitored. Here the concept of quality education is viewed in terms of its productivity.

Instrumental effectiveness view indicates that the success of the education system is contingent upon the instrumental potential of certain levels and forms of inputs and processes ... Context, input and process indicators within the education system are selected for their expected educational outcomes.

Adaptation perspective views that the success of the education system relies on the critical analysis of educational goals. According to this view, conditions that allow for change in education would receive emphasis as means, while labor market outcomes or cultural capital could be considered as ends.

Equity perspective states that the success of the education system depends upon an equal or fair distribution of inputs, processes and outcomes among participants in education with different characteristics.

Efficiency perspective views that the success of the education system depends upon achieving the highest possible outcomes at the lowest possible cost. This perspective is an elaboration of the productivity and instrumental effectiveness views.

The disjointed view argues that the success of the education system is judged upon whether or not specified elements of the education system are performing in an acceptable way or at an acceptable level. This is an alternative view to all other views that consider the combination of or the relationship between the various elements.

Srikanthan and Dalrymple (2003) in Schindler, L. et.al (2015) put four groups of stakeholders that must be considered when defining quality: providers (e.g., funding bodies, taxpayers and the community), users of outputs (e.g., employers), employees of the sector (e.g., academics and administrators), and users of products (e.g., students). Meanwhile, to sustain nation's economy, the importance of quality education is indisputable (Thangeda, et.al 2016).

### **Review of Literature**

Quality education is a global issue. Engel and Rutkowski (2014) argue that advancing quality education is the internationally recognized aim of education; they state the concern of quality education as the accepted commitment of national governments and international organizations. If students have access to quality education at their primary level, this can increase the likelihood of enjoying their higher levels of education (Gain, et al 2021). With regard to quality education, the Ethiopian Ministry of Education (2015) claims that despite the efforts of the government, student achievement and learning outcomes have not improved in line with the objectives set. *In spite of increased attention and substantive funding, the promise of quality education for all is yet to be fulfilled* (OECD, 2019:7).

Though much effort is exerted on various initiatives to improve quality in many developing countries yet the quality of education remains poor (Margo, 2005). In Ethiopia, too, despite a number of endeavors from the Ethiopian government to improve quality education, still the education

sector is suffering from lack of quality education. Similarly, Sewagegn and Asrat (2020), MoE (2017), stated in Ethiopia, the education system has suffered from shortage of quality and students who completed primary education lag behind competencies that require assimilation of knowledge, skills and the required values.

The major factors constraining the provision of quality education in primary schools in Ethiopia include shortage of educational materials and facilities, poor training and low salaries for teachers, lack of incentive, rare professional development opportunities, and low community participation or commitment, (Fekede, 2012; Mulatu and Teketel, 2014; Aweke, 2016; Gena, et.al 2017).

Maintaining quality in education is a result of lots of factors. Of these the competencies principals show in schools is of paramount importance. Directly or indirectly principals play a critical role in influencing school outcomes (Suber, 2012, Starr, and Ah-Teck, 2013; Ifat, and Eyal, 2017). Similarly, Mulatu (2021) noted there is a strong positive relationship between principals' competencies and enhancing quality education in schools.

The competence of principals primarily emanates from their awareness of the essence of quality education. In schools, principals' perceptions are aligned with factors and processes that promote quality in schools which are shown in school excellence related indicators, such as teacher motivation, pupil attendance, and use of effective instructional strategies (Dery, and Reingold, 2021; Hariyati, et.al 2021; Kahn, et.al 2014).

Understanding the ways in which school principals perceive the essence of quality education can play a major role in their effort to provide the required leadership to improve quality education in schools. As it impacts reaction and decision-making process, school principals' perceptions are critical in improving school quality (Hariyati, et.al 2021).

Giving emphasis to the role principals in schools, Anderson (2008), Mwamuye, et.al (2012), and Kahn, et.al (2014) assert that the school principals have to give emphasize to both administrative as well as academic issues in school, such as curriculum, student evaluation, and teacher training and effectiveness. In relation to this, the study focuses on factors that have impact in the provision of quality education according to the views of school principals. Here, school leaders' perceptions of quality education and related factors were treated. Hence, the aim of this qualitative study was to pinpoint the school principals' view and, in particular, to find out how principals perceive quality issues in their daily routines in school settings.

The following issues were considered as guides to the study:

- How principals perceive quality of education in their schools; and
- The perception of principals regarding the barriers affecting quality education in their schools.

#### *Operational Definition of Terms*

- *Barrier*: Anything that hinders the smooth functioning of students learning in schools.
- *Government Schools*: Schools mandated for all children and owned and controlled by the local or national government.
- *Perception*: The knowledge and attitude held by the school principals in relation to quality education.
- *Primary Schools*: Schools of grade 1-8, offering basic and general primary education to prepare students for extra general education and training (MoE, 1994).

## **Methodology**

### *Design*

The purpose of this study was to examine government primary school principals' perception regarding barriers to quality education in their schools. Hence, this study adopted qualitative research design. Qualitative research helps to use of semi structured interview guides that let the research respondents to express their feeling freely and in detail (Creswell, 2009).

### *Instruments of data gathering*

This qualitative study is based on two techniques of gathering data: individual interviews and classroom observation and/or field visit. To achieve the objectives of the study, semi-structured individual interviews were used. As a data gathering tool, interviews give opportunities to the interviewer to carry out an in-depth investigation and helps to extend further questions based on the respondents' response and also it provides a chance to the interviewee to explain more openly what she/he knows and feels about the issue under study (Best and Kahn 2003; Creswell,2012). Accordingly, nine semi-structured interview items were prepared for school principals. The interview items were prepared based on the literature reviews made and their suitability to collect the required data. Observation check lists consisting of twelve items were also prepared. This was accompanied by class room observation and school compound visit.

### *Participants*

A qualitative research method with a purposive sample of eight government primary schools from Sebeta city, Oromia regional state of Ethiopia was conducted. Sebeta city is one of the moderately advanced cities in Oromia regional state. The city is located twenty kilometers



away from the capital city Addis Ababa in a south west direction. All the research participants in this study were school principals. In the city administration, there are fourteen government primary schools. Of these, for the purpose of this study, eight senior or oldest schools in the city were selected purposely so as to address the issue under study. There was a total of eleven male and six female principals in these selected schools. All the school principals within these schools were invited to take part in the study and all accepted the invitation to be part of the research and willingly participated in the study. As a result, seventeen interview sessions were conducted.

According to Sebeta city education office 2020 report, in these selected eight schools a total of fifteen thousand ninety-six students of which six thousand five hundred eighty male and eight thousand five hundred sixteen female students are attending schools. Besides, there are three hundred twelve teachers of which one hundred sixteen were male teachers and the rest one hundred ninety-six female.

#### *Procedures of data collection*

This study is based on interviews with school principals and observations of students in class and school compound. Having a cooperation letter written to schools from the city education office, permission was sought from the gatekeepers at each of the schools. Then after a brief discussion of the objective of the study with each school principals, all the participants in the sampled schools were willing to cooperate.

Therefore, in order to encourage and create comfortable situation for the study participants, interviews were scheduled and conducted at a date, venue, and time fitting to each research participant. As a result, I interviewed all the school principals in their own offices in a time convenient to them.

With the interest of the participants, all the interviews were audio recorded. Accordingly, a total of seventeen interviews each lasting between thirty-two and fifty-six minutes were conducted. Besides, I took hand notes on all the interviews and observations conducted. It took a total of two weeks to collect data from all the eight sampled schools.

Together with the use of an audio recorder, handwritten field notes were also made to enhance research reliability and validity. At last, the completed interview audio-recordings were transcribed accurately and anonymously using an inductive thematic approach in order to have participants' perspectives, experiences and meanings on the point of reference.

In addition to the interviews conducted, I visited one class room from each school as well as the school compounds with the consent of the school principals. I observed students in a variety of settings; e.g., during their physical education time, their break time, while they play with each other and the like. Gathering data from the selected schools in the city helped me to have ample data on issues related to improving quality education in schools; for the reasons that the respondents have an excellent work experience and better understanding of the topic under study.

#### *Techniques of data analysis*

After carefully jotting the collected information through recorded semi-structured interview, I used content and descriptive analysis methods. Here, the data were coded into themes and then edited accordingly to clarify the findings. In addition, citations were used frequently in the descriptive analysis to reflect the views of each of the study participant. Codes like (R1, R2, and R3 ... R17) were given to the respondents. The aim of content analysis was to identify patterns in the major themes from the relatively large qualitative data collected in order to give the collected data explicit structure (Patton, 2002). The information from the field observation report also analyzed (triangulated) to have additional

verification that can be used to substantiate issues arising from the interview data.

### *Ethical considerations*

Ethical considerations guard the research participants from any bias or harm that they may encounter in response to the study. First, permission was sought from the office head via a written letter by informing the purpose of the study. Then, discussion was conducted with the study respondents, as a result of which each of the participants agreed in advance to be part of the study. As Cohen, et.al (2005) wrote, in order to gain the necessary information in a study, the researcher should present the necessary information with respect to the aims, nature and procedures as necessary. For confidentiality, pseudonyms were used for the participants' real names and secret codes (R1, R2, and R3...R17) were used to classify the participants' responses through the process of analyzing the data.

### **Results**

Seventeen school principals - a total of six females and eleven males - were included in the study, with the period of service as principal or vice principal ranging from three years to fifteen years within their current or previous schools in the area. As such, the sample was representative of primary school leaders within that particular local authority.

As far as their roles and responsibilities are concerned, most respondents in the sampled schools have good experience in acting and responding confidently on the interview questions raised. According to the views of the respondents, lots of factors were raised in relation to barriers (challenges) that hinder the provision of quality education in the schools. Emerging inductively were four overarching themes related to school leaders' perceptions of the barriers to quality education in primary

school settings. These were issues related to the students, matters associated to the teachers, problems associated to school facilities, and matters related to the school management.

*Issues related to the students*

Regarding participants views on this category, most respondents argued that the majority of the students coming to school lacked an interest in their education. **R1** stresses, *some come to school late, some try to leave the school compound before time, some do not want to participate in school affairs, and most do not perform well on exams and are lagging behind.* As one respondent **R7** noted, *I think most students come to school without vision; they are not interested in participating in school affairs, in clubs, or in class, and are bored.* One respondent says:

If we look at students, the majority of students in my school have minimal concern towards their education. I can say most students don't know why they are here at school. In most circumstances their feeling concerning the learning process taking place in the school is lacking courage. Besides, almost there is no effort from the stakeholders out of school in helping students perform best in the school. **(R15)**

Most students visualize and focus on short-term gains from their education. According to one respondent:

As far as their idea is concerned, students fail to see far and their view is limited and most are attending their education not to proceed through the top levels of education, rather they visualize short-term gains and are here to have a school completion certificate that permits them to fit to the minimum requirement that let them start the process of driving license **(R2)**.

In relation to this, the same respondent **R2** doubts the possibility to improve quality education in the school while students have lower interest in their education. As **R5**, says

Students discipline is deteriorating from time to time; though we tried to discuss with, the problem might be solved temporarily and the next day the usual situation continues: we are not sure whether their families are aware of their characters. Currently, the students are not respecting their teachers to the level expected.

The frequency of market days in the area is also be raised by some study participants. **R3** says *the increase in absenteeism is primarily students habited to go to markets and engage in their own small trade, of course at the expense of their schooling.*

The EGRA (Early Grade Reading Assessment) (Piper B. 2010) report done in Ethiopia also shows more than half of first cycle primary students fail to read and understand single comprehension questions relevant to their grade level. This shows that the crisis we as a country are in. Despite the challenges we are in, Alam, et.al, put the importance of quality education to children as

Quality education helps children to acquire nous of justice, dutifulness, discipline, good manners, scholar attitude, human rights awareness, secular, friendliness and co-existence, curiosity, love and friendship, perseverance including moral and spiritual qualities; and to encourage the children to develop as a scientific and cultural minded free from all prejudices (2021: p.2).

#### *Matters related to the teachers*

According to the majority of respondents, teachers' self-esteem is not good, and is the main challenging factor in improving quality education.

Most teachers are not eager in their work life. As a respondent expressed:

Currently, we are in a position not to talk even a single word to teachers. This is really devastating, the condition in which teachers are is the worst, and they are fed up totally. Although almost all of the teachers here are experienced and are aware of what is expected of them, they give too little attention to the teaching learning process taking place in schools. In my opinion, this may be primarily because of the life (economy) burden they are in. They may be physically in schools, and surely, they are not here mentally. **(R11)**

Expressing the worst scenario of the school, **R3** articulates *I can say ninety five percent of the teachers in this school are not physically healthy enough to teach properly: let alone maintaining quality education, almost all of the teachers in my school fail to teach properly the classes they are assigned for.* In conveying the reason, the respondent added, *the very reason for this is the location of the school, for that the school is located in the city; teachers with medical problems are assigned to such schools which are nearer to health facilities* **(R3)**. The city education office usually assigns teachers with health problems or varieties of related cases in the schools found or nearby towns claiming the availability of health facilities in the area, unlike far remote schools in the rural or peripheral areas.

The other related challenge is,

Some teachers are obliged to teach without their qualification because of lack of teachers in certain specialization. In my school, while there are excess teachers in one field of specialization, on the other hand we do a shortage of teachers in some fields of education. This is primarily because of the placement (transfer) of teachers to our school for special reasons such as medical cases and other related family and social issues **(R9)**.

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Stressing issues related to teachers in the school, a respondent states that *despite teachers' background, almost all the challenges that are observed in the school can be addressed if we have motivated teachers, but unfortunately, we do not have such teachers. (R13).*

To some extent, to deal with the challenges related to teachers' background, some participants also recommend training opportunities to the teachers. Despite the very challenges raised by the study participants, at the school level, teachers are commonly acknowledged as a critical factor influencing education quality and the fulfillment of educational goals. Many researchers and policy makers believe that teacher quality is a fundamental element of school quality (Ayalew 2009; Adeyemi and Adu 2012; Bold T., et.al 2017).

#### *Problems Connected to the School Facilities*

From my observation as well as from the respondents, most classes are overcrowded, the quality of the classrooms was poor, and the equipment was really deteriorating. Regarding issues raised in school facilities, **R2** says:

The school compound and the sport fields are not favorable for the smooth functioning of the teaching and learning process. In addition, there are up to one hundred five students in a single class without even proper seats. So, how it is possible to talk about quality education let alone maintaining it?

Shortage of textbooks is the other difficulty in quality education. *The city education office cannot provide the required number of books to the students. Because of this, we are obliged to provide textbooks to the students in pairs and in groups as well. (R7).* Similarly, **R4** also adds *varieties of quality standards set by the Ministry of Education are not met here in practice: to mention ratio of students per teacher, ratio of*

*students per book, and ratio of students per class were quite low from the set standard.* Emphasizing the shortage of school facilities:

There are more students in one class, as a result of which four students are sitting on a single desk designed for three students. We also have serious shortage of reference books in the school shabby library room. The staff room for the teachers lacks the required chairs and tables. Practically, these shortages of materials impacted the smooth functioning of the school duties. **(R17)**.

#### *Matters related to the school management*

The administrative work burden, together with the situations in the schools, made the role of the management tiresome. Although there are one principal and one or two vice principals in the schools, the daily routine activities of the principals coupled with weak teachers' morale and severe students' disciplinary manner make the struggle to maintain quality education very difficult. According to **(R12)**:

Challenges of the school principals include the nature of the work itself: failing to see the output immediately, lack of genuine support or supervision from the city education office, weak community engagement in the school affairs, shortage of finance, and the like seriously constrain our effort.

Though, the schools are expected to report to the city education office, because of the decentralization of education system in the country (Ministry of Education 2002), the local community is also given a chance to manage primary schools (grades one to ten) through a board/committee called Local Administration/Kebele Education Board, in which the school principal is a member of the board. Komba and Nkumbi (2008) noted claiming the Tanzanian experience that the functioning of school committees in the development of school management in Tanzania to promote quality education in schools is important.



As a respondent (**R14**) to discuss the school affairs and reach an agreement, the role of Local Administration/ Kebele Education Board and Parent Teacher Association is mandatory; the respondent claimed further, *but the board members are lagging behind to come to school on the scheduled time; this is primarily because they are selected to serve on voluntary basis from the community and have their own family duty as well as social issues.* (**R14**). *Let alone to come to school willingly,* says a respondent, *but also the Local Education Board members are not interested to come to schools even when invited* (**R16**). According to the respondents, then, this practice, most of the time, results in the delay of school management duties. Ultimately, as a result, it affects the daily routines of the school activities and the efforts to improve the quality of education in schools.

## Findings

Maintaining quality education is one of the major activities of school principals. In order to do so, school principals play a pivotal role. This study investigated the perceptions of school principals toward quality education and issues that may hinder them from rendering quality in their respective schools. Hence, from the analysis four major themes were identified as barriers to maintaining quality education according to the study participants. From the semi-structured interviews conducted, almost all the respondents were aware of the concepts of quality education. Meanwhile, it can be said that the general feeling of the respondents towards their duty is good. Their energy and enthusiasm to react to the challenges they face is impressive.

In the first category, quality barriers related to students' background were treated. Though students are from different backgrounds, the majority of the students exhibit odd behaviors against the rules and regulations of their schools. As a result, according to the respondents, the students' grades are not satisfactory. It is observed that, in the

schools where the research is conducted, most students lack interest in their education and exhibit offensive behavior. Besides other constraining factors, lack of awareness of the students is the dominant factor.

The second category dealt with the challenges of maintaining quality education that emanate from teachers' background. The big challenge here is the placement or transfer of teachers to the schools via the so called "special cases". The majority of teachers were placed or transferred via such cases have health problems, family related constraints, and fatigue from long years of experience. Although the experience is important, because of age and routines in the primary schools, they were bored and most of the time ended up in being indifferent. Almost all the respondents criticized such placement criteria and recommended that they should be revisited by the city education office together with the schools.

In primary schools in particular, dealing with school children requires certain kinds of tolerance, being alert physically, and the like. Here, it is better to acknowledge and give priority to the reason for the establishment of schools and students learning. In schools where there are lots of numbers of students, if the commitment from the teachers is lagging for any reason, it impairs students' learning and really this challenge need be addressed on time.

The other third theme is about the school management. At this point, school principals have ample concepts regarding school policy documents; the school environment and the concept of quality education as far as their schools are concerned. Despite this, it is not easy for the school principals to manage issues beyond their touch. Students' background is a result of so many factors that cannot be addressed within a short period of time as well as within the capacity of the specific school. Meanwhile, the school principals together with the school communities within schools, through integrated effort can reduce the challenges against providing quality education.

In the analysis, the last and the fourth group deals with the school facilities in the schools. Such facilities like student desks, text books, chairs, blackboards, stationeries for the teachers are prominently scarce and dilapidated. The sport fields are not suitable. Handa and Simler (2005) argue that school inputs matter more in terms of school achievement in developing countries.

### **Conclusion**

A review of related literature increasingly emphasizes the importance of school principals' perceptions on the notion of quality education so as to help students learn effectively. The general purpose of this qualitative study was to examine the perception of school principals regarding barriers to quality education in primary schools.

To maintain quality education in schools, stakeholders' involvement is of paramount importance. Of the key stakeholders in the schools, principals are the major ones. For the overall success of the schools the principals are central. Hence, above all the perception principals have on the concept of quality education matters so as to contribute to the quality of education offered to the students.

The findings of the study indicate that though school principals have adequate awareness on the fundamental nature of the quality of education, other decisive issues related to teachers' health problems, students' disciplinary issues, poor infrastructure of the school facilities, and weak commitment from the community together with the principal's work burden render the provision of quality education in the schools difficult.

As manager in schools, the principal has the major responsibility to maintain quality education. Among these, ensuring the implementation of the curriculum, maintaining and improving teachers' quality, as well

as monitoring and enforcing student conduct are to be mentioned. Even though school principal is central component of the school quality, his/her integration and collaboration with all the stakeholders in and out of the schools are highly importance.

In schools, quality education is strongly associated with school principals' efficiency. This basically depends on the awareness and cooperation of school principals who can facilitate the smooth functioning of the teaching and learning process. Without considering the perception and support of school principals on issues related to quality education, the general school process will not possibly yield positive results.

Generally, the study concludes that in order to tackle barriers to quality education, the perception school principals have on the essence of quality education is unquestionable. Meanwhile, teachers' enthusiasm and qualification, students' discipline and background, the availability of teaching materials, and the commitment of the school management bodies are significant for the smooth functioning of the teaching and learning process which is the basis for maintaining quality education in schools.

### *Recommendations*

Most of the consulted principals are aware of things that are barriers to quality education and almost all have adequate understanding of what quality education means. Hence, based on the major findings and conclusions drawn, it is recommended that:

- Though literature emphasizes the importance of principals' perception on issues related to the provision of quality education in schools, to maintain quality education in schools there need be strong collaboration of all stakeholders including the teachers, the students, the community

and the school management bodies in order for the teaching learning process taking place in the schools to succeed;

- In schools, teachers should encourage their students to focus on their education by providing them with the opportunities that attract them to their academic work rather than letting them idle;
- The school management committee should create awareness raising sessions and collaborate with parents so as to pay attention to their children`s learning and follow their academic performances;
- The school management should prepare and communicate rules and regulations for students to make effective use of their time in schools;
- Above all, from the analysis made on data gathered from the research participants, the way primary school teachers are assigned and/or transferred from and to schools need be given due attention, and
- Further research is also needed to study how to improve the provision of quality education in schools.

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