British Journal of Education, Society & Behavioural Science
19(3): 1-11, 2017; Article no.BJESBS.31367
ISSN: 2278-0998

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Perceptions of Secondary School Principals, Teachers and Students on Quality Education, Bahirdar City: Ethiopia

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Author's contribution

The sole author designed, analyzed and interpreted and prepared the manuscript.

Article Information

DOI: 10.9734/BJESBS/2017/31367
Editor(s):
(1) Oyedunni Arulogun, Department of Health Promotion and Education, University of Ibadan, Nigeria.
Reviewers:
(1) Suleyman Goksoy, Duzce University, Turkey.
(2) Ignatius Isaac Dambudzo, Zimbabwe Open University, Zimbabwe.
(3) Bryson D. Kinyaduka, Mzumbe University, Tanzania.
Complete Peer review History: http://www.sciencedomain.org/review-history/18000

Original Research Article

Received 2nd January 2017
Accepted 28th January 2017
Published 1st March 2017

ABSTRACT

This study attempted to find out the perceptions of principals, teachers and students about quality of education in secondary school in Bahir dar city. The research design for the study is descriptive survey. The samples for this study were 7 principals and vice principals, 112 teachers (98 males and 14 females) and 401 students (193 males and 208 females). The data gathers through questionnaires, observation and interview. A questionnaire was analyzed quantitatively. This study attempted to find out the perceptions of principals, teachers, and students about quality of education in descriptive statistics. For the descriptive statistic, the researcher used mean. To check the significant difference between respondents the inferential statistics, one – way ANOVA SPSS version 20 was used. The findings of the study revealed that principals' over whelming viewed quality education in terms of input indicator with a total mean value of (3.4), in terms of the process indicators with a total mean value of (3.4) and in term of output indicator with a total mean value of (3.32) fall in average. Teachers believe that education quality in terms of input indicators with a total mean of (3.5) near to good, In terms of process indicators with a total mean value of (3.70) near to good. And in terms of output indicators with a total mean value of (3.4) that is fall to on

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average. Students believed educational quality in terms of input indicator with a total mean of (3.10) fall on average, in terms of process indicator with a total mean value of (3.70) and interims of output indicators with a total mean value of (3.70) that is near to good. Especially laboratory equipment and facilities, library (space & number of reference materials, teachers in terms of their pedagogical knowledge and skills are still below average in the sample school. As the result of this study indicated, students, teachers and principals perceived process factor of quality education especially student centered factor below the average. In addition, the one way ANOVA result showed that there is a significant difference between the respondents of input and output factors. On the other hand there is no significance difference between the respondents on process factors. As a whole they responded that input, process and out factor affect the quality of education.

Keywords: Perception; secondary school; principals; teachers; students; quality education.

1. INTRODUCTION

Educational institutions like other organizations are established to serve specific purposes and to carry out designed mission. They provide resources, infrastructure, and necessary training to their staff to enable them to accomplish goals and objectives directed towards the achievement of the mission. Most public debates on the quality of education including concerns about a student's level of achievements, the relevance of learning to the world of employment or the socio cultural and political world occupied by the students frequently they often also include concerns about the condition of learning, such as supply of teachers or facilities. In light of this, researchers suggested that the concept of educational quality is complex and multi-dimensional Grisay & Mahlek [1]. They argued that the notion of quality should not be limited to students results alone but should also take in to account the determine factors which influence the provision of teachers, buildings, equipment, and curriculum. School might have fewer facilities than another but use them more efficiently.

Accordingly, the general concept of quality of education is made up of three interrelated dimensions. These are the quality of human and material resources available for teaching (inputs), the quality of teaching practices (process), and the quality of results (outputs). Thus, studies, which set out to assess quality of education, need to treat these dimensions carefully.

Despite a growing consensus about the importance of quality, there is much less agreement on what the concept means in practice. Quality in education is relative and not easy to define and measure. Many educators agree that an adequate definition of quality of education must be related to students' achievement (output) as its basis. They also include in the definition that the nature of educative experience should assist students to produce these out comes. Leadership styles that encourage employees' commitment are essential in order for an organization to successfully implement organization strategies, achieve their goals, gain competitive advantage and optimize human capital. As such, committed employees are more motivated and dedicated towards meeting and achieving organizational goals.

Nowadays, the world is rapidly changing as a result of which the schools need suitable leadership styles to enhance teachers' organizational commitment. This idea is supported by the argument of scholars that organizations need both transactional and transformational leadership. That means leaders or school principals use transactional and transformational leadership styles to lead the schools in a different amount. Students learn best in a positive and nurturing environment established by the teachers who believe that every students capable of learning. Student learning is both individually and socially constructed; it is influenced by cultural, familial, and social context. Differentiated instruction addresses student's diverse abilities, cultures, languages, and cognitive skills.

Currently, Ethiopia has placed education at the center of its strategies for development and democratization, promoting equity and quality of educational provision and rapid expansion of educational opportunity previously underserved population Africa Union Commission [2] &Ministry of Education [3]. Although the Ethiopian government has taken a number of measures particularly in improving quality of education by realizing the importance of quality education, still now there is a problem of quality of education. Supporting this Wana [4] stated

that despite the progress made so far in many countries there is a problem of assuring quality of education in different nations.

Similarly, as the researcher experience in teaching, department head and head of education office, there is a problem of quality of education in the study area. Due to this the researcher motivated to conduct a research on assessing the perception of principals, teachers and students on quality of education in Bahir dar city Secondary schools.

Despite progress, it has become evidence over the past decade, the teachers, students and text book ratio, retention and other global educational quality indicators do not adequately capture daily education experience and outcomes UNESCO [5]. Program and policy efforts to improve these indicators have neither sufficiently dealt with nor quality of education is reflected decreasing in dropout, increasing retention, achievement school effectiveness and outcomes. While this seems obvious, policy makers and program designer show only recently began looking seriously beyond not input and output models of what constitutes quality of education, seeking to understand more about complex processes at the local level and the daily school experience as basic ingredients of quality of education Nielson & Cumming [6] Anderson[7]. In searching for ways to improve quality of education most countries in process their focus on understanding complex interaction at the school, classroom and community levels as the primary engines of quality of education and as a way engaging local actors to address the frequently weak link between policy and practice Farrallel [8].

One of its intentions of education is preparing an individual for the future Fredrickson [9]. In line with this concept the Ethiopian education and training policy [10] aimed to exploit and educate wholesome citizens and ensure sustainable development of the people and the country. Ethiopia has placed education at the center of its strategies for development and democratization with strong policies to promote access; equity, relevance and quality African union commission [11]. This was one of the rationales behind the Transitional Government of Ethiopia (TGE) that introduced the current education and training policy in [12]. Likewise, lack of education quality is one of the major problems of the education system of the nation in general. The above study focused on the perception of principals, teachers and students on quality education (based on input, process and output factors) separately. Therefore, this study tried to assess the perception of principals, teachers, and students on the quality of secondary school education in Bahirdar city.

More specifically, this study attempted to find out principals', teachers' and students' perceptions of quality education, by raising the following research questions.

1. What are the perceptions of principals, teachers and students about the quality of secondary school education of Bahir Dar city?
2. Are there statistically significant differences among the perceptions of principals, teachers and students to the input, process and output factors of quality of secondary school education of Bahir dar city?

The purposes of the study were to explore how principals, teachers and students perceive the quality of education in secondary school. Specifically, the study is carried out to assess the perceptions of principals, teachers and students about the quality of secondary school education at Bahir Dar city and to investigate whether there is a statistically significant differences among the perceptions of principals, teachers and students to the input, process and output factors of quality of secondary school education of Bahir dar city or not.

2. MATERIALS AND METHODS

The research design of the study was descriptive survey research. This research design is appropriate to deal with the perceptions of principals, teachers and students about quality of education.

2.1 Sources of Data

For this study, primary sources of data were employed. The primary sources were principals, teachers, and students of Bahir Dar city secondary schools.

The sample for this study includes General Secondary & preparatory school principals (7 males), teachers (187 males and 36 females), and students (193 males and 208 females). The researcher used comprehensive sampling method to select General and preparatory schools principals in Bahir Dar city. On the other side, to select teachers and students the researcher used proportional and stratified

Table 1. Samples of the study by school principals, teachers, and students

No	Name of school	Principals			Teachers			Students		
		M	F	T	M	F	T	M	F	T
1	Ghion	2	_	2	52	7	59	118	103	221
2	Tana Hiq	2	_	2	19	4	23	37	34	71
3	Fassilo	1	_	1	7	_	7	9	15	24
4	Bahir-Dar Mesenado	1	_	1	10	2	12	18	25	43
5	Dilchibo	1	_	1	10	1	11	14	28	42
	Total	7	_	7	98	14	112	193	208	401

Source: School Record Offices

random sampling technique to determine the number of teachers and students. Because, number of teachers and students were not equal in each school. Then, samples sizes, as indicated in Table 1 above, were principals and vice principals 7(100%), teachers 112, (50%), and 401(60%) students.

2.2 Data Gathering Instruments

The researcher used questionnaires and interview to gather the data. To obtain reliable and valid data for the study, closed ended questionnaire for all principals, teachers and students were prepared, Moreover, some structured interview only for principals and observation were used as data gathering instrument. This is because using more than one data gathering instrument is advisable to assure the reliability of a given data Yalew [13].

Table 2. Reliability test results with Cronbach's alpha

Variables	Cronbach alpha	No of items
Input factor	0.82	12
Process factor	0.84	12
Output factor	0.82	4

2.3 Data Analysis Techniques

The major purpose of the study was to assess the perception of principals, teachers and students on the quality of general and preparatory secondary schools. To this end, mainly quantitative data analysis was used. To analyze the collected data, different statistical techniques were used. Mean and standard deviation were used to determine the level of the perceptions of the respondents on inputs, process, and output of quality education. Moreover, one-way ANOVA was used in order to see relative difference among means of different groups of study. The collected were analyzed by SPSS version/20. The data gathered using semi-structured interviews and observation were analyzed by using descriptive narration and content category.

3. RESULTS

3.1 Result of the Input Factors of Education

The results in Table- 3, indicates that the students, teachers, and principals believed that there were adequate teachers (in number) in the schools with mean scores of 3.68, 3.61, and 3.00, respectively. Moreover, the weighted mean indicates that availability of teachers in terms of numbers is similar to the mean score is 3.43. Adequacy of teachers (in terms of their number) as an input factor in the schools determines the quality of education delivered, because the more the number of teachers the best quality of education was delivered Karima et al. [14]. The results also revealed that the students, teachers, and principals believed that there were enough text books comparing to the number of students within the schools, with means of 3.79, 3.81, and 3.57, respectively. Textbooks play a role in the quality of education as input factor, the more the text books are available quality education would be delivered.

Students, teachers and principals responded with mean score values of 2.89, 2.66 and 2.57, respectively, about the availability of laboratory rooms and facilities, which are essential to enhance quality education. The reactions of the participants suggest that there are problems related to these facilities. This issue needs to be improved to ensure quality education especially in natural science fields.

Classrooms are also essential for quality education to be delivered. In this case the mean values of students, teachers and principals on the issue of classrooms were 4.03, 4.03 and

Table 3. Mean and standard deviation of the perceptions of principals, teachers, and students on the inputs factors of education

No	Item	Participants						Overall mean
		Students		Teachers		Principals		
		Mean	SD	Mean	SD	Mean	SD	Mean
1	How do you evaluate the adequacy of teachers in terms of their number in your school?	3.68	0.95	3.61	0.87	3.00	.57	3.43
2	How do you evaluate the adequacy of textbooks compared to students' number in your school?	3.79	.93	3.81	0.90	3.57	1.27	3.72
3	How do you evaluate adequacy of laboratory equipments and facilities in your school?	2.89	.68	2.66	0.63	2.57	.78	2.70
4	How do you evaluate the conduciveness of classrooms to students learning in your school?	4.03	.91	4.03	o.77	4.71	.75	4.25
5	How do you evaluate quality of most teachers in terms their subject matter knowledge?	3.79	.89	4.04	0.81	4.57	.53	4.13
6	Quality of most in terms of teachers in terms of their pedagogical knowledge and skills?	2.85	1.65	2.88	0.60	2.71	.48	2.80
7	How do you evaluate the knowledge and skill of most your school managers in your school?	3.87	1.00	3.87	0.921	4.57	.53	4.10
8	How do you evaluate the students' preparedness in terms of the elementary school performance to study at secondary school?	3.83	.92	3.43	0.999	3.14	1.34	3.46
9	How do you evaluate adequacy of the library space and number of reference materials in your school?	2.87	.48	2.9	0.35	2.57	.54	3.76
10	How do you evaluate the adequacy of budget to run quality education in your school?	3.70	1.07	3.29	1.01	3.29	1.25	3.43
11	How do you evaluate the relevant of curriculum to meet the learners need and the required profile for the level?	3.81	.90	3.57	0.95	3.57	.97	3.65
12	How do you evaluate the performance of pedagogical resource center in sporting the teaching learning process?	3.71	1.02	3.46	0.99	3.29	.75	3.49
	Weighted mean	3.10	.96	3.46	.92	3.40	.84	3.32

4.71, respectively suggesting availability of the input. Classrooms play a vital role in achieving quality education as input factor. Classrooms should be conducive to students' learning, well ventilated, wide area, clean and constructed in buildings Fredrickson [15].

Regarding the quality of most teachers in terms of their subject matter knowledge, students, teachers and principals believed that teachers were qualified in the study area, and has good knowledge in their subject matter with mean scores of 3.79, 4.04 and 4.57, respectively. The participants rated teachers' qualification in terms of subject matter as high. Pedagogy and psychology are necessary equipment of teachers to enhance good teaching and learning process in the classrooms. To these points, students, teachers and principals responded with mean values of 2.85, 2.88 and 2.71, respectively. These results indicate that teachers have pedagogical knowledge and skill near to average. In general, quality of education in terms of pedagogical knowledge and skill of teachers was found to be around the midpoint of the scale, which indicates that teachers were not fully qualified pedagogically.

Regarding the knowledge and skill of school managers; students, teachers and principals rated the item with mean scores 3.87, 3.87 and 4.57, respectively. The overall mean value (4.10) shows the schools managers have good knowledge and skills of management. That is, the results indicate that qualified principals (school managers) were assigned in the sample schools, which could contribute a significantly to the quality of education.

Students' preparedness (in terms of elementary school performance) to study at secondary level was another issue presented to the participants. In this regard students, teachers and principals responded with mean values of 3.83, 3.43 and 3.14, respectively, implying that the students were prepared to the secondary school education.

Library facility is an important input for quality education. The students, teachers and, principals reported that library facility is limited in the schools as evidenced by their mean scores of 2.87, 2.90 and 2.57, respectively. That is, the sample schools were not well equipped with library facilities and this also difficult to enhance quality education in the study area.

Students, teachers and principals responded that the adequacy of budget to run quality education in their school, with mean score values of 3.70, 3.29, and 3.29, respectively. It falls well above the expected mean, which is 3, showing the adequacy of the budget in running the school functioning. The relevance of the curricula with regard to meet the learners' need has been an issue of concern for the study, which was presented to the participants. Accordingly, students, teachers and principals believed that the curricula were considered as relevant in meeting the needs of the learners' which was indicated by the mean scores of students, teachers, and principals to be 3.81 3.57. & 3.57, respectively.

Lastly, the respondents were asked to rate their perceptions concerning the pedagogical resource center in supporting the teaching-learning process as input factor. The result in Table 4 indicated that, students, teachers and principal responded with the mean values of 3.71, 3.46 and 3.29, respectively, which suggests a higher level of their rating of the support rendered by the pedagogical centers of the schools.

The one way ANOVA shows that there was significant difference among respondents ($F = 3.36$, $p<0.05$. This result indicated that the respondents not tend to hold similar level of perceptions on school input factors that affect quality of education at school level. There were enough teachers and textbooks in number that compare with number of students in the study area. In addition to this there were adequate budget and conducive classroom then these situations affects quality education positively. The respondents, interviewees and observation result on input factors showed that absence of sufficient reference books and low pedagogical knowledge of teachers and lack of laboratory equipments (apparatus, chemicals) this also affect negatively. The input factor focuses on the qualities of an effective teacher, and the efforts and behavior expected from students, and the school curriculum clarity.

3.2 Result of the Process Factors of Quality Education

The results in Table-5 indicated that students, teachers, and principals responded to item addressing the effectiveness of the teaching learning process in their schools with mean values of 3.84, 3.84 and 3.29, respectively implying that the teaching learning process in the sampled schools was considered to be effective. Regarding the essence of the teaching learning process to students' success the participants reported that the teaching leaning process was effective in the sense that students were found to be successful (Overall mean = 3.84). Moreover, the results revealed that teacher's assessment in their schools contributed highly to students' learning as indicated by above the midpoint of the scale.

The respondents were asked concerning the implementation of student-centered teaching method in their schools. Students, teachers and principals rated its practicability to be 2.80, 2.95 and 2.86, respectively, which indicated that student-centered teaching learning process was below the expected average in its application in their schools. The respondents weighted average of 3.78 regarding the adequacy of teachers' preparation for each lesson suggests teachers well prepared their lesson plan for their subject matter.

Regarding the appropriateness of teachers' feedback to students' performance, it was found that students, teachers, and principals rated the idea with mean values of 3.89, 3.71 and 4.14, respectively, where they believed that teachers' feedback for student's success was adequate.

Table 4. One – way ANOVA comparison of perceptions of principals, teachers and students towards the input factors of quality in secondary education

		Sum of square	Df	Mean square	F	Sig.
Input	Between the groups	7.566	2	3.74	3.36	0.01
	Within the groups	432.693	507	0.923		
	Total	440.253	509			

Table 5. Mean and standard deviation of the perceptions of principals, teachers and students on the process factors of quality education

No	Items	Position						
		Students		Teacher		Principals		Over all
		Mean	SD	Mean	SD	Mean	SD	Mean
13	How do you evaluate the effectiveness of the teaching learning process in your school?	3.84	0.88	3.84	.872	3.29	1.49	3.65
14	How do you evaluate the contribution of the teaching learning process in your school to students' success?	3.80	0.983	3.72	.949	4.00	.81	3.84
15	How do you evaluate the contribution of teachers' assessment to students learning in your school?	3.84	0.969	3.89	1.01	3.29	.95	3.67
16	How do you evaluate the use of students centered teaching method in your school?	2.80	0.65	2.95	.49	2.86	1.06	2.83
17	How do you evaluate the adequacy of teachers' preparation for each lesson?	3.74	0.948	3.86	1.017	4.00	1.41	3.78
18	How do you evaluate the appropriateness of teachers feed back in your school?	3.89	0.92	3.71	.85	4.14	1.34	3.9
19	How do you evaluate the integration of co- curricular activities in your school?	3.60	1.02	3.58	1.08	4.00	1.13	3.72
20	How do you evaluate the participation teachers in decision making in your school?	3.87	0.98	3.70	.97	3.43	0.81	3.66
21	How do you evaluate the contribution of the management process of your school students learning?	3.91	0.96	3.73	1.05	3.00	1.29	3.55
22	How effective is the school management in implementing school improvement program?	3.84	0.99	3.73	.88	3.57	0.53	3.71
23	How do you evaluate the effectiveness of the school in participating the community and parents in school affairs?	3.66	1.07	3.59	1.03	4.57	0.78	3.94
24	How do you evaluate the performance of the management in your school?	3.67	0.95	3.69	.96	3.57	0.78	3.64
	Weighted mean	3.70	0.95	3.65	1.o3	3.29	1.1	3.54

Table 6. One way-ANOVA comparison of perceptions of principals, teachers and students toward the process factors of quality in secondary education of Bahir Dar City

	Sources of variation	Sum of square	Df	Mean square	F	Sig.
Process	Between the groups	5.683	2	2.866	1.40	0.01
	Within the groups	443.902	507	0.952		
	Total	449.585	509			

Assessing students on what they have learnt and providing regular feedback is necessary to improve students teaching Hill [16]. One of the activities of the schools in the teaching learning process is encouraging students to be involved in co-curricular activities. The results indicated that the schools integrate co-curricular activities with the curricular activities as evidenced by the students, teachers and principals mean scores of 3.6, 3.58 and 4.00, respectively. Furthermore, the participants believed that teachers participate in decision making activities in the school, that there is satisfactory contribution of management process in their school to students learning, that the participation of the school management in implementing school improvement program are relatively high, and that the effectiveness of the school in participating the community and parents in school affairs, as represented by above average mean scores. Besides the above results to performance of the management in their school was average.

As indicated in Table-6 above, the obtained results showed that there is no a significance difference among respondents. In addition, the one way-ANOVAs value also showed that there was no a significant difference among respondents because, ($F = 1.40$, $p < 0.05$) suggesting perceptual variation among the three groups of participants regarding process factors that affect quality of education at school level.

3.3 Results of the Output Factors of Quality Education

The descriptive analysis presented in Table -7 showed that the respondents claimed that academic performances of most students were satisfactory and promoted to the next grade and that maturity and development of secondary school leaders in their school was above the midpoint of the scale (mean of 3.42). Hatton [17] building on students' prior social and cultural experiences control and making connections between home and school in crucial for improved students learning outcome.

Regarding the preparedness of the secondary school leaders in their school for the next level of education, the respondents believed that they seem to be well above the expected mean (which is 3), as indicated by a weighted mean of 3.40, in their maturity and development.

Besides the above outcome results, the participants perceived that the attainment of students in their school compared to the required profiles (behaviors) set was higher than the

Table 7. Means and standard deviations of the perceptions of principals, teachers and students on the output factors of quality education

No	Items (It Continues from No.24 of table 5 on page 7)	Position						
		Students		Teachers		Principals		Over all
		Mean	SD	Mean	SD	Mean	SD	Mean
25	How do you evaluate academic performance of students in your school?	3.67	0.98	3.7	0.93	3.43	0.53	3.61
26	How do you evaluate the overall maturity and development of secondary school leaving students in your school?	3.55	0.98	3.48	1.07	3.14	0.37	3.42
27	How do you evaluate the preparedness of the secondary school leaver of your school for the level of education?	3.78	0.96	3.34	1.12	3.14	0.90	3.46
28	How do you evaluate the attainment of students in your school compared to the required profiles behaviors set to the level?	3.74	0.86	3.27	1.07	3.31	1.13	3.44
	Weighted mean	3.68	0.95	3.43	1.o5	3.25	0.73	3.45

Table 8. One way-ANOVA comparison of perceptions of principals', teachers, and students towards the outcome factors of quality in secondary schools Bahir dar city

	Source of variation	Sum of square	Df	Mean square	F	Sig.
Outcomes	Between the groups	17.0525	2	2.84	5.7	0.00
	Within the groups	488.621	507	0.951		

Total	499.673	509

P<0.05

overall mean (3.44). Thus, the results of the output factors in quality education in the studied schools are above the average. That is the academic performance, maturity level and preparedness of the next level are relatively high and beyond satisfactory.

As indicated in Table 8, the obtained results that the value of F (2,507, ∝=0.05) = 3.01 is less than F (5.7) exhibited that there is a significant difference among respondents. The result (Table 8) shows that the respondents also agreed on their schools output factors those were affect quality of education at school level.

The interview result related to output factors that affect quality education in secondary schools related to academic performance of students promote to the next level Overall maturity. The preparedness of the secondary school leader plays an important role. In line with these criteria all principals responded that the challenges of their schools were most students have low interest for their education, even during examination they need copy to pass to the next level and most teachers give more marks in the case of continuous assessment without following scientific approach. Then, students have good result in the class but not in the national exam.

Generally, the interview shows that the quality of secondary school education is behind the expected standards.

4. DISCUSSION

4.1 Result of the Input Factors of Education

According to Dewey [18], effective teaching and learning requires the use of appropriate methodologies and pedagogies to meet the demand of the current generation, new technologies, and the ever-changing educational environmental and the challenge is to find new way to stimulate and motivate the creative abilities of today's generation who have a different set of orientations toward learning than most of as did as students. The traditional "Chalk and "talk" lecture approach with the students as the passive recipient of knowledge may not be suitable for today's generation. The traditional lecture approach has its own merits, but it is increasing critical that educator employee a wide range of pedagogies and strategies to encourage students participation. Learning by "doing" is a theme that many educations have stressed since Johen Deweys. Research in teaching and learning increasingly talks about the message system of curriculum, pedagogy and assessment Bernstien, [19] as framework for improving student achievement.

4.2 Result of the Process Factors of Quality Education

Learner-centered learning is student participation in the learning and teaching process, where students themselves engage with and, to an extent, create their own learning experience. In fact teachers more like a guide and the size of helping students to find answers to real life problems, school need to be organized around the work of students, instead of the work of teachers Kolb [20]. Karima et al. [21] summarized main teacher factors under pinning quality education in the secondary schools. Teachers should maximize their time spending on interacting with students; they must organize classroom effectively and prepare lesson in advance; they should be clear both in explaining the purpose of the lesson and in the actual circular and content material that is used and they could use effective teaching method to suit the needs of their learner.

4.3 Results of the Output Factors of Quality Education

Hatton [22] building on students' prior social and cultural experiences control and making connections between home and school in crucial for improved students outcome.

Regarding the preparedness of the secondary school leaders in their school for the next level of education, the respondents believed that they seem to be well above the expected mean (which is 3), as indicated by a weighted mean of 3.40, in their maturity and development. Thus, the results of the output factors in quality education in the studied schools are above the average. That is the academic performance, maturity level and preparedness of the next level are relatively high and beyond satisfactory.

5. CONCLUSION

The conclusion of the study focused on the results of the perception of principals, teachers and students to the input, process and output factors of quality of secondary education**.** Input factors included mainly the human, material, finance, learning interactions, the competence of the students, the instructional leadership and commitment of management and teachers, availability of conducive working environment, among major factor the study gave attention to. Having the right inputs in the right quantity at the right time facilitates quality. If these inputs were not properly used in the way to enhance quality, then it will jeopardize the quality of education. On the other hand, regarding the process factors, the result indicated that there was healthy teaching-learning interaction in the classrooms resulting in the students' positive discipline during teaching learning process.

Based on the results of the study, the researcher made the following conclusion.

1. The principals, teachers, and students similarly perceived the input quality education on average level.
2. Teachers and students perceived process factors of quality education near to a good view. But principals perceived on average.
3. Students perceived the output quality education near to good level. On the other hand, teachers and principals perceived on average.

6. RECOMMENDATIONS

- The Ministry of Education and Regional Education Bureau should give attention to financed for laboratory equipment, apparatus and chemicals accesses to improve practical activity especially for science department in school.
- District Education office and schools should design training programs for teachers to develop their pedagogical knowledge and skills, especially on student centered approach in the cluster and school level.
- The Zone Education Department, district Education Office and School should give attention to both supervision and inspection of input, process, and output factors of quality educations by assigning experienced, qualified and interested employee who improves school facilities through giving sustain feedback and coordinate for stakeholders.
- In order to increase the input factors of quality of education, principals, teachers, students and education experts as well as other stakeholders should actively work hand-in-hand to bring the intended change in the school ground.
- Especially laboratory equipment and facilities, library (space & number of reference materials), teachers in terms of their pedagogical knowledge & skills and motivate teachers and students to use local material for practical work in the laboratories are needed to improve to achieve the expected goal. There for mobilizing community participation, project proposed for fund raising used to improve in put factors.
- Students, teachers and principals perceived process factor that affect quality education. Then especially to improve student centered approach teachers and students better work enter actively to en largely their view.
- School should give attention to communicate with University to improve teachers teaching methodology by giving training and asking to borrow laboratory equipment, apparatus and chemicals.
- To improve this situation, school, district, zone and regional education leaders should work to raise the output of education by creating awareness about the importance of quality education for students.
- Finally, further studies should be conducted in perceptions of principals, teachers and students about quality of education.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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