

ADDIS ABABA UNIVERSITY

**The Role of Principals in Implementing School Improvement Program in Secondary
Schools in South West Shoa Zone**

A THESIS PRESENTED TO Addis Ababa UNIVERSITY

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP**

BY

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Declaration

I, the undersigned declare that, this Thesis is my original work and has not been presented for a degree in any other university, and all that sources of materials used for the thesis have been duly acknowledged.

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ADDIS ABABA UNIVERSITY

AN ASSESSMENT OF LEADERSHIP EFFECTIVENESS IN THE IMPLEMENTATION OF SCHOOL IMPROVEMENT PROGRAM IN SECONDARY SCHOOLS OF SOUTH WEST SHOA ZONE OF OROMIA REGION

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Acronyms

CRC: Cluster Resource Center

MoE: Ministry of Education

PTA: Parent Teacher Association

REB: Regional Education Bureau

SIP: School Improvement Program

WEO: Woreda Education Office

ABSTRACT

The role of principals in Implementation school Improvement program in secondary schools in south west shoa zone.

Name. Gezu shentema Abdi

The purpose of this study was to assess the experience of principals in government secondary schools in south west shoa zone of Oromia, Ethiopia,

Namely: Gersu Dhuki, Dilella, Goro and chitu Secondary school .The study deals with encamping the actual role and challenges of principles in implementing school Improvement program in government secondary schools. The review of literature focused on leader ship role in implementation of SIP within this effective leader ship and school Improvement program initiatives. The research methodology employed in the study was both quantitative and qualitative approaches. Accordingly ,a questionnaire was prepared to be filled by teachers and department heads. For the qualitative portion, in reviews and observation were administered. Regarding the questionnaires, distributed to sample size of 191 teachers 32 department heads. 174 (91%) out of 191 teachers were properly filled and returned 32 questionnaires distributed for department heads and 29 were filled and returned. 8 school principals, 4 woreda education vice heads are involved in the interviewee which takes around an hour for each 4 PTA representatives were in reviewed in an interviewee which takes 30 minutes for each.

After data were screened, Data Obtained through questionnaires were analyzed using statistical tools such as mean and percentage. The finding of the role and challenges of principals are less effective in their leadership due to lack of experience and qualification in profession Finally, based on the findings and conclusions, recommendations were made an capacity building and empowering of principals to do their work effectively on instructional leader ship, in turn, encouraging participatory approach of leadership. further more, south west shoa Zonnal Education bureav in responsible to give directives and gude lines in the cases that when ever, relations to create school-community links.

CHAPTER ONE

1. The problem and its approach

This chapter with the back ground of the study, statement of the problem, basic research questions, significance of the study, objective of the study , delimitation of the study, definition of key terms and organization of the study and limitation of the study.

1.1 Background of the study

Education is an instrument that enables to create productive citizens that contribute to the country's general development to direct the community's outlook as needed to facilitate economic, social and cultural development by introducing new technology and scientific discoveries. It is known that since the preparation and implementation of the current education and training policy to use education as a means of development and progress, satisfactory results have been achieved at all levels in increasing learning participation and equal distribution(MoE 2006:1). Alongside this considerable effort have been made to increase educational quality and among these empowering teachers, regularly assessing and revising the curriculum, implementing a decentralized educational management to woreda and school levels to enhance educational and leadership skills, increasing the participation and feeling or responsibility the community in the educational process, increasing the availability of educational materials and supplementing the teaching process with technological resource are worth mentioning.

Generally extensive activities have been undertaken to provide quality and proper education at school and institutional levels. However, it was found impossible to achieve success merely through the above efforts. Surveys conducted at different intervals indicate that the achievement of students at varies level is low (e.g Esayas .2010). It is common knowledge that school undertakes the teaching process with in routine practice rather than following a properly analyzed and systematic approach that focuses on increasing the learning condition of students and improving the learning outcomes. Therefore, improving the practices of schools has no alternatives considering the basic role they play in realizing the quality of education(MoE, 2007).

General educational quality assurance package manual (MoE, 2007) has also suggested that to put in to practice the designed strategy so as to preventing the deteriorated educational quality, the Ethiopian government has designed a general education quality improvement package(GEQIP) consisted of six programs such as: .Teachers Development Program (TDP); School Improvement Program(SIP); Civic and Ethical Education Improvement Program; Curriculum Improvement Program ;Information Communication Technology Service Expansion Program; General Education Management and Organization Improvement Program.

The entire six programs are being carried out in Ethiopia to make schools provide high quality education for all students including students with special needs. Ethiopian government launched the school improvement program beginning from the second half of 2006 all over the country. School improvement program is one component of the general quality improvement package (GEQIP).

School improvement is a carefully planned change that aims at improving students authentic outcomes and strengthen the capacity of school for managing change (HopkinsWainscot, and West,1994).

The school improvement program focuses on teaching-learning process, school administration, creating suitable environment for learning and community participation. Thus, practitioners as well as educational leaders at different levels have to pay attention to school self evaluation, development planning and its implementation, change management, plan monitoring and evaluation and continuity of the school improvement program is to enable school to provide quality education for all students.

The overall aim of SIP is to enhance students' achievement by improving the teaching learning process and other factors associated with it. The program is launched in response to poor quality education provided in the schools of the country. Even though school improvement is new in Ethiopia, it is widely practiced in the other countries. Dagne (2008:1-2) explains that quality in education is the issue of the world and different countries have launched various educational “quality improvement initiatives”. To mention Ireland- raising school standards initiatives(1994-1995) focused on improving the identified weak schools,

Australia- school excellence initiatives (SEI) which aim at improving the quality in education by making schools attain high standards in students learning, applying best practices and using innovations on four school domains and twelve elements, (ACT). Department of the youth and family services, 004, USA the No Child Left Behind (NCLB) act of 2001 designed to help create high performing schools. Ethiopia has adopted the Australian school excellence initiative (SEI) which consists of four domains and twelve elements attain the school improvement program. These domains elements are: learning and teaching which contains, teaching learning evaluation and curriculum. School administration which contains, strategic vision, leadership behavior and school improvement. Suitable environment for learning which contains, students' focus student improvement and student support. Community participation which contains, working together with parents, participating the society and promoting education.

In Ethiopia school improvement program has been introduced since 2007 with other complex supportive change programs. Aiming at improving the quality of education through enhancing students learning achievements and outcomes (MoE, 2007:57). As a result Oromia national regional state has also started the school improvement program,

Administratively, south west shoa zone has 12 woredas. There are 14 secondary schools in this zone. Beginning from 2006 onward MoE had provided regional bureaus, zonal education office to schools written materials like blue print, frame work hand book and other guide materials so as to implement the school Improvement program effectively. Since its initial implementation different findings have been reported on school improvement program. Some of the reports are advocating the good features of the practices while others not. Thus this research tries to assess the leadership effectiveness in the implementation of school improvement program in secondary schools the research area.

1.2 Statement of the problem

Principals need have the theoretical knowledge, skill and adequate experiences in the school leadership so as play active and effective that principals should have a profile of possession of various training on school leadership and management (MOE, 1999/10). The role of leadership

in school effectiveness is unquestionable. It ranges from creating vision for the school building a capacity of fellow workers and demonstrating ethical and moral leadership.

This chapter deals with the background of the study, statement of the problem, basic research questions, significance of the study, objectives of the study, delimitations of the study, definition of key terms and organization of the study.

School Improvement program (SIP) is a research outcome which encourages school leaders and of teachers development and effectiveness. It also focuses on parents and community involvement and students readiness and commitment to work hard for improving schools .Therefore, promoting school improvement program will have a vital importance to provide quality education and to strengthen school internal capacity. Stoll and fink (1996:55) state that improvement is very complex practice that might be hindered by various impediments that challenges the implementers. These challenges include complexity of program, mobility of principals and teachers, coordination problem, sustaining commitment low support from top level officials and lack of involvement, as distinct approach to educational change that enhances student's out comes as well as strengthening the school capacity for change.

The researcher work on supervision of secondary schools in Wolisso woreda .This helped me to look in to the issues of implementing school improvement program. In different schools school improvement program goes effective while in others it is applied in less effect positively and negatively the school improvement program.

Thus the researcher opts to bring evidence based information on leaders' involvement in school improvement program. In order to address the main purpose of the study which is looking in how leadership in school affect school improvement program the following research question are forwarded.

1. To what extent school leadership roles have been exercised in implementing school improvement program in selected secondary schools of south west shoa zone?
2. To what extent do stakeholders engaged in implementing school improvement program in selected secondary schools of south west shoa zone?

3. What are the main challenges on leadership while practicing school improvement in program in selected secondary schools of south west shoa zone?

1.3 Objective of the study

The purpose of the study is to assess the implementation of school improvement program as well as to analyze the role of leadership in effective implementation of school improvement program.

1.3.1. General Objective

The over all aim of this study is to assess the implementation of school improvement program as well as to analyze the role of leadership effective implementation of school improvement program.

1.3.2. Specific Objectives

The specific objectives of this study are

- To examine the challenges that leaders face in successful implementation of school improvement program.
- To indicate the role of leaders in attaining the goal of school improvement program.

1.4 Significance of the study

In spite of the fact that education has significant roles in the well being of human kind, quality education is a result of various activities taking place in the education system. Effective implementation of school improvement program is the key. This study therefore; is aimed at assessing leadership effectiveness in the implementation of school improvement program in secondary schools of south west Shoa zone of Oromia region.

It was, thus hoped that it would:

- Pinpoint the trend in implementation of school improvement program.
- Provide valuable information regarding school improvement programs as to propose the ways that contributes to quality education for school readers, teachers and PTA members
- Identify the potential shortfalls that hinder effective implementation of school improvement program in such a way that it serves as a spring board for further studies in the area.

- May acquaint educational managers and other stakeholders with the challenges in effective implementation of school improvement program, with the aim of addressing the problem.

The results of this study would be added to and enhance the body of literature currently available on implementation of school improvement program as well as to make use of this information to gain insights of best practices and impact the educational program in a positive manner.

1.5 Delimitation of the study

This study is specifically concerned with an assessment of leadership effectiveness in the implementation of school improvement program in secondary schools of south west shoa zone of Oromia region.

Currently there are fourteen (14) secondary schools in the zone. To conduct a study that includes all schools in the area under study as a whole would be beyond the scope of the study due to factors of expense, time, and accessibility. Therefore; to make the study more manageable the research is confined to four (4) randomly selected secondary schools. This helps to collect relevant information from a subset of the population in such a way that the knowledge gained is representative of the total population under study.

The scope of this study delimited on the leadership roles into the planning and monitoring the school improvement program in the targeted 4 high schools.

1.6 Limitation of the study

The limitations to this study includes; reluctance of some respondents to fill in and return the questionnaires on time, the difficulty which might occurred in getting the necessary information on time as well as genuinely from interviewees for that some were reluctant in responding the questions while others are busy due to meetings and related field works. Besides, unavailability of respondents on time was the limitations. The other challenging factor was lack of experience and adequate skills of conducting such relatively comprehensive study on the part of the researcher. Hence, surely this necessitates the researcher to devote much more time and effort. Finally, irrespective of these limitations, the researcher had come up with this work.

1.7 Definition of key terms

Assessment :- concerned with the ability to produce a desired result or goal (Sergovanni, 2006).

School Improvement Committee (SIC) : it is a committee which established from the school community, parents and woreda executive (urban administrative executive) to support implementation of SIP in the school (MoE,2006).

Leader Ship :- a process where by, an individual influences his/her subordinates to achieve common goals.

Leader ship Style :- Leaders typical way of behaving group members or subordinates (Hicks and Gullet,1981)

Principals : The managerial staff and professional leaders in charge of schools.

School improvement program (SIP):It is a school program anchored on teaching learning , school environment , leadership and management , Community participation domains to conduct implementation and self-evaluation to improve the educational inputs and process that enable students to score excellent results (MoE, 2011).

Secondary School: is a schooling system offering a post elementary school program (from grade 9 to 12). In Ethiopian context duration consists of two years of general secondary education.

Woreda: Is an ‘Amharic’ word: which refers to an administrative division in between the ‘Zone’ and ‘Kebele’ level with identified geographical boundary.

1.8 Organization of the study

The study was organized in to five chapters. The problem and its approach were discussed in the first chapter. The second chapter deals with review of related literature. This chapter also consists of basic concepts and explanations on school improvement program by different researchers. Research design and methods were discussed in chapter three. In chapter four presentation, analysis and interpretations of data are discussed. Finally in the fifth chapter summary, conclusion, and recommendations were included. In addition to this necessary documents including bibliography were attached to the last part of this paper.

CHAPTER TWO

2. Review of related literature

This study aimed at assessment of leadership effectiveness in the implementation of school improvement program in secondary schools of south west shoa zone of Oromia region. In order to study; an attempt was made to review related literatures and summarize studies of previous researches which are related to the implementation and challenges of school improvement program. The literature organized by referring previously done essays papers, books and internet sources.

2.1 The concept of leadership

Leadership is the process that influences the behavior and daily activities of others' effort towards the achievement of goals in a given situation. As to Hemphill (1949), leadership is the initiation of a new structure of procedure for accomplishing the organizations' goals and objectives. According to Halpin (1956), a successful leader contributes to group objectives and their relationship. Davis (1998) also states that leadership is the ability to persuade others to seek defined objectives enthusiastically; the human factor binds a group together and motivates it towards its goals. McGregor (1978) defined leadership as leaders and followers to act for certain goals that represent the values and motives; the wants and needs, the aspiration and expectation of both leaders and followers. According to Hersey, Blanchhard and Jonson (cited in Wossenu, 2006), leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation.

From the above definitions, we can understand that leadership is thus inseparable from the followers' needs and goals as it occurs in a group. Like other human activities, leadership is difficult to pin down (Wossenu, 2006). In this regard, leadership is a concept that does not have yet universally accepted definition; rather it is agreeable in working definition by scholars who work in the field. Similarly, Yukl (2006) said that the term leadership is taken from the common vocabulary and incorporated in the technical vocabulary of a scientific discipline without being precisely refined which resulted confusion in its meaning. However, a working definition may help us to have a common understanding. Leithwood and Riehl noted that at the core of most definitions of leadership are two functions; these

are providing direction and exercising influence. Wossenu (2006) on his part stated that leaders mobilize and work with others in order to achieve the common goals. To this end, leadership is an influential process in supporting others to work enthusiastically at the aim of shared goals or objectives.

In the study of leadership, it is important to have a concern on similarities and differences between leadership and management. . . . Leadership is frequently seen as an aspect of management, with real leaders ‘ often characterized as charismatic individuals with visionary and the ability to motivate and enthuse others – even if they lack the managerial or administrative skills to plan, organize effectively or control resources. On this basis, it is often argued that managers simply need to be good at everything that leaders are not (Wossenu,2006:3)

Leadership is believed that where you need to go with a clear vision and sharing that vision to create a common purpose with staff and stakeholders. And it is also the ability to entrust the followers towards a definite goal. Management is a complex task that involves the process of planning, organizing, staffing, directing and controlling the organizational operation to realize certain goals. Organizational performances depend to a large extent, on how resources are allocated and management’s ability to adapt changing conditions. Murugan (2005) attempted to pin down the significant difference between those two terms, as follows:

Management cannot operate without formal organizational structure, where a manger directs people through the legitimate authority and he or she has to perform all the five function: planning, organizing, staffing, directing and controlling. But leadership can exist in both organized and non organized groups. Leaders may/ or not have formal authority but direct people by influencing their behaviours (P.327).

To Murugan,(2005) managers do their work to achieve their goals through regulatory and controlling methods, while leaders have empathy with other people and create excitement in works in order to influence people and make all opportunities of changes. Both managers and leaders have power to influence other people. However, most management positions provide opportunities to engage in leadership.

Although different stakeholders are existing in a school, a principal is a prominent figure who has the power to influence others. Principals are supposed to have the capacity and skills of managing the staff members and available resources to academic achievements. And they should also use interchangeably their leadership power and managerial skill to cover their irreplaceable roles and importance in educational leadership. In addition, school leaders should be familiar with their functions to perform for school improvement and they are also expected to follow different leadership styles for their effectiveness.

2.1.1 Leadership theories

The essence of educational leadership has been the ability to understand the theories and concepts and then apply them in real life scenarios (Morrison, Rha & Hellman, 2003). Siegrist(1999) hypothesized that people's understanding of leadership has changed rather dramatically as individuals recognize that what leaders do is determined in large part by the nature of those being led and culture of the organization in which they work. Various theories of leadership have emerged, with each theory producing volumes of literature legions of both proponents and opponents. Since that time, a large portion of contemporary leadership has focused on the effects of transformational and transactional leadership (Antonakis, Avolio &Sivasubramaniam, 2003).

2.1.1.1 Transformational Leadership

The version of transformational leadership theory that has generated more research was formulated by Bass (1985) and his colleagues (Yukl, 1999). Burns (1978) alleged that transformational leadership was based upon mutually agreed goals and objectives of leaders and followers. Transformational leaders motivate subordinates to perform beyond desired expectations by inspiring, stimulating, and developing a higher collective purpose, mission and vision (Boss, 1985).

Northouse (2004) postulated that transformational leaders are seen as change agents who are good role models and who can create and articulate a clear vision for an organization. To argue that transformational leaders embrace a vibrant, didactic learning environment, one that promotes personal responsibility and innovative thought processes. Furthermore,

leaders who are transformational in effective schools do whatever is necessary to facilitate this process. Bass and Avolio (2004) delineated the following key aspects that comprise transformational leadership:

Idealized Influence (Attributed) – instilling pride in others for being associated with their leaders ; going beyond self-interest for the good of the group ; acting in ways that build others respect and displaying a sense of power and confidence.

Idealized Influence (Behaviour) taking about important values and beliefs ; specializing the importance of having a strong sense of purpose; considering the moral and ethical consequences of decisions and emphasizing the importance of having a collective sense of vision.

Implicational Motivation – taking optimistically about the future, providing meaning and challenges and taking enthusiastically about what needs to be accomplished; articulating a compelling vision of the future and expressing confidence that goals can be achieved.

Intellectual stimulation – stimulating subordinates to be innovative and creative by re-examining critical assumptions and seeking varied perspectives when solving problems.

Individualized consideration – treating subordinates equally, but paying attention to individual differences, needs and abilities, serving as coaches and practicing two – way communication.

Collaboration is inspiring a sense of community and shared commitment which diminishes isolation and un certainty about effectiveness. Bass and Avolio (1994) suggested that collaborative process is likely to benefit organizational effectiveness if transformational leadership is involved in the process.

2.1.1.2 Transactional leadership

Transactional leaders focus on the interpersonal exchanges that occur between themselves and their subordinates. Bass (1998) argued that transactional leaders are motivated by what is easily identifiable and measurable. According to Bass (1985), transactional leaders are more reactive than proactive; less creative, novel, and innovative; more reforming and conservative; and more inhibited in their research for solutions. Yukl (1999) postulated that transactional leadership includes a diverse collection of mostly ineffective leader behaviours

that lack any clear common denominator. Lowe and Galen (1996) reported that transactional leaders operate within an existing system, avoid risk, prefer effective answers and are less likely to support the status quo. Bass and Avolio (2004) delineated the following key aspects that include transactional leadership.

Contingent Reward – providing others with assistance in exchange for their efforts; discussing in specific performance targets; and making clear what subordinates can expect to receive for their efforts and expressing satisfaction when subordinates meet expectations.

Management by Exception (Active) – focusing attention on irregularities, mistakes, exceptions and deviations from standards; closely monitoring failures and punishing subordinates for their failures; and anticipating problems and making changes before those problems become too bothersome.

Management by Exception (passive) - failing to intervene until problems become serious; avoiding specifying agreements, clarifying expectations and providing goals;

Laissez – Faire – showing a total absence of leadership ; avoiding getting involved when important issues arise ; being absent when needed ; avoiding making decisions ; and delaying response to urgent questions subordinates are given. Burns (1978) espoused that transactional leaders motivate followers by appealing to their self-interests and needs. In order for this exchange to occur, goals and objectives, as well as contingency rewards and inducements; must be offered.

2.1.2 Leadership functions

Leadership functions are basic elements that could create development and change within a given institution. To keep in a better way, a leader maintain high moral among the members of the group being led by him. Manz and Sims (2002) argued that the leader is one who has power, authority, or charisma enough to command others. As Moshal (1998) stated the common function of leaders may be enumerated as follows : a) Motivating members, b) Moral boasting, c) Support function, d) Satisfying needs of members , e) Accomplishing common goals f) Representing members , g) Creating confidence, h) Implementing change and resolving conflicts. Gross and Herrio (1965) suggested that influence based on personal power is associated with greater effectiveness. Furthermore, the authors identified the following six important leadership functions:

1. Develop goals, policies, and direction 2. Organize the school and design programs to accomplish the goals. 3. Monitor progress, solve problems, and maintain order. 4. Procure, manage and allocate resources 5. Create a climate for the personal and professional growth and development. 6. Represent the school to the district office and the outside world. The above mentioned functions that facilitate effective school leadership have been used as benchmark for evaluating effectiveness.

2.1.3 Leadership skills

Leaders would be successful only when they are equipped with certain managerial skills in getting things done through people. Katz (cited in Ayalew, 1991) identified three kinds of skills as technical, human, and conceptual. Actually, an effective leader appears to rest on three personal and basic skills:

A) **Technical skills**, which refer to the proficiency and understanding of a specific kind of activity involving process, procedure or technique. This skill is primarily concerned with working with things.

B) **Human skills**, which are the manager's ability to work with others and build a cooperative effort with the group he/she manages. This skill is primarily concerned with working with people.

C) **Conceptual skills**, which imply the ability to visualize the organization as a whole. This skill enables the leader to perceive and recognize the interrelationships of various factors operating within the total organization. The importance of the above mentioned skills may be appropriate at two levels of organizations. At the higher levels, the manager's effectiveness depends more upon conceptual and human skills. Technical and human skills are fit for the lower levels. Koontz and Weihrich (1998) added a fourth one – design skill to Katz's three skills. This skill involves the ability to solve problems of the organization.

2.1.4 Leadership styles

The development of institutions depends on the relationship between leaders and followers. There are different factors that have no impact on developing a choice in leadership styles and particularly on leadership between leaders and followers. Leadership, in a classic study that Lewin (1939) attempted to find out whether different group behaviours result from different styles of leaders behaviour that appeared to characterize three known styles : a)

Authoritarian b) Democratic, and c) Laissez – faire styles . According to Lewin’s experiment, the most effective style was democratic. However, excessive autocratic style led to revolution while under

Laissez – faire approach people were not coherent in their work and didn’t put energy that they did when being actively led. Rensis (1967) identified four main styles of leadership, particularly around decision making and to what extent people are involved in the decision. The styles are: Exploitive authoritarian, Benevolent authoritarian, Consultative and Participative. There are different approaches or ‘styles ‘to leadership that are based on various assumption and theories.

Goleman, Boyatzis and Mckee (cited in EMI: Manual, 2006) described various styles of leadership that have different effects on the emotions of the target followers. The styles include visionary leader, coaching leader, the pace – setting leader and the commanding leader. All these styles have their own character and relevance to different situations. The discussion above shows effective leadership depends on the leader’s styles. At the school level, leaders should be experienced and trained in leadership to cope up with the necessary skills to utilize the appropriate styles.

2.2 leadership in education

A school system is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders. Nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders. Here, principals are prominent figures to lead the school community for improvement.

Educational researches on school effectiveness have recently been dominated by the concept of principals as leaders. As to Sergiovanni (1995) Principals’ key functions in effective schools in establishing goal consensus among staff and developing an institutional identity. Therefore, it is a fact that a school principals’ leadership behavior has a subtle influence on the progress of the school. Effective leadership is at the core of every successful organization. It is relatively recognized by:

a) Creating a vision:

A vision refers to the shared values and aspiration agreed by the members of the organization, which guides the present action and decision to create a desirable future. Chance (1991) describes vision as being the force of the dream towards which effective

administrators strive in the development and shaping of their schools. Conley, Dunlop and Goldman (1992) explained vision by using the metaphor of an internal compass that assists an organization in understanding how its action relates to its organizational goals. A vision has been described as a statement which captures an ideal state of affairs (Smith and Stolp, 1995). More recently as a realistic, credible, attractive future for the organization that is so compelling that people would be motivated to work towards the better future (DuFour , 2000). Effective leaders communicate the vision and direct all actions towards achieving the vision. They cultivate and focus the strengths of colleagues to achieve the shared vision. And such leaders seek counselling and advice to learn from the knowledge and experience of others, while they freely offer their expertise to those who seek it

b) Setting High Expectations

Effective school leaders use analysis of best practice in education that to be responsive and proactive in changing schools to prepare students for the future in which they live. They focus on students' achievement data and measure success in terms of positive student outcomes. They provide the motivation and encouragement that lead to success and they manage effectively in a changing educational environment.

c) Building the capacity of leadership

School leaders develop the skill and talents of those around them. They are also capable of leading change and helping others through the change process. Effective school leaders encourage shared decision – making with the school community including staff, students and parents. They are both the guardian and reformer of the educational system, and they ensure that all groups are engaged in a common goal and moving in the same direction. Wossenu (2006) has asserted that as the evidence supplies quality school leaders understand teaching and are respected by their staff; and these persons are willing to hold themselves and others responsible for student learning and enhancing the capacity of teachers to meet this goal. Effective school leaders work to share leadership responsibilities throughout all levels of the educational organization.

d) Demonstrating Ethical and Moral leadership

Effective educational leaders are role models of ethical and moral leadership. Such school leaders demonstrate courage in difficult situations, and provide a model of moral leadership for others to emulate. They also tend to make difference in the lives of students, and impart

a philosophy their positive relationship built on trust improves the quality of life for all individuals. Leaders with integrity are focused and purposeful, and are always attentive to being consistent with what they pay and what they do.

2.3 Change and leadership

Nowadays, change and leadership become the two sides of a coin. Without change the world becomes stagnant, meaning no growth and development. The change demands individuals who are competent enough to shape visions and realize the aspired change.

Leadership empowers everyone to create future life situations, act and achieve breakthroughs. Hence, having and internalizing the concepts and basic knowledge of leadership skills build the competence for leadership and the potential to make it happen.

2.3.1 Types of Change

Different terminologies are used to express the types of changes. However, despite the difference in the terms used by different authors, types of change can be categorized into four types depending on their magnitude and the time frame of the change process. These are:

a. **Transactional change** refers to modification in and redesign of the systems, procedures, processes, tasks and activities that take place between individuals and groups both within and outside the organization. This kind of change is usually handled by setting up a project to manage its implementation. The movement causes a temporary discontinuity to the system, but the activity carries on and at the end settles down to business as usual. It has a distinct beginning and at the end where success can be relatively measured (Lovell , 1994:3)

b. **Transitional change** refers to the process of moving from one state to another of getting from here to there, like shifting from one way to another way of doing things.

c. **Incremental change** implies that one does not change overnight. What happens here is a step – by – step movement towards the end. It underlines the notion that good change takes time. This kind of change consists of an ongoing process of moderate but linked steps (Walton, 1999). Incremental change occurs in an evolutionary way.

d. **Transformational change** is a type of change which results in entirely new behavior sets on the part of organizational members and those outside the organization. It is a

fundamental change in purpose and strategy. This change challenges embedded behavioral norms, often is related to strategic change, and also it is referred to us second order.

2.3.2 Strategies for change

Although policies set directions and provide a framework, they do not determine customs. What determines is the implementation rather than the policy decision alone. The three most important internal strategies are school self-review, development planning and staff development (Reynolds, et.al, 1996:76).

2.3.3 The process of change

Miles and Fullan (cited in Reynolds et. al, 1996) explain that the change process is not linear but consists of a series of three stages which overlap each other. These are Initiation, implementation and Institutionalization. Initiation stage refers to deciding to begin the planned change; implementation stage focuses on needs to be given to this stage. Unless the plan for the educational change is not implemented it becomes only a paper work. Institutionalization refers that the educational change is not seen as new thing.

2.4 leadership effectiveness

The clear purpose of leadership is common to all organizations. This purpose is organizing and influencing every stakeholder of the organization towards the achievement of goals. However, it does not mean that there are no differences in the system of managing different organizations differ from one another in the functions or tasks they carry out that require special skill from employees and abilities and skill required by the leader. On the other hand, leadership effectiveness is believed to be crucial for the overall success of any organizations. Oakland (1993) asserts that effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level.

2.4.1 The concept of Effectiveness

Effectiveness is defined in different ways. However, as to Drucker (1972), effectiveness perspective is concerned with whether the things we are doing continue to be appropriate, particularly in the context of rapidly and increasingly demanding external environment.

2.4.2. Elements of Effective leadership

Effective leaders should acquire and maintain valuable and essential ingredients to score high level of effectiveness in the process of leadership. Scholars have different views on the kinds of these elements. Although different scholars proposed various kinds of elements of leadership, the most common elements are treated as follows:

a) Empowerment

Different views were delivered by various writers that empowerment is an act which is performed by school leaders to share authority and responsibility with teachers on matters related to classroom instructions. Harris.et. al (2005) stated that empowerment is giving teachers and even students a share in important organizational decisions giving them opportunities to shape organizational goals. Ubben and Hughes (1997) also added that too much control over teachers or centralization of authority over the classrooms might produce some uniformity but negatively affecting teachers' motivation and reducing the quality of instruction. Every school leadership activities ultimately direct towards improving the quality of instruction taking place between teacher and students. The appropriate empowerment of teachers must lie in the amount of authority granted and the organizational leadership should create conducive working environment to maintain the proper communication flow necessary to keep up the desired tasks.

b) School leaders as Change agents

Successful school improvement projects focus specifically upon the teaching and learning processes and the conditions at school and classroom level that support and sustain school improvement. Some literatures give a great deal of attention on the issue that school improvement has to be one of the primary tasks of school leaders. The aim of school improvement initiatives highly suggests that leaders are key persons to introduce changes in schools.

Hence, it can be viewed that school leaders should be indicators and agents of change. Accordingly, school leaders are able to introduce new culture and climate so as to be agents of change processes in schools. Gamage (2006) pointed that if the educational administrator functions as a change agent is taking the staff with him/her, such a program will give the leader and the teachers more, not less control of the school program. Therefore, school

improvement is a systematic and sustained effort aimed at change in effect of students' broad out comes.

c) Creating an orderly Conducive Environment

School leaders can play a key role in efforts of creation of sustainable and conducive school environment that ultimately promotes effective teacher professional development and student learning. Schlechy (1990) made remark that the leader of the school has a particular responsibility to lead the staff in developing school policies to control student behaviour. There are different reasons as to why it is valuable to establish an orderly conducive environment in the school. It is very difficult for principals or school leaders to plan and implement any school activity within a state of turmoil conditions. In this regard, school leaders are in charge of preparing and changing into action the school improvement plan, therefore, need to sense themselves that they are working in a condition of relatively stable job environment. Ubben and Hughes (1997) enumerate about two of the most vital premises: i) learning occurs best in an orderly environment and ii) the environment enhanced when the staff behaves in an orderly and internally controlled way.

d) Being visionary leader

An effective leader is highly expected to have ability to create and communicate his/ her organizational vision. Because of the success of any organization depends on having a clear vision which is accepted by the staff and other stakeholders. Definitions given to the term vision are similar in the way that writers explained. However, Cheng (2005) defined vision as an image of a future that the school staff wants to achieve or care about. This tells us that an agreeable vision is a stimulant to work hard towards the desired common goals.

Riches and Morgan (1989) state that the acceleration of change makes vision all the more important. Sergiovanni (1991) also advises that anyone who is aspiring to be a good principal need to have some sense of what she or he values; something to be committed. In relation to this, school leaders are responsible to create vision to which reflect their own school situations.

e) Human Resource Development

Human Resource Development (HRD) is a process that uses developmental practices to bring about more quality, higher productivity and greater satisfaction among employees. It

is a complex process and sometimes not a very well accomplished one often because of lack of focus on the part of heads.

School leaders are personnel's in charge of supporting teachers in their profession. Harris et.al (2005) confirms that school leadership must build the capacity by developing the school as a learning community. HRD program must be a continuous process. It is not an overnight task. According to Schlechy (1990) attention needs to be directed to four factors: the nature of the adult Leader; different kinds of learning required of effective staff members; the varying amount of time required to effect different kinds of behavioural change and the application of appropriate training or development process of given factors. The most important of human resource development is its staff and when staffs are congruent with organizational needs, well trained, adaptive and motivated, great things can happen.

2.5. Leadership and school improvement initiatives

For the past decades, school leadership was believed as a single task of a school director or a person who was responsible for the activities of the school. Gradually, however, it took a comprehensive meaning. Focusing on a single person's decision becomes no more valid, rather it has become a broader and inclusive of various stakeholders who have the concern for the benefit of their children is willing to take an active participation in schools yet hold the key position in school leadership. On the other hand, the issue of leadership for the improvement is a fashion of the day on the research and policy agendas of many developing countries. In this regard, researchers and practitioners have a great deal to say about the significant role of school leadership in the process of school improvement program (SIP).

2.5.1 A paradigm shift in school Leadership

Since the introduction of modern education, school management has been exercised in different ways in various parts of the world. Many scholars have mentioned that the earliest of these ways of leading schools were referred to traditional management theory. Boyd (2002) defined leaders in traditional leadership as those who follow hierarchical structures. Serrigiovanni (2001) also characterizes the traditional management theory as the management and leadership that needs to bring about a fair days work for a fair day's pay " but not for transcending this minimum contract to achieve impaired and extraordinary

commitment and performance in schools are different. It is associated with bureaucratic rule and personal authority. Hence a leader relies on controls, procedures, and regulations that do not inspire workers or followers.

As school environments change, traditional management began to receive criticisms from scholars. So some sort of change in the context of leadership became eminent. Jamson (2006) also rejects the relevance of traditional management by saying that the twenty – first century is about organizations that enable that through systems and processes and move us away from a hierarchical, parochial, and old – fashioned form of leadership. As a result, many countries began to shift in a new paradigm. The major implication of this paradigm shift was that the new leadership would have multi-levels of leaders, such as the individual, group and school levels. Furthermore, multiple categories of leaders include not only principals and administrators but also teachers and even students and other constituencies. This expansion of leaders can reflect the current needs for “ distributed leadership “ or “ participative leadership “ in the complicated and demanding educational environment.

2.5.2. School Improvement Initiatives

Improving the quality of education is the hot issue in various parts of the world. In response to this, different countries have launched various initiatives for quality of education. Among these countries Ireland and Australia are the best examples. Ireland, raising schools standards Initiative (SSI) which focused on improving the identified weak schools. And Australia launched school Excellence Initiative (SEI) which aims at improving the quality of education by making schools to attain high standards in students learning.

Regarding to quality education, Federal Democratic Republic of Ethiopia (FDRE) has focused on providing quality education and the Education & Training policy (ETP) of the 1994 paved a way for further quality of education. Based on objectives of ETP, the Ministry of Education (MoE) raised initiatives to improve quality of Education. This initiative called: General Education Quality Improvement Package (GEQIP) of 2007 which consists six programs. These are:

(1) School Improvement Program (SIP), (2) Teachers Development Program (TDP) (3) Leadership and Management Program (LAMP), (4) Curriculum Improvement and

Implementation Program (CIIP), (5) Civic and Ethical Education Program (CEEP) and, (6) Information and Communication Technology (ICT) program.

2.5.3. Concept of School Improvement

Schools must improve their basic functions of teaching and learning processes aiming at helping and empowering all students to raise their broad outcomes through school improvement program (SIP). Van Velzen et. al (cited in Ribbins and Burrige, 1994) presented the school Improvement program (SIP) definition which they quoted directly from the ISIP (International School Improvement Project) document as follows :

A systematic & sustained effort aimed at change in learning conditions in one or more schools, with ultimate aim of accomplishing educational goals more effectively. The definition highlight that school improvement is a change process which involves a rigorous planning that focuses on teaching & learning as well as creating supportive internal conditions which is the function of school leadership.

2.5.4. School Effectiveness

Mortimore (1988) has defined an effective school as one in which pupil's progress is further than might be expected from consideration of its intake. This means, an effective school adds extra value to its students' outcome in comparison with other schools serving similar intake. Edmond (1979) identified five factors which contribute to school effectiveness. These are: **a)** strong leadership of the principal **b)** Emphasis on mastery of the basic skills **c)** A clean, orderly and secured school environment **d)** High teachers' expectation of pupil performance and **e)** Frequent monitoring of students to assess their progress. According to Stall and Fink (1996) school effectiveness studies use factors correlating to students' achievements, overall development including social aspects. From this statement, we can understand that the knowledge of school effectiveness is very important for school improvement. Therefore, schools need to link school effectiveness with school improvement to provide quality education.

2.6 The role of school leaders

Scholars treated the roles of school leaders in their own understanding. One can find different leadership roles. Some of the roles are discussed below;

2.6.1. Principals as Instructional Leaders

School principals are key elements in promoting effective leadership to enhance rapid change in their schools. A principal is the pivotal point within the school that affects quality of individual teachers' instruction, the height of student's achievement and the degree of efficiency in school functioning. Findley and Findley (1992) state that If a school is to be an effective one, it is because of the instructional leadership of the principal. The instructional leadership model also attempts to draw principals' attention back to teaching and learning, and away from the administrative and managerial tasks that continue to consume most principals time. Instructional leadership includes: defining the school's mission; managing the instructional programs; and promoting positive school learning. In defining these statements, Leithwood (2004) stated that: practice related to defining the school mission includes overseeing the development of specific goals and ensuring their communication clearly to all members of the school community. The practices centered to managing the instructional program are supervising and evaluating instruction, coordinating the curriculum and monitoring students' progress. At the heart of this model, however, is the final category of practice, promoting a positive school learning climate which includes protecting instructional time, promoting instructional development, maintaining high visibility, providing incentives for teachers and incentives for learning (Leithwood, 2004).

Furthermore, Harry (1987) forwarded two skills for principals to be effective instructional leaders: the technical and interpersonal skills. Technical skills include goal setting, assessment, planning, instructional observation, research and evaluation, whereas interpersonal skills are those of communication, motivation, decision – making, problem – solving and conflict management. In this regard, effective principals are expected to be effective instructional leaders and must be knowledgeable. Therefore, instructional improvement is an important goal worth seeking, when implemented that allows both students and teachers to control their own destiny in making a more meaningful learning environment. The school leaders are considered as a link within the school to all stakeholders. So there should be a dynamic interaction among the stakeholders.

Canbera (2004) describes that the main purpose of the school is student learning and achievement. This requires making all school activities contribute for raising students' broad

outcomes. The broad outcomes of learning encompass: academic, social, emotional, cultural and environmental. The school capacity determines the provision of quality learning for all students. Therefore, schools need to apply best practices in terms of four domains and twelve elements to provide quality education for all students, listed as follows:

Domain Elements

- 1 Teaching and Learning; I, Teaching practice, II, Learning and assessment, III, Curriculum.
2. Leadership and Management I, Strategic vision II, Leadership behavior, III, School Management.
3. School safety and Health I, Student focus II, Student empowerment III, Student support.
4. Community participation I, working together with parents II, Involving the communities III, Promoting education.

The above four domains with their three elements each, constantly affect the teaching – learning processes in education system. Therefore, schools need to conduct self-evaluation by involving teachers, students and parents to know the status to practices in terms of the four domains. This really requires the joint efforts of the school stakeholders.

2.6.2 Effectiveness of leaders

To meet the desire goals, any leader should perform in accordance with the concept of high performance and maintenance of appropriate level of human resource development, which are the two vital elements for effective leadership? Steers (1991) also argues that effective leadership demands commitment to come up with two complementary performances out comes. Effective leaders establish and maintain the conditions needed to ensure high productivity for themselves. Hence, leaders who deal with effectiveness especially in terms of quality are expected to be competent.

Leadership competencies require effective leadership behaviour. This is further illustrated by Murgatroyd and Morgan (1994) as follows: . . . effective leadership requires skills needed from managers as follows: active, coach, guide ,mentor , educate, assist, and support colleagues so that they focus on a shared vision, empower those nearest to the process to manage that process themselves, concentrate on the whole picture; search for small things that can make a critical difference, and believe that challenge and fun go together. (p.58)

2.6.3. Planning

Schools as any institutions require an organizational plan to realize effectiveness in these organizations. Educators in the field have given a number of definitions for the conduct of planning in schools. Ubben and Hughes (1997) define planning in schools as a process that involves the translation of concepts, ideas, beliefs into operational process and measurable outcomes. Coombs (1970) also illustrated educational planning as the application of a rational and systematic analysis to the process of educational development with the aim of making more effective and efficient in responding to the needs and goals of its students and society. It is therefore, just a process by which an analysis of present condition is made in order to determine and devise ways of reaching a desired future for schools.

School plan must be democratically oriented and should involve everyone concerned: teachers, students, parents, and community. It is essential to create additional resources both in terms of human and material inputs. So, effective plans are those that require participation of all stakeholders. The role of the school leaders is very crucial at a time of planning. A principal as a school leader is expected to play a vital role from preparation via to implementation and evaluation. Supporting this idea, Talesra et.al (2002) stated that the success of institutional planning depends on the dynamism and interest of the head. Effective school leaders should look at the system as whole, asses the strengths and weaknesses and carefully create a feeling of readiness for change.

Principals or school leaders may face problems in their attempt to prepare actionable school plan. Among these problems, teachers conditioned to believe that their job description does not go beyond teaching and conducting a few extra – curricular activities. Here, Baily (1991) argues that many teachers are not aware of that school planning and problem solving tasks are part of their roles. The reality shows that principals seek the support all school stakeholders within the school or outside.

2.6.4. Building Trust

Trustful relation among school communities is very important for success. Robbins (2003) defined trust as a positive expectation that another will not – through words, actions, or decisions – act opportunistically. Blasé and Blasé (1994) also defined trust as the knowledge that one person will not take unfair advantage of another person; deliberately or

consciously; further any harm committed accidentally or unconsciously is always expected to be repaired. It is regarded as a state of mind that the other person close to him/her will not act at the expense of him/her. In such a way, the intimacy and closeness of individuals or groups will increase. Trustful relationships are vital in the process of exercising leadership. Sergiovanni (1995) also gives emphasis on the importance of trust particularly to schools when he mentions that learning is fostered in groups where there is trust and mutual respect among all members of the learning community. To this end, a leader can apply different mechanisms to build trust in the school. To this context, Harris et.al (2005) mentioned that trust can be built by leaders by relinquishing the idea of structure as control and viewing structure as a device for empowering others. Robbins (2003) clarifies that, to be successful, managers who have learned to build trust engage in certain common practices such as openness, being fair, show consistency, fulfil promises, maintain confidences and demonstrate competence. In this regard, school leaders should be honest, reliable and competent to establish trustfulness within their staff and school community.

2.7 Leadership development in Ethiopia

Principal ship in schools is one of the influential administrative positions in the success of school plans. With respect to the historical back ground of principal ship, authorities give their own argument. Knezevich (cited in Ahmed,2006) the origin of principal ship can be traced back to 1515 in the time of Johann Strum of USA. The position developed from classroom teacher with few administrative duties to principal teacher and then to supervising principal. In the history of Ethiopian education system, principal ship traces its origin to the introduction of Christianity in the ruling era of king Ezana of Aksumite kingdom; around the fourth century A.D. Teshome (cited in Ahmed, 2006) stated that Ethiopia for a long time had found schools for children of their adherents.

However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed (2006) the history of principal ship in Ethiopia was at its early age was dominated by foreign principals. In all government schools which were opened before and after Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals. Soon after the restoration of independence, late 1941, education was given high priority which resulted in opening of schools in different parts of the country. At a time, most of the

teachers and principals were from foreign countries such as the UK,USA,Canada, Egypt, and India (ICDR, 1999).

According to MoE (2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930's and 1940's. During this time, the principal ship positions were given to Indians, because of their experience in principal ship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed, 2006) this new chapter of principal ship began with a supervising principal. Such a person was in charged not only for a single school but also for the educational system of the community where the school was located.

The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time that Ethiopians who were graduated with BA/BSc degree in any field were assigned as principals by senior officials of the MoE. The major criteria to select them were educational level and work experience (MoE, 2002). However, in the first, few decades of 1960's graduates of B.A degrees in pedagogy were directly assigned in secondary schools. On the other hand, career structure promotion advertisements which were issued from 1973 – 1976 showed that secondary school principals were those who held first degree , preferably in educational administration (EDAD) field. In addition to these teachers who had experiences as a unit leader or department head were candidates for principal ship.

Currently, the job description, issued by MoE in 1989 indicated that secondary school principals should have a first degree in school administration and supervision including a sufficient work experience.

Summary

The purpose of this chapter was to discuss and provide an analysis of the role of leadership in effectiveness of school Improvement program. A review of the literature presented a general overview of effective leadership and leadership theories. More relevant to the study, the review of the literature focused the role of school leaders. Effective leadership is a combination of specific leadership practices that make the difference between stagnating and improving the teaching and learning process. Adaptive principals work with their staff members in order to create solution to complex problems and provide foundation for school

effectiveness. Furthermore, the review of the literature focused on leadership in education within this concept, functions of leadership, effectiveness of school leaders, elements of effective leadership and school improvement initiatives contribute to the role of effective leadership. The following conceptual model reflects the links of these concepts and theories based the review of the literature.

CHAPTER THREE

3. Research design and methodology

This part of the study includes the method of the study, sources of data, the study population, the sample size and sampling technique, the procedures of data collection, the data gathering tools and methods of data analysis.

3.1 Method of the study

Research design is the plan of action that links the philosophical to specific methods (Cresswell and Planlark, 2007). This study attempts to obtain information to examine and describe the leadership effectiveness in the implementation of school improvement program in secondary schools of south west shoa zone of Oromia region. The study therefore, would incorporate both quantitative and qualitative methods focusing on the quantitative one. A descriptive survey method is employed so as to assess the current practice and challenges of effective implementation of school improvement program demands the collection of quantitative data in a formal and structured manner. In addition the qualitative approach is incorporated in the study to validate and triangulate the quantitative data.

3.2 Data sources

The research was conducted in south west shoa zone of Oromia region. It is one of the administrative zones found in Oromia region. For the purpose of gathering information that would enrich the findings of the study, the data for this study was obtained from both primary and secondary sources. Teachers, school principals, department heads, PTA members and woreda education officials in secondary schools were primary sources in this study. In addition to this, documents, statistical data and guiding principles related to school improvement program were referred so as to obtain information on the issue.

3.3 Sample size and sampling techniques

As it is indicated in the delimitation of the study, it is difficult to assess leadership effectiveness on school improvement program implementation in all schools in the zone. In the zone there are fourteen (14) secondary schools. Therefore, four (28.6%) secondary schools namely Geresuduki,

Goro, Chitu, Dilela were selected using simple random sampling technique. From each selected sample secondary schools 100% of teacher respondents were selected randomly. Because of the importance of the information they are supposed to provide, all school principals, department heads, WEO vice heads and PTA representatives in these schools were used as sources of information. Sampling for questionnaires the researcher used purposive sampling techniques.

Accordingly, one hundred ninety one (191) secondary school teachers, eight (8) school principals, thirty two (32) department heads of the selected schools (eight from each sample school), four (4) woreda education office vice head (one from each woreda) and four (4) PTA representatives who take part in the implementation of school improvement program in their respective schools were included in the study. Thus a total of two hundred thirty nine (239) respondents were used in the study.

Table 1: Respondents in each sample school

No	Woreda	School	No. of teachers		No. of principals		No. of Dept. heads		WEO vice head		PTA representatives	
			Total	Sample %	Total	%	Total	100%	Total	%	Total	Sample 100%
1	Wolisso town	Dag.Garasu	83	100	2	100	8	8	1	100	1	100
2	Woliso	Dilalaa	37	100	2	100	8	8	1	100	1	100
3	Wanci	Cituu	45	100	2	100	8	8	1	100	1	100
4	Goro	Goro	26	100	2	100	8	8	1	100	1	100
Total			191	100	8	100	32	100	4	100	4	100

3.4 Instruments of Data Collection

Using any single data collecting strategy may have its own shortfalls. Thus, the use of more than one data collection approach permits the researcher to combine more accurate information and helps to correct some deficiencies of any one source of data. Many literatures suggest the importance of using a combination of methods. Therefore, the instruments employed to gather the necessary data for this study were questionnaire, interview and document analysis.

3.4.1. Questionnaire

The main data gathering instrument used for this study was a questionnaire. Questionnaires consisting of 50 items for teachers and department heads at sample schools which consisted of closed and open ended items were prepared prayerly in English and its translated by native language (Afan Oromo) to collect information from the respondents (teachers and department heads). The contents of the questionnaires mainly dealt with issues related with school improvement program as well as factors affecting its proper implementation at school level.

Relevant and related literature was selected and thoroughly examined before developing the questionnaire. On the basis of the information obtained from related literature, questions having close ended items and open ended items were prepared for teachers and department heads. The questionnaires have five parts. The first part of the questionnaire was intended to obtain relevant background information about the respondents. Whereas, the rest four parts of the questionnaire were designed to gather information on school improvement practices of educational leaders at school level.

3.4.2. Interview

In addition, to obtain further information on the issue and clarify the data obtained through questionnaire, a qualitative data collection technique, face-to-face semi-structured interview was conducted with school principals and PTA members as well as education officials at woreda level. As a result, from each secondary schools 1(one) woreda education office vice head, 2(two) school principals and 1(one) PTA representative from each sample schools totally 16(sixteen) respondents were involved in the interview.

The semi-structured interview guiding questions which were held to obtain data for further clarity and credibility of the research have two parts, the background information about the interviewees

was included in the first part and the second part contained **five** questions related to the issue under study. After the necessary explanations were given and consensus was reached among the researcher and the interviewees, the interview was conducted in “**Afaan Oromoo**” so as to avoid language barrier and misunderstanding between the informants and the interviewer. All the information provided by the interviewees was written on a note book. 191 questioners distributed for teachers of which 174 (91%) were properly filled and returned.

32 questionnaires distributed for department heads and 29 (90.6 %) were filed and returned. 8 school principals, for worada education vice Hades were involved in the interview which took around an hawor for each, 4 PTA representative were interviewed as interview which took 30 minute for each and the researcher administered it.

3.4.3. Document Analysis

Further, to ensure the objectivity of the information, document analysis was also used as data gathering tool. Documentary source could serve a useful purpose in yielding information that is helpful in explaining social or educational practice. Thus, relevant documents at woreda education office as well as at the schools were checked in order to obtain further information on the issue under study.

The documents that the researcher was goat from warda education office and schools were school Improvement plan and evaluation of the plan and after evaluation for the next years another plan was prepared.

3.5 Procedures of Data Collection

Before administering the questionnaire to the actual subjects in the study, in order to check the relevance of each of the items in the questionnaire and keep the reliability of the items, the instruments were pre-tested on a considerable number of respondents. The questionnaires then were pre-tested on a pilot study carried out on one secondary school (Hibret Fire secondary school) in Tulu Bollo town which are not part of the main sample. On the pilot test, twenty one (21) randomly selected teachers and three (3) department heads from the school were participated. Stressing this point, Lois Cohen et al (2007:342) states, “too few respondents to pilot test may result in important items being executed from the final questionnaire”.

After the pilot study, some modifications were made on three items and one other question found irrelevant and replaced by another appropriate question item. Accordingly, the reviewed questionnaire was pre-tested using Cronbach's alpha reliability measurement and the result was 0.78 which shows the reliability of the instrument used. Finally, the questionnaires were administered to the actual subjects in the study.

After explaining the purpose of the study, soliciting permission from educational authorities in sample woredas helps in the administration process of the instruments. Hence, the respondents were to fill the questionnaires and be able to return the papers on time.

In order to give due attention in completing and collecting process of the questionnaires, administering the questionnaires were done with the cooperation of woreda education officials and school principals in the respective woredas and schools. Because of the nature of the study, the samples of the study are represented at different stages. Thus, the data gathering procedures need be adjusted to the convenience of the respondents. Regarding implementation of school improvement program, document analysis was conducted at woreda education office as well as school level. All the pertinent information was collected from school teachers, department heads at schools and woreda education officials in a schedule convenient to the respondents. The woreda education officials, school principals and PTA members were interviewed. During the interview session main points given by the respondents were jotted down.

3.6 Methods of Data Analysis

After data are collected scoring the data is necessary. That means responses collected through questionnaires and interviews were converted to some numeric system (scoring quantitative data) or categorical organization (coding qualitative data). Each participant's data was scored in the same procedures and with one criterion. Data that are collected through the sets of questionnaires were feed in to SPSS software. The gathered data were then analyzed using different statistical methods relevant to each variable and tallied, tabulated as well as the frequency counts were changed in to percentage. However, mean, standard deviation, median and simple percentage were used to analyze the collected information.

On the other hand, the information which was collected using semi-structured interview was through narrative description as objectively as possible to complement those data which are obtained through questionnaires. Then, the two statistical tools: percentage and mean rank were employed for analysis. In determining the relative characteristics of the population involved in the study such as sex, age, work experience and educational background, percentage was used. Some other statistical methods appropriate to the variables included in the study were applied.

In addition, data gathered through the open ended questions and document analysis were qualitatively analyzed and interpreted based on the frequency and recurrence of the information.

As much as possible the researcher has conducted the research by schedule designed on proposal. The informants information kept in secret. It is reported in aggregate. In addition, when the researcher conducting an interview, the condition would be free to express the opinion of the interview and it would be focusing on main issues on research questions.

CHAPTER FOUR

4. Presentation, analysis and interpretation of the data

This section of the study deals with characteristics of the respondents in terms of sex, age, education and experience. Besides it is mainly concerned with the analysis, presentation, and interpretation of data collected from five groups of respondents; school teachers, school department heads, school principals, PTA chairpersons, and WEO vice heads through questionnaires, interview and document analysis.

191 questionnaires consisting of 50 items each was distributed to school teachers of which 174(91%) were properly filled and returned. Of the questionnaires distributed to thirty two (32) department heads of the sampled schools, twenty nine (29) were filled and returned. In addition 8(eight) school principals and four (4) woreda education office vice heads and four (4) PTA representatives were involved in the interview that took an hour with each school principals and education office vice heads whereas the interview with PTA members took thirty minutes on average with each members.

The data collected through questionnaire were presented analyzed synthesized discussed and interpreted. In addition, the information collected through semi-structured interview and document analyses were also analyzed in relation to the responses obtained through the questionnaires. Besides, the implications of the results of the analysis have been discussed. Therefore, On the basis of the responses that were obtained, presentation, analysis and interpretation of data were made following each table.

4.1 Characteristics of the Sample Population

Before discussing the data related to the major questions, the general characteristics of the respondents are presented here under.

Table 2: Distribution of Respondents by Sex, Age, Education, Service year and Place of work

Item		Respondents											
		Teachers		Department heads		principals		WEO Vice heads		PTA representatives		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Sex	Male	123	70.5	23	79.3	8	100	4	100	4	100	162	74
	Female	51	29.5	6	20.7	-	-	-	-	-	-	57	26
	Total	174	100	29	100	8	100	4	100	4	100	219	100
Age	21-30	36	20.5	15	51.7	2	25	-	-	-	-	53	24.2
	31-40	91	52.3	7	24.1	3	37.5	2	50	1	25	104	47.5
	41-50	41	23.9	5	17.2	3	37.5	2	50	1	25	52	23.7
	51&above	6	3.4	2	6.9	-	-	-	-	2	50	10	4.6
	Total	174	100	29	100	8	100	4	100	4	100	219	100
Education	First degree	156	89.7	27	93.1	7	87.5	4	100	-	-	194	88.5
	Second degree	18	10.3	2	6.9	1	12.5	-	-	-	-	21	9.6
	Total	174	100	29	100	8	100	4	100	4	100	219	100
Service year	1-5 years	24	13.8	1	3.4	-	-	-	-	3	75	28	12.8
	6-10 years	53	30.5	2	6.9	-	-	-	-	1	25	56	25.6
	11-15 years	46	26.4	9	31.1	6	75	1	25	-	-	62	28.3
	Above 15 years	51	29.3	17	58.6	2	25	3	75	-	-	73	33.3
	Total	174	100	29	100	8	100	4	100	4	100	219	100
Place of work	Wolisso	78	45	8	28	2	25	1	25	1	25	90	41
	Dilela	32	18	7	24	2	25	1	25	1	25	43	20
	Chitu	40	23	7	24	2	25	1	25	1	25	51	23
	Goro	24	14	7	24	2	25	1	25	1	25	35	16
	Total	174	100	29	100	8	100	4	100	4	100	219	100

As can be seen from item 1 of above table, 162(74%) of the total respondents were males. Of 8 school principals, 8(100%) of them were males.

Age wise, about half of 53(24.2%) of the respondents were within the age category of 21-30. About 46(47.5%) of them were in the 31-40 years age range. Combined together those respondents who were in the age range of 21-40 years were nearly 71.7% of the total respondents. About 23.7% of the respondents were included in the age ranges 41-50. The rest 4.6% were in the age range of 51&above.

From the above description, it was possible to say that respondents can appreciate the issue under study and are expected to provide dependable information for the study.

With reference to level of education of the total respondents, 194(88.5%) of them were first degree holders. When school principals education is concerned, 7(87.5%) of them were first degree holders and 1(12.5%) have second degree. As far as teachers' educational background is educational status of 3 (75%) respondents from parent teacher association are 12/10 complete where only 1(25%) has completed diploma level education.

The educational background of respondents shows that, majority of the teachers and principals were found to be on the standard. Stressing the required educational level, regional education bureau has set out the requirements for school principals and teachers. Accordingly, for first cycle primary school, diploma; second cycle primary school first degree; and for general secondary and preparatory; first degree and second degree is mandatory.

Concerning the respondents work experience, the very majority 191(87.2%) of them had more than 6 years' work experience on their work. This implies that respondents had better experience and knowledge on school improvement practices in their locality. They can therefore, provide reliable data on the issue under study.

As can be observed from table above, of the number of respondents in wolisso town, Geresu Duki secondary school is much greater than the other schools. The variation is mainly because the variation in the number of teachers in each school.

4.2 Presentation and Analysis of Basic Data

Stressing the role that educational leaders' at all levels play in the overall education system of the country, MoE has been prepared a number of manuals, directives and other policy guidelines so as to properly manage the education system and achieve the intended objectives. Of these school improvement program is the one.

If school improvement program implemented ineffectively failure may prevail in the school. This can be because lack of knowhow and uncooperativeness from those parties who can execute the program. Stressing this idea, Silashi Legesse (2001) contends that if a policy document fails to be implemented properly, then it is called policy failure: Therefore, such policy document need be adjusted or totally changed.

Therefore, it is logical to raise questions that help to analyze the overall practices of school improvement program at the school level. To this effect, in this part of the paper it is intended to present the analysis of the data obtained.

Table3: Respondents perception on school leadership role excution

No.	Item	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Principals capability in providing clear vision	63	31	54	26.6	30	14.8	31	15.3	25	12.3	2.51
2	Principals capability in communicating clear vision	60	29.6	54	26.6	33	16.3	31	15.3	25	12.3	2.54
3	The principal encourage the staff towards achieving the expected goals	43	21.2	47	23.2	46	22.7	48	23.6	19	9.3	2.77
4	The principal is able to confront challenge and supports others to work hard	45	22.2	52	25.6	49	24.1	34	16.7	23	11.3	2.69
5	In the school there is regular communication with stakeholders on SIP implementation	37	18.2	56	27.6	41	20.2	39	19.2	30	14.8	2.85
6	There is continuous follow up, monitoring and support regarding students learning	42	20.7	58	28.6	49	24.1	33	16.7	21	10.3	2.67
7	There is consistency in implementation of school improvement program	28	13.8	64	31.5	40	19.7	59	29.1	12	5.9	2.58

The data in the above table 3 indicate the opinion of respondents. These figures were divided in to five parts. The first one indicates the number of respondents those who strongly disagree the statement. The data in the second column shows the number of respondents those who disagree with idea in the item. The third column presents those respondents who neither agree nor disagree with the statement and who are undecided. The fourth column depicts those respondents who agree with the given item. The last column indicates the number of respondents those who strongly disagree with the statement.

Responses given to item 1 and 2 as summarized in table 3 above, indicates 57% of the respondents reported as school principals lack the knowhow of providing as well as communicating clear vision regarding the overall school work. From this response, as the mean (Mean=2.5) indicates it could be deduced that principals might have little or no clear information on providing as well as communicating clear vision of their respective schools to the larger school community. Further, from the interview scheme as well as document analysis made in this sample schools, the researcher observed that the principals lack the capability in the majority sampled schools.

As shown in table 3, responses given to item number 3 and 4, 44% of the respondents stressed as the principals are not encouraging the staff towards achieving the expected goals, where as 22.7% rated the item undecided. Regarding the principals ability to confront the challenges they encounter as well as in supporting others to work hard 48% of the respondents rated disagreement. Likewise 24% of them were undecided on the issue.

Regarding regular communication with stakeholders on SIP implementation, as summarized in item 5 of table 3 above, 46% of the respondents indicated that no clear regular communication towards SIP and 20% of them rate undecided as far as their school is concerned; the school leadership has no clear communication schedule with stakeholders on the issue. As the mean score (Mean=2.83) reveals it is possible to contend that the school leadership lacks proper communication with stakeholders.

The 6 item in table 3 is about whether there is continuous follow up, monitoring and support regarding students learning from the school leadership. Accordingly, about 49% of the respondents indicated that no continuous follow up and monitoring to improve students learning.

24% of the respondents were undecided on the issue. On item 7 of the above table 5, 45% of the respondents revealed as there is no consistent way of implementing school improvement program. While 20% of the respondents' were rate undecided.

From the document analysis as well as the data from open ended questions the PTA representative, woreda education office respondents, regarding school principals capability in providing as well as communicating clear vision to the school community, though they contend that as there is gap on the principals side, they also revealed as an effort is being done to tackle the gap. Regarding school principals' capability on monitoring, encouraging the staff and ability to confront challenges, the student researcher has accessed that, while the education office respondents rate the issues positively, the PTA representatives were against.

Table 4: Teachers and department heads view on teaching and learning process and students' academic achievement.

No.	Item	Strongly Disagree		Disagree		undecided		Agree		Strongly Agree		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Principals are working towards highest academic achievement of students	47	23.2	52	25.6	47	23.1	31	15.3	26	12.8	2.68
2	Principals help students demonstrate active participation in school matters	54	26.6	58	28.6	35	17.2	31	15.3	25	12.3	2.58
3	The principals arrange different co-curricular programs for the students	31	15.3	47	23.2	46	22.7	59	29.6	20	9.3	2.94
4	The principals take more of his/her time in improving the instruction	58	28.6	56	27.6	33	16.3	31	15.3	25	12.3	2.55
5	The principals motivate teachers and students for better performance	46	22.7	47	23.2	43	21.2	48	23.6	19	9.3	2.73
6	The school has library with adequate reference books	43	21.2	52	25.6	49	24.1	35	17.2	24	11.8	2.73
7	Tutorial program is arranged for female and slow learner students	20	9.8	17	8.4	35	17.2	85	41.9	46	22.7	3.59
8	There is continuous assessment implemented in the school	55	27.1	48	23.6	41	20.2	41	20.2	18	8.9	2.60

Students' academic achievement is the main objective for the existence schools. Hence, the role principals play towards highest academic achievement of students is the key. Regarding this, according to the respondents, 49% of them clearly states that school principals are not working

towards students' achievement academically. Whereas 23% of them rated as they are indifference about the issue. The rest 28% rated as school principals are working to improve students result. Item 2 of the above table 6 reveals principals' work in encouraging students' active participation in school affairs. Therefore, 55% of the respondents disagree on the item, whereas 17% of them were rated undecided, the rest 28% stressed as the school principals are working towards inspiring students' active engagement in school activities.

Items 3 and 4 of the above table 4 are about principals' work towards arranging different co-curricular activities and programs for the students. Therefore, 38% of respondents were rated that school principals are lagging behind organizing co-curricular programs to the students. Whereas, 23% of the respondents rated the issue undecided. The rest 39% respondents enhances the idea that school leadership is working positively towards organizing varies co-curricular programs for the students.

In item 4 of above table 4, regarding school principals concern on improving the teaching learning process, more than half /56%/ of the respondents revealed as school principals are not devoting much of their time for improving the teaching learning process, whereas 16% of the respondents were rated the issue undecided. Rather from the open ended questions and the interviews, majority of the respondents stressed that school principals are much more concerned on other external management issues out of school that might not directly relevant to improving instruction in the school.

As far as the school's library is concerned, 48% of the respondents revealed though there are libraries in all sample schools there are not enough books in kind and quality. 24% of the respondents were indifference on the issue. Whereas the remaining 28% reveals as there are adequate reference books in the libraries. From the document analyses conducted and open ended questions and interviews made in the sample schools the very majority of the respondents highlights shortage reference books in their schools. The idea of continues assessment according to the very majority of respondents lacks regularity.

Table 5:Awareness of teachers and department heads on the relationship between the school leadership and the community.

No.	Item	Strongly Disagree		Disagree		undecided		Agree		Strongly Agree		Mean
		F	%	F	%	F	%	F	%	F	%	
1	The principals encourage stakeholders to participate in decision making	35	17.2	56	27.6	43	21.2	37	18.2	32	15.8	2.87
2	The principals encourage the stakeholders to contribute to the school improvement in SIP program	44	21.7	58	28.6	47	23.1	32	15.8	22	10.8	2.85
3	The principals work with the surrounding community in organizing strong parent teachers association (PTA)	37	18.2	47	23.2	42	20.6	61	30	16	7.9	2.86
4	The principals make their office open for different stakeholders of the school	46	22.2	51	25.1	49	24.1	34	16.7	23	11.3	2.68
5	Parents and community members have awareness on school Improvement program implementation	51	25.1	61	30	35	17.2	31	15.3	25	12.3	2.59
6	PTA members and parents participate actively in the school improvement program	31	15.3	47	23.2	46	22.7	59	23.6	20	9.3	2.71
7	Communities were mobilized to support SIP implementation	56	27.6	58	28.6	33	16.3	31	15.3	25	12.3	2.56

As presented in item 1 of Table 5 above, respondents were requested whether or not principal encourages stakeholders to participate in decision making. 45% of the respondents show disagreement on principals' encouragement towards stakeholders in order to take part in school affairs. On other hand, 34% respondents agreed on the above issue. But to the contrary, 21% of the respondents have not decided. As indicated in item 3, respondents were asked whether the school principals were working together with PTA on implementation school activities or not.

41% have disagreed on the issue. While 20% of respondents have not decide on the issue, the rest 39% of respondents were stressed as there is good work based relationship between the school principals and PTA members.

Item 5 of Table 5 above examines how far Parents and community members have awareness on school Improvement program implementation. Meanwhile more than half /55%/ of respondents disagreed on idea that parents and community members have awareness on SIP implementation. 28% of them agreed and the rest 17% were indifference on the idea. From this data we conclude that parents have less awareness on SIP implementation. However, data obtained from open ended questions and interview schemes the majority of respondents stressed that parents and community at large have little awareness on SIP implementation in their respective schools. This indicates as less work is done to make the nearby community members aware on SIP implementation.

Regarding item 6 of table 5, respondents were asked whether or not PTA members and parents participate actively in the school improvement program. Majority of principals and 38% of the respondents have disagreed on active participation of PTA members on SIP implementation, but 23 % of respondents have not decided, while 39% showed their disagreement on the above issue. Therefore, it is possible to say that participation of PTA members and parents in SIP are almost partial.

Regarding item 7 of table 5 above respondents were asked whether communities are mobilized to support SIP implementation or not in the selected sample schools. 56% of respondents' shows their disagreement on communities' mobilization on SIP implementation. To the contrary, 27% agreed on community mobilization as far as SIP implementation is concerned. The rest 17 % of the respondents has not decided and was indifference to the item. Therefore, it can be concluded that the woreda education office heads have no adequate awareness on school improvement program Implementation in the study area.

To conclude, from the document analysis as well as interviews made respondents are highlighting as there is no mobilization workshop being provided practically on SIP implementation in to the stakeholders in sampled schools. In general, the study revealed that

there was poor training and awareness of teachers, students, parents and the community on SIP implementation in the sampled schools.

Table 6: Responses of teachers and department heads on principal’s work on making school environment conducive

No.	Item	Strongly Disagree		Disagree		undecided		Agree		Strongly Agree		Mean
		F	%	F	%	F	%	F	%	F	%	
1	The principal makes the best use of the available budgets and resources	60	29.6	57	28.1	30	14.8	32	15.8	24	11.8	2.52
2	The principal works to create conducive working environment	47	23.1	58	28.6	44	21.7	32	15.8	22	10.8	2.58
3	The principal works to make class rooms suitable for teaching learning process	35	17.2	47	23.2	42	20.6	61	30	18	8.9	2.9
4	The principal works towards creating healthy relationship in the school compound	47	23.2	51	25.1	49	24.1	34	16.7	24	11.8	2.71
5	The school has standardized toilets for female and male students	47	23.2	61	30	35	17.2	31	15.3	29	14.3	2.67
6	There are clear rules and regulations of the school that are communicated by the school community	34	16.7	47	23.2	46	22.7	56	27.6	20	9.3	2.88

From the above table 6, item 1 is about whether the school principals make the best use of the available budgets and resources, the data obtained indicate that the majority of respondents /58%/ disagreed on the idea that school principals are making the best utilization of the available

resources in the sampled schools. Whereas 27% of the respondents rises positively principals' work regarding the proper utilization of resources. The rest 15% were rated indifference on the issue.

Item 2 and 3 of the above table 6 raises the idea related to the school principals' work in creating conducive working environment so as to make class rooms suitable for teaching learning process. Therefore, from the data obtained almost half /51%/ of the respondents showed their disagreement. Meanwhile 22 % of them were rated undecided. And the remaining 27% of the respondents agreed on the effort of principals making their school conducive for the teaching and learning process. This implies that as the school principals are lagging behind making their school suitable for the school community.

Regarding to Item 4, the principals towards creating healthy relationship in the school compound, 48% of the respondents show their disagreement. While 24% of them has not decided and 28% of the respondents agreed on the idea that principals are working towards creating harmonious relationship in between the school. Hence it can be concluded that it is expected of the school management to work hard towards creating harmonious working environment in their schools.

Item 6 of Table 6 above is about whether there are clear rules and regulations in the school that are communicated by the school community. According to the respondents therefore 40% of the respondents disagreed on idea that states clear rules and regulations. 37% of them agreed and the rest 23% were indifference on the idea. From this data it is possible to infer that the lack of brief rules and regulations that that the school community is abide by. Besides, data obtained from open ended questions and interview schemes the majority of respondents stressed that parents and community at large have little awareness on rules and regulations prevail in their respective schools.

On the other hand, on the information collected from field observation regarding appropriateness of classroom for teaching-learning process also rated at moderate level. However, the student researcher observed that there were attempts to make school compound conducive for the school community so as to make effective teaching learning process. In

order to make the school environment more safe PTA members have agreed as their role is really important. From these therefore, it can be concluded that there has been a good attempt in each school on making safe and conducive learning environment that enables teachers, students and parents to spend more time in school compound which facilitates smooth teaching and learning process.

191 questionnaires distributed for teachers of which 174(91%) were properly filed and returned

32 questionnaires distributed for department heads and 29 (90.6%) were filed and returned.

8 school principals 4 woeda education were involved in the interview which takes around an hour for each.

4 PTa representatives were interviewed as interview which took 30 minutes for each. And the searcher administered it.

CHAPTER FIVE

5. Summary, conclusion and recommendations

This chapter of the thesis deals with the summary of the major findings of the study. Besides based on these major findings, conclusions are drawn and recommendations which can be implemented are suggested.

The school improvement program enables schools to provide quality education for their students. However, in implementing the program difficulties may prevail and ultimately influences students' achievement and success. Therefore, the role of leadership to school effectiveness is unquestionable.

Therefore, this study was conducted to assess the implementation and challenges of SIP so as to investigate how leadership in school affect school improvement program in selected secondary schools of south west shoa zone?

Therefore, it was intended to investigate the issue addressing the following basic questions.

1. How school leadership roles have been executed in implementing school improvement program in selected secondary schools of south west shoa zone?
2. What are the main challenges on leadership while practicing school improvement in program in selected secondary schools of south west shoa zone?
3. To what extent do stakeholders engage in implementing school improvement program in selected secondary schools of south west shoa zone?

To deal with this research questions, a questionnaire was administered with the aim of gathering primary data from teachers' and department heads. In order to obtain information and authorities view, semi-structured interview was constructed for woreda education office vice head, PTA representatives and school principals. Supplementary information was also collected through document analysis and informal discussions. To make the study manageable the researcher chooses four secondary schools from four different woredas using random sampling technique. As a result Wolisso, Ameya, Goro and Wonchi woredas were identified to be the focus of this

study. This helps to collect relevant information from a subset of the population in such a way that the knowledge gained is representative of the total population under study.

191 questionnaires consisting of 50 items each was distributed to school teachers of which 174(91%) were properly filled and returned. Of the questionnaires distributed to thirty two (32) department heads of the sampled schools, twenty nine (29) were filled and returned. In addition 8(eight) school principals and four (4) woreda education office vice heads and four (4) PTA representatives were involved in the interview.

In analyzing the finding of the study, frequency counts, percentage, mean comparison, and simple qualitative descriptions were used.

5.1. Summary

The major findings are summarized and presented in the following sections. The findings are presented in two parts: the first part summarizes back ground information of the respondents and the second part is the outcome of the field research.

Part One

Summary on Back ground Information of the Respondents

162(74%) of the total respondents were males. Of 8 school principals, 8(100%) of them were males. Age wise, about half of 53(24.2%) of the respondents were within the age category of 21-30. About 46(47.5%) of them were in the 31-40 years age range. About 23.7% of the respondents were included in the age ranges 41-50. The rest 4.6% were in the age range of 51& above.

Concerning the respondents work experience, the very majority 191(87.2%) of them had more than 6 years' work experience on their work. This implies that respondents had better experience and knowledge on school improvement practices in their locality.

Part Two

Summary of Major Findings

1. In most of the schools, the result of the study showed that the practices of SIP planning were low. The result showed low level of performance in practices of planning that reveals all sample schools prepared a plan without making prior evaluation and identifying problem areas.
2. Similarly SIP committee took to lead and coordinates the development of the plan; the study revealed that all the respondent groups had at low level of agreement; from document review and interview responses of the four schools the findings of the study showed as there was established SIP team /committee in all sample schools. However, the role that SIP team/committee playing in developing school improvement plan together with school leadership is low; only school principals were considered as responsible bodies. These challenges are inhibiting the implementation of SIP.
3. From the observation of SIP plans and evaluation reports of the sampled schools revealed that there was weak coordination of school improvement committee with the leadership in developing school plan. This showed that the school improvement committee that was established in school to run school improvement program is not performing their responsibilities properly. Moreover, the study showed as there was weak involvement of stake holders (teachers, students and parents) in the planning and implementation of SIP plan. The responsibility of planning was mainly the responsibility of school principals.
4. The study also showed that the budget allocated for SIP implementation is low. This makes its implementation more challenging. The central focus of SIP is enhancing students' accomplishment so as to bring quality of education. The implementation of SIP in its three domains (teaching-learning, conducive learning environment, and management and leadership) according to the study is adequate; regarding the community participation, the accomplishment is low. Over all, concerning the domains of the SIP, it is impossible to say they are implemented as it should be.
5. Regarding monitoring and evaluation, the result of the study shows that, the mechanisms through which monitoring were practiced to support SIP implementation was little. Limited school facilities such as lack of laboratory equipment and rooms, library and

pedagogical centers, shortage of budget for SIP implementation, failure of school committee members to play their role and lack of follow-up and supervision on SIP implementation were the most common selected factors affecting the implementation of SIP. Besides, little stakeholders' involvements in SIP implementation, weak preparation on SIP planning, lack of proper training, minimal incentives, commitment of teachers to implement SIP and ineffectiveness of school leadership to lead SIP are the challenges. Limited support from woreda education office, PTA members is also the other impeding factor.

6. At least 112(55.1) of respondents were disagreed with respect to providing adequate orientation about SIP to stakeholders, the status of organizing and allocating the necessary resources for the implementation of SIP, and on the collecting the necessary information in line with four school domains for the purpose of SIP implementation. Whereas, regarding the establishment of school improvement program committee with in their schools, majority of respondents were agreed.
7. Regarding the provision of technical support by stakeholders' in the implementation of SIP, 114(56.9) of the respondents disagreed. With regard to the extent to which SIP evaluation is timey conducted the respondents show low level of conducting evaluation on SIP implementation process. With regard to the ability of school leadership to identify the training needs of the school community the respondents show low level of identifying and understanding training needs of school.
8. Concerning the teaching and learning domain respondents stated that student centered teaching method, and continuous assessments being implemented by teachers were fairly good. Whereas, regarding evaluation of curriculum, conducting action research, laboratory usage and practices to motivate student learning, the result of the study indicates as the practice was poor. Furthermore, majority of secondary schools under the study had laboratory rooms that are not fully functional. This is mainly because of absence of lab chemicals and laboratory technicians.
9. With regard to leadership and management, 102 (50%) of the respondents reported that schools management efforts in promoting shared vision and mission to improve the schools' environment was weak. Besides the management commitment in mobilizing the

community for SIP implementation is poor. This, according to the study is the result of poor communication with stakeholders.

10. With regard to learning environment domain, respondents reported that school environment was not conducive to implement SIP. Besides, shortages of sufficient reference books and pedagogical center were unsatisfactory. In some schools sex segregated toilet rooms are not suitable and not fully functional.

11. Concerning to the community participation domain, the study finds tasks that are expected from community participation to improve school were poorly practiced. For example, 124(61.08) of the respondents reported that PTA members were not actively participating in the schools affairs. Less engagement in school management, less participation in decision making, poor involvement of stakeholders and poor feedback on their students learning according to the study are the indicators.

5.2 Conclusion

At the beginning school principals were ineffective in leadership which might be the result of lack of theoretical knowledge on school leadership. Due to this less effectiveness and sense of instructional leadership were the major problems of school principals in targeted (sampled) schools

The school improvement program aimed at bringing quality education and enhancing students for accomplishing success. However, the four targeted schools improvement planning and implementation hadn't prioritized on the problems that persist the student's accomplishment of successive result.

It is believable that an effective school improvement program needs a careful planning continuous monitoring and usual participation of stakeholders the level of providing monitoring and evaluating system by stakeholders and schools determine the extent of stakeholders participation. Therefore, from the findings of this study in to the sampled four schools, there was weak involvement of the stakeholders in planning and mentoring the school improvement program. The researcher thinks that this may happen due to lack of commitment of the leaders to enhance the participation of the stakeholders.

According to the finding of this research indicated that the allocated budget for SIP is low. However, the school leaders were not active to generate others financial supports rather than government.

5.3. Recommendations

In view of the findings and conclusions reached, the following possible solutions are recommended so as to address the challenges related to effective implementation of school improvement program at school level.

1. To implement SIP effectively, creating awareness through arranging awareness creation programs and continuous discussion and providing sufficient practical training for all stakeholders and discuss regularly on implementation of school improvement program. Therefore, promoting practical involvement of all stakeholders by creating adequate awareness to implement SIP is necessary. It is expected of school leaders to mobilize stakeholders in order to be involved in planning process of SIP.

2. In order to improve the teaching-learning process and improve the school environment, the school leaders in collaboration with the school community and WEO; it is recommended to provide the necessary resources and school facilities before starting the implementation of SIP so as to realize the intended objectives of the program. Therefore, it is important to establish sufficient laboratory rooms with equipped materials, ICT rooms with sufficient computers and library with sufficient reference books. Allocating additional budget promotes successful implementation of SIP.

3. According to the finding the likely measures that need be taken to solve the challenges that hinder the proper implementation of SIP were; facilitating awareness creation sessions to stakeholders before starting its implementation. The other ones are providing adequate finance and necessary school facilities to implement the program effectively, arranging continuous monitoring and evaluation schedule, developing the culture of collaborative planning among school community to make effective the implementation of SIP, and promoting the involvement of stakeholders in the implementation process of SIP included.

4. It is desirable that school leaders together with WEO facilitate trainings so as to motivate and encourage teachers for good practice. Besides, community participation should get more attention for supporting SIP implementation.

5. The established school improvement program committee must be functional so as to contribute positively for the success of the program. Furthermore, empowering the capacity of school principals and SIP team committee in each school to work collaboratively and closely with stakeholders is necessary. This helps to make SIP implementation effective.

6. The informant believed that monitoring on the proper implementation of school improvement program were not under taken properly. Therefore, woreda education office in collaboration with schools should give due concern for monitoring and evaluation of the program for the success of SIP

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Appendix I
ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Questionnaire to be filled by teachers and department heads

Introduction

The main purpose of this questionnaire is to investigate the role of leadership towards school improvement program effectiveness. The study focuses on government secondary schools of South West Shoa zone, Oromia region, Ethiopia. Therefore, I would like to request you to fill this questionnaire genuinely so that the information you filled out reflects the truth on the ground. Be sure your responses will be kept confidential and used for academic purposes only.

Thank you in advance for all your genuine information.

Directions:

Please

- Make a tick mark (√) in the boxes provided.*
- Write your brief response in the blank spaces.*
- Give only a single answer to each item.*

You do not need to write your name

Part I, Background

1.1 Name of the school _____

1.2 Sex: Female

Male

1.3 Age _____

1.4 Educational background

Diploma

BA/Bsc

MA/MSC

Other

1.5 Total years of Service _____

Part II, Respondents perception on school leadership role execution:

You are kindly requested to show your level of agreement by making a tick, ranging 1 to 5.

1, highly disagree; 2, Disagree; 3, Undecided; 4, Agree; 5, highly agree

S.N	Item	Scale				
		5	4	3	2	1
2.1	The principal is capable in providing clear school vision					
2.2	The principal is skilled in developing the school mission, goals and objectives					
2.3	The principal is communicating the vision in order to have common understanding and shared value					
2.4	The principal is capable in setting directions and encouraging the staff towards achieving the expected goals					
2.5	The principal is working towards highest academic achievement of students					
2.6	The principal helps students demonstrate active participation in school clubs					
2.7	The school principals supports others to work hard					
2.8	The principal ability to delegate of share responsibility is effective					
2.9	The principal is effective in developing representing and counseling teamwork in the school					
2.10	The principal mobilizes resources efficiently and Effectively					
2.11	The principal is capable of evaluating and making fair judgments					
2.12	The principal has the skill in developing different programs and time table					
2.13	The principal arranges different co-curricular and entertaining programs for the students					
2.14	The principal encourages the staff to participate in school planning					
2.15	The principal works to create good relationships among staff					
2.16	The principal works strongly on continuous attendance of teachers					
2.17	The principal works to create conducive working environment					

Part III How school principals do on instructional processes?

Rating scale 1, very low 2, low 3, moderate 4, high 5, very high

S.N	Item	Scale				
		5	4	3	2	1
3.1	The principal visits the classroom to ensure classroom instructional align with the school goals					
3.2	The principal observes teachers for professional development rather than evaluation					
3.3	The principal evaluate teachers to improve instructional practices					
3.4	The principal provides feedback to teachers					
3.5	The principal motivate the teachers for best performances					
3.6	The principal is always available in his/her office to support others					
3.7	The principal encourages the teachers to attend professional development, activities that are aligned to school goals					
3.8	The principal coordinate the staff to exchange their experience					
3.9	The principal works to organize professional development around teachers wants and needs					
3.10	The principal facilitates useful professional materials and resources for teachers					
3.11	The principal encourages in-built supervision within the school					
3.12	The principal encourages teachers to use data analysis of student academic progress to improve their instructions					
3.13	The principal uses information and feedback from teachers to motivate students for their best academic performance					
3.14	The principal works with the staff to set high achievable standards for the students					

Part IV Principals engagement with stakeholders

1, very low 2, Low 3, Moderate 4, high 5, very high

S.N	Item	Scale				
		5	4	3	2	1
4.1	The principal works for change and school improvement					
4.2	The principal clarifies and makes known school rules and regulations to all school members					
4.3	The principal makes the best use of the available budgets and resources					
4.4	The principal creates collegial relationship in the school compound					
4.5	The principal encourages informal and formal groups to contribute to the school improvement					
4.6	The principal encourages stakeholders to participate in decision making					
4.7	The principal takes more of his/her time in improving the instruction					
4.8	The principal arranges different co-curricular and entertaining programs for the students					
4.9	The principal works to ensure the safety and security of the school for the students					
4.10	The principal helps the students to organize strong student council and encourages them to participate in school leadership					
4.11	The principal works to improve students disciplinary problems in school					
4.12	The principal makes his office open for different stakeholders of the school					
4.13	The principal with the surrounding community in organizing strong parents teachers association (PTA)					

Part V - Principals commitment on making learning environment conducive

1, highly disagree; 2, Disagree; 3, Undecided; 4, Agree; 5, highly agree

S.N	Item	Scale				
		5	4	3	2	1
5.1	There are adequate teaching and learning materials (e.g. text books, teachers guides)					
5.2	The principal clarifies and makes known school rules and regulations to all school members					
5.3	There is good relationship among principals, teachers, students and all the staff in the school.					
5.4	There is appropriate physical environment (safe, stable and positive atmosphere in school compound) for teaching and learning process.					
5.5	The school has standardized toilets particularly designated for females and male students with water					
5.6	There are clear rules and policies of the school that are communicated by the school community					
5.7	There are enough reference materials in the school library.					

Part V Open ended question

What are the major challenges that principals face during their leadership?

APPENDIX II

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Questionnaire to be filled by department heads

Introduction

The main purpose of this questionnaire is to investigate the role of leadership towards effectiveness of school improvement program. The study focuses on government secondary schools South West Shewa zone, Oromia region, Ethiopia. Therefore, I would like to request you to fill this questionnaire genuinely so that the information you filled out reflects the truth on the ground. Be sure your responses will be kept confidential and used for academic purposes only. Thank you in advance for all your genuine information!

Directions:

Please

- ✓ *Make a tick mark (√) in the boxes provided.*
- ✓ *Write your brief response in the blank spaces.*
- ✓ *Give only a single answer to each item.*
- ✓ *You do not need to write your name.*

Part I Background

1.1 Name of the school -----

1.2 Present Job title

- a. Department Head
- b. Other

1.3 Sex :

- Female
- Male

1.4 Age : _____

1.5 Educational background

- Diploma
- BA/Bsc
- MA/MSC other

1.6 Total years of Service _____

1.7 As principal or vice principal, do you have post-graduate diploma in
Principal ship

Yes

No

Part II School principal as Instructional leaders

Scaling: 1- very low, 2- low, 3- moderate, 4-high 5-very high

S.N	Item	Scale				
		5	4	3	2	1
3.1	Class room observation is frequently conducted					
3.2	academic activities are controlled through continuous classroom observation,					
3.3	Teachers' continuous evaluation is used for instructions Development					
3.4	Sharing experience among teachers in strengthened through internal supervision					
3.5	The school leader helps teachers' professional development					
3.6	The school leader is able to give feedback to teachers soon after class – supervision					
3.7	The school leader gives incentives to teachers for their best performance					
3.8	The leader has been taking the necessary corrective action on teachers' performances in line with students' results					
3.9	The school leader offers an important role in proceeding incentives to the best performing students					

Part III To assess school Principal engagement in school environment, supporting students and encouraging school parents relationship

Scaling: 1, very low 2, low 3, moderate 4, High 5, very high

S.N	Item	Scale				
		5	4	3	2	1
4.1	The school leader works for change and development					
4.2	The school leader gives awareness on education policy , rules and regulations of the school to the school community					
4.3	The school leader is capable to perform well and utilize the allotted current budget and available resources					
4.4	The school leader is cooperative to work with school community for good relationship among themselves					
4.5	The school leader provide various nonacademic programs for students					
4.6	The school leader is giving a great attention for students' rights and safety					
4.7	The school leader works to empower students and invites them to take a part in the school leadership activities					
4.8	The school leader works with great attention to improve students' disciplinary affairs					
4.9	The school is always welcoming for parents					
4.10	The school leader invites parents to the school activities					
4.11	The school leader works to strengthen PTA and allows them to take a part in the school management					
4.12	The school leader encourages parents school relationship to improve students' academic achievement					

Part IV Open ended question

What are the major challenges that principals face during their leadership?

APPENDIX III

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Interview guidelines for school Principals PTA representatives and Woreda Education Officials

PART I: Background

1.1 Name of the interviewee _____

1.2 Sex:

Female

Male

1.3 Age _____

1.4 Work Experience

1.4.1 Teaching years _____

1.4.2 Principal ship years _____

1.4.3 Supervision years _____

1.4.4 Education office as a head years _____

1.4.5 Total work experience _____

1.5 Educational Qualification

a. First Degree

b. Second Degree

Part II. Interview Questions

1. What are the challenges facing school principals in exercising leadership in the school?
2. What are the factors that contribute to be leadership challenges in implementation of school improvement program?
3. What leadership behaviors are practiced to address the current and future challenges facing school leaders?
4. What knowledge, skills and strategies are utilized by school principals to address challenges & problems?

Part II. Interview Questions

1. What are the characteristics of the sampled government secondary schools?
2. What are the challenges facing school principals?
3. What are the factors that contribute to be leadership challenges in implementation of school improvement program?
4. What leadership behaviors are practiced to address the current and future challenges facing school leaders?
5. What knowledge, skills and strategies are utilized by school principals to address challenges & problems?