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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION & BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING & MANAGEMENT

**LEADING SCHOOLS FOR IMPROVEMENT PRACTICES AND
CHALLENGES IN SECONDARY SCHOOLS OF NORTH SHOA ZONE
OROMIA REGIONAL STATE**

MA THESIS

BY: ASFAW FIKADU

**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY GRADUATE
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Leading Schools for *Improvement Practices and Challenges in Secondary Schools of North Shoa Zone Oromia Regional State*

By

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ABBRIATIONS AND ACORONYMS

CPD	Continuous professional development
ESDP	Education Sector Development Program
MoE	Ministry of Education
OECD	Organization for Economic Co-Operation and Development
SPSS	Statistical Package for Social Science
NAESP	National Association of Elementary School Principal
NSHZ	North Shoa Zone
NPQH	National Professional quality for Leadership
IL	Instructional Leadership
NSHZEO	North Shoa Zone Education office
CSA	Central Statistical Agency of Ethiopia
TVT	Technical and Vocational Training
TTC	Teachers' Training College

ABSTRACT

Leading Schools for Improvement Practices and Challenges in Secondary Schools of North Shoa Zone Oromia Regional State

Asfaw Fikadu

The purpose of this study was to identify those practices and challenges of leading schools for improvement in secondary schools of North Shoa Zone. To carry out this study descriptive survey method was employed. Participants of the study were 180 teachers, 13 principals, and 7supervisor. They involved in the study being selected using simple random sampling and purposive sampling methods. The data were collected by using a questionnaire, interview, and document analysis. Both qualitative and quantitative data analysis method were employed in order to reach to the results. Data obtained through questionnaire were analyzed and summarized using statistical package for the social science (SPSS Version 24.0) software analysis. Statistical tools such as frequency count, percentage, mean and standard deviation, were calculated. The finding of the study indicate that the school leader need to be independent and free to make decisions with guideline of leading: assignment of leading school for improvement based on talent, knowledge qualities or know how needed, the school leaders should be valuable at the top level of management by successful chief executive. Thus, the concerned bodies need to assign school leaders with attributes such as decisiveness, assertiveness, integrity, enthusiasm, imagination, willingness to work hard, analytical ability, understanding others, abilities to create opportunities for good governance and handing diversity and practical implementation of secularism. Besides, ability to meet unpleasant situations, ability to adopt to quickly to change and willingness to task risks, the school leaders need to be educated enough to gather, synthesize and interpret large amount of information and need to be able to create vision, mission, solve problem and make objective or rational decision based on fact and reasoning, the school leaders should be those who have deep knowledge and be able to make well-informed decisions and able to understand the implications of the decisions and extraversions. Finally, the government and academic institute should design policy or curriculum and criteria of selecting trance leaders which enable the school leaders be equipped with the necessary and successful leading schools for improvement.

CHAPTER ONE

Introduction

1.1 Background of the Study

Education is described by Kirk and Gallagher (1983:34) as the mirror of the society, showing its strengths, weaknesses, hopes, biases and key value of its culture. Thus, education has a definite role to play in the development of people and countries. Education plays a significant role in the development of people because people are the wealth of Nation. Therefore, people are viewed as a focuses for development.

It plays a vital role in the development of the country because education is the source of growth of any country. This may be one of the reasons why unify nations education scientific and cultural organization declared education as a vehicle for and indicator or development (UNESCO 2001:9). Effective school leadership has become a dominant theme in contemporary educational reforms. The reforms initiated by the federal ministry of education (MoE) have placed leaders of education institutions at all levels in a highly visible leadership role. Despite this national charge given to institutional leaders their leadership and management capacities at institutional level still remain weak (MoE, 2010).

The application of science, technology and innovation as the major instruments to create wealth has now taken its place as the foundation for achieving the long-term vision of transforming into a middle-income country. Progressively greater shares of economic production will come from industry and manufacturing with consequent demands for middle and higher-level skilled manpower. Achieving this vision will also require further expansion of access to high-quality basic education and special efforts to improve the overall literacy and numeracy level of the population. It demands that human resource development be strengthening by training competent and innovative people and demands that regular adjustments to education and training are made so that human development investments focus on equipping a work force that can meet the various productive sectors' needs (ESDP V. 2015/16-2019/20).

Schools are basically consisted of people, community, students, teachers and support staff and administrators. Although all these people have their own objective to attain being in school, the

core task of school is teaching and learning. Thus the effectiveness and success of a school is measured in terms of its success on the key business of teaching and learning and its effects on students' academic and overall achievement (Phillips, 2011).

In their study of "How leaders influence students learning", the authors (Leith wood, louis, Anderson, and Waristrom, 2004), asserted that leadership is the second most important school based factor in children's academic achievement. There is increasing evidence that within each individual school, school leaders can contribute to improved student learning by shaping the conditional and climate in which teaching and learning occur.

School principals in any country including Ethiopia are required to maintain a healthy school environment which is critical to the success of students' learning in school' a healthy school environment includes: safeguarding the rights of students, faculty and staff, and maintaining a safe working environment and healthy atmosphere. They are also expected to include methods conducive to creating a setting and atmosphere that is physically, mentally and psychologically supportive (MoE, 2013).

Principals are required to provide direction for the school and ensure that teachers' appraisals give teachers the tools with which they can be effective teachers. Principals can fulfill these responsibilities in part by using students' performance and evaluation results to develop education goals and programmers and by working on a professional development plan for the school .The former is about establishing the schools focus and aligning its programmer with thing goals ,the latter is concerned with ensuring that the schools' staff has the capacity to reach the goals by implementing the schools' programmers' (OECD,2014) School principal are confronted with a variety of issues as they provide leadership and organization to their school.

Evidence is growing that success for school leaders influence achievement through the support and development of effective teachers and the implementation of effective organizational practice (James Tobin, 2014). In relation to the zone in which this study was conducted, the practices should that there were some afferents to involve the various practitioners in leading school activity and practicing leading school and challenges at secondary school. At regional level, as the information obtained from the regional education bureau, many principals were sent to higher education to attend their leadership training at in service program. Special training was also provided to leaders and other stakeholders in relation to instructional leadership combination

with (MoE 2013) experts while introducing GEQIP I its implementation. However, the changes observed and the results obtained in schools were very low. Since it is one combination of the region the trained in North Shoa Zone is quite similar. This problem of effectively implementing school leadership is still one of the several challenges in the zone. The purpose of this study therefore is to identify those school practice and challenges of leading schools in secondary of North Shoa Zone.

1.2 Statement of the problem

Instructional Leadership is one of the most useful tools in creating a forward- looking, student-centered school improvement. It attempts to change such school factors as curricular content, teaching methods, assessment strategies, cultural norms characterized by clearly communicated goals and high expectations for academic achievement (Hopkins, 2003).

As clearly stated by Hallinger (2013), instructional leadership has become the preferred term due to the recognition that principals who operate from this frame of reference rely more on expertise and influence than on formal authority and power to achieve a positive and lasting impact on staff motivation and behavior and student learning.

Effective leadership can positively influence school successes in terms of students' achievement. Research on school effectiveness, identified strong leadership as one of the important factors that contribute to improved students' academic achievement, where principals act as leaders of school improvement, who shape school vision, make use of students' data to support classroom practices and provide support for teachers' and students (Bekalu & Wossenu, 2012). Therefore, the importance of principals' roles as instructional leaders and their effectiveness in instructional leadership practices has been given due attention.

According to the Education and Training policy of Ethiopia (MoE, 1994), principals are expected to perform well with instructional leadership activities, such as planning, supervision, research work, professional development, working with school communities, provision of instructional materials and evaluation to meet the needs of education and training policy. Thus, the function of principals as instructional leadership is widely recognized as complex and challenging. Principals are expected to develop learning communities, build the professional capacity of teachers, take advice from parents, engage in collaborative and consultative discussion making, resolve conflicts, engage in educative instructional leadership, and attend

respectfully, immediately, and appropriately to the needs and requests of families with diverse cultural, ethnic, and socio-economic backgrounds. Increasingly, principals are faced with tremendous pressure to demonstrate that every child for whom they are responsible is achieving success (Thomas, 2001).

Furthermore, Elaine (2003) also showed that, issues related to skills and training, teacher's cooperation, vision and good will, and management of time and be considered as common impediments to principals' instructional leadership effectiveness. Also, there might be a gap in effecting instructional leadership by principals. Such gap in the effectiveness of instructional leadership inevitably would result in poor performance and low goal achievement of the schools. Hence, the question that arises from this is how principals are practicing instructional leadership effectively and, what factors are affecting leading schools for improvement practices.

However, the issue Practice and Challenges leading schools for improvement has not obtained proper attention by researchers, particularly at secondary school levels. As far as the researcher study is concerned, there is no independent study carried out in the study area on practices and challenges leading for improvement in government secondary schools of North Shoa Zone Oromia regional state. This situation initiates the researcher to carry out the study on the practices and challenges of leading schools for improvement.

Therefore, the study was conducted giving due attention to assess the practice and challenges of leading schools for improvement; the application of principals and functions and the major factors affecting practices and challenges of leading schools for improvements in government secondary schools of North Shoa Zone Oromia regional state.

1.3. Research Question

The main research question that guides the present study includes:

1. What are the current leading practices for school's improvement in government secondary schools of North Shoa Zone?
2. What are the major challenges in leading schools for improvement in governmental secondary schools in North Shoa Zone?

3. What dimension and functions school leaders follow to become more effective to improve their schools in North Shoa Zone?

1.4. Objectives of the Study

1.4.1. General Objective

The General objective of this study was identifying the current practices and challenges of leading schools for improvement in secondary school of North Shoa Zone, Oromia Regional state.

1.4.2 Specifies Objectives

The specific objectives of this study were:

1. To find out the current practices of leading schools for improvement in government secondary schools.
2. To assess the major challenges of leading schools for improvement of governmental secondary schools.
3. To identify the dimensions and functions school leaders follow to become more effective to improve their schools.

1.5. Significances of the Study

Basically, investigating the practices and challenges of leading schools for improvement in government secondary schools of the Zones, assume to generate necessary information that will help concerned bodies to facilitate effective leading schools for improvement program in the area. More specifically, the researcher believes that the finding of this study will have the following significances:

1. It may provide information for education officials at Regional, Zonal, and Woreda level on the current practices and challenges of leading schools for improvement and help them discharge their responsibilities in secondary schools of North Shoa Zone.
2. It may help principals, Supervisors and education officials know the status of leading schools for improvement practices and challenges implementation and discover challenges against the success of school's principals.

3. It may provide information to policy makers that help them for further school principals strategies and appropriate education actions.
4. It will add to the existing literature pertaining to the experiences of education in terms of leading school's practices and challenges.

It is also hoped the study results will be contributing to the improvement of quality education by encouraging concerned bodies in school improvement program which ultimately ends with students' academic achievement.

1.6. Delimitation of the Study

In order to make the study more manageable, it was delimited geographically and conceptually, geographically, the study was delimited to government secondary schools in North Shoa Zone of Oromia Regional state. There were 14 woreda in North shoa Zone Oromia Regional state. To make the study more manageable because of financial and time shortage, the study area was delimited. The researcher was select seven woreda by simple random sampling lottery system. From seven woreda the researcher was take all secondary schools.

Conceptually the study was delimited to analyze the practices and challenges of leading schools for improvement in secondary schools of North Shoa Zone Oromia Regional state. This study was seeking the views of 180 teachers, 13 school principals and 7 clusetr supervisors of sample secondary school. The sampling techniques used in this study was simple random sampling, Availability sampling and purposive sampling use assured to represent the other schools by giving equal chance. The instrument used to collect data from the respondents was questionnaire, interview and document reviews.

1.7. Operational Definition of key Terms

Leadership: -is a person who leads a group of people, especially the head of a country, organization etc. A leader in a group of people or an organization is the person who is control of it or in charge of its.

Practices: -refers to active engagement of school principal poleis practices and challenges in the activity.

Organization: -a group of people who form a business club etc. together in order to achieve a particular form.

Secondary School: -According to Ethiopian education classifications, it refers to the level of educational structure from 9 -12.

Government school: -schools fully run by the government as per proclamation No_260/1984 E.C, in Ethiopia.

1.8. Organization of the study

The study report organized in five sections. The first section is the introductory part of the study, which includes background of the study: statement of the problem; basic research questions; objectives, significances, delimitation, operational definition of terminologies and organization of the study. The second section presents review of the related literature.

The third section deals with research methodology of the study which presents the research method, sources of data, sample and sampling techniques, data collection tools, validity and reliability test, method of data analysis, and ethical considerations. The fourth section presents analysis and interpretation of the data. Finally, the fifth section presents summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The Concepts and Definition of Leadership

2.1.1. Concept of Leadership

Botha (2004) argues that educational theories put principals in a better position and needs to be well-informed about current developments in the education sector since the instructional context is forever changing. And, knowledge of technological integration in teaching and learning is also imperative for the principal who want to be relevant in the 21st century. These competencies require a principal who is dynamic, versatile and flexible. Jenkins (2009) states the aforementioned conceptualization of instructional leadership suggests that instructional leadership concerns itself with teacher development and the improvement of learner performance.

Furthermore, Douglas and Reeves (2006) emphasized that, the first obligations of principals are articulating a compelling vision and linking clear standards of action that will accomplish the vision. Conceptually, vision contemplates the future, and the future inevitably involves uncertainty, change, and fear. Effective visions help principals, teachers, students and parents to understand that they are part of the schools and also reassure them of their individual importance to the school's goal achievement.

Alma (2003) elaborated that, principal's leadership is about getting across to the staff where we are now and where we are going. To principals: vision meant being clear about the direction in which you are going and translating your beliefs in to actions. It was about, keeping the overview and the big picture. Integrity, always associated with vision, meant sticking to core values and beliefs and having a steadiness of purpose in the face of rapid change.

School principals have become increasingly familiar with the concept of having a vision as to how the school should be in the future. Tony (2003) argued that a vision might include reference to: shared values, social cohesion, economic growth, the development of a learning community, inclusiveness, and safety and security. Such a vision will be subject to regular review and

change-the speed of social, economic and technological change requires regular and fundamental review of the vision.

The school effectiveness studies emphasized the importance of the principal's instructional leadership role which concerns the principal's responsibility to ensure that effective teaching and learning takes place. It relates to the core activities of the school: teaching and learning in the classroom involving all the beliefs, decisions, strategies and tactics which principals utilize to ensure instructional effectiveness in every classroom. Instructional leadership occurs when the principal provides direction, resources and support to both teachers and students with the aim of improving teaching and learning at a school. Good instructional leadership is the path to good teaching and learning and instructional principals ensure a sound culture of learning and teaching in their schools at all times (Kruger; 2006).

2.1.2. Definition of Leadership

Leadership is one of the most complex human behaviors. Although there is no one single way to view leadership, experts of the field usually define leadership according to their contextual perspective and the facets of the phenomenon of most interest to them. While sociologists, psychologists, strategists, historians, and business analysts have made significant progress in learning about leadership, there remains no single universally accepted definition for a leadership (Yukl, 2002). Besides, Lyne de Ver (2009) highlights that "There is no unanimity as to what leadership means". This leads to describe leadership as many things to many people.

A definition of leadership in terms of instruction tends to be much more focused and specific than many other conceptions of leadership in education. The skills and knowledge that matter in leadership are those that can be connected to, or lead directly to the improvement of instruction and student performance. Where leadership is instructional, it is dispersed to those who have the most influence over teaching and learning (Alma et.al, 2003).

2.2. Successful Schools and Instructional Leadership Effectiveness

As Richard (2012) stated in an effective school, the principal and school should develop a statement of purpose and, beliefs that would include the following: 1) The purpose of the school is to educate all students to high levels of academic performance; and, 2) to fulfill this purpose, the members of this school teacher believe that: a) all students should have a challenging academic program, b) all students should master their grade level objectives; and, c) teachers are

obligated to prepare all students to perform at mastery level on the objectives of the units of the study. The important concept is that if the principal is to shape the organizational culture of the school, a clear statement of purpose and beliefs must be formulated and communicated.

According to Joseph and Amanda (2003), successful schools generate value for a community, and for the society at large, in the form of human capital (the growing skills and knowledge of the members of the community, teachers as well as students), and social capital (the strengthening of collaborative relationships and trust among the school and outside individuals and organizations).

Also, Usmani (2007), showed that, there are about seven responsibilities of school principal effectiveness: 1) to accept responsibility for popular discipline throughout the school and in the interest of the school as a whole. 2) to cooperate with all teachers and to change ideas in order to improve and provide variety of approach on the teaching situation. 3) to execute all required school regulations and assignments on the time. 4) to accept his or her full share of students' activity participation. 5) to contribute constructively to committees, staff meetings, and other school system groups. 6) to take the positive steps in developing and maintaining school and student morale; and, 7) to provide his or her fair share of dependable and effective participation in activities involving the general welfare of the school.

Furthermore, Micheal (2007) argues that, parent involvement practices represented one of the best key factors that differentiated effective from less effective schools. Parent involvement in the life of the school is to be a positive influence upon students' progress and development. This included help in classrooms and on educational visits, and attendance at meetings to discuss students' progress. The principals' accessibility to parents was also important; schools operating an informal, open-door policy being more effective. In contrast-schools with unfocused initiatives may set more distinct boundaries between themselves and their neighborhood. Extent problems in these relationships may not be directly addressed. The broader community resources that could assist improvement efforts in the school are not tapped. These schools remain more isolated from their students', parents and their communities.

According to Alma et.al (2003), school improvement is a distinct approach to educational change that enhances student outcomes as well as strengthening the school's capacity for managing change. School improvement is about rising student achievement through focusing on the

teaching-learning process and the conditions that support it. It is about strategies for improving the school's capacity for providing quality education in times of change. It is within this context, and in the confluence between expanding the teaching and learning repertoires of teachers and the creation of a staff development infrastructure that instructional leadership defines it.

In addition, Alma et.al (2003), described principals are best placed to observe the impact of changes upon teaching and learning processes. There are four discernable and discrete dimension of principals' role within school improvement: like; 1) the way in which principals' translate the principles of school improvement into the practices of individual classrooms and it ensures that links within schools are secured. 2) Focuses upon empowering teachers and giving them some ownership of a particular change or development. 3) a mediating role. Because, principals are important sources of expertise and information; and, 4) possibly most important are forging close relationships with individual teachers where mutual learning takes place.

However, the challenge for school principal is to facilitate change in the school and culture of schools so that they are capable. of enhancing their value and rendering an account of that value generated for their school, community and for a society as a whole. Only in such a school and culture the school community and its stakeholders hold each other accountable for helping the school to fulfill these core functions (Joseph and Amanda, 2003).

2.3. Principals Instructional Leadership Development

2.3.1. Global Instructional Leadership Development

Hughes (2006) showed that, the growing internationalization of education has meant to that school effectiveness has become common currency and has shed the thinking of amongst researchers, and shaped the thinking of policy makers. The climate of global competitiveness which now characterizes much national thinking about education is receptive to the "quick-fix" in school effectiveness as in other areas. Policy borrowing reinforced by a belief that education models are transferable, regardless of context, is becoming standard practice.

Tyack and Hansot, (1982) & Goodwin (2003) cited in Misganaw (2014) showed that, the role of the instructional principal has changed considerably since its formal inception in the early 1900s, shifting according to political eras and societal changes. The school principals' role did not exist in the one-room schoolhouse, as teachers performed all functions. As schools grew in size and bureaucracy increased, the role was officially recognized in the early 1900s as one of manager

and coordinator of activities. The nature of the role varied over time depending on social paradigm, politics, and the economy, but it was with the development of stronger, more vocal and active unions in the 1970s that the role of the principal shifted from “that of a colleague of teachers to a representative of the school board”, and the years followed with increased centralization and increased bureaucracy.

As to Nick and Jacky (2003) instructional leadership emphasizes that the focus of the principal(s) within a school, must be above all on improving teaching and learning. The opportunity to implement instructional leadership is not universal. For example, in China, principals have limited involvement in curriculum matters. In Japan the principal’s role “is largely symbolic and ritualistic”. In Thailand, principals view themselves primarily as administrators. In America, principals are not necessarily qualified teachers and so may have limited experience of instruction.

Beatriz, et.al (2008) indicated that, across Organization for Economic Cooperation and Development (OECD) countries, the single most important eligibility criterion to become a school principal is to have a teaching background. In 14 out of 19 countries for which specific information is available, candidates for school principal must hold a teaching or pedagogical qualification. In New Zealand, a formal qualification is not mandatory, but eligible candidates must be currently registered as teachers. In England, successful completion of the National Professional Qualification for Headship (NPQH) is the only eligibility criterion and in Portugal applicants must have followed training on school management or prove that they have management experience. In Sweden, candidates must prove they have “pedagogical insight” and some kind of educational experience and in Norway the local authorities decide about eligibility criteria.

One of the rules in school principal selection in Zambia is that when there is a male school principal, the deputy must be a female. On the other hand, when there is a female school principal, the deputy must be a male.

2.3.2. Ethiopian Context: Instructional Leadership in Ethiopia

In Ethiopia, since its introduction, modern education has remained essential for the country to come out of poverty. And the challenge has been to create educated human capital and skills through developing an education system built and legitimized by the active participation of all

the stakeholders who agree to resource and support education development (Lemlem, 2010). So, education has been established as the leading power to promote the well-being of society by promoting economic growth, creating wealth and development. But studies have shown that Ethiopia's educational expansion is plagued by the prevalence of poor quality across the education sectors from primary to higher education (Misganaw, 2014).

School principals have a great role in working with all stakeholders to formulate a vision for the academic success of all students. Bush, (2008) cited in Tadesse (2015) emphasizes developing a shared vision around standards is an essential element of a school principal. Hearn argues that effective leadership practices of school principals play a great role in making school effective. Hence, the quality of school principal's leadership has a positive effect to improve student's achievement and to make school effective.

According to MoE (2006) school leadership is one of the most important factors contributing to the success of the school. Ensuring that a school has the best leadership includes careful selection of candidates, capacity building of those selected, and providing good career development prospects for them.

Careful selection of candidates: some of the qualities required of a good educational principal include: knowledge and skills about education, such that she/he can provide leadership and supervision in educational areas.

Good career development prospects: a system that rewards people who have made the effort to improve their qualifications and to gain relevant professional experiences. It would include: relevant certificated qualifications, experience, updating and upgrading courses should also be taken into consideration. Also, staff should have the opportunity to transfer, linked to promotion.

The severe challenges have been faced by educational principals along with dealing an improvement movement in student achievement through a consistent focus on the enhancement of the teaching-learning process and the transformation of the school into a motivational and child friendly learning environment.

Although there is lack of empirical evidences with regard to the degree of the challenges currently facing school principals at all levels of the system, the deteriorating quality of education reveals the prevalence of the problem. Among the observable problems principals are

found to work in a very complex and challenging environment characterized by tensions; conflicts; poor security; and substance abuse among students and related issues; lack of adequate finance and meager resources, pressure from various stakeholders and the impact of socio-political issues (Misganaw, 2014)

One of the serious challenges not to practice integrated school leadership is lack of support from educational authorities at different levels. This shows that school principals provided less support from regional education bureau and district education offices. MoE (2010), cited in Tadesse, 2015), many educational institutions in Ethiopia at different levels *do* not yet have the required capacity to exercise their responsibilities and to support schools as needed.

2.4. Role of Principals on Instructional Leadership Effectiveness

Leadership development can play a key role in shaping principals' performance, and evidence indicates its positive impact on principals' practices. Changing roles and responsibilities and broader distribution of leadership require principals to develop new skills. Principal tasks required for schools of the 21st century include guiding teaching and learning by enhancing teacher quality that will lead to setting goals and measuring progress, improved learning outcomes, managing resources, and leading and collaborating beyond school borders (Beatriz et.al, 2009). Hence, in relation to creating successful schools and student achievement; principals' role as school designer; curriculum leader; instructional leader; team builder, and driver of change was shortly described as follows:

2.4.1. The Principal as School Designer

Organizing all of the resources of the school to produce high achievement requires looking hard at all aspects of the life of the school and redesigning them so that they all contribute to a powerful and coherent program. And, all other aspect of the life the school must also be aligned with the redesigned instructional program, from the master schedule to the budget to the way before-and-after school programs are configured. So, it will be very important to introduce the principal to the essentials of school design, because it is the principal, more than anyone else, who has to have the overall architecture of the schools' program constantly in mind as a road map for the work ahead (Marc et.al).

2.4.2. The Principal as Curriculum Leader

According to, Paula (2013), curriculum development and implementation are nested processes; the state, the school system, the school, and the classroom all have legitimate roles to play in learning enhancement. The state should identify curriculum standards for each subject; the school should use those standards in developing coordinated curricula for grades K-12, with appropriate benchmarks. The school should develop its own program of studies, within district guidelines. The classroom teacher should operationalize the district curriculum guides in several ways: develop long-term plans, write units of study, enrich the district curriculum, and adapt it, so that it responds to individual student needs.

School-level leadership functions with respect to curriculum, is as follows: 1) influencing district curriculum guides, 2) developing the schools program of studies, 3) developing a learning-centered schedule, 4) determining the nature and extent of curriculum integration, 5) aligning the curriculum, 6) monitoring the curriculum, 7) helping teachers make long-term plans, 8) helping teachers develop curriculum units, 9) helping teachers provide enrichment and remediation; and, 10) evaluating the curriculum (Paula, 2013). Hence, principals are encouraged to play an active role and use a team-leadership approach that recognizes the strengths and needs of classroom teachers.

Marc & Judy (2002) verified that, one of the most important aspects of the curriculum for principals is promoting the professional knowledge and skill of the school. principals will have to know how to establish a culture in which every professional development on the staff is expected to be learning all the time, in which professional development is not simply a personal matter, episodic and random, but is seen by the school as the most important tool by which they acquire the skill and knowledge they need to implement the strategies and designs that the school has adapted for improving student achievement.

The principal is above all a moral leader and a builder of culture. Hence, this part of the curriculum will need to focus hard on what it means to be a moral leader and how it can be done, as well as how one can analyze school culture and the steps a principal can take to build a school culture that is ethical, results-oriented, collaborative, and respectful of everyone in the school community.

This last part of the curriculum begins with a focus on the crucial role of data in the drive for results, from the careful setting of targets to the collection, display, and analysis of implementation and outcome data to the use of data for setting goals, monitoring progress, allocating and re-allocating resources, and managing the school program.

2.4.3. The Principal as Instructional Leader

The perceptions and expectations on the school principal have changed dramatically given the changing context of education over the last fifteen years. The traditional roles and responsibilities of principals are ensuring a safe environment, managing the budget, maintaining discipline is still enforcing; however, there are many demands. As programming and associated auxiliary activity have been expanding, needed resources and support have not been forthcoming. In looking at the role of the principal as instructional leader; there are five key aspects of the role of effective principals: 1) defining and communicating a school's educational mission, 2) coordinating curriculum, 3) supervising and supporting teachers, 4) monitoring student progress, and; 5) nurturing a positive learning climate (Paula, 2013).

Instructional leadership provided by the principal is contributing factor to higher student achievement. Effective principals and effective school offers new insights that will help principals to become more effective instructional leaders. Effective principals are more likely to communicate about instructional matters; to pay attention to test results; to discuss curriculum and instruction; to focus on how well learning objectives were mastered in communication to students, teachers, and parents; and to be visible presence in and around the school.

On the other hand, Jenkins (2009) sees instructional principals as leaders who are involved in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers. The instructional principal focuses his/her attention on the control, coordination and supervision of all teaching and learning activities. If principals are to take the role of instructional leader seriously, they will have to free themselves from bureaucratic tasks and focus their efforts toward improving teaching and learning. Instructional improvement is an important goal, a goal worth seeking, and a goal that, when implemented, allows both students and teachers to make a more meaningful learning environment.

2.4.4. The Principal as a Team Builder

The principals will focus on developing the knowledge and skills needed to define the goals for teams, recruit and select their members and motivate and coach them to success (Marc, 2002). In addition, MoE (2013) emphasizes that: principal networks and collaborates with a wide range of people to secure the best possible learning outcomes and well-being of all students. She or he is skilled at establishing and maintaining professional relationships and structures. Principal is able to embrace uncertain, complex and challenging contexts and work with others to seek creative and innovative solutions that support quality outcomes for all.

Elaine (2003), concerning student council, emphasized that just as instructional leaders use building-leadership teams to establish solid, two-way communication channels between school and principal, they use student council as a way to build communication with students. Student councils are marvelous vehicles for enlisting student support for projects like building cleanup, recycling, or fund raising for new library books or athletic equipment.

2.4.5. The Principal as a Driver of Change

Joseph and Amanda (2003), argues the role of the principal as active and ongoing supporter of reform is critical to the success of school wide change effort. “A good principals-supports improvement that is responsive to the classroom context”, and provides support for classroom teachers. Principals create and maintain a sense of trust in the school, use positive micro-politics to negotiate between managerial, technical, and institutional arenas, and create a professional change requires principals to move from being managers of the status quo to facilitators of reform, have to develop skills of collaboration and learn to share power with teachers.

The aim is to provide the principal with the knowledge and skills needed to lead, design, and drive a change process calculated to lead steady improvement in the achievement of the students in the school. The principal should also learn how to identify root problems and causes, gather intelligence and formulate a plan on basis of appropriate data, set performance targets, select strategies, and develop sound implementation plans (Marc & Judy, 2002).

Principals also become effective change agents. The role of change agent is a complex one and includes the following: 1) developing a “shared vision”, 2) formulating a need assessment, 3) developing or selecting an innovation, 4) targeting group(s), for the proposed change, 5) anticipating problems and resistance to the proposed change, 6) formulating a plan, 7) evaluating

the implemented plan and making needed changes. Success of a curriculum principal as a change agent largely depends on the extent of formulating a shared vision and developing strategic plan are key components of the process and include guidelines that help aid the process (Allan, 2006).

2.5. Dimensions and Functions of Principals' IL Effectiveness

In the literature the functions to be accomplished through Instructional Leadership were classified and grouped in to various way differently. For example, McEwan (2003) identified the following seven functions as dimensions of Instructional Leadership: (1) Establish clear instructional goals; (2) Be there for your staff; (3) Create a school culture and climate conducive to learning; (4) Communicate the vision and mission of your school; (5) Set high expectations for your staff; (6) Develop teacher leaders; and (7) Maintain positive attitudes toward students, staff, and parents.

Lashway (2002), based on the National Association of Elementary School Principals - NAESP instructional leadership frames, stated that, instructional leaders have six roles: Making student and adult learning the priority; Setting high expectations for performance; Gearing content and instruction to standards; Creating a culture of continuous learning for adults; Using multiple sources of data to assess learning; and Activating the community's support for school success.

Moreover, Condon and Clifford (2012), on their parts identified the following six domains for principal professional practice:

1. Setting a widely shared vision for learning;
2. Developing a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, fairness, and in an ethical manner; and
6. Understanding, responding to, and influencing the political, social, legal, and cultural context.

Another classification of instructional leadership functions was the one identified by Hallinger (2013). His categorization of instructional leadership practices composed ten job functions: (1) framing school goals, (2) communicating school goals, (3) supervising and evaluating instruction, (4) coordinating curriculum, (5) monitoring school progress, (6) protecting instructional time, (7) maintaining high visibility, (8) providing incentives for teachers, (9) promoting professional development, and (10) providing incentives for learning. According to this author, the ten functions are further grouped under three broad instructional leadership dimensions. The dimensions are: (i) Defining the School Mission; (ii) Managing the Instructional Program; and (iii) Promoting a Positive School Learning Climate.

Another notable, classification of Instructional Leadership dimension was, “the Maryland Instructional Leadership Framework”; which describes outcomes expected of the principals as they provide instructional leadership for their schools. For each outcome identified, there are evidences in practice that delineate the minimum of what we expect principals to know and be able to do if the respective leadership outcome is to be realized (Cary and Foran, 2005).

It represents the most commonly accepted instructional leadership responsibilities according to respected practitioners, researchers, and theorists in the field of instructional leadership and continuous improvement. It also provides a foundation for the alignment of professional development opportunities offered at national and local levels as well as coursework offered at institutions of higher education. The foundation documents for the instructional leadership dimensions are relevant and noteworthy reports, research in the field, input from various stakeholders, as well as the best thinking for Leadership Development (Foran and Cary, 2006). These dimensions include:

1. Facilitate the Development of a School Vision

Under this, issues like Understands and participates in the process for developing the school vision; articulate the vision and encourage all staff and other stakeholders to articulate it on a regular basis; be acquainted with the procedures for periodic review of the school vision, and encourages a variety of stakeholders to be involved in that review (appreciate collaborative review of the vision by stakeholders); and identify and make available the resources that allow the vision to be implemented were includes.

As stated by Hersey (2007), it is the responsibility of the leader to create a vision for the organization and to articulate their vision so it turns in to concrete strategies, solid management system, and informed resource allocations that enable an organization to accomplish results. Leaders must know where they are going if they are to achieve their purposes. Today, just as thousands of years ago, without a vision, persons and organizations perish. Therefore, leaders must be vision creators. This is an immensely powerful and far-reaching idea. Visioning defines leadership. It is a fundamental to the process of leading an organization. A single defining quality of leaders is their ability to create and realize a vision.

2. Align All Aspects of a School Culture to Student and Adult Learning

This includes exhibits mutual respect, teamwork, and creates trust in dealings with students, staff, and parents; Has high expectations for all students and teachers in a culture of continuous improvement; Participates effectively on the school leadership team; Participates effectively in a professional learning community aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning; and Takes advantage of opportunities for leadership and collaborative decision-making distributed among stakeholders, especially teachers.

3. Monitor the Alignment of Curriculum, Instruction, and Assessment

Under this major items included are: Engages in ongoing conversations with teachers and colleagues as to how standards, curriculum, and research-based instructional strategies are integrated into daily classroom instruction; Ensures that student assignments are rigorous, purposeful, and engaging; Ensures that student work is appropriately challenging and demonstrates new learning; and Ensures that assessments regularly measure student mastery of the content standards.

4. Improve Instructional Practices through the Purposeful Observation and Evaluation of Teachers

This constitutes Understands how and what students are reading, writing, producing, and learning; Uses student data collected every academic year to improve classroom instruction; Uses formal feedback from observation conferences, as well as informal visits, meetings, and conversations with teachers to improve classroom instruction; Effectively participate in regular

teachers' performance appraisal practices based on continuous student performances; and
Contributes to the identification and development of potential school leaders

5. Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction

This included principals ensures that multiple and varied assessments are collaboratively developed; Ensures the regular use of formative assessments as a part of the ongoing evaluation of student performance to adjust instruction; Ensures that summative assessments are aligned in format and content with national assessments; and Ensures that interventions for individual students are appropriate and based on results of assessments.

6. Use Technology and Multiple Sources of Data to Improve Classroom Instruction

Ensures the use of appropriate instructional technology by students and the staff; Ensures the use of the Educational websites for school improvement purposes; Reviews and encourages others to review disaggregated data by subgroups to improve instruction; Engages in and encourages others to engage in root cause analysis of student performance to drive instructional decisions; and Collaborates regularly with teachers to analyze student work.

7. Provide Staff with Focused, Sustained, Research-based Professional Development

Engages in results-oriented professional development aligned with curricular, instructional, and assessment needs connected to school improvement goals; Create opportunities for teachers to engage in collaborative planning, critical reflection, and job-embedded professional development during the regular school day and takes advantage of it; Execute differentiated professional development based on career stages, needs, and student performance; the principals Personally involved in professional development activities in which he/she expects others to be involved; and understands how professional development is aligned with the National Teachers' Professional Standards

8. Engage All Stakeholders in a Shared Responsibility for Student and School Success

Under this the principals are expected to welcomes parents and caregivers to the school, encourage their participation, and provides information to help their children learn; Persuades parents and caregivers to be active members of the school improvement process; and Encourages community stakeholders and school partners to readily participate in school life.

For the purpose of this study, the dimensions of instructional leadership known as “the Maryland Instructional Leadership Framework” was adapted and used to assess secondary schools’ instructional leadership effectiveness.

2.5.1. Shape the School Goals

Hallinger (1982) cited in Michelle (2010), showed that, instructionally effective schools generally have a clearly defined mission or set of goals which center on student achievement. A few coordinated objectives, each with a manageable scope, appear to work best. The goals should incorporate data on past and current student performance and include teacher responsibilities for achieving the goals. Staff and parent input during the development of the school’s goal seem important. Performance goals should be expressed in measurable terms.

Moreover, Susan & Randall (2003) elaborates a school’s principal provide a vision of what the school stands for, the mission it seeks to fulfill, and the values that will guide the means it uses to achieve its mission. Leadership sets the stage for managing human resources by providing a broad set of guidelines that help teachers make choices and direct their energies. An effective principal ensures that teachers are generally working to achieve the same results and that by achieving those results the school will satisfy the school’s key stakeholders. A goal is a future state that an individual is striving to attain. They define for the individual an acceptable level of performance or direction of action. Principals will commonly adopt goals shared by other teachers or developed by the school (Wayne & Cecil, 2005).

Susan & Randall (2003) indicates goals are a necessary part of an action plan in a school. Goal affect motivation in two ways: 1) by increasing the amount of effort teachers choose to exert and by directing or channeling that effort. 2) when teachers accept a goal as something to strive for and then commit to achieving that goal, they essentially agree to exert the amount of effort required to do so. For some teachers, goals assigned by principals may be effective, but many principals believe that goals work best when the teachers participate in goal setting. Doing so increases the teachers’ willingness to accept goals, which is essential for the goals to be motivating.

Goals that are specific, observable and time limited are conducive to ongoing assessment and performance-based feedback, and principals and teachers should strive to provide and or seek feedback on a fairly regular basis (Hughes, 2006).

Sushanta (2012) stated that, principals as the school chief educational leader play a major role in shaping the nature of the school organization. Similarly, Ministry of Education (2005) commented that: “principals as educational leader plays a pivotal role in the success of the school. In the successful school, principals; create a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving, and plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members: monitor students learning progress and closely work with parents, and community members.” From the above one can understand that without effective educational principals, it is impossible for schools to attain their educational outcomes.

2.5.2. Communicate the School Goals

Effective school goal communication, involves the ability to transmit and receive information with a high possibility that the intended message is passed from principals to teachers, parents and students. Hughes (2006) elaborated that, the quality of a principals’ communication is possibly correlated with followers’ satisfaction, as well as with quality of services rendered. Effective school goal communication skills are also important, because they provide principals’ and followers with greater access to information relevant to schools’ goal achievement.

Moreover, Hallinger (1982) cited in Michelle (2010), emphasized that; the principal communicates the school’s most important goals to teachers, parents, students, and the community. Principals can ensure that the importance of the school’s goals is understood by discussing and reviewing them with staff on a regular basis during the school year, especially in the context of instructional, curricular, and budgetary decisions. Both formal communication channels (goal statements, staff bulletins, articles in the principal or site council newsletter, the school handbook, assemblies) and informal ones (parent conferences, teacher conferences, curricular meetings, other discussions with staff) can be used to communicate the school’s primary purpose.

Principals communicate school goals or visions in many different ways. Habtamu (2014) described that communicating goals can be effective through school and departmental meetings, and through follow up conference to classroom observations. Frequent communication of school goals by principals promotes accountability, a sense of personal ownership and instructional

improvements. Skillful principals focus attention on key aspects of the school's vision and communicate the vision clearly and convincingly.

The function of communicating school goals refers to the ways the principal expresses importance of the school goals to teachers, parents and students. With regard to the communication of school visions and goals, Hoy and Hoy (2003) cited in Habtamu(2014) explain that principals have to communicate clear vision on instructional excellence and continuous professional development. This is one of the instructional leadership practices at school level.

2.5.3. Supervise and Evaluate Instruction

According to Sunil (2005), supervision on the functional service basis is a necessary integral part of any general educational program and of any specific school system, because education is complex and intricate, and furthermore is carried on in minute divisions, classrooms, scattered throughout a community and over the nation. The great extension of educational opportunity particularly on the secondary level increases the demands for technical assistance. Supervision in the sense of leadership will contribute to unity of purpose and coordination of effort. Leadership and creative contribution may be found anywhere and it is increasingly realized. Supervisory leadership aids discovering leadership and creative ability and in arranging opportunities for its expression.

The features of supervision of instruction that described by Rajni, (2006), include the following: 1) The conditions of democratic supervisory relationships require that all involved personnel; (a) hold each other in mutual respect, (b) recognize the need for the diversification of tasks; and, (c) possess the capacity for finding teachers' satisfaction in schools; 2) supervision involves the process of directing and controlling, stimulating and initiating, analyzing and appraising, and designing and implementing those behaviors directly and primarily related to the improvement of teaching and learning; and, 3) leadership in evaluating major and minor trends in the social, economic, physical and ethical environment in terms of the potential effects upon the instructional program is the responsibility of personnel assigned to the supervisory function.

Hallinger (1982) cited in Michelle (2010), showed that, a central task of the principal is to ensure that the goals of the school are being translated into practice at the classroom level. This involves coordinating the classroom objectives of teachers with those of the school and evaluating

classroom instruction. In addition, it includes providing instructional support to teachers and monitoring classroom instruction through numerous informal classroom visits.

Educational administration scholars have long argued that principals who serve as the instructional leaders in their schools; coaching teachers in particular time spent about their instructional practice and evaluating teachers or curriculum predicts greater school effectiveness and increases in schools' goal achievement (Grissom et.al, 2012).

School principal involvement in classroom observation and feedback is associated with better student performance. However, school principals do not always have sufficient time and capacity to focus on this important responsibility. Policy makers need to address constraints limiting the capacity of school principals to engage in meaningful teacher evaluation activities, including providing appropriate training (Beatriz et.al, 2009).

2.5.4. Coordinate the School Curriculum

Allan, et.al (2006) described that, the curriculum is the plans made for guiding learning in the schools, usually represented in retrievable documents of several levels of generality, and the actualization of those plans in the classroom, as experienced by the learners and as recorded by an observer; those experiences take place in a learning environment that also influences what is learned. These retrievable documents used in planning for learning typically specify five comments: a rationale for the curriculum; the aims, objectives, and content for achieving those objectives; instructional methods; learning materials and resources; and tests or assessment methods.

Moreover, Jon (2009) analyzed that, curriculum planning defines what students will experience in the classrooms. Such planning also tells school principals what teachers must know, or be able to do, in order to activate such plans in their own classroom. Staff development is the direct connection between curriculum and instruction, and then teacher training always exists to implement the curriculum in the classroom. Even teacher training for personal enrichment can be used to enlarge the background of the teacher, so that they can make more instructional references and connections for students.

Hallinger (1982) cited in Michelle (2010) emphasized that; a characteristic which stands out in instructionally effective schools is the high degree of curricular coordination. School curricular objectives are closely aligned with both the content taught in classes and the achievement tests

used by the school. In addition, there appears to be a fairly high degree of continuity in the curricular series used across grade levels. This aspect of curricular coordination is often supported by greater interaction among teachers within and across grade levels on instructional and/or curricular issues.

Jon (2009) described that, the principal facilitates a process of goal identification and defines those goals with observable or quantifiable cognitive and affective objectives. Each objective further defines the curriculum desired by the school community in terms of student behavior. Because, each objective can be validated (attained or not attained), the process of curriculum work becomes one of activating programs that meet objectives set by teachers, parents, and the school community.

Moreover, he explained that,one of the major errors of many curriculum improvement efforts were to plan without involving others. People are naturally resistant to change, when they don't know what is going to happen or why change is occurring. The need to involve others is especially true in schools when working with curriculum. Schools are everyone's business, and members of the tax- paying community, parents of school children, and teachers who deliver the curriculum have a right to be involved planning what will affect them.

2.5.5. Monitor Student Progress

School improvement is about rising student achievement through focusing on the teaching-learning process and the conditions that support it (Alma et. al., 2003). According to Beatriz et.al (2008), the school principal pressing for high academic standards would map out; thorough targets for improvements in learning (planning), get the school on board to do what's necessary to meet those targets (implementing), encourage students and teachers in meeting the goals (supporting), challenge low expectations and low district funding for students with special needs (advocating), make sure families are aware of the learning goals (communicating), and keep on top of test results (monitoring).

Also,Hallinger (1982) cited in Michelle (2010) stated that, instructionally effective schools place a strong emphasis on both standardized and criterion referenced testing. The tests are used to diagnose programmatic and student weaknesses, to evaluate the results of changes in the school's instructional program, and to help in making classroom assignment. The principal plays a key role in this area in several ways. He/she can provide teachers with test results in a timely and

useful fashion; discuss test results with the staff as a whole, with grade level staff and individual teachers, and provide interpretive analyses for teachers detailing the relevant test data in a concise form.

School principals play a key role in improving school outcomes by influencing the motivation and capacity of teachers and affecting the climate and environment in which they work and learn. To increase their influence, school principals need to play a more active role in instructional leadership by monitoring and evaluating teacher performance; conducting and arranging for mentoring and coaching; planning teacher professional development; and orchestrating teamwork and collaborative learning (Beatriz et al, 2008).

On the other hand, Chisholm and Vally (1996) cited in Kruger (2003) showed that the collapse of a culture of learning and teaching is most pronounced in secondary schools. The following are common observable features of a poor culture of learning and teaching or a lack thereof: weak/poor attendance, educators do not have the desire to teach, tensions among the various elements of the school community, high dropout rate, poor school results, weak leadership, management and administration, de-motivation and low morale, disrupted authority and the poor state of buildings, facilities and resources. At the base of these features lies the absence of a sound philosophy, values and norms which shapes the deeper attitude of the role players in the school with regard to education and schooling in general.

Monitoring and evaluating the learners' progress by means of tests and examinations. Using the results to provide support to both learners and educators to improve as well as to help parents understand where and why improvement is needed.

2.5.6. Protect Instructional Time

According to Grissom and Loeb (2009) principals devoting significant time and energy to becoming instructional leaders in their schools are unlikely to see improvement unless they increase their capacity for organizational management as well. Effective instructional leadership combines an understanding of the instructional needs of the school with an ability to target resources where they are needed, hire the best available teachers, provide teachers with the opportunities they need to improve, and keep the school running smoothly.

Leithwood et.al (2004) cited in Rice, (2010) agreed that, principals' contributions to student learning, then, depend a great deal on their judicious choice of what parts of their school to spend

time and attention on. Some choices...will pay off much more than others. Hence, devoting more time to organizational management was correlated with higher student achievement.

Hallinger (1982) cited in Michelle (2010) stated that, improved classroom management and instructional skills are not used to the greatest effect if teachers are frequently interrupted by announcements, tardy students, and requests from the office. The principal has control over this area through the development and enforcement of school-wide policies related to the interruption of classroom learning time.

Effective time management of principals' offer students and school the flexibility to teach and learn in an environment free of the artificial restrictions of lesson divisions, classes, and fifty-minute or forty-minute time slots. When class schedules are constructed, the developmental needs of students and the rigorous activities of each class must be the prime concerns. The students participate in encore classes or electives and in core explore class, which offers the students remediation, exploration, and acceleration during the remainder of the day (Pat, 2002).

For the principals, there is need to manage the time through the time table, leaving enough time for all the important activities in the school. Core subjects such as literacy and numeracy need to be assigned adequate teaching, learning and practice time. Optimal subjects may be assigned less time. Extra-mural activities such as clubs need to be assigned times and places. One simple way of doing this is to assign certain times for extra-mural activities (MoE, 2006).

In contrast, negative associations are larger when principals report that classroom walkthroughs are not seen as professional development opportunities (Grissom et.al, 2012). Some time constraints, such as the time of central office meetings, probably are not under the principal's control. There are other factors over which he will meet parents, accept phone calls, do paperwork, and accept student referrals. The key to future planning of time use is to accept the limitations that exist and work on those time periods that can be altered (Carl et.al, 2007).

2.5.7. Maintain High Visibility

Effective principals need to create a visible presence. This includes focusing on learning objectives, modeling behaviors of learning, and designing programs and activities on instruction. As a principal, more than half his/her day is spent focusing on these objectives (Whitaker, 1997). A visible presence that: visits classrooms, attends departmental or grade-level meetings, is accessible to discuss matters dealing with instruction, is an active participant in staff

development. The principal supports teachers in their efforts in classrooms by being available to offer advice, opinion, praise, judgment and encouragement to their work and the efforts of children. He/she might encourage the display of projects and provide a public area for this and might check classroom workbooks or essays on classroom visits.

Hallinger (1982) cited in Michelle (2010) stated that, the contexts in which the principal is seen provide one indicator to teachers and students of his/her priorities. Although a significant portion of the principal's time may be out of his/her control, the principal can set priorities on how the remaining time is to be spent. Visibility on the school compounds and in classrooms increases the interaction between the principal and students as well as with teachers. This can have positive effects on student behavior and classroom instruction.

According to Marc & Judy (2002), the principal will also have to learn what to look for as he or she walks around the school and observes classrooms, mentoring teachers to help them become more effective in a standard-based environment. Blase and Blase (1998) cited in Kruger (2003) concluded that the example of principals who walk around the school supporting the teachers' instructional efforts and reinforces good teaching behavior.

2.5.8. Provide Incentives for Teachers

Barnard (1938), Hallinger & Murphy (1985), cited in Paul (2010) showed that, schools use incentives: such; as praise, good working conditions, material rewards, pride in work completed, and emotional attachment to the school, and positive working relationships with principals to motivate teachers. Providing incentives for teachers is a strategy principal can use to motivate teachers to change their instructional practices. Principals provide incentives by giving formal awards and using public or individual praise for teachers. Praising teachers in front of their peers can be effective because it encourages improvement by all teachers. Recognizing teachers for their classroom performance provides an incentive for improvement and continued growth.

Hallinger (1982) cited in Michalle (2010) emphasized principal should make the best use of both formal and informal ways of providing teachers with praise when it is deserved. This could be through a bulletin, official district recognition program or informal cards, verbal statements, or awards. Sharma (2005) also indicated that, there are various types of incentives. Those most effective are intellectual, emotional, and social incentives.

Intellectual incentives: are those used in informing teachers of their successes and errors in school work. Records are posted, specific errors pointed out, and graphs made of individual or group accomplishments. Such incentives require no comment. Results are objective enough for teachers to find out for themselves about their accomplishments and failures, which is self-motivating in effect. Better attitudes and methods of work result from their knowledge of progress made. Both the quality and quantity of work improve when teachers work toward the realization of definite aims and know how well they are succeeding as they proceed.

Emotional incentives: when teachers are not informed to their success or failure but influenced by an expression of praise for their performance, the incentives are emotional in character. Verbal commendation or appropriate criticism may be used to produce the emotional response desired. Comment of the right kind about a teachers' work is better than none at all. Great care must be exercised in making comment stimulating and helpful. The nature and amount of comment must be wise and judicious. This varies both with learning situations and with individuals.

Social incentives: influences the performance a teacher when he is working in a social group. The presence of a co-working group has the effect of increasing the amount and speed of learning, but the quality of through processes is usually better when a teacher works by himself. When judgment or reasoning is involved; the student accomplishes more by working alone. Rivalry with one's own record is superior to competition with another. Emphasis on cooperation has advantages to that of competition. Among the worthy social incentives are desires to be well through of, to secure group approval, to win by fair means, and to preserve the good name of the school.

2.5.9. Promote Professional Development

Ronald (2011) indicated, the current situation of staff development is to provide teachers with the opportunity to maintain a favorable outlook on teaching and to improve their effectiveness in the classroom. A staff development program can offer the teacher opportunities to: 1) update skills and knowledge in a subject area. The knowledge explosion has created the need to reinterpret and restructure former knowledge. 2) keep abreast of societal demands. Teachers need to become acquainted with research on the instructional process and on new methods of teaching. 3) become acquainted with the advances in instructional materials and equipment; and,

4) the internet and computer–assisted instruction are only a few of the many innovations that have potential for improving the quality of classroom instruction.

Providing, promoting and participating in teacher development that is relevant to the school context and aligned both with overall school improvement goals and teachers’ needs is a key responsibility for school principals which policy makers need to emphasize. Developing discretion over training and development budgets to the school level enables school principals to offer and coordinate meaningful professional learning opportunities for all their teachers (Beatriz et al, 2009).

Hallinger (1982) cited in Michelle (2010) indicated that, the principal has several ways of supporting teachers in the effort to improve instruction. He/she can arrange, provide, or inform teachers of relevant opportunities for staff development. The principal also can encourage certain types of staff development closely linked to the school’s goals.

Professional development provision is part of a larger, ongoing and coherent set of experiences for career-long teacher growth and professional skill enhancement, and can be available during and suited to the three different stages of initial training, induction and in-service training of principals’ career:

Initial training: decisions must be made about whether such training should be mandatory or voluntary and whether it becomes a prerequisite for the job of principal. Incentives may help encourage school leaders to participate. Orientation courses are other ways of attracting good potential candidates, as is including components of leadership training in initial training.

Induction: if initial training cannot be provided, it becomes even more important to offer strong induction programs to support development of basic leadership skills. Providing support for members of school leadership teams can also be beneficial. Networks are a valuable and cost-efficient way to provide informal development and support.

In-service training: is particularly critical in changing educational environments. Others involved in leadership teams also need this support. Networks can also be used as an informal mechanism at this stage. Some systems require a certain number of days or hours of professional development of their school leaders (Beatriz et al, 2009).

MoE (2012) stated that, as a consequence and as an extended priority of ESDP III, maintaining and/or regulating the professional quality of school principals as a concurrent activity to the teacher quality and development will continue to be one of the top priorities in ESDP IV. One of the most common strategies followed in maintaining the quality of teacher and school principals' professional development is through preparing and implementing standards of professional competences.

Micheal (2007) shows three factors relative to affects to improvement of professional development of teachers: 1) vacancy policies, 2) staffing rules favoring seniority; and, 3) late budget timetables- that produce four negative consequences: (a) schools are forced to hire large numbers of teachers they do not want and who may not be a good fit for the job and their school, (b) Poor performers are passed around from school to school instead of being terminated, (c) new teaching applicants, including the best, are lost to late hiring, as transfers and other adjustments have to be addressed first; and, (d) novice teachers are treated as expendable regardless of their contribution to their schools. It is through local problem solving with expanded horizons that new solutions can be identified and implemented. This represents a huge cultural change for schools, and as such it is going to require sophisticated new leadership.

On the other hand, Ronald (2011) indicated that, effective professional development for teachers can enhanced if the development programs are systematic, concrete, and relevant to the teacher's job, including not only what the job is, but, also what the job should be. Thus, staff development opportunities can be ongoing and personalized, flexible and adaptable to change as the needs arises, carried out when the participant is not exhausted because of work, and an integral part of the school district's policies and supported by adequate funds.

2.5.10. Providing Incentives for Learning

Teacher quality is the most important school-level determinant of student performance, and school principal focused on improving the motivation, capacities and working environment of teachers is most likely to improve student learning (Beatriz et.al, 2009).

Hallinger (1982) cited in Michelle (2010) indicated that, the principal creates a school learning climate in which academic achievement is highly valued by students by providing frequent opportunities for students to be rewarded and recognized for their academic achievement and improvement. The rewards need not be fancy or expensive; the recognition before teachers and

peers is the key. Students should have opportunities to be recognized for their achievement both within the classroom and before the school as a whole.

Effective teaching in modern schools is collegial and transparent, cooperative and collaborative, and conducted in teams and larger professional learning communities. School principals need support and encouragement in promoting teamwork among teachers (Beatriz et al, 2009).

2.6. Challenges Facing School Principals

2.6.1. Training and Professional Development of Principals

School leadership has a key role in the improvement of a school. Educational leadership development programs provide certain kinds of knowledge and skills about leading and managing leadership practices. School principals are front-line managers in charge of leading their team to new levels of effectiveness. Leadership preparation is important to develop skills and knowledge for the learners for later use. School principals regularly deal with emotions that come from aggressive or pleasure parents, students, and staff members. This is a common practice in principal 's schoolwork environment.

Hence, principals training should include learning strategies to deal with the emotional trouble of the principals' activities. Training principals for restructuring schools should prepare them to direct their available resource toward the mission, goals, and improvement priorities of schools.

Training helps principals to develop technical skills such as material resources identification, purchase, information use, human resources management. To achieve these tasks, principals are expected to take training before they fill in the position. Bush &Heystek (2006) conclude that training should be extended and recommend that, management development for principals should take place before appointment. Training principals should integrate learning and work, emphasize action orientation, problem-solving approaches to training; focus on the development of teams; and be comprehensive, coherent, and continuous (Mojkowski, 1991).

Principals are selected from teachers (Benares ,1994). All of them have barely any leadership experience or prior training in school administration and management. Suddenly a head teacher finds himself in a leadership position, which calls for a lot of commitment, dedication, and tolerance. Confirming the idea, McEwen (2003) states that while many institutions are restructuring their administration programs to provide more opportunities to develop leadership

skills in addition to academic knowledge a gap remains between the academic and real world. Thus, lack of skills and training is the common impediments to educational leadership effectiveness.

2.6.2. Lack of Resources

Resources are the means to the end. They matter in terms of school improvement and long-term effectiveness. In research synthesis about practices in high-performance schools, the finding that relate to resource is evident in (Ubben and Hughes, 1997). In other words, lack of resources (financial, physical, or human) can be a serious obstacle to carry out his task effectively. A principal may want to lead and the situation and expectations of others may call for his leadership. Nevertheless, if resources necessary to implement his or her leadership are inadequate, the principal will face a significant impediment (Gorton, 1983).

2.6.3. The Work Overload

The principal is the one person in a school who oversees the entire program and holds great responsibility of his/her school. Confirming the above idea, Barth, (in Sergiovanni, 2001), states that the principal is ultimately responsible for almost everything that happens in the school and out. Strengthening the idea, Gorton (1983), also states that exercising instructional leadership takes time and energy over and above which must be spent on administering a school or school district. Responsibility other than instructional leadership will frequently press for the principal 's time and drain his/her energy, leaving him/her with the feeling that he/she really does not have the time to function as one. Explaining the above idea, Shields (2004) state that principals are expected to develop learning communities, build the professional capacity of teachers, take advise from parents, engage in collaborative, and consultative decision making, resolve conflicts, engage in effective instructional leadership, and attend respectfully, immediately and appropriately to the need and request of families with diverse cultural, ethnic and socioeconomic backgrounds. Added to this, Shields (2004) states that, increasingly, principals are faced with tremendous pressure to demonstrate that every child for whom they have responsibility is achieving success.

2.6.4. The Personal Quality of the Principal

Schools really can make a difference in the achievement levels of students, but a school is most often only as good or bad, as creative or sterile as the person who serves as the head of that school, (Ubben and Hughes, 1997). The principal 's own personality, vision, extent of

commitment, human relation skills etc. can serve to constrain/hamper the exercise of leadership. Strengthening this idea, Gorton (1983) stated that if the principal does not possess the appropriate personal qualities needed, the absence of these characteristics can be self-constraining in carrying out leadership responsibilities properly.

2.6.5. Shortage of Time

Principals are schools' representatives. They have responsibility over many areas of their respective school. Hence, they become busy in dealing with these responsibilities the whole workdays. According to Ubben and Hughes (1997), a school executive day is characterized by one encounter after another with staff members, students, parents, community members, politicians, and others the kind of individuals or subgroups are myriad and divers, all of whom have questions and requests and problems demanding principals time. Thus, lack of time, due to variety of tasks that principals deal with is another biggest problem in principals' work (McEwen, 2003).

2.6.6. Social and Organizational Cultural Context and School Nature

The act of leadership and its organizational context are inseparable. Originations cannot be understood without due consideration of the culture which constitutes them. Organizational culture is, as Sergiovanni (2001), stated "the glue that holds a particular school together". With shared visions, values, and beliefs at its heart, culture serves as compass setting, steering people in common direction. It provides the framework for deciding what does or does not make sense. Hence, the ways things are done in an organization are dictated by a cultural practice of the school. The reverse is also true; leaders have a power to influence the practices of schools. Organizational culture includes all the beliefs, feelings, behaviors, and symbols that are characteristics of an organization. According to Lunenburg and Ornstein (1991), organizational culture is shared philosophies, ideologies, beliefs, feelings, assumptions, expectations, attitudes, norms, and values. Additionally, Walker and Dimmock (2002) defined culture "The enduring sets of beliefs, values, and ideologies underpinning structure, processes, and practices that distinguish one group of people from another". Organizational culture can influence many administrative functions. Among these are motivation, leadership, decision-making, and change. Organizational cultures can pressure the performance of employee and organizational success (Lunenburg and Ornstein, 1991).

On the other hand, schools are different from most social institutions and perhaps are the most complex of all our social inventions. In relation to this, Hanson (1996), states that unlike most other formal organizations, the school has a human product that give rise to unique problem of organization and management. This is because the main participants in the school system are parents, students, teachers, principals, and other staff with different backgrounds and interests. However, the interaction of these groups and individuals in a dynamic school context may not always be harmonious and conflicts may be some of the outcome, thus the process of school governance become exceedingly complex. The challenge of educational leadership becomes even more complex as a school can again be differentiated from other type of institutions in relation to value structure of the community. Schools bring individuals of different values yet are thrown as to increasingly closer interactions with each other (Ayalew, 1991; Dimmock, 1993).

2.6.7. The Problems of Limited Acceptance

The school principals are expected to act as leaders in school and the success of a school to accomplish the goals depends up on the ability of the head to lead the staff members and the willingness of the staff to be led. Nevertheless, if teachers do not accept principals as the head of the school, it may challenge the principal. In line to this, Gorton (1983), states that teachers do not always recognize the principal as the leader of the school. This is because they consider him/her as not having the necessary expertise regarding the activities.

2.6.8. Managing Change

The only absolute in our world is change. Changes are taking place in political, scientific, technological, and institutional areas. The most general reason is that something relevant to organization either has changed or is going to change. The organization consequently has little choice but to change as well (Griffin, 1990; Rao&Narayana, 1999). School organization are not exceptional, hence changes have become almost a way of life in education today (Cotsakos, 2004). Thus, to bring about the desired change, there must be cooperation and involvement of staff members together with the school principals, the leader and agent of change. However, some staff members react negatively to change considering it as something that threatens their position making their task more complex and demanding (Cotsakos, 2004; Glatter et al, 1988).

Dodd et al (2000), have also indicated that when any change is introduced anywhere, it is likely to generate conflict. As we have all seen many times, the more radical the change the more people affected by it, the more widespread, disruptive, and painful the reaction against the

change will be. Because public education affects people everywhere, discussions and discussions about change in schools create a public arena for conflict or cooperation. In similar manner, Evans (1996), further states "When we think of change as learning, we can readily remember the value, the experiment, the pride and the fun of new things we have learned in our lives". Every teacher is a change agent, helping students learn and grow over the course of the school year but this aspect of change is countered by another deeply rooted in human nature, a fundamental resistance that has enormous implications for the enterprise of school reform. Generally, teachers sometimes consider change as just something herald more work and more responsibility something else to add on to an already over loaded schedule for which little or no time is allotted, hence fragmentation of efforts. However, fragmented efforts of the school staff will impede the desired changes bringing problems to school principal in his/her leadership role of change agents.

2.6.9. Selection and Placement of School Principals

Following a change of government in 1991, Ethiopia has been undertaking major reforms in its educational system. The education reform and policy in Ethiopia has developed different criteria and process of selection and placement of school principals. The policy instructs to select and assign the most qualified principals to the position. Its major focus is making educational management professionalize. The policy states that educational management practices shall be professional, democratic and efficient (TGE, 1994). However, according to Fiseha (2005), most of the principals did not have the required qualification for secondary school principal ship and they did not get educational leadership training. Dereje (2007) added that Ethiopian school leaders badly lack theoretical knowledge of school leadership. This has been a problem on the quality of educational leadership they provide. Principals 'performance related with their previous training and rich experience has a big effect on student achievement. Dessalegn (2005) did his research on the school principal and its relation to students 'achievement. The study finding showed that there was strong relationship between principals 'performance and student achievements.

2.6.10. Impact and Constraining Factors on Duty

The principal is the one in a school who see the entire program and holds great responsibility of his/her school. Confirming the above ideas, Bartch, (in Segiovanni, 2001) state that the principals is ultimately responsible for almost everything happens in the school and out.

Responsibility other than instructional leadership will frequently press for principals' time and drain his/her energy, leaving him/her with the feeling that he/she is spread for thin and even through the 38 | Page principals would like to be an instructional leader he/she really does not have the time to function as one. Explaining the above idea, Sheldes (2004) states that, principals are expected to develop learning communities, build the professional capacity of teachers, take advise from parents engage in collaborative and consultative decision making, resolve conflict, engage in effective instructional leadership, and attained respectively, immediately and appropriately to the needs and request of families with diverse cultural, ethical and socio-economic background.

2.6.11. Teacher- Principals Interaction

The growth of modern school system in a size and complexity and diversity of operation has made the task of human interaction. Exceedingly difficult but more essential, for the enhancement of teaching learning process unless teachers and principals Okumebe (1998) have healthy interaction. Permits flexibility and responsiveness to change and help to coordinate diverse group efforts towards common organizational goal. It is thinkable to cope up with complex instructional operation. To run this activity, the principals should be equipped with the necessary technical, human and conceptual skills of management as Stoner and Gibbert (2001) stated. The principal's large time should be allocated to mutual relationship with teacher, student's parents and superiors. According to their plans without effective and continues communication it is therefore, very difficult for school. Principals to secure the purpose of the school program (Davis, 1981).

2.6.12. The Way of Decision Making

Decision making is process of choosing a course of action from two or more alternative (Robins 1989, Nwankwo, 1982). For this matter individuals or organization make decision in their everyday life to achieve intended goals. The process of decision making in school principals is a strong factor in determining the nature of leadership, the level of authority, the span of control, the degree of decision making in school principals is a strong factor in determining the nature of leadership the level of authority, the span of control, the degree of participation and cooperation, and the level of supportiveness the possibility that decisions will be. To make effective decisions several steps should be involved that are necessary to come up with rational decision (Guthrie, Jamees W. 1991).

Perfect information, rationality of decision maker, multiple goals communication and common sense performance and evaluated to arrive at correct decisions. Accordingly, Kinard, (1988) Agrawall, (193) and Katz and Kahn, (1978) stated there are different situational factors that affect decision making. They are organization, environmental and personality factors that affect decision making. As (MoE 2002) stated in the concept paper of principals the first and for most for the personal who is working in administrative line is making effective decision.

As Gorton (1987) explained “To make effective decision one should collaborative with necessary bodies from the upper echelons and on the other hand with subordinates sometimes with students. Some principal's familiar with directive decision making approach by which principals more collecting information. Others exercise consultative decision making to get the idea of their subordinates even other encourages participative decision making. In this practice the principals share the problem to subordinate and both of them discuss and analyze the issue jointly. This attitude develops mutual trust and generates strong feeling and job satisfaction. To make effective decision, the principals should know not only the alternative but also the type and effective of the decision to be made.

2.6.13. Motivational Factors

Motivation is a drive that moves or activities and individual. Dejnozka, Edward (1983) it is stated earlier specific task area of leadership would vary from one situation to another as Adesina (1990). The major task area of teaching how to influence the behavior of subordinate to obtain maximum performance from the member of the group within the standard condition set forth in the system procedures. In this view, in school, realizing workers satisfied is the fundamental task of the school principals. Needs and roles in a school have more to do with motivation.

The need of organization management activities such as planning, organizing, and decision making are dormant cocoons until the leader triggers the power of motivation in people and quilts them towards goals (David, in Hicks and Gullet 1981). As stated above, the principals need to be competent enough to satisfy the employee's “ need according to their manifestation. Fail out to do that negative repercussion is hard to cope with.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Description of study Area

This study was carried out in government secondary schools in North Shoa Zone Oromia Regional state. North Shoa is one of the Zone of the Ethiopia Region of Oromia. North Shoa is bordered on the south by Oromia Special Zone Surrounding Finfine, on the Southwest by West Shoa, On the North by the Amhara Region, and on the Southeast East Shoa.

Based on the 2007 census conducted by the central statistical Agency of Ethiopia (CSA), this Zone has a total population of 1,431,305 of whom 717,552 are men and 713,753 women; with an area of 10,322.48 square kilometers, North Shoa has a population density of 138.66.62% of children are enrolled in primary school, and 12% in secondary schools(NSHEO, 2011). Currently, there were 701 primary schools (1-8), 55 secondary schools (9-12) 7 Technical and Vocational training (TVT), 1 Teachers' Training College (TTC), and 1 University in North Shoa Zone.

3.2 Research Design

Descriptive survey design was used in study. Descriptive survey design involves large sample size and is oriented towards the determination of the status of the given phenomenon (Kombo and Tromp, 2006). It is also assumed that this method is economical since it enables to describe the prevailing situation both quantitatively as well as qualitatively which eventually help draw valid general conclusion.

Descriptive survey has also a penetrating power to analyze realistic conditions. It is a method of collecting information by administering a questionnaire to a sample of individuals. It can be use when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Kombo and Tromp, 2006). In addition, survey design allowed using primary and secondary sources of data. Thus, in order to properly analyze the practices and challenges of leading schools for improvement in government secondary schools in the study area and to identify the practices and challenges on leading schools for improvement in

secondary school of North Shoa Zone; the researcher was interested to use descriptive research design in this study.

3.4. Sources of Data

For this study, both primary and secondary sources of data were employed to get necessary information needed for the research.

3.4.1. Primary Source of Data

The primary sources were secondary school teachers, principals and cluster supervisor using questioner and interview. The reasons for selecting these as primary sources of data can be the assumption that they have a direct relation with and have rich information about the leading schools for improvement practices and challenges in secondary schools.

3.4.2. Secondary Source of Data

The secondary sources were including documents like school principal portfolio, School plans, teaches portfolio, reports, guideline, policies and other relevant official documents.

3.5. Target Population, Sample Size and Sampling Techniques

3.5.1 Target Population

The target population was consisted of 13 secondary schools namely: Abebe Bikila Jato, Aleltu, Deber Tsige, Daleti, Fital , Gimbichu, Jida, Maset, Muketuri, Obori, Oneda, Sheno, and Dahina. According to the data obtained from North Shoa Education department, there are 338 academic staff currently working in this 13 secondary schools.

3.5.2. Sample Size and Sampling Techniques

Sampling can be the selection of some part of an aggregate based on which a judgment or inference about them is made. It is the process of obtaining information about an entire population by examining only a part of it (Kothari: 2004). In order to get relevant data and to handle the information from the respondents the researcher was take a sample from the total target population. Among 338 population found in 13 secondary schools of the woreda's (Table 2); 180 (53.25%) of them were identified as a sample size to respond a questionnaire.

Simple random sampling technique was used to select sample respondent teachers from each secondary school by lottery method. This technique was selected, because it gives equal chance

for each members of the population the likelihood of probability of being chosen for the study as a sample. In doing so, gender proportion was considered at school level.

Furthermore, to complement the data obtained through the using availability sampling technique was used to select 13 school principals, 7 cluster supervisions of the schools to respond the questionnaire. Since those organs are directly engaged leading and coordinating schools at their respective school; they have detailed information about the practices and challenges of leading schools for improvement and major factors affecting its effectiveness in those secondary schools.

This helps the researcher to get significant information for the study. Using purposive sampling technique, seven cluster supervisors to respond the questioner and thirteen school’s principals from schools for interview was selected and included in this study. Those respondents were included with the assumption, they were small in number and their position was important in describing the issues related to leading schools for improvement in government secondary schools found in their Woreda.

Table 1: Population, Sample and Sampling Techniques

Types of respondents	Population	Sample size	%	Sampling Technique	Responded questionnaires	%
Teachers	338	180	53.25	Simple random technique	180	100
Principals	13	13	100	Available sampling technique	13	100
Cluster Supervisors	7	7	100	Available sampling technique	7	100
Total	358	200	55.86			100

3.6. Data Gathering Tools

The data collection tools that were used in this study include questionnaire and interview for primary sources of data and document Review for secondary sources.

3.6.1 Questionnaire

As stated by Gall et al. (2007), a questionnaire is the most widely used type of data collection instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal response. Questionnaires are supposed to be better

to get great amount of data from large number of respondents in a relatively shorter time with lowest cost.

For the purpose of this study, a questionnaire was prepared by the researcher to collect information from secondary school principals, teachers and supervisors. Both open-ended and closed-ended questions were included in the questionnaire. The closed-ended questions were developed, with the belief that, it helps the respondents to choose an option from the given alternative that best fit their responses. In addition, the open-ended question was employed in order to give an opportunity for respondents to express their view, feeling, and perceptions related to leading schools for improvement practices and challenges.

The questionnaire consists two parts. The first part of the questionnaire was design to collect information on demographic characteristics of respondents, like sex, academic qualification, field of study and experience, assuming that provide some basic background information relating participants. Question related to the perception of leading schools for improvement practices and challenges, question related to the school perceived practices and challenges. Question related to Efforts of Education leading schools for improvement practices. The questionnaire was prepared in English language and administer to all sample respondents from secondary schools with the supposition that they can understand the language.

Pilot test were conducted to check validity and reliability of questionnaires. For this purpose, Jalta secondary school which is not included in the sample school was purposively selected as it was nearest to the researcher work place. The questionnaires were distributed to 1 supervisors and 10 teachers' member for pilot test. Based upon (Cohen et al., 2005) criteria for accepting the given instrument as reliable, the reliability coefficient should be greater or equal to 0.7. Once the questionnaires returned, based on the pilot test the questionnaires had been modified and restructured for final study.

Then, the questionnaires were distributed for 1 supervisor and 10 teacher's members. The questionnaires were administered by the researcher, a principal and assistants were assigned by the researcher at each school under study. The questionnaires focused on the practices and challenges of leading schools for improvement in North Shoa Zone Secondary Schools of Oromia Regional state.

3.6.2. Interview

An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). An interview is used to gather information about the thoughts, feelings and beliefs that the interviewee has about a particular topic. It permits greater depth of response, which is not possible through any other means (Jacobs, 2005).

Thus, the reason using interview in this study was to collect more supplementary opinion so as to stabilize the responses conducted through the questionnaire. For conducting interview, semi-structured questions were prepared and administered to teachers and school's principals. The rationale behind the semi-structured interview items were the advantages of flexibility in which new questions could be from warded during the interview session based on the responses of the interviewee.

3.6.3. Document Review

In addition to the data collected through questionnaire and interview, various data from official documents were collected and analyzed in this study. The data collected those sources and analysis of them helped the researcher to enrich information obtained through questionnaire interview related to the issue understudy

In order to properly collect major data from secondary sources, checklist was developed and used during data collection processes. This helped the researcher to focus on important data and not over emphasis on irrelevant data to be collected from secondary sources.

The documents analyzed were manual, guideline, annual plans, and annual reports, school principal's portfolios, teacher's portfolios, record of teachers' registration and attendance of teachers activate and other relevant official documents.

3.7. Data Collection Procedures

Before collecting the data, the researcher explained his mission and the purpose of the research to respondents of the study. After permission was secured, the researcher arranged the time and place to get the participants with the school principals. Participants were informed about the objective of the study and asked to participate as scheduled. The distribution of the questionnaire

for all sample respondents and the collection of the questionnaire after respondent's responses was done by the researcher himself.

The interview was administered with principals and teachers by the researcher on face-to-face bases. During the process of interview session, the questions were raised for the interviewees in Afan oromo language to reduce communication barriers and to obtain more clarified information regarding the subjects of the study. Moreover, the researcher made the collection of data from secondary sources using checklist developed for such purpose.

3.8. Methods of Data Analysis

Both qualitative and quantitative data analysis methods were used in the study. To assess the existing practices and challenges of leading schools for improvement in the North Shoa Zone secondary schools, descriptive statistics were used. Percentage and frequency counts were used to determine those challenges and practices leading school of the aforementioned schools. On the other hand, qualitative data, which has been collected through interview and document review, had been analyzed qualitatively by the use of narrative analysis. (Myers, 2008) states that narrative analysis is an in-depth approach to analyze qualitative data. For more advanced statistical operation and decision making, data were inserted into modern statistical package for social science software or SPSS (version 24) program and further analysis were done.

3.9. Ethical Consideration

Throughout this study, the researcher was governed by the ethical principles. Specially, the two most important emphasized ethical principles applied in this were respecting the privacy of respondents and confidentiality of information revealed by the respondents.

So, primarily to get permission to collect data from the sample secondary school of the zone, the discussion made as introductory means on the aim or the research with school principal. Then, the data collection processes conducted by informing the respondents 'the right they have to participate or not in the research to respond the questionnaire or interview question. Thus, all the data for this study were collected from sample respondents' only by their own well and interest.

Furthermore, confidentiality of information about the respondents was secured; no personal details of individual respondents produced on any parts of this study documents. Besides, any confidential information revealed by the respondents was kept secret.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Demographic Characteristics of Teacher Respondents

The demographic characteristics of respondents which were included sex, age, level of education/qualification, area of specialization or field of study, total work experience or service year and service year in current position. Thus, the result as follows,

Table 2: Demographic characteristics of the teachers' respondents

No	Items	Responses	Fre.	%	Mean	SD
	Sex	Male	140	77.8	1.22	0.417
		Female	40	22.2		
		Total	180	100		
2	Age	20-25	10	5.6	2.26	0.789
		26-30	40	22.2		
		31-35	95	52.8		
		36-40	35	19.4		
		Total	180	100		
3	Level of Education/qualification	Diploma	-	-	2.19	0.397
		BA/BED/BSC	145	80.6		
		MA/MSC	35	19.4		
		Total	180	100		
4	Area of specialization or field of study.	Subject matter	165	91.7		
		BA/BED/BSC degree	15	8.3		
		Total	180	100		
5	Total work experience or service year	Under 5 years	10	5.6	2.67	0.813
		6-10	60	33.33		
		11-15	90	50		
		16-20	15	8.33		
		21 and above	5	2.8		
		Total	180	100		

Table 3 shows that respondent's demographic characteristics. Accordingly, the first demographic was sex. Regarding to this item, 140 (77.8%) of the respondents were male, while 40 (22.2%) of the respondents were female. From the above information it is possible to conclude that the majority of respondents were male sex category

The second socio demographic characteristic of the respondents was age. Concerning to age 10(5.6%) of the respondents were in the age category of 20-25 years while 40 (22.25%) of the respondents were in the age category of 26-30 and 95 (52.8) of the respondents were in the age category of 31-36 Thus, from the above information it is possible to infer that the majority of the respondents were in the category of 31-36 years.

The third socio demographic characteristics of respondents were level of education qualification. Regarding to education qualification, 145 (80.6%) of the respondents were in the education level of BA/ BED/ BSc. While 35 (19.4%) of the respondents were in the qualification of MA/MSc degree holders.

The fourth socio demographic characteristics of the respondents were area of specialization of field of study. Concerning to this socio demographic feature of the respondents, 165 (91.7%) of the respondents were specialized in subject matter area. Whereas the remaining 15(8.3%) of the respondents were specialized BA/BED/BSc degree. The fifth socio demographic characteristics of respondents were total work experience. Regarding with this 90 (50%) of the respondents were in the work experience between 11-15 years, while 60 (33%) of the respondents were have work experience of 6-10 years. From the above information it is possible to conclude that the majority of the respondents have 11-15 years' work experience.

In general, the data illustrated in table 4.1 shows that the majority of the respondents with 31-36 years old, had bachelor degree level of education, and worked for about 11-15 years. This implies that the respondents were matured, educated, and relatively experienced in their respective job position. From this, it is possible to assume that, these respondents could able to provide genuine and reliable responses.

4.2.The Current Leading Practice for School Improvement in Government Secondary Schools of North Shoa

4.2.1. Response on Leading Schools for Improvement Practices Related to the Vision and Mission of the School

In this section, leading schools for improvement practices is assessed in the context of leading schools for improvement practices related to the vision and mission of the school. School leaders

over the issues of managing follow up and controlling curriculum, teaching and learning process in the school, the extent of school principals create suitable and good environment for the teaching and learning in the school the result about the issue presented as follows. In this section the researcher tried to assess to what extent do the respondents agree or disagree with the leading schools for improvement practices related to the vision and mission of the school. The result is presented as follows.

Table 3: Teachers Respondents on the leading school for improvement practices Related to Vision and Mission.

No	Items	Response	Freq	%	Mean	SD
1	The school vision and mission is written on a board.	SD	150	83.3	1.64	1.452
		DA				
		UD				
		A	4	2.2		
		SA	26	14.4		
		Total	180	100		
2	The school vision and mission is easily and clearly understandable to all school community and other respondents' bodies.	SD	150	83.3	1.64	1.441
		DA				
		UD				
		A	5	2.8		
		SA	25	13.9		
		Total	180	100		
3	The school property assigns necessary resources for the effective implementation of a school vision and mission.	SD	155	86.1	1.72	1.488
		DA				
		UD				
		A	5	2.8		
		SA	20	11.1		
		Total	180	100		
4	There is effective follow-up and supervision for the effectiveness of school vision and mission	SD	150	83.3	1.63	1.430
		DA				
		UD				
		A	6	3.3		
		SA	24	13.3		
		Total	180	100		
5	The school teaching and learning process matched with the developed vision and mission.	SD	40	22.2	1.81	0.462
		DA	135	75		
		UD	5	2.8		
		A				
		SA				
		Total	180	100		
6	The school principals deserve their time and responsibility for the effectiveness of those vision and missions.	SD	19	10.6	3.55	1.004
		DA	5	2.8		
		UD	20	11.1		
		A	130	72.2		
		SA	6	3.3		
		Total	180	100		

Table 4 showed that respondents report on the leading schools for improvement practices related to vision and mission of the school. To assess the leading schools for improvement practices' related to vision and mission of the school is described as follows.

The first item was where or not the school vision and mission is written on a board. To this regards, 150 (83.3%) of the respondents strongly disagreed while 26 (14.9%) of the respondents strongly agreed to the statement. The calculated mean was 1.64 which is less than Likert scale mean of 3. The standard deviation was 1.452 which concentrated near to the calculated mean. This implies that the school vision and mission is not written on a board.

The second item was the school vision and mission is easily and clearly understandable to all school community and other responsibility bodies. To this regards, 150(83.3%) of the respondents strongly disagreed while 25 (13.9%) of the respondents strongly agreed to the statement. Whereas 5(2.8%) of the respondents replied agree. The calculated mean was 1.64 which is less than the Likert scale mean of 3. The standard deviation was 1.441 which concentrated near to the calculated mean. This implies that the school vision and mission is not written on a board.

The third item was the school property assigns necessary resources for the effective implementation of a school vision and mission. To this regards, 155(86.1%)of the respondents strongly disagreed while 20(11.1%) of the respondents were strongly agreed. The calculated mean was 1.72 which was less than the Likert scale of 3. The standard deviation was concentrated far from the mean. This implies that the school does not properly assign necessary resources for the effective implementation of a school vision and mission.

The forth item was there is effective follow-up and supervision for the effectiveness of school vision and mission 150(83.3%) of the respondents were strongly disagreed while 24(13.3%)of the respondents were strongly agreed to the statement. The calculated mean was 1.63 which was less than the Likert scale mean of 3. The standard deviation was 1.430 which was concentrated far from the calculated mean. From the above information it is possible to conclude that the school has no effective follow-up and supervision for the effectiveness of school vision and mission.

The fifth item was the school teaching and learning process matched with the developed vision and mission. To this regard, 135(75%) of the respondents disagreed while 40(22.2%) of the

respondents strongly agreed to the statement. The calculated mean was 1.80 which less than the Likert scale means of 3. The standard deviation was 0.462 which was concentrated far from the mean. This implies that the school teaching and learning process does not match the with the developed vision and mission.

The sixth item was the school principals deserve their time and responsibility for the effectiveness of those vision and mission. Response shows that 130(72.2%) of the respondents reported that agreed to the statement while 20(11.1%) of the respondents reported that undecided. The calculated mean was 3.55 which were greater than Likert scale mean of 3. From the above information it is possible to conclude that the school principals deserve their time and responsibility for the effectiveness of those vision and mission.

4.2.2. Responses of Teachers On Activities of School Principals in Managing, Follow Up and Controlling Teaching and Learning.

Under this section effort has been made to assess the activates of school principals in managing, follow up and controlling curriculum and teaching and learning process and the results are presented as follows:

Table 4: Respondents Report on Activities of school principals in managing, Follow up and controlling

No	Items	Response	Freq	%	Mean	SD
1	Arrange suitable conditions for practical implementation of those student's evaluation and continues assessments techniques wisely.	SD	135	75	1.42	0.956
		DA	35	19.4		
		UD				
		A				
		SA	10	5.6		
		Total	180	100		
2	Providing ,following and controlling curriculum and teaching and learning process in the school.	SD	145	80.6	1.28	0.733
		DA	30	16.7		
		UD				
		A				
		SA	5	2.8		
		Total	180	100		
3	Continuously conduct discussion and dialogue over those challenges that students and teachers encounter in the instructional system in the school.	SD	135	75	1.42	0.956
		DA	35	19.4		
		UD				
		A				
		SA	10	5.6		
		Total	180	100		
4	Principals have the ability to restructure and redesign when thigs so wrong.	SD	125	69.4	1.46	0.905
		DA	45	25		
		UD				
		A	3	1.7		
		SA	7	3.7		
		Total	180	100		

Table 5 deals with respondents report on activities of school principals in managing, follow up and controlling curriculum, teaching and learning process. The first items were on arranging assessment suitable condition for practical implementation of the students' evaluation and continues assessment technique's wisely. To this regards 135(75%) of the respondents strongly disagreed while 35 (19.4%) of the respondents disagreed. The calculated mean was 1.42 which was less than the Likert scale mean of 3. The standard deviation was concentrated far from the mean. Therefore, this implies that there are no suitable arrangement conditions for practical implementation of those students' evaluation and continues assessment technique's wisely.

The second item was providing check lists those contains points for the managing follow up and controlling curriculum and teaching and learning process in the school. To this regards,145(80.6%) of the respondents strongly disagreed while 30 (16.7%) of the respondents disagreed to the statement. The calculated mean was 1.28 which was less than the Likert scale

mean. The standard deviation was 0.733 which concentrated far from the mean. This indicates that providing check list those contains points for the managing follow up and controlling curriculum and teaching and learning process in the school is not practical seen according to the response obtained above.

The third item was continuously conduct discussions and dialogue over those challenges that students and teachers encounter in the instructional system in the school. Regarding to this 135(75%) of the respondents strongly disagreed while 35 (19.4%) of the respondents disagreed while 10 (5.6%) of the respondents strongly agreed. The calculated mean was 1.42 which was less than the Likert scale mean of 3. From the above information is possible infer that the respondents do not continuously conduct discussions and dialogue over those challenges that students and teachers encounter in the instructional system in the school.

The forth item was principals have the ability to restructure and redesign when things go wrong. To this regard, 125 (69.4%) of the respondents strongly disagreed while 45 (25%) of the respondents disagreed. The calculated mean was 1.46 which was less than Likert scale mean of 3. The standard deviation was concentrated far from the mean. This refers that principals have no the ability to restructure and redesign when the thing so wrong. On the other hand, 3(1.7%) of the respondents replied that agreed. Whereas the remaining 7(3.9%) of the respondents that strongly agreed.

4.2.3. Response of Teachers on Activities of School Principals to Create Suitable and Good Environment for the Teaching-Learning in their School

Under this section effort has been made to assess the activities of school principals in create suitable and good environment for teaching and learning process and the results were presented as follows.

Table 5: Responses of teachers on Activities of school principals in creating suitable and good environment

No	Item	Response	freq	%	Mean	SD
1	Our principal recognizes creating conducive school environment as the major school domain.	SD	145	80.6	1.42	1.040
		DA	20	11.1		
		UD				
		A	5	2.8		
		SA	10	5.6		
		Total	180	100		
2	Know and understand those school environment challenges in the teaching and learning processes.	SD	150	83.3	1.14	0.462
		DA	25	13.9		
		UD	5	2.8		
		A				
		SA				
		Total	180	100		
3	Our school principals encourages and support to collaborate the stakeholders with establishing attractive environment in the school.	SD	160	88.9	1.14	0.420
		DA	15	8.3		
		UD	5	2.8		
		A				
		SA				
		Total	180	100		
4	Our principal understands those factors affecting the school environment for the academic performance of the students.	SD	140	77.8	1.27	0.545
		DA	30	16.7		
		UD	10	5.6		
		A				
		SA				
		Total	180	100		

Table 6 deals with respondent's report on activate of school principals in creating suitable and good environment for the teaching and learning in school. The item was our principal recognizes creating conducive school environment as the major school domain. To this regards, 145(80.6%) of the respondents strongly disagreed while 20(11.1%) of the respondents disagreed. The calculated mean was 1.42 which was less than the Likert scale mean of 3. The standard deviation was concentrated far from the mean. Therefore, this implies that there is no principal who recognized in creating conducive school environment as the major school domain.

The second item was known and understands those school environment challenges in the teaching and learning processes. To this regard, 150 (83.3%) of the respondents strongly disagreed while 25(13.9%) of the respondents disagreed to the statement. The calculated mean was 1.14 which was less than the Likert scale mean. The standard deviation was 0.733 which

concentrated far from the mean. This indicates that no one knows and understands those school environment's challenges in the teaching and learning processes.

The third item was our school principal encourages and Supports to collaborate the stakeholders with establishing attractive environment in the school. Regarding to this, 160 (88,9%) of the respondents strongly disagreed while 15(8.3%) of the respondents disagreed. The calculated mean was 1.14 which was less than the Likert scale mean. This indicate that school principal was not encouraging and providing needed support to collaborate the stakeholders with establishing attractive environment in the school.

The fourth item was our principal understands those factors affecting the school environment for the academic performance of the students. To this regards, 140(77.8%) of the respondents strongly disagreed while 30(16.7%) of the respondents disagreed, the calculated mean was 0.420 which was less than the Likert scale mean. The standard deviation was 0.545 concentrated far from the mean. Therefore, this implies that there is no principal who understands those factors affecting the school environment for the academic performance of the students.

4.3. The Major Challenges in Leading School for Improvement in Government Secondary Schools of North Shoa

To assess the challenges of leading schools for improvement the hypothetical statements or questions which were assumed to be the challenges of schools hinder the practices of leading schools for improvement and the result are given as follows.

4.3.1. The Respondents of Teachers on Challenges of Leading Schools for Improvement.

Table 6: Respondents report the challenges of leading schools for improvement.

No.	Items	respondents	Fre.	%	mean	SD
1	The intrinsic or internal forces towards taking risks, during the teaching learning processes of leadership.	SD	145	80.6	1.19	0.0397
		DA	35	19.4		
		UD				
		A				
		SA				
		Total	180	100		
2	Leader gives proper attention toward the accomplishment of teaching –learning program.	SD	145	80.6	1.25	0.548
		DA	25	13.9		
		UD	10	5.6		
		A				
		SA				
		Total	180	100		
3	Community participation and involvement in the process of enhancing the school stakeholders for leadership.	SD	125	69.4	1.52	0.0942
		DA	30	16.7		
		UD	15	8.3		
		A	6	3.3		
		SA	4	2.2		
		Total	180	100		
4	The responsiveness and accountability for responsibility is assigned for school leadership.	SD	130	72.2	1.53	1.043
		DA	25	13.9		
		UD	12	6.7		
		A	5	2.8		
		SA	8	4.4		
		Total	180	100		

Table 7 deals with respondents report on the challenges of the leading schools for improvement. The first items that describe the challenges of leading schools for improvement. Regarding this item, 145(80.6%) of the respondents strongly disagreed while 35(19.4%) of the respondents said disagreed. Moreover, the calculated mean was 1.19 which was less than Likert scale mean and the standard deviation was concentrated far from the mean. This implies that a challenges of leading schools for improvement is the intrinsic or internal force towards taking risks during the teaching-learning process of leadership.

The second items were on leader attention towards the accomplishment of teaching learning program. Regarding with this 145(80.6%) of the respondents strongly disagreed, while 25(13.9%) of the respondents disagreed. The calculated mean was 1.25 which was less than the Likert scale mean. The standard deviation was concentrated far from the mean. This implies that

the challenge of leading schools for improvement is a leader has no attention toward the accomplishment of teaching-learning program.

The third item was community participation and involvement in the process of enhancing the school stakeholders for leadership work. Concerning with this, 125(72.2%) of the respondents strongly disagreed while 30(16.7%) of the respondents disagreed. The calculated mean was 1.53 which was less than the Likert scale of mean and the standard deviation was 0.942 which was concentrated far from the mean. This implies that no community participation and involvement in the process of enhancing the school stakeholders for leading work.

The fourth items were the responsive and accountability for responsibility that is assigned for leading schools. To this regards, 130 (72.2%) of the respondents strongly disagreed while 25(13.9) of the respondents disagreed. From the above information, it is possible to inform that the respondents and accountability for the responsibility not assigned for school leadership.

4.3.2. Responses of Teachers on Challenges of Leading Schools in the School Environment

Under this section, the researcher tried to deal with challenges of school environment to lead the school community and the result presented as follows.

Table 7: Report on Challenges of leading schools in the school Environment.

No	Items	Respondents	Frequencies	%	Mean	SD
1	The qualification of school leader affects the instructional leadership.	SD	165	91.7	1.08	0.277
		DA	15	8.3		
		UD				
		A				
		SA				
		Total	180	100		
2	Absence of training and experience sharing on instructional leadership challenges the school operation.	SD	155	86.1	1.14	0.347
		DA	25	13.9		
		UD				
		A				
		SA				
		Total	180	100		
3	The unavailability of in service training and teachers development program.	SD	162	90	1.10	0.301
		DA	18	10		
		UD				
		A				
		SA				
		Total	180	100		
4	Inadequacy of adequate capacity, potential and knowledge of the school leadership and management.	SD	150	83.3	1.17	0.374
		DA	30	16.7		
		UD				
		A				
		SA				
		Total	180	100		

Table 8 deals with respondents reports on challenges of leading schools in the environment. In this regards, 165(91.7%) of the respondents strongly disagreed. The calculated mean was 1.08 which was less than the Likert scale of mean. The standard deviation was concentrated far from the mean. From this, it is possible to conclude that qualification of school leaders does not affect the instructional leadership.

Concerning with the second item of the above table 6, which is deals with the absence of training and experience sharing, out of 180 teachers' respondents 155(86.1%) were responded strongly

disagreed. Besides, calculated mean was 1.14 which is less than the Likert scale mean of 3. Moreover, standard deviation concentrated far from the calculated mean. This implies that absence of training and experience sharing on the leading schools is not the challenges of school operation.

The third item was the unavailability of in-service training and teacher's development program. To this regard, 162 (90%) of the respondents said strongly disagreed, whereas 18(10%) of respondents responded disagreed. The calculated mean was 1.10 and this implies that in-service training and teachers' development program is unavailable.

Forth item was the inadequacy of adequate capacity, potential and knowledge of leadership and managements. To this regard, 150 (83.33%) of the respondents said strongly disagreed. While 30(16.66%) of the respondents said disagreed. The calculated mean was 1.17 and this implies that there is inadequacy of adequate potential and knowledge of school leadership and managements.

4.3.3. Response of Teacher on Leaders Interaction and Integration with the Stakeholders of School

Under this section, effort was made to deal with the leaders' interaction and integration with the stakeholders of the school and the result presented as follow.

Table 8: Leaders interaction and integration with the stakeholders of the school

No	Items	Respondents	Fre.	%	Mean	SD
1	Leader's interaction with school teachers.	SD	160	88.9	1.11	0.315
		DA	20	11.1		
		UD				
		A				
		SA				
		Total	180	100		
2	Leaders interaction with school students	SD	160	88.9	1.11	0.315
		DA	20	11.1		
		UD				
		A				
		SA				
		Total	180	100		
3	Leader's interaction with the woredas education officials and experts.	SD	25	13.9	1.86	0.347
		DA	155	86.1		
		UD				
		A				
		SA				
		Total	180	100		
4	Leader's interaction with NGOs.	SD	161	89.4	1.11	0.308
		DA	19	10.6		
		UD				
		A				
		SA				
		Total	180	100		

Table9 deals with leaders' interaction and integration with the stakeholders of the school. To this regards, the first statement was leaders' interaction with school teachers. Focusing to this, 160(88.9%) of the respondents strongly disagreed to the statement. The calculated mean 1.11 which was less than the Likert scale mean of 3. This implies that leaders have no interaction with school teachers.

The second item was leaders' interaction with school students. Concerning to this 160(88.9%) of the respondents strongly disagreed to the statement while 20(11.1%) of the respondents are disagreed to the statement. The calculated mean was 1.11 which was less than Likert scale mean of 3. The standard deviation was concentrated far from the calculated mean. This implies that leaders have no interaction with school students.

The third item was leaders' interaction with woreda education officials and experts. To this regards, 155(86.1%) of the respondents disagreed. The calculated mean was 1.86 which was greater than the Likert scale mean of 3. The standard deviation was 0.347 which concentrated far from the calculated mean. This implies that leaders not have interaction with the woreda education officials and experts.

4.3.4. Responses of Teachers on the Availability of Resources in the School

Under this section effort was made over the evaluation of availability of resources in the school. The result obtained from the data presented as follows.

Table 9: Respondents Report on Availability of Respondents in the school.

No	Items	Response	Fre.	%	Mean	SD
1	There is lack of instructional materials or pedagogical instruments for teaching-learning processes.	SD	20	11.1	4.39	1.257
		DA				
		UD				
		A	30	16.7		
		SA	130	72.2		
		Total	180	100		
2	There is lack of library service and reference books or materials.	SD	19	10.6	4.41	1.231
		DA				
		UD				
		A	31	17.2		
		SA	130	72.2		
		Total	180	100		
3	There is lack of school furniture like students' desk, chair, tables, and other resources.	SD	19	10.6	4.41	1.231
		DA				
		UD				
		A	31	17.2		
		SA	130	72.2		
		Total	180	100		
4	There is scarcity of recurrent financial support	SD	10	5.6	4.61	0.954
		DA				
		UD				
		A	30	16.7		
		SA	140	77.8		
		Total	180	100		

Table 10 deals with respondents report on availability of resources in the school. Accordingly, the response given revealed that there is lack of instructional materials or pedagogical instruments for teaching learning process. Concerning with this, 130(72.22%) of the respondents strongly

agreed to the statement while 20(11.1%) of the respondents disagreed. The calculated mean was 4.37 which were greater than the Likert scale of 3. The standard deviation was concentrated far from the mean. This implies that in the school, there is lack of instructional materials or pedagogical instruments for teaching and learning process. The second items were there is lack of library service and reference book or materials. To this regards, 130(72.2%) of the respondents strongly agreed while 19(10.6%) of the respondents strongly disagreed. The calculated mean was 4.41 which were greater than Likert scale mean of 3. The standard deviation was concentrated far from the mean. This implies that in the school there is lack of library service and reference book or materials.

The third item was there is lack of school furniture like students' desk, chair, table and other resources. To this regards, 130 (72.2% of the respondents strongly agreed to the statement while 19 (10.6%) of the respondents strongly disagreed to the statement. The calculated mean was 4.41 which were greater than Likert scale mean of 3. The standard deviation was 1.231 which was concentrated far from the mean. Therefore, from the information it is possible to infer the school lack school furniture like students' desk, chair, table and other resources.

Fourth item was there is the scarcity of recurrent financial support. To this regards, 140 (77.6%) of the respondents strongly agreed while 10 (5.6%) of the respondents strongly disagreed to the statement. The calculated mean was 4.61 which were greater than the Likert scale mean of 3. The standard deviation was 0.954 which concentrated far from the mean. This implies that the school has the scarcity of recurrent financial support.

4.4.Dimension and Function School Leaders Should Follow to Become More Effective in order to Improve Their Schools

4.4.1. Response of Teachers on the Dimensions and Functions of School Leaders

Under this section effort was made over the dimension and functions of school leadership. The result obtained from the data presented as follows.

Table 10: views on communicating school goals

No	Items	Response	Frq	%	Mean	SD
1	Leaders develop a set annual school goals focused on student learning	SD	160	88.9	1.11	0.315
		DA	20	11.1		
		UD				
		A				
		SA				
		Total	180	100		
2	Leaders use data on student academic performance when developing the school's goals.	SD	160	11.1	1.11	0.315
		DA	20	11.1		
		UD				
		A				
		SA				
		Total	180	100		
3	Leaders communicate the school's goals effectively to staff , student and parents	SD	161	89.4	1.11	0.308
		DA	19	10.6		
		UD				
		A				
		SA				
		Total	180	100		

Table 11 deals view on communicating school's goals. To this regards, the first statement was leaders develop a set school focused on student learning. Concerning with this, 160(88.9%) of the respondents strongly disagreed to the statement. The calculated mean 1.11 which was less than the Likert scale mean. The standard deviation was 0.315 which was calculated far from the calculated mean of 3. This implies that leaders have not developed a set annual school goals focused on student learning.

The second item was leaders use data on student academic performance when developing the school goals. Concerning to this, 160(88.9%) of the respondents strongly disagreed to the statement while 20(11.1%) of the respondents were agreed to the statement. The calculated mean was 1.11 which was less than Likert scale mean of 3. The standard deviation was concentrated far from the calculated mean. This implies that leaders have no use data on academic performance when developing the school's goals.

The third item was leaders' communicate the school's goals effectively to staff, student and parents. To this regards, 161(89.4%) of the respondents strongly disagreed. The calculated mean was 1.11 which were greater than the Likert scale mean of 3. The standard deviation was 0.308

which concentrated far from the calculated mean. This implies that leaders have no communicated the school's goals effectively to staff, student and parents.

4.4.2. Professional Norms

Table 11: views on professional norm

No	Items	Response	Frq	%	Mean	SD
1	The extent of teachers participation in education decisions	SD	155	86.1	1.14	0.347
		DA	25	13.9		
		UD				
		A				
		SA				
		Total	180	100		
2	The level of principals' involvement in education decisions.	SD	140	77.8	1.22	0.417
		DA	40	22.2		
		UD				
		A				
		SA				
		Total	180	100		
3	The extent to which principals take initiative in consulting teachers on instructional matters.	SD	165		1.08	0.277
		DA	15			
		UD				
		A				
		SA				
		Total	180	100		

Table 12 deals with the extent of teacher's participation in education decisions. To this regards, the first statement was the extent of the teacher's participation in education decisions. Focusing to this, 155(86.1%) of the respondents strongly disagreed to the statement while 25(13.9%) of the respondents disagreed to the statement. The calculated mean 1.14 which was less than the Likert scale mean 3. The standard deviation was 0.347 which was calculated far from the calculated mean. This implies that teachers have no participation in educational decisions.

The second item was the level of principals' involvement in educational decisions. Concerning to this, 140 (77.8%) of the respondents strongly disagreed to the statement while 40(22.2%) of the respondents are disagreed to the statement. The calculated mean was 1.22 which was less than Likert scale mean of 3. The standard deviation was concentrated far from the calculated mean. This implies that the level of principals' involvement in educational decisions were not up to needed.

The third item of the above table 10 which deals with the extent to which principals take initiative in consulting teachers on instructional matters. To this regard, 165(91.7%) of the respondents strongly disagreed while 15(8.3%) of the respondents disagreed to the statement. The calculated mean was 1.08 which were less than the Likert scale mean of 3. The standard deviation was 0.277 which concentrated far from the calculated mean. This implies that principals have not taken initiative in consulting teachers on instructional matters.

4.4.3. Managing Curriculum and Instruction

Table 12: Managing curriculum and instruction

No	Items	Response	Frq	%	Mean	SD
1	The school principals monitor the classroom curriculum.	SD	150	83.3	1.17	0.374
		DA	30	16.7		
		UD				
		A				
		SA				
		Total	180	100		
2	The school principals help teachers to evaluate curriculum.	SD	155	86.2	1.15	0.388
		DA	23	12.8		
		UD	2	2		
		A				
		SA				
		Total	180	100		
3	The school principals assist teacher in lesson plan.	SD	157	87.2	1.13	0.335
		DA	23	12.8		
		UD				
		A				
		SA				
		Total	180	100		
4	The school principals assist teachers in developing instructional materials.	SD	160	88.9	1.11	0.315
		DA	20	11.1		
		UD				
		A				
		SA				
		Total	180	100		

Table 13 deals with respondents report on the supporting teachers to evaluate curriculum, managing curriculum and instruction. The first items that describe the school principals monitor the classroom curriculum. Regarding this item, 150(83.3%) of the respondents strongly disagreed while 30(16.7%) of the respondents said disagreed. Moreover, the calculated mean was 1.17

which was Likert scale mean and the standard deviation was concentrated far from the mean. This implies that a school principal not monitor the classroom curriculum.

The second item was the principals help teachers to evaluate curriculum. To this statement, 155(86.2%) of the respondents strongly disagreed while 23(13.8%) of the respondents disagreed. The calculated mean was 1.15 which less than the Likert scale mean of 3. The standard deviation was concentrated far from the mean. Therefore, this implies that there are no the school principals who help teachers to evaluate curriculum.

The third item was the school principals assist teachers in lesson planning. Regarding to this, 157(87.2%) of the respondents strongly disagreed while 23(12%) of the respondents disagreed. The calculated mean was 1.13 which was less than the Likert scale mean of 3. Consequently, from the above information it is possible to infer that the school principals not assist teacher in lesson planning.

The fourth items were principals assist teachers in developing instructional materials. To this regards, 160(88.9%) of the respondents strongly disagreed while 20(11.1%) of the respondents disagreed to the statement. The calculated mean was 1.11 which was less than the likert scale mean of 3. The standard deviation was 0.315 which concentrated far from the mean. From the above information it is possible to conclude that the principals have not assist teachers in developing instructional materials.

4.5.Response of Teacher for the Open-Ended Questions

According to teachers' response for the open-ended question, the overall activity, performance and achievements of leaders is under serious situation. Moreover, their response revealed that it is full of complicated challenges as far as teaching and learning is concerned. For instance, experience and power sharing, full of conflict and disagreement between principal and teachers, teacher and principal and teacher and student, no discussion with students focusing on, exam, test and assignment, cheating and copying, rules and regulations of the school, discipline of students, the ongoing situations in the school, over portion coverage, over participation of co-curriculums, over the achievement of good excellent result and over the wise use of school properties.

Concerning with the second open-ended question, the response given by respondent regarding the challenge of leading schools for improvement in our school can be summarized as follow: Challenges that arises from external includes public criticism, flare-ups of other's interpersonal issues, crises, opposition and hostility from powerful force, a financial or political wind fall and back beating. The specific internal challenges of leading schools for improvement includes in security, defensiveness, lack of decisiveness, inability to objective and rational and critical thinker and impatience with other and with situations.

The major solution or mechanism that is stated by respondents to cope with the challenges of leading school for improvement were summarized here below: look at what is going on around the working area, keeping the everyday under control while you continue to pursue the vision, setting an example, maintaining effective over time, finding support in facing internal and external factors that affect leading schools for improvement, creating mechanisms to revisit school visions, share the burden(power decentralization), Find an individual or group with whom we or you can the realities of leadership, be proactive, be creative, face conflict squarely, always looks for common ground, retain objectivity, look for opportunities to collaborate, developing the habits and culture of listening, ask for 360-degree feedback....and use it, enough salary should be paid for school leaders, other benefits should be given for school leaders and effective leaders should be identified and should be presented for their modal works.

4.6.Demographic Characteristics of Supervisors' Respondents

The demographic characteristics of supervisors which were included sex, age, level of education/qualification, area of specialization or filed and service year in current position.

Table 13: Demographic characteristics of Supervisors

No	Items	Responses	Fre	%	Mean	SD
1	Sex	Male	7	100	4.00	2.160
		Female				
		Total	7	100		
2	Age	20-25			2.57	0.535
		26-30	3	42.9		
		31—35	4	57.1		
		36—40				
		Total	7	100		
3	Level of education or qualification	Diploma			2.86	0.378
		BA/BED/BSc	1	14.3		
		MA/MSc	6	85.7		
		TOTAL	7	100		
4	Area of specialization	Subject matter	6	85.7		
		BA/BED/BSc	1	14.3		
		Total	7	100		
5	Service of year in current position	Under 5 years	2		1.86	0.690
		6-10	2	28.6		
		11-15	3	42.9		
		16-20		28.5		
		Total	7	100		

The above table showed that the respondent demographic characteristics those encompasses sex were male category. From this, one can conclude that 4(57.1%) of the respondents' age distinction, is exist 31-35. Whereas 3(42.9%) of their found between 26-30. Level of education or qualification is the third personal information of the respondents. According to the data obtained above, 1(14.3%) of them are BA holder. On the other hand, 6(85.7%) of them are specialized by subject matter. The last but not least personal information of the respondents was service year in current position i.e. Supervision process 3(42.9%) of them have 11-15 years in the position that currently engaged. Whereas 2(28.5%) of the respondents are under 5 year services in the current supervision.

4.6.1. Leading Schools for Improvement Practice and Effectiveness Related Response of Supervisors

In order to examine practices and effectiveness of leading schools for improvement a number of experiences were prepared in the questionnaires that the respondent attempt to replied. Therefore, their responses were presented in the following table.

Table 14: Responses of supervisor's leadership principals and frame work

No	Item	Response	Freq	%	Mean	Sd
1	Leadership is a primer factors for improving school improvement	SA	7	100	5.000	0.0000
		A				
		UD				
		DA				
		SD				
	Total	7	100			
2	Our school leadership coordinate and evaluate the curriculum.	SA			1.000	0.0000
		A				
		UA				
		DA				
		SD	7	100		
	Total	7	100			
3	Our school leaders create an orderly and supportive school environment.	SA			1.000	0.0000
		A				
		UD				
		DA				
		SD	7	100		
	Total	7	100			
4	Our school leaders play a crucial role to improve classroom teaching.	SA			1.000	0.000
		A				
		UA				
		DA				
		SD	7	100		
	Total	7	100			

According to table 15 supervisor's responses on leadership and frameworks in relation to their school that they supervise shows that, all of supervisors recognized as effective leadership is the primary factor for enhancing school improvement. On the other hand, respondents also strongly disagreed that school leaders cannot coordinate and evaluate teaching and the curriculum. Moreover, the above table depicted that all the respondents forwarded that strongly disagreed as the school principals no create an orderly and supportive school environment. Besides, the last item of table 6.1 clearly indicate that all supervisors put their responses strongly disagreed. That mean principals cannot give attention and concern for the teaching and learning issues.

4.6.2. Types of Leadership Practices Which Were Observed by Supervisors

Table 15: Respondents of Supervisors on leadership practices

No	Item	Response	Freq	%	Mean	SD
1	There is a need to prepare, train and develop leaders.	SA			1.000	0.000
		A				
		UD				
		DA				
		SD	7	100		
		Total	7	100		
2	There is a mentoring and coaching for newly deployed leaders.	SA			1.000	0.000
		UD				
		DA				
		SD	7	100		
		Total	7	100		
3	There is the tendency and practices of identifying leadership talents and potentials.	SA	7	100	5.000	0.000
		A				
		UD				
		DA				
		SD				
		Total	7	100		
4	There is the practice and culture of student leadership in the school I supervise.	SA			1.000	0.000
		A				
		UD				
		DA				
		SD	7	100		
		Total	7	100		

According to table 16 the response of supervisors as far as need to prepare, train and develop leaders indicate that 7(100%) of them strongly disagreed. The second question as far as mentoring and coaching for newly appointed leaders is concerned there is no such practices. So, all 7 (100%) of them strongly disagreed. Responses of supervisors on the tendency and practices of identifying leadership talents and potentials shows 7(100%) of them strongly agreed as there is the tendency to identify leadership talents and potentials in the school that they supervise. Regarding with the item of the above table the given response revealed that there is no the practice and culture of student leadership in the school they supervise.

4.6.3. Practices and Experiences of School Principals in Solving School Related Problems as Far as Decision Making is Concerned

Table 16: Below show supervisor's responses on the practices and experiences of school principals

No	Item	Response	Freq.	%	Mean	SD
1	Our school principal individually makes his or her own decision.	SA	7	100	5.000	0.00
		A				
		UD				
		DA				
		SD				
		Total	7	100		
2	They design and develop questionnaire that contain need interest that stakeholders have.	SA			1.00	0.000
		A				
		UD				
		DA				
		SD	7	100		
		Total	7	100		
3	They develop the culture and habits of experience sharing with the neighboring schools.	SA	7		5.000	0.0000
		A				
		UD				
		DA				
		SD		100		
		Total	7	100		
4	School directors prepare suggestion box and take various issues, problem and complains from stakeholders in order to improve existing challenges and problem.	SA			5.000	0.000
		A				
		UD				
		DA				
		SD	7	100		
		Total	7	100		

From the table above one can recognize and understand that all 7 (100%) respondents provide their responses as strongly agreed that principals make their own decisions in accomplishing school related activities without the involvement and participation of other concerning bodies.

The next response according to the above table shown appeared were 7(100%) of the respondents were strongly disagreed. That means no questionnaire that is developed and designed in order to examine the needs and interests that stakeholders have. The third question in the above table state about director's habit and culture for experience sharing with neighboring schools.

Accordingly,7(100%) of them replied strongly disagreed. That means there is no sharing of experiences, principals, ways Methods of doing things and other means of improving the overall teaching and learning processes, challenges and experiences in the school operations.

The last point in the above table is supervisors' response on school directors' role over the preparation of suggestion box in order to understand and collect complains problem and various issues and challenges that school communities encountered. Thus, all of the respondents replied strongly disagreed.

The section here below deals with supervisors' responses with the overall principles and values of democracy in the school that they supervised. There is on table that is help to illustrate since all the respondents forward their response were strongly disagreed. So, when the researcher analyzes their responses; the overall principles and values of democracy as reported by them, principals are unable to manage, handle multiculturalism and school community diversity.

The school principals cannot maintain culture of tolerance, respect among the school community members, there is no the habit of transparency and accountability in managing and controlling the school financial and other material resources and on good governance in the school. On the other side, supervisors were reported that there is no secularism as principals practically implemented in the school in which under supervision. Decentralization and sharing of responsibility in the school were not seen.

4.6.4. Supervisors Response on Challenges of Leading Schools for Improvement

The following section depicts that challenge of leading schools for improvement. To this regards, supervisors' response was presented in the table below.

Table 17: Supervisors response on challenges of leading schools for improvement

No	Item	Reponses	Freq.	%	Mean	SD
1	The school vision and mission Cleary indicated in the school compound.	SA			1.000	0.000
		A				
		UD				
		DA				
		SD	7	100		
		Total	7	100		
2	The school vision and mission can properly define what students will be for the future.	SA			1.000	0.000
		A				
		UD				
		DA				
		SD	7	100		
		Total	7	100		
3	The community understand the messages what the school vision and mission says.	SA			1.000	0.000
		A				
		UD				
		DA				
		SD	7	100		
		Total	7	100		
4	All school communities accomplish their responsibilities for achieving and realization of the aforementioned key principals.	SA			1.000	0.000
		A				
		UA				
		DA				
		SD	7	100		
		Total	7	100		

According to the above table it is depicted that challenges of leading schools for improvement. To this regards, all the supervisors in each respective question replied strongly disagreed. As the results of their response one can conclude the situation as far as the school vision and mission is concerned, there are no clear indicated indicators of the above values in the school compound. Pulls to this the school vision and mission cannot properly have defined what the students will be for the future. Not only these, the school communities do not understand the messages what the school vision and mission says. Finally, the supervisors reported that all school communities do not accomplish their responsibilities for achieving and realization of the aforementioned key principles.

4.6. Demographic Characteristics of Principals' Respondents

The demographic characteristics of principals which were included sex, age, level of education/ qualification, area of specialization or filed and service year in current position.

Table 18: Demographic Characteristics of Principals

No	Items	Responses	Fre	%
1	Sex	Male	13	100
		Female		
		Total	13	100
2	Age	20-25		
		26-30	5	38
		31-35	8	62
		36-40		
		Total	13	100
3	Level of education qualification	Diploma		
		BA/BED/BSc	3	23
		MA/MSc	10	77
		Total	13	100
4	Area of specialization	Subject matter	2	15
		BA /BED/ BSc	11	85
		Total	13	100
5	Service of year in current position	Under 5 years		
		6-10	5	38
		11-15	8	62
		16-20		
		16-20	13	100

The above table showed that the responded demographic characteristics those encompasses sex were male category. The demographic feather of the responded was age. From this, one can conclude that 8 (62%) of the respondents' age distinction, is exist 31-35. Whereas 5 (38%) of their found between 26-30. Level of education or qualification is the third personal information of the respondents. According to the data obtained above, 3 (23%) of them are BA holder. On the other hand, 10 (77%) of them are specialized by subject matter.

The last personal information of the respondents was service year in current position I e. principals process 8 (62%) of them have 11-15 years in position that currently engaged. Whereas 5 (38%) of the respondents are 6-10 years' services in the current principals.

4.6.1. Principals Interview Response on Practices and Challenges of Leading Schools for Improvement

The information that is presented here below is collected from school's principals through structured type of interview. Thus, their responses were concentrated particularly over the following major and concerning issues. According to the respondent, the existing performance of school leading school for improvement as it is satisfied or not to achieve school goal; those peculiar challenges for effective leading school for improvement in the school; mean of addressing the challenges of quality leadership; and way of treating, managing and leading school stakeholder in the school and the possible alternative solution to overcome the challenges of leading school for improvement were presented here below.

Based on the discussions conducted through the interview processes almost all the respondent provides to similar response. As the results of these, the existing performance of school leadership can't achieve the goal that is intended to the target that is designed to address. Thus, from this one can conclude that there are obstacles that hinder the achievement of the goal.

The interviewees also replied that there are various challenges that prevent the practical implementation of quality leadership in the schooling process. Some of them includes; shortage of qualified personnel interested in the administrative school leadership, lack of prior experience and training school to undertake and appreciate the diverse need of stakeholder (teacher, students and other concerned bodies), lack of accountability, courage, initiative, willingness and motivation from few principal and teachers for the accomplishment and realization of quality education, another problem that is stated by school principals includes the lack of incentives for principals, minimum salary payment, lack of exemplary ethical leadership, failure to motivate and empower and enlisting staffs in designing and implementing common goals. Lack of cooperative relationships between leaders and staff, and among the staff, lack of effective and qualified human resources where the major challenges facing effective implementation of leading schools for improvement.

As far as a school leadership challenge is concerned responses were forward from interviewee for ways or means of overcoming the conditions. These are: developing the habits and culture of commitment for the responsibilities that leaders have, school leaders must develop exemplary and good model for other concerned bodies (for teachers, principals students and communities), experience sharing from other school readers, up-dating and one's own knowledge

and skill, managing and handling diversity, multiculturalism in the school and promoting good governance and developing the culture and spirit of tolerance, decentralization and sharing of power to teachers and other administrative bodies, conducting regular meeting, discussions with various stakeholders, be transparent over the wise use of school financial resources, in the process of assigning school leaders, the woreda Education office should select and assign competent individuals from among teachers on basis of merits and competition.

The regional education Bureau should also intensively work on building the capacity of school principal, preparing checklists, work plans and evaluation lists in order to follow up the overall teaching and learning processes in the school compound and forward feedback for teachers and other responsible groups, applying different leadership models and styles according to the situation, identifying problem and conducting action researches and providing solution for the existing challenges over the school environment. In addition to the above situation, leading, managing and treating the school stakeholders is concerned, since these are key principles in the school leadership, leaders must treat, lead and manage his or her clients in an impartial manner. So leaders must avoid mistreatment.

4.8. A Guideline for Document Analysis from Schools

Under this investigation, the researcher attempted to diagnose the information that is obtained from school teachers, supervisor and principals. This helps in order to cross check the existing leading school for improvement challenges and practices in the schools. As the result of this study, the nature of school vision and mission, design and arrangement were seen. Not only this, the various co-curriculum activities, department and subject annual plans also observed. In addition to this, the nature of checklists and their applicability also analyzed. Those internal and external factors that challenge in the preparation of school annual plans also summarized.

According to the study conducted in the process of document analysis: the majority of school's vision and mission were not properly written, the schools actually have co-curriculum annual plans. But, except anti HIV and ADIS and Sport club the remaining were not practically engaged, subject plans also there, but as how many percent that the intended plan is not stated or presented to accomplish the designed goal, when we see the overall preparation of checklists, they are provided for teachers but no continuous feedback and comment given for teachers and other concerned bodies. This can be considered as factors affecting leading schools for improvement and quality of education. The last point in the process of document analysis is the

internal and external factors in the preparation of school annual plans. These internal factors include the in availability of experience sharing, the lack of in-service training, lack of resource and materials, lack of feedbacks and continuous follow up and absence of commitment and accountability from the concerned school communities, whereas the external factors include the absence of strong supervision, and support from the Woreda education office.

CHAPTER FIVE

Summery, Conclusion and Recommendations

5.1. Summery

The aim of this study was to investigate practices and challenges of leading schools for improvement. The study employed descriptive survey design. To conduct this study 180 school teacher, 7 school supervisors and 13 school principals were participated. To collect relevant data from the study participants, questionnaire, interview and document analysis tools were used. Thus, the finding indicates that the majority of the participant of the study was Male sex category in the age group of 26-30, level of education or qualification was BA or BED or BSc degree area of specialization or field of study was subject matter.

The challenges of leading schools for improvement were the absence of intrinsic or internal force to ward taking risks during the teaching and learning process of leadership. Leaders' attention towards the accomplishment of teaching-learning program, community participation and involvement in the process of enhancing the school stakeholders for leadership work, the responsiveness and accountability for the responsibility that is assigned for school leadership, qualification school leaders effect on the instructional leadership.

In addition to this, absence of training and experience sharing on instructional leadership challenges the school operation. On the other side, the respondents were reported that other challenges of leading schools for improvement of school environment. Some of the challenges that have no effect on school environment are qualification of the school leader, absence of training and experience sharing on the leading schools for improvement challenges the school operation, in availability of in service training and teacher's development program, inadequacy of adequate capacity, potential and knowledge of school leadership and management.

The other part of the study deals with the overall leaders' interaction and integration with the stakeholders of the school. To this regard, leaders are not interacted with school teachers, with the school's students, with the NGOs. But, they have interaction with the Woreda educational officials and experts.

Concerning to the availability of school resource, respondents replied that, in the school there is the lack of instructional materials or pedagogical instruments for teaching learning process, lack of library service and reference books and materials, lack of school furniture like student's desk, chair, table and other resources and there is also scarcity of recurrent financial supports.

Other leading schools for improvement practices related to vision and mission of the school. The school has no vision and mission written on a board. And it is not easily and clearly understandable to all school community and other responsible bodies. Moreover, all the school does not properly assign necessary resources for effective implementation of school vision and mission and the school teaching and learning process not matched with the developed vision and mission.

School principals accomplish certain tasks like managing, follow up and controlling curriculum and teaching and learning process. But, the school principal according to the respondents do not arrange suitable condition for practical implementation of student's evaluation and continuous assessment techniques wisely, do not provide checklists that contain points for managing follow upping and controlling curriculum and teaching and learning processes in the school, do not conduct discussions and dialogues over the challenges that students and teachers encounter in the instruction system in the school. Finally, principals have no the ability to restructure and redesign when things go wrong according to the respondents.

In the study concurring principals communicating school goals were found to be very seriously problems of principals in their instructional leadership role. These were annual school goals not focused student learning, lack of communication the school's goals in the were found to be moderate problem of principals' instructional leadership role. The study revealed that there were moderate principals managing curriculum and instruction, but there were highly principals' domination in instructional decision. In addition, this was also found that principals' initiative in support teachers about develop instructional materials, lesson plan evaluation and principals' initiative for monitor classroom curriculum in instructional matter was moderate.

5.2.Conclusion

The main purpose of the study was to investigate leading schools for improvement practices and challenges. The study reveals the different model of school leadership practices, the study has pointed out that leading school for improvement practices at school, even though the execution

of those practices was perceived differently by teachers and principals. The difference in perception regarding the leading school practices and prevalence of challenges by principals and their teachers provides solution for further investigations to clarify the phenomenon precisely. Concerning leading practices and challenges at school where the research is conducted recommendations were made.

Those findings of the study are presented with the data analysis and presentation which maintains that the leadership role aimed at influencing the schooling processes. The indirect influence of the principals' leadership practices points to the complexity involved in trying to locate the leadership practices of principals. The researcher finding have indicated the need to verify certain leadership practices to locate the influence of the leadership the leadership practices on school culture intended to improve academic performance properly.

It is therefore important that principals are helped to enhance their leading practices. Based on the purpose of the study, the researcher findings and the recommendations made, the study has yielded valuable information that may be useful in addressing leading schools for improvement practices and challenges in the North Shoa Zone secondary schools. The information may also be used to train teachers and principals to improve leading skills. One would be inclined to suggest that an intensive study be undertaken, which could employ several research approaches on a larger population of schools to further clarify the issues concerning leading practices and challenges at schools.

This research concludes that leading school for improvement practices are critical in making a difference to student achievement and well-being and are vital to the improvement of student achievement in the overall teaching-learning processes in the North Shoa Zone secondary schools.

5.3.Recommendation

Based on the finding of the study the researcher attempted to recommend the following:

- ✚ The school leaders need to be independent and free to make decisions with guideline of leadership.

- ✚ Assignment of school leader based on skill, knowledge qualities or know how needed. An authority flows to the one who knows; because successful leaders therefore seem to depend on having the right quality at the right time.
- ✚ The school leaders should be valuable at the top level of management by successful chief executive. Thus, the concerned bodies should assign school leaders with attributes such as decisiveness, assertiveness, integrity, enthusiasm, imagination, willingness to work hard, analytical ability, understanding others, abilities to create opportunities for good governance and handling diversity and practical implementation of secularism, ability to meet unpleasant situation, ability to adopt to quickly to change and willingness to task risks.
- ✚ The school leaders need to be intelligent enough to gather, synthesize and interpret large amount of information and need to be able to create vision and mission, solve problem and make objective or rational decision based on fact and reasoning.
- ✚ The leaders should be those who have depth knowledge and able to make well-informed decisions and able to understand the implications of the decisions and extraversions.
- ✚ Finally, the government and the academic institute should design policy or curriculum and criteria of selecting trainee of leader which enable the school leaders equipped with the necessary and successful school leadership quality. Moreover, in leadership training there should contents of decision analysis.
- ✚ The last but not the least similar research and studies is significance in order to overcome such kinds of problem in the school relate issues.

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Appendix A

Addis Ababa University

School of graduate studies

College of education and behavioral studies

Department of Educational Planning and Management

Questionnaire to be filled by teachers

Dear teachers

The main purpose of the questionnaire is to investigate the leading schools for improvement practice and challenge in government secondary school of north shoa zone, oromia. So, you are kindly respond to give genuine responses in order to make this study successful. And I would like to appreciate your genuine responses to the questionnaire in advance.

Thanks

Direction:

Please

- . Don't write your name.
- . Make a tick (X) in the boxes provided.
- . Write your brief and short response in the blank space

PART I personal background of respondents.

1.1. Name of School----- Woreda-----

1.2. sex male Female

1.3. Age 20-25 26—30 31—35 36 ----40 41 and above.

1.4. Education qualification:

Diploma Degree Masters PhD

1.5 Field of study major -----minor-----

1.6 Work experience (in years)

1.6.1. Teaching experience -----

1.6.2. If other, specify it-----

1.6.3 Total experience-----

PART II. Challenges of leading Schools for improvement.

The following issues are closed-ended questions those which are assumed to be the common challenges of schools that hinder the practices leading schools for improvement. The five point scales indicated below reflect the degree of availability each challenges in your school. Please rate each item, using the (1-5) scales that best describes the degree to which the challenges are availability in your school.

The numbers indicated: 5=strongly agree (SA) 4=Agree (A) 3=Undecided (UD) 2=Disagree (DA) 1=strongly disagree (SD)

2.1. Let's evaluate your leading schools for improvement in relation to the following over all teaching –learning processes in your school compound.

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
2.1.1	The intrinsic or internal force toward taking risks, during the teaching-learning processes of leadership.					
2.1.2	Leader gives proper attention toward the accomplishment of teaching –learning program.					
2.1.3	Community participation and involvement in the process of enhancing the school stakeholders for leadership work.					
2.1.4	The responsive and accountability for the responsibility that is assigned for leadership.					

2.2. Give your own value for the following challenges of leading schools for improvement in your school environment?

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
2.2.1	The qualification our school leader affects the leading schools for improvement.					
2.2.2	The absence of training and experience sharing on leading schools for improvement challenges the school operation					
2.2.3	The in availability of in-service training and teachers 'development program.					
2.2.4	Inadequacy of adequate capacity, potential and knowledge of school leadership and managements					

2.3. How do you see the overall leaders' interaction and integration with the stakeholders of school?

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
2.3.1	Leaders' interaction with teaches.					
2.3.2	Principals 'interaction with school students.					
2.3.3	leaders' interaction with the woreda education official and experts.					
2.3.4	leaders 'interaction with NGOs					

2.4 How do you evaluate the availability of the following of resources in your school?

No.	Items	Responses				
		SA	A	UD	DA	SD
		5	4	3	2	1
2.4.1	There is the lack of Instructional material or pedagogical instruments for teaching –learning process					
2.4.2	There is the lack of Library service and reference books or materials.					
2.4.3	There is lack of school furniture like students desk, chair, table and other resources					
2.4.4	There is the scarcity of recurrent financial support					

3. How do you express the dimensions and functions of leading schools for improvement in your school?

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
	3.1.Communication role					
3.1.1	leaders develop a set annual school goals focused on student learning					
3.1.2	leaders use data on student academic performance when developing the school’s goals.					
3.1.3	leaders communicate the school’s goals effectively to staff, student and parents					
	3.2.professional Norms					
3.2.1	The extent of teachers participation in educational decisions					
3.2.2	The level of principals’ involvement in educational decisions.					
3.2.3	The extent to which principals’ take initiative in consulting teachers on instructional matters.					

	3.3.managing curriculum and instruction					
3.3.1	The school principals monitor the classroom curriculum					
3.3.2	The school principals help teachers to evaluate curriculum					
3.3.3	The school principals assist teacher in lesson planning					
3.3.4	The principals assist teachers in developing instructional materials					

4. Give your own response for the following open- ended questions. Every response has to be based on our school context.

4.1 How do you see the overall activity, performance and achievements of your school principal in leading school for improvement? Please give your own factual justification for your responses.

4.2 What are the major challenges that hinder the effectiveness of leading schools for improvement at your school?

4.3 In order to put in to practices good leading schools for improvement, what solution do you forward for those challenges for the effectiveness of leading school of improvement?

PART III Leading Schools for Improvement practices relate Question of your School.

Here below there are tables that consist of questions that the leading schools for improvement practices of your school. Each table contains five responses. Please indicate the extent to which each statement represents your school by putting tick mark(X) in one of the boxes against each items. Every response has to be based on your school context.

The numbers indicated: 5=strongly agree (SA) 4=Agree (A) 3=Undecided (UD) 2=Disagree (DA) 1=strongly disagree (SD)

5. To what extent do you agree or disagree with the leading schools for improvement practices related to the vision and mission of your school?

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
5.1.1	The school vision and mission is write on a board					
5.1.2	The school vision and mission is easily and clearly understandable to all school community and other responsible bodies.					
5.1.3	The school properly assigns necessary resources for the effective implementation of a school vision and mission					
5.1.4	There is effective follow up and supervision for the effectiveness of school vision and mission.					
5.1.5	The School teaching and learning process matched with the developed vision and mission.					
5.1.6	The school principals deserve their time and responsibility for the effectiveness of those vision and missions.					

7. To what extent do you agree or disagree with the following activities of school principals over the issues of managing. Follow upping and controlling curriculum and teaching and learning processes in your school?

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
6.1	Arrange suitable conditions for practical implementations of those students' evaluation and continues assessments techniques wisely .					
6.2	Providing checklists those contains points for the managing follow upping and controlling curriculum and teaching and learning processes in your school.					
6.3	Continuously conduct discussions and dialogue over those challenges that students and teachers encounter in the instructional system in the school.					
6.4	Principal have the ability to restructure and redesign when things go wrong.					

7. To what extent do you agree or disagree that your school principal as he or she create suitable and good environment for the teaching and learning in your school?

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
7.1	Our principal recognizes creating conducive school environment as the major school domain.					
7.2	Know and understand those school environment challenges in the teaching and learning processes.					
7.3	Our school principals encourages and support to collaborate the stakeholders with establishing attractive environment in the school.					
7.4	Our principal understands those factors affecting the school environment for the academic performance of the students.					

Appendix. B
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaire to be filled by School Supervisors

The main purpose of the questionnaire is to investigate the leading schools for improvement practice and challenge in government secondary school of north shoa zone, oromia. So, you are kindly respond to give genuine responses in order to make this study successful. And I would like to appreciate your genuine responses to the questionnaire in advance.

Thanks

Direction:

Please

- . Don't write your name.
- . Make a tick (X) in the boxes provided.
- . Write your brief and short response in the blank space

PART I. personal background of respondents.

1.1. Name of School----- Woreda -----

1.2.sex male Female

1.3. Age 20-25 26—30 31—35 36 ----40 41 and above.

1.4. Education qualification:

Diploma Degree Masters PhD

1.5 Field of study major -----minor-----

1.6 Work experience (in years)

1.6.1. Teaching experience -----

1.6.2. If other, specify it-----

1.6.3. Total experience-----

PART II. Leading Schools for Improvement practices and Effectiveness

The following issues are closed-ended questions those which are assumed to be the common practices of leading schools for improvement. The five point scales indicated below reflect the degree of availability each practices in your school. Please rate each item, using the (1-5) scales that best describes the degree to which the practices are availability in your school.

The numbers indicated: 5=Strongly agree(SA) 4=Agree (A) 3=Undecided (UD) 2=Disagree (DA) 1=Strongly disagree (SD)

2.1. Give your own response for the following conceptual questions on leading schools for improvement and framework in relation to your school context that you supervise

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
2.1.1	Leadership is a primary factory for improving school effectiveness.					
2.1.2	Our school leaders coordinate and evaluate teaching and the curriculum.					
2.1.3	Our schools leaders play a crucial role to improve class room teaching.					
2.1.4	Our schools leaders create an orderly and supportive school environment.					

2.2. What types of school leadership practices do you observe in your school?

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
2.2.1	There is a need to prepare, train and develop leaders.					
2.2.2	There is a mentoring and coaching for newly appointed leaders.					
2.2.3	There is the tendency and practices of identifying leadership talents and potentials.					
2.2.4	There is the practice and culture of leadership in the school that I supervise.					

2.3. How do you see those practices and experiences of school principal in solving school related problem as far as decision making are concerned?

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
2.3.1	Our school principals individually make his or her own decisions.					
2.3.2	They design and develop questionnaire those contain needs and interests that stakeholders have.					
2.3.3	School directors prepare suggestion box and take various issues, problems and complains from stakeholders in order to improve the existing challenges and problems.					
2.3.4	They develop the culture and habits of experience sharing with neighboring schools.					

2.4. How do you see the overall principles and values of democracy for the following points in the school that you supervise?

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	1
2.4.1	Principals manage and handle multi-culturalism and school community members.					
2.4.2	There is the culture of tolerance and respect among the school community.					
2.4.3	There is the habit of transparency and accountability in managing and controlling the school financial and material recourse					
2.4.4	There is decentralization and sharing of responsibility of responsibility in the school that I supervise.					
2.4.5	There is good governance in the school that I supervise.					
2.4.6	Secularism as principles practically implemented in the school that I supervise.					

PART III. Challenges of Leading Schools for Improvement effectiveness.

3.1 Critically think and provide your answer for the following Leading schools for improvement challenges in the school that you are assigned as supervisor as far as vision and mission is concerned.

No	Items	Response				
		SA	A	UD	DA	SD
		5	4	3	2	
3.1.1	The school vision and mission Clearly indicated in the school compound.					
3.1.2	The school vision and mission can properly define what students will be for the future.					
3.1.3	The school community understand the messages what the school vision and mission says.					
3.1.4	All school communities accomplish their responsibilities for achieving and realization of the aforementioned key principles					

Appendixes-c
Addis Ababa University
School of graduate studies
College of education and behavioral studies
Department of Educational Planning and Management
Interview Guide: For the school principals

PART I: Personal Information:

1. Name of School----- Woreda-----

1.2. Sex male Female

1.3. Age 20-25 26—30 31—35 36 ----40 41 and above.

1.4. Education qualification:

Diploma Degree Masters PhD

5 Field of study major -----minor-----

6 Work experience (in years)

1.6.1. Teaching experience -----

1.6.2. If other, specify it-----

PART II: Interview Guide Questions:

1. Do you think that existing performance of leading schools for improvement in your school satisfied achieves your goals?

2. What do you think the peculiar challenges or problem for effective leading schools for improvement in your school?

3. As you are principal of this school how do you treat, manage and lead your stakeholders in the school compound?

4. In order to overcome those school principal challenges, what the possible alternative solutions?

Appendixes-D

Addis Ababa University

College of Education and Behavioral studies

Department of Education Planning and Management

A guide line for document analysis:

PART I: School Information:

1. Does the school have a well-designed, smart and arranged vision and mission? -

2. Does the school have various co- curriculum, department and subject annual plan?

3. Is there periodically prepared checklist which help to accomplish the measurable task and duties given for the school communities?

4. What internal and external challenges that identified in the preparation of school annual plan?
