ABSTRACT

This article empirically assesses perceptions of Ethiopian secondary school teachers and education administrators on the challenge of quality of education, opportunities and explores viable options to improve the quality. To this effect, the descriptive survey method was employed. The information used in this study was obtained through questionnaires random sampling technique which was employed to select 72 Directors, 50 vice directors, 71 Supervisor 52 unit leader and 638 teachers targeted respondents respectively into two secondary schools. The data were analyzed by descriptive analysis. The result shows that in contrast to remarkable achievements in access, progress to date in raising the quality of education in Ethiopia has been limited. Most of the respondents agree that the achievement in gross enrolments is good but in quality, at a low rate and has learning achievement in education system remains unacceptably low. This has become a source of concern for government officials, educators, parents, teachers, students, and other stakeholders. In addition, the results confirm that curriculum content needs to be relevant to a labour market where meta-cognitive skills are at a premium while providing schools with the flexibility to create an instructional environment suited to local conditions and revising teacher training method in university or colleges.
Keywords: Secondary school; education quality; perception; opportunities.

1. INTRODUCTION

Education plays a key role in determining how you spend your adult life; a higher level of education means higher earnings, better health, and longer life. By the same token, the long-term social and financial costs of educational failure are high. Those without the skills to take part socially and economically generate higher costs for health, income support, child welfare and social security systems.

Education is universally acknowledged in a vast body of literature as an essential element in the process of national development [1,2,3,4,5,6,7]. The Ethiopian government is striving to bring socio-economic development in the country by formulating various strategies, policies and sector development programs.

Through much of the twentieth century, Ethiopia was one of the most educationally disadvantaged countries in the world, where most people had little access to schooling. Only 36 per cent of the country's adult population is literate. But great strides have been made in education since 1994, and much of this progress has been realized in the context of recurring regional conflicts, fragile natural resources, and a high level of human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS) prevalence [8].

In Ethiopia, primary education lasts 8 years and is split into cycles, grades 1-4 (primary first cycle) and grades 5-8 (primary second cycle). Secondary education is also divided into two cycles, each with its own specific goals. Grades 9-10 (secondary first cycle) provide general secondary education and, upon completion, students are streamed either into grades 11-12 (secondary second cycle) as preparation for university, or into technical and vocational education and training (TVET), based on performance in the secondary education completion certificate examination. General education comprises grades 1 to 12 [9].

Access to education has surged, especially at the primary level, where more than 85 per cent of the relevant age group is now in school. At the secondary level, the gross enrollment rate (GER) for grades 9–10 has more than doubled since 2000. Yet key challenges remain in secondary education:

- A low primary education completion rate constrains the growth of secondary enrolments;
- Access to secondary education remains inequitable; and
- Levels of student learning are disappointing.

Ethiopia has recently experienced massive improvement in access to education. Primary school enrolment has increased five-fold since 1994, and there are now more than 14 million children in school compared to five million in 2000. Secondary school enrolment has also shown modest improvement, with a 3.2% increase in the net enrolment rate between 2005/06 and 2009/10. These are extraordinary achievements in terms of increasing enrolment, but education quality remains a daunting challenge. Some commentators suggest deterioration in quality and pupils’ progress might be the inevitable corollary of an expanded education system that is more inclusive of pupils from underprivileged members of society. To address the challenges in educational quality, the government has recently devised two major plans - the Education Sector Development Plan (ESDP IV) and the General Education Quality Improvement Programme (GEQIP), where the emphasis is on enhancing student achievement through better teaching and learning processes. In particular, GEQIP has focused strongly on improving equity and access to reduce current rates of drop-out and improve completion and progression to secondary schooling. The programme mainly seeks to increase investment in key inputs, such as textbooks, teacher training and development, and school infrastructure improvements.

Addressing these issues is critically important, given that the experience of Middle-income countries suggests that sustained economic progress is associated with a rapidly evolving skill profile of the labour force.

At the primary level, Ethiopia has almost reached middle-income country enrollment rates, with a GER of 96 per cent and a net enrollment rate of 85 per cent, compared to the LMIC averages of 107 per cent and 83 per cent, respectively. However, it lags substantially behind the LMIC average for all other levels of education. The lower and upper secondary (preparatory) GERs for Ethiopia are 38 per cent and 8 per cent,
respectively, compared to the respective LMIC averages of 72 per cent and 45 per cent.

Policy development ultimately is determined by national conditions and priorities, but the international experience can be helpful when planning a long-term education strategy. The experience of LMICs suggests that a number of observations are taken into account. First, although universal general secondary education (grades 9–10) is an important policy goal, a lower secondary GER of roughly 80 per cent should be adequate to support the needs of a lower-middle-income economy. Second, a number of students will want to enter the labour market and get a job upon completion of general secondary education (grade 10). These students will seek, when possible, to help from in-house training offered by employers, but will not enter full-time technical and vocational education and training (TVET) programs. Third, the current target for upper secondary (preparatory) education admissions (20 per cent of grade 10 graduates) is lower than the average LMIC targeted. And finally, the well-justified goal of natural science enrollments of 70 per cent at both the preparatory and tertiary level may be difficult to make with an acceptable level of graduate quality, although it provides a clear sign of policy direction.

The current Ethiopian education system relies on the 1994 education and training policy [9], which Emphasizes problem-solving ability and democratic culture [10]. As a result of the 1994 policy and latter directives, extensive efforts were made to realize this intended outcome by improving and expanding education for Ethiopia’s multilingual and multicultural society. To ensure successful implementation, education sector development programs (ESDP) and a general education quality improvement package (GEQIP) have been in place for several years. Currently, as part of the Ministry of Education’s (MoE) growth and transformation plan (GTP) [11,12,13], the ESDP IV (from 2010/11 –2014/15) is being implemented and, following detailed review of GEQIP I, a second phase GEQIP II is in its instigate of implementation.

The following are some key outcomes for general education as outlined in the ESDP IV action plan. Access to primary education universalized by 2015, through the continued expansion of formal primary education and when/wherever necessary through alternative basic education centers. General secondary education expanded in view of universalizing by 2025 in line with the Middle Income Country Vision [14]. Equally significant is the Ministry’s focus on higher education expansion and quality, for which key outcomes include:

a) A balanced distribution of higher education opportunities throughout the country based on widening access to higher education, with particular emphasis on science and technology.

b) Increased student learning, personal growth and improved employability through high quality higher education and relevant professional mix [14]. Related to these education expansion efforts, the Ministry of Education in Ethiopia has published a professional mix guideline based on a 70:30 annual intake ratio favoring placement of students into science and technology programs over programs in the social sciences and humanities [15]. In support of these goals, the current number of primary and secondary schools has reached to 29,482 and 1710 respectively [15]. In addition, 32 colleges of teacher education (for primary schools) and 10 universities offering teacher education are engaged in the training of teachers for these schools. Curriculum for both primary and secondary schools was revised in 2009 [16] (MoE, 2009).

Therefore, understanding the ways in which teachers, administrators perceive education quality within their own policy content, may help explain success and challenges in the Implementation of quality education in secondary schools and help to find points of intervention to improve the effectiveness and success of quality education for all. Hence, these study questions were focused on the following research questions.

a) What were the quality education practices undertaken in Ethiopian secondary school,

b) Does the perception of secondary school teachers, education administrators have effective and clear practices of quality education,

c) Are the quality education practice aligned with strategic opportunities of secondary schools,

d) What are the main challenges and gaps in the quality of education in Ethiopian secondary education?

Understanding teachers’ perspectives on quality are particularly important because they are the
professionals primarily responsible for interpreting and implementing the constructivist, active learning and students centered pedagogical approaches to improve education quality that underlies the reform policy of Ethiopia.

Thus, this study attempted to assess the perceptions Ethiopian secondary school teachers and education administrators on the challenges of quality of education, opportunities and explore viable options to improve the quality.

1.1 Research Objectives

The general objectives of this study were; to assess the perceptions of secondary school teachers, education administrators on the challenges of quality of education, opportunities and to explore viable options for improving the quality.

1.2 Specific Objective

Based on the general objective, the following specific objectives of the study were outlined

1. To examine quality education practice undertaken in Ethiopian secondary school.
2. To investigate the perception of secondary school teachers, education administrators on the challenges of quality of education.
3. To assess whether the quality education practice aligned with strategic opportunities.
4. To assess challenges and gap in the quality of education in Ethiopian secondary education.

1.3 Research Question

1. What were the quality education practices undertaken in Ethiopian secondary school?
2. Does the perception of secondary school teachers, education administrators have effective and clear practices of quality education?
3. Are the quality education practice aligned with strategic opportunities of secondary schools?
4. What are the main challenges and gaps in the quality of education in Ethiopian secondary education?

2. RESEARCH METHODS

The paper has been developed from a case study of one of the University in Ethiopia, Dire Dawa University. This institution was selected purposively since both the investigators are the staff of the university. In order to allow an in-depth study of the quality of education and its challenges the country faces. In addition, appropriate data from randomly selected students were taken from the entire batch from July to August 2018.

The country is divided into nine regions and two administrative cities. The capital city is Addis Ababa. The majority of the respondents shown in Table 1 are from Oromiya region (63.9%) but there is significant respondents participates in this work to addresses the problems from other regions of the country. As it is shown in the Table, most of the regions are included to be more reliable on the results. Moreover, the majority of respondents are below the age of 35 years (92.4%) and from a gender perspective point of view, the proportion of male is slightly greater than female.

The responsibility of respondents is shown in Table 2. As it is shown in the table, the majority of the respondents are teachers 72.3%. The other respondents are Director of the school (8.2%), Vice Directors 5.7%, supervisors are 8% and the rest 5.9% are unit leaders.

The majority of the respondents are teachers and they have no any administrative position in their schools except teaching. This does not mean their roles in the quality of education are less relative to others. They can play a great role for the better improvement of quality of education. This is one of the reasons the authors are interested to focus on the teacher. They believe that teachers are the main actors to sustain the quality of education throughout the country. The research that was done by Yirdaw [17] show that the quality of education mainly lies on the shoulder of teachers.

2.1 Sampling Techniques

The sampling technique for this case study was purposive and random because the goal of the study was to find the major challenges and opportunity of quality of education. The other reason is the author has the opportunity to get more students in one fixed area at the same time. Each teacher is the major actors in
teaching processes and is the solution for this main challenge of the country.

Data was collected through:

i) The questionnaire designed to gather information on the background of teacher education, region, gender, the types of schools, factors which influence the quality of education, the solution, and the role of the stakeholders.

ii) In-depth interviews with teachers;

iii) Document analysis of policies, reports and other publications; and.

The quantitative data were analyzed, using a variety of statistical techniques with SPSS 21 version. The qualitative data were extracted and reviewed before inclusion in this paper.

Table 2. Responsibility of respondents

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>72</td>
<td>8.2</td>
</tr>
<tr>
<td>Vice-Director</td>
<td>50</td>
<td>5.7</td>
</tr>
<tr>
<td>Supervisor</td>
<td>71</td>
<td>8</td>
</tr>
<tr>
<td>Unit Leader</td>
<td>52</td>
<td>5.9</td>
</tr>
<tr>
<td>Teacher</td>
<td>638</td>
<td>72.3</td>
</tr>
</tbody>
</table>

2.2 Interview

Interview questions were "unstructured, informal, flexible, explanatory, more like a conversation" to produce a good environment for participants with the authors from Dire Dawa University summer postgraduate students. The interview questions were designed [18] to generate relevant data on the poor quality of education, identify quality challenges attributable to governance, and show possible remedies to help resolve the identified problems that threaten the quality of private higher education in Ethiopia.

3. RESULTS AND DISCUSSION

The results of this study are summarized under the following four broad aspects of quality and governance in Ethiopia: (a) level of education in terms of enrollment and quality in the country, (b) key gaps on teachers that determine the quality of education, (c) the role of educational leadership or governance in providing quality education, and (d) the contribution of stakeholders to quality education, (e) the central problem of the quality education, (f) globalization has impacts on the quality of education, (g) types of training modalities.

3.1 The Level of Education in Terms of Enrollment and Quality

The level of education in terms of enrollment shown in Table 3 is in good progress. The majority of the respondents agree on this. The country does not have any problem as such. As is stated in education sector development [19], the government has continued to expand access to make universal primary education in line with

<table>
<thead>
<tr>
<th>Regions</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oromiya</td>
<td>573</td>
<td>64.9</td>
</tr>
<tr>
<td>Harer</td>
<td>86</td>
<td>9.7</td>
</tr>
<tr>
<td>Amhara</td>
<td>36</td>
<td>4.1</td>
</tr>
<tr>
<td>Afar</td>
<td>48</td>
<td>5.4</td>
</tr>
<tr>
<td>Elio-Somale</td>
<td>37</td>
<td>4.2</td>
</tr>
<tr>
<td>SNNPR</td>
<td>33</td>
<td>3.7</td>
</tr>
<tr>
<td>Addis Ababa</td>
<td>49</td>
<td>5.5</td>
</tr>
<tr>
<td>Dire Dawa</td>
<td>21</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>883</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 3. The level of education in terms of enrollment

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is in good progress</td>
<td>235</td>
<td>26.6</td>
</tr>
<tr>
<td>It is in medium</td>
<td>528</td>
<td>59.8</td>
</tr>
<tr>
<td>It is below the goal set in GTP II</td>
<td>120</td>
<td>13.6</td>
</tr>
</tbody>
</table>

Table 4. The level of education in terms of quality

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is in a good track</td>
<td>84</td>
<td>9.5</td>
</tr>
<tr>
<td>It is in the worst condition</td>
<td>392</td>
<td>44.4</td>
</tr>
<tr>
<td>It is at the medium level</td>
<td>407</td>
<td>46.1</td>
</tr>
</tbody>
</table>

the Education for All goals. Considerable progress has been made through school construction to increase enrollment in all cycles.

The government has continuously worked with his Maximum effort to increase enrollment. The attention given to the quality of education is less. The government does not play his role as enrollment. According to Henard and Mitterle [20], governance and quality assurance are closely entwined. Regulations of governance arrangements consist of internal self-regulating policies, as well as external instructions that focus on oversight, and external audit exercised by all government education administrators at each level. Table 4 shows the level of education quality judgments by respondents. Only 9.5% of the respondents believe that it is in the good track, whereas 44.4% of the respondents do not agree with the level of quality of education is in the worst condition. The rest of 46.1% of respondents agree with the quality of education is in medium and they suggest that government should give a great emphasis as he is given for enrollment to improve the quality of education.

3.2 Key Gaps in Teachers that Determine the Quality of Education

There are many challenges that affect the quality of education from the teacher points of view. One of the challenges which affect the quality of education is the attitudes of teachers towards the profession. The second reason and the most important is the basic knowledge of teachers on his subject and technical skills. The resent work was done by Yirdaw [17] show that the lack of qualified teachers affects the quality of education. Teachers to be highly qualified must be well ready for his subject knowledge and pedagogical skill, especially in improving the quality of education facing the challenges [22].

Teacher profession is not attractive both for the prospective students and for the qualified experienced teachers, because of the low of teachers’ welfare [21].

Quality can be judged in terms of their basic knowledge in the subject, language proficiency skill of the teacher and the method he used to deliver for his students. Moreover, the behaviour of the teachers is also another factor which affects the quality of education [22]. The result in Table 5 shows the majority of respondents believe that there is a lack of technical skills 43.4% in teaching like science subjects. There is a significant per cent of respondents believe that there is a problem of basic knowledge (subject matters, language proficiency skill, and teaching method). Moreover, the attitude is another challenge for Ethiopian education, attitudes of teachers towards their proficiency. They are taking as a transition to another profession. The result confirms that areas of basic knowledge subject matter and skills present major challenges for the teaching profession and to keep the quality of education.

Table 5. The role of administration on the quality of education

<table>
<thead>
<tr>
<th>Believe</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>478</td>
<td>54.1</td>
</tr>
<tr>
<td>No</td>
<td>405</td>
<td>45.9</td>
</tr>
</tbody>
</table>

The administrator has a positive or negative role on improvement of quality of education. The role of education administrator is grouped into two categories. The first role is in teaching and learning, the second is the role in resources, infrastructure, and facility. It was observed that 54.1% of the responses supported leadership’s role in management and leadership activities is good. 45.9% of respondents do not believe that education administrator plays their roles
appropriately, due to this the quality of education decreases every time. Instead of encouraging teachers to keep the quality of education, most education administrators interfere on teacher’s jobs. Our observation also shows in Table 6 that the interference of education administrator in teaching-learning processes is high and most of the respondents believe that this is due to the self-confidence of the administrator on their own jobs. Majority of respondents 93.4% agree that the administrator interference on their work by grouping them on their political beliefs or nations. They do not have any confidence on their own.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>292</td>
<td>31.1</td>
</tr>
<tr>
<td>Medium</td>
<td>464</td>
<td>52.5</td>
</tr>
<tr>
<td>Low</td>
<td>69</td>
<td>7.8</td>
</tr>
<tr>
<td>No interference</td>
<td>58</td>
<td>6.6</td>
</tr>
</tbody>
</table>

This is one of the basic questions raised by the authors, who takes the responsibilities for the failure of the quality of leadership? The respondents’ response shows that the government should be the first place. He works only on the expansion of education in each region from the basic primary school to higher education.

Table 6. The degree of interference of education administrator on teaching processes

Table 7. Respondent agreement in the current level of quality of education

<table>
<thead>
<tr>
<th>Rate</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>521</td>
<td>59</td>
</tr>
<tr>
<td>No</td>
<td>362</td>
<td>41</td>
</tr>
</tbody>
</table>

Most of the respondents 59% agree that the quality of education is an alarming rate. The authors tried to find how the quality of education deteriorating from time to time? Most of the respondents believe that the salaries for teachers are not enough to even for surviving. Salaries in the education sector for teachers at all levels are determined by Civil Service conditions and are therefore low and turnover is high. The low pay encourages ‘moon-lighting’ (often by teaching part-time in a private school), this can mean that teachers are not keen to work in areas outside of the cities where there is less opportunity for this more employment. Education administrator like Ministry of Education is not seen as very important issues for keeping the quality of education.

### 3.3 The Contribution of the Stakeholder’s Bodies to Quality Education

Education was not the sole responsibility of government, and the role played by other stakeholders, such as the education administrator, community, Directors, teachers in support of quality education delivery needed to be appreciated. The degree of their comments for sustaining the quality of education is not the same. However, the stakeholders are widely considered as a central element to be successful in the achievements of education quality. The general theory connotes to including more members of a school community in the process, school leaders can foster a stronger sense of “ownership” among the participants and within the broader community. Besides, when the members of an organization or community feel that their ideas and opinions are being heard, and when they are given the opportunity to take part authentically in a planning or improvement process, they will feel more invested in the work and in the achievement of its goals, which will increase the likelihood of the school’s success.

According to this study shown in Table 8, most of the respondents, 27.3% agree that Government is the first responsible body, the second body is the community 25%, Education administrator, Directors and Teachers are responsible for the rate 14.8%, 17.1% and 15.7%. If all stakeholders do their own task effectively, we might enhance the quality of education of the country.

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>139</td>
<td>15.7</td>
</tr>
<tr>
<td>Government</td>
<td>241</td>
<td>27.3</td>
</tr>
<tr>
<td>Education Administrator</td>
<td>131</td>
<td>14.8</td>
</tr>
<tr>
<td>Directors</td>
<td>151</td>
<td>17.1</td>
</tr>
<tr>
<td>Community</td>
<td>221</td>
<td>25</td>
</tr>
</tbody>
</table>
3.4 The Central Problem of the Quality Education

Quality in education is a vast concept. It is rapidly changing with time but it has given different emphasis by education sectors, cultures and different sectors which have a great role in the quality education, like policymakers, students, teachers, the business community, unions and etc.

Therefore, where is the centre of the problem of quality education? The author was interested to find out the source of the problems. As a researcher, the authors are mainly interested in these important issues. They believe that, those central problems can affect quality of education at most: skilled and qualified administrative staff, commitment of leadership who stretch proper management system, good leadership and feet for defined purpose, curriculum, method of teaching, students, teachers, availability of adequate infrastructure, finance and budget and teaching and learning materials. Majority of the respondents shown in Table 9 agree on the central problem of quality education lies on teachers preparedness (45.4%) and good leadership which feet for a defined purpose (12.9%). As the result revealed that (6.9%) of the respondents the leadership commitment has positive impacts on the quality of education to feet for the defined purpose. As it is listed in Table 9, 8.0% of the respondents agree the contribution of the curriculum is also high. Moreover, students’ family, school teachers, education administrators and the community at large should work on the attitudes of students. As we noted from the table, the attitude of students is also another central problem for the quality of education. This does not mean the other has any significant problem on the quality of education.

In order to improve the quality of education, an education administrator should give more emphasis on teachers. They should work to improve the lives of the teachers, academic capacities using different modalities, update his technical skills with different mechanisms, work on his attitudes towards his profession, and create more opportunity for what he will do for his students. Equally important the presence of the institutional culture (norms, rules, and environment) necessary to attract, keep and effectively use trained people in both administration and teaching-learning areas to keep quality of education. On the other hand, this work shows that leadership quality has also impact on the quality of education [23].

The issue of sustaining the quality of education should fare prominently when the above points shown as major challenges are solved. Education initiatives have to be sustained politically and financially over a lengthy period to reach fruition. To make sure that, the long-term implications of policy options should be weighed within overall education policy, itself embedded in a prudent macro framework, and consistent with long-term national aspirations.

3.5 Does Globalization have Impacts on the Quality of Education?

Globalization and internationalization are interchangeable. Globalization means more competition, not just with other companies in the same city or the same region but it is competition in the world. Globalization also means that national borders do not limit a nation's investment, production, and innovation. The relations among family and friends or some other large groups are rapidly becoming organized around a much more compressed view of space and time [24].

Table 9. The central problem of quality of education

<table>
<thead>
<tr>
<th>Problem</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skilled and qualified administrative staff</td>
<td>30</td>
<td>3.4</td>
</tr>
<tr>
<td>Commitment to leadership</td>
<td>61</td>
<td>6.9</td>
</tr>
<tr>
<td>Proper management system</td>
<td>71</td>
<td>8.0</td>
</tr>
<tr>
<td>good leadership and feet for the defined purpose</td>
<td>114</td>
<td>12.9</td>
</tr>
<tr>
<td>Curriculum</td>
<td>71</td>
<td>8.0</td>
</tr>
<tr>
<td>Methodology of teaching</td>
<td>2</td>
<td>.2</td>
</tr>
<tr>
<td>Students</td>
<td>59</td>
<td>6.7</td>
</tr>
<tr>
<td>Teachers</td>
<td>401</td>
<td>45.4</td>
</tr>
<tr>
<td>availability of adequate infrastructure</td>
<td>54</td>
<td>6.1</td>
</tr>
<tr>
<td>finance and budget</td>
<td>2</td>
<td>.2</td>
</tr>
<tr>
<td>teaching and learning materials</td>
<td>18</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>883</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Nowadays, globalization together with new information technology development and the innovative processes they encourage are driving a revolution in the organization of work, the production of goods and services, relations among nations, and even local culture with the community. No community is immune to the effects of this revolution or globalization. It is changing the very fundamentals of human relations and social life [25].

There are two of the main bases of globalization are information and innovation, and they, in turn, are highly knowledge intensive. Internationalized and fast-growing information or industries produce knowledge or education, goods and services. Today’s substantial movements of capital or knowledge depend on the information, communication, in this global market of the world. Since knowledge or education is highly portable, it lends itself easily to globalization.

Globalization has an effect on education by bringing faster developments in technology and communications and is used foreseeing changes within school systems across the world as ideas, values and knowledge, changing the roles of students and teachers, and producing a shift in society from industrialization towards an information-based society.

It gives quick developments in technology and communications are foreseeing changes the rise of a global society, driven by technology and communication developments are shaping children, the future citizens of the world into global citizens", intelligent people with a broad range of skills and knowledge to apply to a competitive, information-based society. The nature of delivering education to students is being changed by the introduction of technology into the classroom, is gradually giving way to a new form of electronic literacy, more programs and education materials are made available in electronic form, teachers are preparing materials in electronic form; and students are generating papers, assignments and projects in electronic form.

Globalization has had many obvious effects on educational and communication systems change the way education is delivered as well as roles played by both teachers and students. However, there is a dark side to globalization and to the very openness of the new information systems; while the richest countries grow richer, the poor are becoming poorer. Thus, information and education gaps between the rich and the poor are widening not narrowing; economic crises, trade imbalances and structural adjustments have caused a moral crisis in many countries, damaging and cutting the basic social and cultural fabric of many families and communities apart, resulting in increasing youth unemployment, suicide, violence, racism and drug abuse and antisocial behaviour from schools. According to this work, the results shown in Table 10 shows that the majority of respondents believe that globalization has no impacts on education quality. As we noted from the respondents 49.6% of agree globalization has impacts on education quality. This is due to globalization; education can have a positive effect on teaching and learning process. However, there is an assumption that it can also present a threat by making a teaching profession obsolete [24]. Though, we argue that globalization should not prevent the progress of interactive learning software as people will still “have to learn how to learn” [24,25].

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>438</td>
<td>49.6</td>
</tr>
<tr>
<td>No</td>
<td>445</td>
<td>50.4</td>
</tr>
</tbody>
</table>

### 3.6 Types of Training Modalities

Different researchers assert that availability of well-trained teachers, through pre-service teacher training in the University, in-service professional development and the informal training obtained through on-the-job experience, is central to improving the quality of education at both primary and secondary levels in many countries [26,27]. Content-focused teacher professional development is thought to give improvements in the quality of education [26]. The presence of trained schoolteachers is also considered to be one of the critical elements in achieving the Millennium Development Goals and Education For All goals [27]. So, proper schooling cannot be conceived without the presence of qualified teachers.

The Ethiopian Government considers enhancing teacher training and development programmes to be a means of ensuring quality education. The first Education Sector Development Programme (ESDP I) considered the shortage of trained teachers as one of the major obstacles to
providing quality education. The number of teachers and students were not proportioned at the beginning of the 1990s. During this period the education was categorized in four cycles. The first cycle was from grade 1-6 primary levels, the second cycle was from 7-8 junior and secondary and the third cycle was from grade 9-12 secondary level [28]. Teachers needed to train for one year to get a teacher training certificate, which enabled them to teach at primary level; two years to get a diploma qualifying them to teach junior secondary and secondary in most parts of the country students; and four years to get a degree, the qualification necessary to teach at secondary school. Nowadays, this is common in most part of the regions. Therefore, to improve the quality of education, the training modalities should be changed. Most of the correspondents 67.5% agree on this issue. They prefer to update their certification in regular than summer or other possible modalities.

Table 11. Kind of training they suggest to sustain the quality of education

<table>
<thead>
<tr>
<th>Prefer</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular program</td>
<td>526</td>
<td>59.6</td>
</tr>
<tr>
<td>Continuing program</td>
<td>193</td>
<td>21.9</td>
</tr>
<tr>
<td>Summer program</td>
<td>164</td>
<td>18.6</td>
</tr>
</tbody>
</table>

As we can see from Table 11, most of the respondents agree the regular program is appropriate for the quality of education. This is due to, i) we will have an appropriate time for attending and study the proper documents, ii) we will not learn most of the practical subject in the laboratory appropriately, iii) teachers are busy, they may have more than two courses within two months and they do not cover the whole topics, iv) teachers could not test us appropriately. This and other problem affects the teaching-learning processes. Even after our graduation, we will not have equal confidence as regular graduate students to teach the subject matters.

Teaching is the oldest profession and today is not attractive for the younger generation. This the other main challenges for teaching-learning processes. There are different possible reasons but here we only mention the first two; i) all the concerned bodies do not accredit the profession, ii) the government does not earn enough salary. As we can see from Table 12, most of the respondents 80.4% do not like their professions. They will take as a transition to another profession.

Table 12. Do you accept your profession is more than any other profession

<table>
<thead>
<tr>
<th>Accept</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>173</td>
<td>19.6</td>
</tr>
<tr>
<td>No</td>
<td>710</td>
<td>80.4</td>
</tr>
</tbody>
</table>

3.7 What Measure should be taken by the Government to Improve the Quality of Education?

The government, stakeholders, teachers and students should take their own measure to improve the quality of education. The first and the most important thing should be

i) Create a good environment for the teaching-learning environment
ii) Allocate an appropriate budget for each school
iii) Change the curriculum especially on some of the subjects like civics, Ethiopian history and geography
iv) Work a lot to stay experienced teacher not to leave the profession
v) Change the life of teachers
vi) Teach students not only exercising their rights but also their duties,
vii) Teach them to respect the law of the country and respect other rights
viii) Work on the infrastructure
ix) Work on the availability of teaching materials

3.8 Results from Interview

To improve the quality of education in the country, the stakeholders should take

3.9 Education Administrator at All Levels

i) Allocate an appropriate budget from each school
ii) Prepare training on educational leadership for school management
iii) Work on the fair distribution of resources among the zones, weredas and schools
iv) Creating a competitive environment among zones, weredas and schools
v) Creating incentive mechanisms
vi) Take the quality of education as a primary agenda
vii) Increase the supervision system
viii) Allow teachers mobility across zones, weredas and schools
ix) There should be a commitment to quality of education
x) Work closely on the development and review of the curriculum at any level with teachers’
xi) Works with the school compounds to be free from any political movements. It should be secular.
xii) The education administrator should work to retain quality teachers to the school.

3.10 Ministry of Education
i) Follow the activities of school by going down at each education centre
ii) Follow the performance of the educational bureau by going down
iii) Has to prepare a guideline
iv) Has to improve the lives of teachers
v) Work on the fair distribution of resources among the region
vi) Creating incentive mechanisms
vii) Take the quality of education as a primary agenda for the country
viii) Be a role model for the regional bureau
ix) Revise education policy
x) Allow teachers mobility across regions freely
xi) Restructuring the civics education curriculum

3.11 Teachers
i) Has to improve their lifestyle and be a model for his students’
ii) Has to update his knowledge every time
iii) Respect his profession
iv) Accept the responsibility
v) Use his full efforts time for the profession
vi) Support students
vii) Treat students equally
viii) Actively participate play his major role in the processes of quality of education
ix) Should plan his work
x) Should teach his students with responsibility
xi) Should not reflect their political attitudes inside the classrooms.

3.12 Students
i) Should know their future life depends on education
ii) Change their attitudes towards learning
iii) Actively participate in teaching learning methodology
iv) Accept challenges
v) Participate in the processes of improving the quality of education
vi) Should set their own goals
vii) Should respect the right of other persons and their obligation
viii) Should give his time and full energy for his education

3.13 Parent Teachers Association
i) Work closely with schools
ii) Follow their student’s behaviour
iii) Visit schools every semester
iv) Give positive suggestion and feedback for school administrator how are they play their role in the quality of education.
v) Works closely with education administrator to change the school environment
vi) Work with students’ family to improve the standard of the school.

3.14 Student’s Family
i) Should follow his students in and outside of the school
ii) Give advice
iii) Work with school administration
iv) Identify students ability
v) Follow students daily by checking what he has learnt daily
vi) Suggest comments to teachers

3.15 School Director
i) Properly use the allocated budget
ii) Create awareness of teachers on the teaching methodology
iii) Take the quality of education as a primary agenda for the country
iv) Follow a check and balance system
v) Open his office equally for all school stakeholders
vi) Make the commitment to work with
vii) Work collaboratively with supervisors for better achievements
viii) Create a good environment for teaching-learning processes in the school

3.16 Supervision
i) Work closely with teachers and students
ii) Share experiences to teachers
iii) Create awareness of teachers on the teaching method
iv) Take as a primary agenda for the country
v) Follow a check and balance system
vi) Work collaboratively with teachers for better achievements

3.17 Teachers Association
i) Actively work with the government to improve the lives of teachers
ii) Work closely with all stakeholders to keep the quality of education by doing research and present to the state
iii) Work equally with teachers
iv) Organized good relation between teachers and students family
v) Be a representative
vi) Stand on the side of teachers not on the side of political leaders to solve some of the challenges.

4. CONCLUSIONS

The aim of this study was to assess the perceptions of secondary school teachers; education administrators on the challenges and opportunities of quality of education, opportunities and to explore viable options for improving the quality in Ethiopia. Based on a humanist approach to quality education, the study established an understanding of some of the major challenges faced by the education systems in Ethiopia. There is widespread lack of qualified staff, commitment of education administration at each level, teachers, teachers union, students family committee, school environments, infrastructure, resources allocation, teachers salary, poor policy implementation and sometimes a lack of political will to engage stakeholders in a purposeful, trustworthy environment thereby threatening healthy links between education and other national socio-economic goals.

It was noted in the study that raising levels of quality in education may need less dependence on federal or regional government for direction, but a concerted effort by education administrator at zone and wereda level education administrators working with local leaders to create a quality conscious ethos within schools. For its part, the government may consider addressing the unfair distribution of qualified teachers, movement of teachers from one region to other or zone to zone or wereda to wereda, work to improve the lives of teachers by earning a good salary and to provide adequate funding to schools to beef up infrastructure and learning materials. Without these critical ingredients, Ethiopian’s citizens will continue to experience low satisfaction levels on quality education; increased levels of poverty and the inability to favourably compete economically with other nations.

5. RECOMMENDATIONS

In general, this study provides recommendations to different stakeholders in the education sectors. The government and development partners who support the education sector focus on the priorities area, which challenge the quality of education. Based on this study, the researchers recommended the following important issues.

- Increasing learning time and providing a more spacious environment is conducive to promoting students’ all-round development and realizing students’ have full potential.
- Promote professional leadership of schools and educational bureau at each level by introducing a diversified and multi-layered principal-ship training course, organized regular seminars to strengthening the leadership and monitoring of schools, increased the transparency of schools so that parents and the public are better informed about schools' operation.
- The government, education administrator at all levels that is from the federal levels go down to the school directors and students’ family should believe that teachers' have a key position in all kinds of education. No measures are possible to improve education if the teachers are not thought of. Most reforms and improvement strategies have to deal with what is going on in the classroom, which means the everyday work of the teachers.
- The policymakers should give attention to addressing the factors that reduce teachers motivations should be a major concern.
- Ensure appropriate teacher recruitment and deployment to meet educational demand in all geographic areas across the country and subject areas, based on an equitable system of teacher placement and mobility, incentives to work in unattractive areas or shortage subjects, and targeted efforts to deal with the impact of HIV/AIDS and overcome gender in-equilibriums;
• Improving school facilities can help enhance students' interest in learning and increase the effectiveness of teaching and learning.
• Implement rewarding systems in education section which is based on performance measurements.
• Encourage the new graduate to work voluntarily in any part of the country for two years with payments.
• Allow the mobility of teachers from region to region or zone to zone in the same region or weredas.
• Placement of new graduate teachers should be handled at the Federal level by the Ministry of education.

In the short, mid and long term the research recommends the following points to the concerned stakeholders:

  o Teachers as practitioners are the immediate agents to conduct action researches; they have to be supported and encouraged by training to enhance quality Education.
  o In addition to continuous assessment develop, implement and monitor regional Compressive exam at each grade level and award after administering the result in a regional level.
  o All Schools will follow up the implementation of the curriculum beginning from the first day to the final year as a principle and take immediate and Corrective measures on schools who fail to implement this in time and report this measure to wereda education in writing in the time.
  o All secondary school teachers strictly undertake their duties and responsibilities as stipulated in Ethiopian Ministry of education Educational proclamation and each school must have guidelines to undertake academic responsibilities.
  o The secondary school will ensure that their students at any level and programs have full access to all kinds of student services provided by the school. Health facilities, libraries, reading rooms laboratories, sports fields etc.
  o Performance evaluations of secondary school teachers will be conducted electronically (online) by semester intervals
  o Secondary school rules and regulations strictly implemented; grievance handling systems for example for exam complaints and handle properly and timely Staff and student grievances and complaints.
  o All secondary school teachers will implement the active learning methods were group/cooperative learning methods and peer learning strategies are systematically organized, institutionalized, and monitored within the context of their own profession or discipline.
  o All secondary schools should improve the classrooms; maintenance and renovation and furnish the same with the necessary facilities to make attractive classrooms for teaching-learning.
  o English language improvement training will be given to all level teachers must be certified.
  o Secondary schools will certify their teachers through the University and in accordance With national teacher development policies, guidelines, and laws issued by the country and teacher certification and licensure will regularly be updated based on regular courses and professional development training.
  o Secondary schools will work to ensure sound diversity management all along with its system.
  o Secondary schools will work together with concerned government ministries, parent and professional associations and civic societies to overcome the problems of substance abuse, use of drugs in secondary school and in the entire system in Ethiopia and problems related to sex education and follow up of parents.
  o Secondary schools will strive to its level best to ensure that schools are purely secular and free of any political domination
  o The secondary school will work with the Ministry of Education of Ethiopia (MoE) and concerned government ministries to influence the Improvement of national and regional policies.

COMPETING INTERESTS
Authors have declared that no competing interests exist.

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