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ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

**A COMPARATIVE STUDY OF GOVERNMENT AND PRIVATE
PRIMARY SCHOOLS PRINCIPALS' EFFECTIVENESS IN
IMPLEMENTING SIP IN ADDIS ABABA**

BY

DESTA BEYORE OSEBO

JUNE, 2016

ADDIS ABABA

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
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EDUCATIONAL LEADERSHIP AND MANAGEMENT**

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Approved By Examining Board

_____	_____	_____
Chairman, Department	Date	Signature

<u>Hussien Kedir (PhD)</u>	_____	_____
Advisor	Date	Signature

_____	_____	_____
Internal Examiner	Date	Signature

_____	_____	_____
External Examiner	Date	Signature

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ACRONYMS

AAEB	Addis Ababa Education Bureau
CDP	Continuous Development Program
EFA	Education for All
ESDP	Educational Sector Development Program
ENLA	Ethiopian National Learning Assessment
ERGESE	Evaluative-Research on the General Education System in Ethiopia
ESR	Ethiopian Sector Review
ETP	Education Training and Policy
GEQIP	General Education Quality Improvement Program
GTP	Growth and Transformation Plan
MDGs	Millennium Development Goals
MoE	Ministry of Education
PSTA	Parent, Students and Teachers Associations
SIP	School Improvement Program
SPSS	Statistical Package for Social Science
TDP	Teachers Development Program
TGE	Transitional Government of Ethiopia
UNESCO	United Nations Education, Science and Culture Organization.
UPE	Universal Primary Education
WEO	Woreda Education Office

ABSTRACT

The purpose of this study was to investigate the practices, challenges and opportunities of primary school principals' effectiveness in implementing SIP in Kolfe Keranyo Sub- city of Addis Ababa by comparing private and government primary schools. Mixed method was used to collect data and descriptive survey research design was employed to conduct the study. Four government primary schools namely Addis Tesfa, Jemo, Selamber and Yamenebrihan and four private primary schools namely: Dalia, Merit, Tigat and Victory were included in the study. One hundred twelve teachers, sixty two instructional leaders (principals, vice principals and department heads), two woreda education office heads, two cluster supervisors, 14 schools SIP committee and 14 schools PSTA committee) were involved in the study as primary sources. Questionnaire, interviews, focused group discussions, document analysis and observations were used for the purpose of collecting relevant information. Data obtained through Questionnaires were analyzed using statistical tools like mean, average mean, standard deviation and an independent t-test. Moreover, data gathered through interviews, focused group discussions, observations and document analysis were used to complement the questionnaires. In addition to these, the characteristics of respondents were used to analyze the statistical tools like frequency, percentage. The finding of the study revealed that the principals of both government and private schools lack support for supervision woreda education office and lack of responsible body to implement SIP. Principals of government schools used bench marking of the four SIP domains as input for planning and organizing school based capacity building when compared to the private schools. Private schools faced challenges of the lack of available playground. Gaps were also identified in government schools principals in the areas of paving ways for formative assessment timely, planned and goal oriented evaluation of SIP activities, initiating parents' active participation for students' academic achievement, lack of commitment, large school and class size, large students and teachers population based on the above findings and conclusions. Woreda education office heads need facilitating experience sharing and organizing short term training based on benchmark of the four SIP domains during self-assessment, standardized playground for schools, facilitating conditions for formative assessment planned and goal oriented teaching learning evaluation, parents active participation, increasing principals commitment and bringing school size to the standard and improving early grade reading, mathematics and grade 8 regional students' academic achievements.

CHAPTER ONE

1. INTRODUCTION

In this chapter deals with the overview of background, statement of the problem, objectives, significance, scope, limitations, ethical considerations, organization and operational definition of the study were treated.

1.1. Background of the Study

Education is a means of solving political, economic, social and cultural problems traced on the past, occurring at different times and potential in the future. Hence, by its nature education is both means and end in connecting all the generations by helping human beings to transmit their successes, experiences, values, new innovations, and philosophical views from one generation to the other in continuous manner (MoE, 1994, 2000; Kinde, 2014). Education is also the base for economic development and social changes (Lockheed and Verspoor, 1991). Thus, it is the ground for all rounded human developments (Iffa, 2005; Derbessa, 2006). It can create fertile grounds for cultivating creative and critical thinking capacity of human beings by enabling societies and individuals to be effective in the process of national development, developing skills and forming the desired character or depositions, (Sileshi, 2015; Iffa,2005). According to UNESCO (2005) education is not only the base and the means of social change and economic developments, it also a means of speeding up and improving them. Thus, importance of education is unquestionable and the question is how well the education systems of a country is preparing the children to meet the demand of a global community (Iffa, 2005).

On these grounds, quality education for all become slogan of the day. Recognizing these general facts, all the nations of the world give due attention to education. United Nations Organization also takes education access and quality as one of the major millennium development goals/MDGs/ (UNESCO, 2004). The Jumetien declaration of Universal primary education and the Dakar Framework of quality education for all are typical examples of UN focus on primary schooling (UNESCO, 2008; World Bank, 2008).Individual countries also give emphasis to education and proper schooling.

School is the organization in the community, for the community and by the community so that it is expected to satisfy the need of community. Schools need to be changed if they are going to meet the needs of today's students and society. According to (Watkins.K 1990) school is an organization formally created to help pupils to learn under the guidance of teachers as of the time of Ancient Greece. Primary schooling helps children to be successful in the rest of their lives (Ashenfelter, Orley and Alan Krueger, 1994; Bossiere and Maurice, 2004a). In the same vein, World Bank (2006) pointed out the importance of early schooling as enhancing individual social interaction and active engagement in the developmental activities. The same source explains primary education as a significant instrument in increasing income. For instance studies conducted in low income countries showed persons who attend four years basic education has the chance of getting 8.7% more agricultural production Sharada Weir (1999) . Therefore, primary education and schooling become worldwide agenda for United Nations organization organs like UNESCO, UNICEF and World Bank on one hand and individual countries on the other hand.

Ethiopia responded to primary schooling a century ago when a foundation for modern education in the country was laid at the beginning of the 20th century with the establishment of Menilik II school the first modern school in the country opened in 1907 (Amdissa, 2008). This relatively long history comparing to other African countries has gone through different reforms. According to Seyoum (1996), the Ethiopian education system has undergone three major reforms such as: the Education Sector Review (ESR) launched by the Imperial Regime in 1971, the Evaluative Research on the General Education System in Ethiopia (ERGESE) undertaken in 1980 by the *Derge* regime and the 1994 Education and Training Policy of the Transitional Government of Ethiopia. The Transitional Government of Ethiopia (TGE) formulated the Education and Training Policy (ETP) in 1994. This policy has facilitated conditions for the expansion of modern education by opening up all levels of education to the private sector together with government expansion (Kedir, 2007).

Strategy was set to create the necessary conditions to encourage and give support to private investors to open schools and establish various educational and training institutions (TGE 1994:32). This has paved the way for private schools at all levels of education including the exclusive ownership and management of pre-school education. This issue got considerable

attention in ESDP III which gave mandate to pre-primary schools and the non-state sector (communities, NGOs and the private sector). According to Berhanu (2003) private schools were flourishing in the pre-1974 Ethiopian revolution and turned to public during the during Derge era. They were re-opened in the year 1995 when the transitional government of Ethiopia (TGE) allowed the re- emergency of private schools under the proclamation of no. 2/1991. Thus, » following the proclamations private schools were widely opened in the countries big urban centers using the name «licensing and supervision of private educational institutions. According the forum for social studies (2014), Addis Ababa educational bureau set vision of fully participating stakeholders of the private sectors. The same source shows that the number of primary schools reached 61% in Addis Ababa with about 45% student population AAEB (2013).

Regarding Education Strategies, Ministry of Education designed to decentralize the organization and management of education MoE (2000): this was to create the necessary condition for increasing access, improve the relevance, quality and equity of education and training and ensure educational management is democratic, professional, coordinated, efficient and effective. Moreover; Education Sector Development Programs (ESDPs) of Ethiopia has completed four ESDPs and the fifth one is under preparation. The evaluation of ESDPI (1997-2001) showed that Planning and management of educational leaders were as per the decentralisation process, the responsibility for implementing ESDP by and large rests on woredas. ESDP II (2002-2005) established explicit link with the Education for All (EFA) and claimed that the Dakar Framework for Action in 2000 was in line with the goals of the ETP set in 1994 – six years earlier than the Dakar Framework. ESDP II focused on providing a number of inputs to improve quality.

In ESDP III (2006-2010) efforts have been made to deepen decentralization to school level. Decision-making is being shifted from regions and zones to Woredas and further to school level to improve direct service delivery. Accordingly MoE to facilitate the implementation of this decentralization process, has developed Guidelines for the Organization of Education Management, Community Participation and Education Finance MoE (2002). Based on these basic guidelines regions have developed their own guidelines focusing on specific areas such as education finance, community participation and school administration. It has also offered opportunities to strengthen local governance, encourage initiatives, increase accountability, broaden the participation of communities, and improve school management and transparency.

The other development took place during ESDP III was the beginning of the reform package, the General Education Quality Improvement program (GEQIP) in 2007, encompasses six key areas of intervention such as: the Teacher Development program, Curriculum Development, Leadership and Management, the School Improvement Program, Civics and Ethical Education and Information Communications Technology. Thus, educational leaderships and management have got more attention and became one of the education quality assurance programs. The priorities for general education under ESDP IV (2011-2015) relate to two major Objectives: to improve the quality of general education and to increase access and equity. The quality improvement program integrates core priorities such as “teacher and leader development” MOE (2007). ESDPV (2016 – 2020) gives emphasis to leaders’ training and professional development for School principals and cluster supervisors together with Parent, Student and Teacher Association (PSTA) to improve the decision-making and management processes at the school level. ESDPV also recognizes that quality of school administration and human resource management is a critical motivating factor for effective teaching. Hence, to fully implement quality school management will produce large impacts for student learning performance through innovation, knowledge sharing, the identification and reproduction of best practices.

From the general realities and the emphasize given to school leadership, proper schooling and maintaining education quality is achieved by the practices of principals, who are one of the major factors for schools effectiveness. Most scholars agree with this idea. For instance, Bolivar et,al (2013) expresses the practice of school leadership as remedy for critical problems created in schools and making schools better places for learning. According to Tigist (2015) an increasing body of research suggests that the quality of the principal’s leadership is a significant factor in student achievement in quality education. The quality of education depends on among others things, the presence of competent and committed school principals. In their views of the influences of principals in schools effectiveness and students all rounded achievements (Harris, A. and Lambert, L. 2003; Dimmock, C. 1999, Blumberg, A. and Greenfield, W. 1980), elaborate practices and influence of activities of principals as school effectiveness teachers’ commitment and students achievements are directly related to capability of school principals. This is true for authors like Hollinger and Murphy cited in Addisu (2014), school leadership should focuses on defining the school mission, managing instructional program and creating positive school climate. (Ubben, G., & Larry, W. 1997; Hallinger, P. and R. Heck, 1996), argue that principals

should support pupil learning, contextualize realities rather than dictating, and facilitating conditions for school community linkage. Moreover; principal ship got room as developing teachers' effectiveness in classrooms (Ms Sekhu,2011;Phillips,et al,2003). Principal leadership got its ground with the introduction of modern education with its improved form and expanded too many parts of the world in the 16th century with the emergence of Reformation when the Protestants began to expand primary education and when the catholic followed the footsteps of the Protestants to counter the reformation. This led to the development of directors' role in schools. Thus, directors began to manage schools by leading foundations for principal leadership (Huse, 1972:125). Consequently school leadership was emerged in Ethiopia following the opening of Menelik II School. The French and Egyptians were leading Ethiopian schools as director in the pre-Italian occupation period. The British, Sweden, Canada and India were leading in the post Italian period (1940s to 1960s). Then, after the Ethiopians fully began leading schools (Edessa, 1990).By the time, principal leadership was traditional, focusing on hierarchical and procedural notions. Principals have been identified as key factors for the all rounded schools effectiveness (Teshale Duguma. 2011; *Office for Standard in Education, 1995*; Day, C., Harris, A. and Hopkins, D.2005).

Principals are responsible for school improvement program by improving school community relationship, creating safe school environment and making schools better places for students. Generally principals should create Child Friendly Schools, managing inclusiveness, initiating students all rounded achievements. For kandasamy and Balten (2004), principals are the main motivators and champions of the implementation of changes, and innovations that contribute for the school improvement program. To be effective, Principals need facilitated conditions opportunities to implement school improvement program. One of the opportunities to be facilitated for principals is designing conducive policies and strategies to give room for the implementation of principal leadership R.J.Waters T and NeNulty,B.A .(2005)

Ministry of Education claimed that the current Ethiopian Education and Training Policy facilitate conditions by making decentralization school management system (MoE, 1994; 2006). The presence of education quality assurance package stating clear activities to all the concerned bodies to carry out education quality improvement programs including SIP (MOE 2010) can be taken as opportunities for principals to exercise principal leadership in their respective schools.

According to AAEB (2015) currently, there are 226 government and 579 private primary schools (Grades 1-8) in Addis Ababa with student population of 495,188 and 206,219 respectively. Ten Sub- cities are found in Addis Ababa and Kolfe Keraniyo is one of the Sub-Cities in which 26 government and 101 private primary schools with 99,957 and 35,858 student population respectively. Studies conducted in the areas of learning assessment and regional examinations yearly results present by Addis Ababa education Bureau show that the existence of differences in students' achievements between private and government schools. AAEB Annual Reports (2013 and 2014 E.C), GTPII and ESDP V of AAEB (2016). Therefore, the purpose of this study is to conduct comparative study of principal leadership practice, opportunities and challenges between private and government primary schools in implementing SIP.

1.2. Statement of the Problem

As stated in the background of the study, practices of principal leadership is one of the determinant factors in proper and effective schooling. According to Kelley, Thornton & Daughterly (2005) school principals have strong power in facilitating conditions for the creation of safe school environment and initiate teachers to carry out effective teaching learning process. Leadership in schools is related to the ability to move the school forward through designing long term strategy. In the same manner Hopkins (2002) pointed out activities of principals in relation to improving students' achievements and important element in school improvement. Therefore, Principals' practices are directly related to move schools forward through designing long term strategy, mobilizing communities building team, collegiality culture, and strategically work for staff and self-development within and out of the school towards school improvement. Seyoum (2014) also argues that effective school leadership work towards school improvement by coordinating all stakeholders and mobilizing the community to play their part in school improvement activities. Now a day principals are expected to initiate and support school improvement program (Grift & Houtveen 1999, Moffite, 2003), be committed and initiate the commitments of teachers and nonacademic staff and all the communities (Fullan, 2001; Bottery, 2001; Harris, 2005).

In relation to principals leadership practices towards school improvement (Usdan, 2007; Biorkman, 2008, Brown 2005) state that principals should initiate teacher to implement

instructional effectiveness, facilitating conditions for school community relationship, and creating conducive environment for student learning. As a result principals play these and other related leadership role so that the school improvement program truly becomes effective. However, principal leadership and managing reforms in schools have not implemented as to be because principals lacked expertise knowledge (Addisu, 2014; Begley, 2012; Robinson 2004). Though scholars like Morgan (2006) argue in favor of stakeholders direct participation influence on school effectiveness, Seyoum (1996) argues that Ethiopian Education Policy has experienced top down approach instead of bottom-up approach and subjected to consistently missing genuine consultation with the primary stakeholders; parents, teachers and students - on the shape and content of education policy.

But historical review shows that all the attempts made at reforming the education system have one important characteristic in common. They were all initiated from the top with little or no involvement of stakeholders. In reality stakeholders participation is crucial in performing education system well. Murphy (2000) agrees with this idea in that principals should work with teachers to improve instruction, and persuasions students, parents, social services participant to work to better for students' academic and other all rounded achievements, but they often missed these. In addition to this, evaluation of ESDPI showed that Planning and management capacities of principals are weak: as per the decentralization process, the responsibility for implementing SIP by and large rests on Woreda, where the capacity is at its weakest point. Therefore, the Woreda experts have lacked capacity of supporting principals in the area of SIP implementation. Recognizing these facts ESDP I promised that head teachers and officials will receive training in educational management. In line with the overall decentralization process, the education strategy envisaged that the sector is better served within a decentralized management. This means that gradually, the power of the central ministry reduced whereas the regional, zonal and woreda education offices will have the power and responsibility to design and implement regional policies, strategies and programs. But stake holders complained that, principal leadership practices left behind in leading reforms, school improvement activities. According to (Terry, 2001 and Blasé, 1990) principals failed to carry out principal leadership practices due to lack of trust, poor communication, rigid and traditional bureaucratic focused leadership styles.

School improvement program failed to fully be implemented among other things due to less capacity, proper training, commitment of principals who fail to set and share vision, coordinate the school community and supporting the school improvement domains (Marzano, 2003 in Abera 2013; MOE, 2007). Recognizing importance of principal leadership MOE gives emphasis to SIP and principal leadership in ESDP IV (MOE 2010). According to the SIP Blueprint, school improvement program plan should be prepared on participatory base and be implemented under strong leadership of principals (MOE 2011). To improve principal leadership practices among others, Ministry of Education launched school inspection activities which focus among other standards to principal leadership duties in relation to implementing SIP (MoE 2013). The inspection manual contains principals' role in preparing 3years strategic and annual SIP action plans.

However, the Addis Ababa Education Bureau inspection report shows the existence of gaps in the area of principal leadership practices in implementing SIP (AAEB 2014). Moreover; CPD toolkit states that principals should support teachers to fully conduct CPD (MOE 2009) and issues of teachers' professional development should be considered in the 3 years SIP plan (MOE 2011). But, Reports from schools indicate the existence of ineffectiveness in implementing CPD and SIP (AAEB 2014). According to AAEB (2014) Addis Ababa Regional assessment of grade 8 students test achievement in science and mathematics is by far below the standard due to poor implementation of SIP. Regarding to the 4thNLA (2014), this problem is occurred among other factors due to failure of implementing SIP and gaps of exercising principal leadership. Though, ESDP IV gives wide room for the improvement of school leadership still problem is widely observed. Improving students' achievement remained challenging due to insufficient inputs which in turn challenged principal leadership practices towards SIP. Jeilu (2010) point out that school improvement is focused on improving instructional activities through improving input and carrying out proper processes in order to improve teaching and learning outcomes. Private schools have per amount contributions in this regard. Global experiences indicate the existences of different supports to private schools. *According to James (cited in Berhanu, 2003) different countries experience of incentive structure for private schools as follows:*

Countries like Bolivia, Brazil, Pakistan, Peru, Senegal, Japan, Indonesia, Kenya, Liberia, and the Philippines provide partial subsidy in the form of Cash grants, low rent buildings or shared facilities, assignment of additional Teachers and catering of free training services. Other countries like Jordan, Japan, Republic of Korea, Algeria, Italy, and Sweden provide relief from import Duties, exemption of property or income taxes, and also arrange low interest Rates or guaranteed loans and scholarships for needy students to allow them Attend schools of their choice. Belgium, Denmark, France, the Netherlands, Norway, the Unite kingdom, Germany, and Togo pay the salary of Teachers as well as provide some recurrent and capital costs to private Schools depending up on enrollment (p 11).

As a result, private education is becoming one of the biggest growing industries around the world. Furthermore, Stokes (1999) has underscored that private delivery of education is better serving the educational needs of the population in many countries than government led schools. For instance in Tanzania, Kenya, Chad and Zimbabwe the private sector has played a significant role in the advancement of education (World Bank, 1995, James, 1991). Berhanu (2003) indicates that private schools have a better quality and up to date school facilities; are more efficient in retaining children; have school disciplines, safe school environment and better school parent contact over the education of their children; are at a better position to exercise school-based management and are relatively free from bureaucratic administration tend to follow market ethics for customer satisfaction. AAEB (2014) annual report shows that the students' regional examination result in grade 8 is so promising. Students who are learning in private schools are scoring more than 90% average score of raw mark increasing from time to time. Private schools in Addis Ababa are scoring better results within challenges associated to lack of school land, poor credit opportunities, lack of proper incentives and excessive bureaucracy and unnecessary administrative interference.

The policy stated that “The government will create the necessary conditions to encourage and give support to private investors to open schools and establish various educational and training institution” (TGE, 1994). However; the investment policy, Regulation number 206/1995 is not encouraging for private sector investment in education.

Studies were conducted in the areas of school improvement program and leadership roles in implementing SIP by Dereje Haforsha, Abera Mekango and Seyoum Arado. All of them focused on rural and secondary schools. Regarding comparative study, one study was conducted by

Berhanu, (2003) in the area of school choices and policy response between public and government schools in urban Ethiopia and this was comparative kind of general survey of country wide. The focuses of the above studies were not principal leadership practices, opportunities and challenges of primary schools. In addition to this, comparative studies in this regard were not so far conducted in Addis Ababa. The other reason why the researcher prefers to conduct study in this area is the existence of problem in leading SIP; Annual reports of AAEB (2014) indicated the existence of gaps in this regard, particularly in the areas of principals' practices to implement SIP. Based on the rationale stated above, a current status of private and government primary school principals' to implement school improvement program in Addis Ababa need to be studied. Thus, the extent and reason of the existence of problem on one hand and differences and similarities of principals' practices, opportunities and challenges between private and government primary schools of Addis Ababa in implementing SIP on the other hand should be studied. In the process of the study the researcher would attempt to answer the following basic research questions:

1. What are the major leadership practices of principals in private and government primary Schools in implement SIP?
2. What are the major challenges and opportunities of principals in private and government primary school in implementing SIP?
3. What are similarities and difference between private and government primary schools principals in implementing SIP?

1.3. Objectives of the Study

1.3.1. General Objective of the Study

The main objective of this study was to investigate similarities and difference between private and government primary schools principals in implementing SIP in Addis Ababa primary schools.

1.3.2 .Specific Objectives

1. To examine the practices of private and government principals leadership in implementing SIP in primary schools.
2. To identify challenges and opportunities that private and government primary schools principals faced in the process of implementing SIP.
3. To assess the similarities and difference between the private and government primary school principals in implementing SIP.

1.4. Significance of the Study

The findings of this study would help primary school principals to get reliable information on how they are exercising principal leadership practice to implement SIP. Moreover, policy designers and other stake holders and education leaders would get scientifically investigated information on the status of primary school principal leadership practices, opportunities and challenges in implementing Sip. Thus, the researchers believe that the findings of the study and the forwarded recommendations would have the following contributions:

1. It may help the principals and other experts to use the possible opportunities to implement SIP and to improve their practices;
2. It may inform the policy makers and strategy designers the major challenges that principals face to implement SIP and also helps them to design mechanisms for improvement;
3. It may increase awareness of Addis Ababa Education Bureau, Sub-cities and woreda education offices about the principals' current status implementing SIP between the private and government primary schools;
4. It may enable the researcher to understand the status of principals on how they lead schools and to solve problems through research;
5. It may serves as spring board for further and in depth study in the area.

1.5. Delimitation of the Study

Delimitation of research study is narrowing the scope and focusing on the core and theme of the research problem, to the manageable size of realities. Consequently, though principals' practices are extended to the six Education Quality Assurance Programs the researcher attempted to

investigate the practices, opportunities and challenges of primary schools principals' effectiveness in implementing school improvement program taking grade 8 regional examination results as indicator of implementation of school improvement program and early grade literacy and numeracy status. Similarities and difference of private and government primary schools principals in implementing SIP is also the focus of this study.

Thus the research is based on comparative study; in selected private and government primary schools of Addis Ababa .It is obvious that the research could be more reliable if all the schools in Addis Ababa are represented because of time and cost constraints the researcher did not attempt to cover the entire population. The sampled sub-city is grounded on the very experience of the researcher. The sub-city that is taken as study area is the most populous, in terms of both schools and student population of 495,188 students currently learning in Addis Ababa government schools 99,957(20.2%) and 206,219 private schools 35,858 (17.4%) are found in kolfe keranio, the Sub-City that is taken as study area AAEB (2008E.C Quick Data).

1.6. Limitations of the Study

Limitation of research is work as some aspect that negatively affect the study, but over which they have no control. Any research activity requires availability of sufficient time and accessibility of the relevant materials in carrying out of the study. As any research this research may subject to bias and carelessness of the respondents, lack of time and finance to deal with large amount of data. Moreover, though they involved in this study as members of SIP and PSTA committee students participation in this study were not as sufficient as expected.

1.7. Operational and conceptual Definitions of Key Terms

Challenges: Personal (leadership) and institutional (school) variables hinder the Practices of Principals to effectively implement SIP (MoE, 2006; OECD, 2012)

Government school: Schools established, owned, financed and managed by Government and Operated on the line of the set procedures (Dereje Argaw, 2014)

Leadership: The behavior of an individual directing the activities of a group to ward Share division (Hemphill & Coons, cited in yukl, 2008).

Level Four: schools that are categorized under advanced standard set by Ministry of Education and be the center of excellence and sharing their best practices to other schools MoE (2013).

Level One: Schools that are categorized under below standard set by Ministry of Education and Need improvement or be out of function.

Level Three: Schools that are categorized under meeting proficient standard set by Ministry of Education and need further improvement.

Level Two: Schools that are categorized under basic, fulfilling minimum Standard set by Ministry of Education but need improvement.

Opportunities: Enabling conditions that principals have and could use to implement SIP.

Primary School: Elementary schools covering two cycles (Grades 1-4) for basic and (Grades 5-8) for general education preparing students for further education and training.

Parent-Student-Teacher Association: Executive committee formed to make decision on Activities and overall operations and services as a bridge between parents, students and teachers (Dereje Argaw, 2014).

Practices: - Activities carried out by principals to perform school improvement program (SIP).

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

Private schools: Schools came in to being following the proclamation of 2/1991 owned and financed by shareholders or individual.

School: Is a place where offering basic and general primary education to prepare students for further general education and training MoE (1994)

School Improvement Committee: Is a committee established from principals, teachers, Students, Parents, and non-academic staff to coordinate and evaluate School Improvement Program Implementation (MoE, 2006).

School improvement program: A distinct approach to educational changes that enhances Students outcomes as well as strengthens the school's capacity form managing improvement initiatives (Hopkins, 2005).

Stakeholders: Participants who are expected to be involved in planning and implementation of School improvement Program including teachers, principals, students, and parents and local community (MoE, 2004).

1.8. Organization of the Study

This study was organized under five chapters, in the first chapter background of the study, statement of the problem, research questions, objective of the study, significance, delimitation and organizations of the study together with operational definition of terms and abbreviation were stated giving general overview of the study rationalizing why the study is conducted importance and scope of the research. In the Second chapter review of related literature dealing with supporting the study with various sources and giving rational for designing work were fairly treated. In Chapter 3, design and methods of the study and ways of data analysis were stated. In chapter four, presentation, analysis and interpretation of findings had been elaborated and in the 5th chapter, summary, conclusions and recommendations of the study were forwarded .Finally, lists of references, questionnaires, interview and focused group discussion guideline were separately attached to the study. All other necessary appendicitis, were also attached as annexes to the back of the research.

1.9. Ethical Consideration

Efforts were made to make the research process professional and ethical. To this end, the researcher clearly informed to the respondents the purpose of the study i.e., purely for academic. As he stated its purpose in the introduction part of the questionnaire and interview guide to the respondents, the researcher confirm that subject confidentiality was protected. In addition, the study was based on their consents. The researcher was also not personalizing any of the response of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials used for this research were duly acknowledged.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

In this chapter general summary of concepts, contexts, facts, knowledge and understandings in the area of the topic of this study were reviewed. This was to widen the concepts by critically reviewing what scholars so far observed and expressed in the areas of leadership concepts, theories, practices, opportunities functions, skills of school leadership /principal ship/.

2.1. The Concept of Leadership

Concept of leadership is not easily defined in a single sentence using single idea. However; the concept revolves around one central issue that is achieving organizational goals through involving people directly and indirectly in the activities of organization goals attainment. This helps the effectiveness and wellbeing of the institution. Despite these facts, the term leadership is different thing to different scholars. According to (Tigist, 2015) the differences are grounded on leaders' abilities and personality traits. (Tigist, 2015;yukl 2008) pointed out the difference concept of leadership due to different focuses which are related to cognitive versus emotional orientation, individual versus group orientation, self-versus collective interest. Scholars like (Chemars, 1997; Mark Brundarett, 2003 cited in Tigist (2015) define leadership on the ground of influencing others. For them, leadership is getting work done through other people who understand and work towards organizational objectives. This is true for a number of scholars like (yukl, 1999) who defines leadership as inciting, supporting, inspiring, and encouraging building trust in the followers.

Thus leaders are expected to act as great king inspiring, great mother coaching, warrior aggressively doing things to achieve institutional goals, Medicine women nurturing the subordinates. This is directly related to making the followers to be committed. According to Pont et al, (2008 cited in Seyoum 2014) leadership is the ability of giving direction to the subordinates in order to achieve institutional objectives. Other scholars share this concept but emphasizing on stating and sharing vision. According to Wosenu (2006) leadership is setting clear vision and supporting the subordinates to have clear ideas on the set vision and working hard to change the vision in to reality. According to Huber, G.S, (2010) leadership is clearly identifying were is

to go how the followers facilitate conditions and going on the right way to get the destination. On this line principal leadership is setting and sharing vision and encouraging teaching staff to improve students' successes. On the other hand principal leadership is capacitating others (teachers) towards attaining the already set vision (Wallace Foundation, 2012)

2.2. Theories of Leadership

According to Musaazi, J.S.S. (1988) there is nothing as practical as a good theory. Hence, we have two successive goals with regard to: understanding the components that comprise theory incorporating this knowledge into the theory of leadership. Like any theory, leadership theory has to answer three key questions: what, why and how (Fiedler, F.F 1967) “What” refers to the constructs analyzed, or the target of theorizing; “how” explains the methods we use to create interrelationships between constructs of the theory; and “Why” represents the conceptual assumptions behind these relationships. Thus, in leadership theory the “what” represents the goal that the leader aspires to attain, the “How” explains the way the leader reaches the goal, and the “why” explains the reasons behind selecting this particular method for attaining the goal.

2.2.1. Transactional and Transformational Leadership Theory

2.2.1.1 Transactional Leadership Theory

Transactional leaders are leaders who have the capacity to communicate with self and others. Thus they need suitable conditions and prefer peaceful leaving. For this reason they are reactive to stimuli rather than proactively acting as transformational leaders Bass, B. (1997). Their creativeness is not strong. Thus they lacked the desired capacity to innovate and let others be innovative. Unlike transformational leadership style transactional leadership focuses on the link between the effort and reward. Leadership is responsive rather than proactive reward punishment and controlling of followers (Ibid). In the transaction leadership leaders are technical knowledge to determine changes. (Bass 1998) since they are not proactive their decision making role is less effective when we compare them with transformational leaders. According to Avolio, BJ and Bass, BM (1988) the concepts and characteristics of transactional leaders is contingent reward that based on rewarding followers up on their success. Thus they are passive laissez faire delaying decisions and reactive. This kind of leadership is not recommended to lead schools.

2.2.1.2. Transformational Leadership

Transformational leadership is centrally expressed as transforming institutions by being committed, supporting others to be committed, and facilitating conditions for changes and better future. According to Leithwood cited in Seyoum (2014) transformational leadership focused on building organizational vision, establishing goals, supporting and stimulating the followers, setting and materializing values expecting high performance and mobilizing the stake holders towards achievement of goals, applying the art of collective leadership styles. According to Barnett, K., McCormick, & Conners, R. (2001) transformational leadership is the capacity of leaders to influence others towards school transformation in a continuous manner. Transformational school leaders work towards empowering, supporting and persuading school communities and other stake holders to do their best in bringing the desired changes in schools. Generally it is related to improving and transforming schools. (Yukl, 1999; Awelu, 2012; Northouse, G. (2007) argue that transformational leadership is the way of creating conditions among followers and other stake holders towards changes and innovations in schools.

According to (Burns, 1978; Bass, 1985; cited in Tigistu, 2012) transformational leadership is motivating subordinates to perform beyond the expected outcomes by stimulating developing a higher collective purpose mission and vision. Bass and Alolio (2004) in Tigistu (2012) summarized transformational leadership as strong sense of purpose considering ethical conditions, giving emphasis to common vision, inspiring confidence to accomplish goals, motivating subordinates to be innovative, creative, committed, skillful and knowledgeable taking group dynamics and individual differences into considerations.

2.2.2. Behavioral Leadership Theory

According to this theory leaders are made not born. This theory focuses on the actions of leaders, not on their intellectual qualities. According to the behavioral theory leaders motivate and inspire people by helping group members. But also no each person to fulfilling his or her potential. The quality of behavioral leaders is their focus on ethical and moral standards (Jenniferd Nahrgang, 2011). According to this theory, leaders engaged in two categories of behaviors which focused on goal achievement and initiating, and motivated followers. The former is termed as structuring

behavior and the latter is consideration behavior is commonly shared by other leadership behavior.

2.2.3. Contingent Leadership Theory

Schools are full of controversies and problems challenging new ideas, new approaches to change unique ideas and the like. It is school leader (principals) that treat these issues accordingly (Morgan, 2006; Bush, 2007; Gamage, 2009; Liethwood et al, in Bush, 2007) further elaborate contingent leaderships as choosing proper strategies for various problems, designing appropriate mechanisms to maximize successes and taking risk to achieve the set goals. This leadership theory is suitable for principal leadership who should be flexible, adaptable, collaborative, facilitating both social and natural environment motivating and accordingly communicating and increasing commitment.

Contingent leadership is characterized by using contexts to deal with various situations on one hand and managing diversities in schools on the other hand. According to this theory particular style is not sufficient to treat all issues (Bush 2007, King, S. 1994,). In the same vein Lloyd, B. (1996) define contingent leadership models as not only treating diversity but as also giving attention to unique conditions of organizations the leaders according to this theory solve problems by using appropriate data taking proper remedial actions to deal with situations. Reflective, creativity and adapting to various situations are typical features of contingent leaders. Contingent leaders may violate rules to manage unusual conditions and consider contexts to deal with realities in schools. Commitment and flexibility are the two important characteristics of contingent school leadership. In the same vein Chemers (1997) defined contingency theory as designing strategies for different situation and not depend on similar behavior usually characterized by delegating authority. Flexibility is accepted as rational in human relation particularly in the field of modern leadership. Thus, conditions are to be treated based on situation. Based on these facts, scholars define situational leadership as flexible acts of leaders considering various situations. For example, Chandan (2004) point out that reason and situations governs the leadership activities. Different kinds of situations are found in schools and need different responses that consider particular and general situations. Particular and pre-determined leadership style is not applied in the situational theory of leadership because each situation has

its own cause, course consequences and solutions. Various situations are happened, due to various reasons, and need various solutions under various circumstances.

One of the Practices of principal leadership is empowering people on the line of school context which is directly related to sharing authority, delegating power, facilitating conditions for collective responsibility and allowing them to involve in decision making (Yopkings,2005;Tigistu,2014). Ubben and Hughes (1997) have similar idea regarding empowering subordinates. According to them, giving chances to school communities', teachers and students to contribute their ideas for the school improvement. They also express the importance of empowerment as paving ways for implementation of democratization in schools and developing the sense of belongingness.

2.2.4. Servant Leadership Theory

According to Greenleaf (1977) servant leadership is giving emphasis to the Clint and the needy. Thus it is the way of serving rather than leading. Scholars like Rost, J.C (1991) agree with this idea and defines servant leadership as serving first and leading later. For OECD (2001a), servant leadership is based on the modern principles of leadership, because the current values and beliefs of leadership are related to serving others. According to Ban, B. (1985)

Servant leadership is “a philosophy that emphasizes focusing first on others’ needs. Servant leaders are attentive to the growth and development of their stakeholders including employees, customers, partners and the community” a leadership document entitled leading by serving, has similar idea. For the document, servant leadership is customer focused serving first and then leading. In a much related manner, A.Gregory Stone, K. P. (2005) defines Servant leadership as the focus of leader to satisfy customers, stakeholders, subordinates etc.

Servant school leaders according to Frick and Spears cited in Greenleaf (1996) are those who care for customers, who initiate, capacitate, others and list to them and their main objective is to serve the subordinate and being exemplary to them This according to Lloyd, B. (1996) who take Greenleaf ideas which states leads to the conclusion of Leadership without service is less substantial, more ego-driven and selfish, instead of being community centered, altruistic, and empathetic and Conceptualization of everything in organizations is much important. This is even

more important in organizations like schools servant leaders focus on organizations achievement by using people who is respected informed, and committed. This is possible when the leader conceptualize organizational nature and set vision for the success of the organization, and making people to internalize the vision and act together for the realization of that set vision. This has paramount importance for school leaders. In relation to this Davies, B. (2008), rightly expresses the concept of conceptualization in relation to leading schools as “those who lead schools need to have moral depth and a well-articulated plat form for the moral work of learning in the school as well as a clear sense of how to engage teachers and students in an authentic process of learning”. In this study transformational leadership theory was taken as the focus area and contextualized.

2.3. Educational Leadership

2.3.1. Strategic Leadership

Strategic leaders lead contextually, conceptually and focusing on strategic issues. Davies (2003)stats Strategic leaders have a dissatisfaction or restlessness with the present conditions and thus they set their own strategic thinking, learning, building new mental models to frame their own and others’ understanding and also display strategic wisdom based on a clear value system. According to (Mintzberg, 2003; Stalk, Evans, and Schulman, 1992) Strategic leaders are not just concerned with managing the now but also with defining where the School needs to be in the future. The function of strategy is to translate the moral purpose and vision into reality. School leaders articulate the organization’s moral purpose, which can be considered as ‘why we do what we do’. The values that underpin this moral purpose are linked to the vision, considering ‘where we want to be and what sort of organization we want to be in the future’ (Bennett, 2000).

According to Davies B. J. (2005) Strategy is the means of connecting the broad activity to shorter-term operational planning and should be one of the focuses of school leadership and it is defining that medium-term sense of direction. This helps the leaders to stand back from the day-to-day activities of the school and look at the bigger picture and consider whole school issues look like and to be in the future. Understanding where the school is now, what might be called ‘seeing behind’, has to be accompanied by the ability of ‘seeing ahead’ to move the school in a new direction on one hand and balancing the understanding of what is possible and what is

desirable is the question of strategic leaders. If the school is to develop and be sustainable in the longer-term then it needs to develop strategic Capabilities, a term used by Stalk et al (1992), while Prahalad and Hamel (1990) refer to 'core Competencies'. These can be illustrated using the analogy of a tree, where the branches represent the short-term actions and the roots are the underpinning fundamental capabilities of the school. Examples of these would be: the fundamental understanding of teaching and learning rather than the ability to deliver the latest curriculum innovation; a problem-solving culture rather than a blame Culture for the staff; assessment for learning rather than assessment of learning. Creativity in problem-solving and team working are necessary to give the school deep-seated strategic capabilities or abilities.

2.3.2. Participative Leadership

Participatory approach is considered as logical frame to fully mobilize the people working in a given organization. Participative leadership helps school communities to develop common values shared vision culture of commitment and collective action towards goal attainments. (Bush 2007) collective decision making collaborative actions conceptually agreed upon activities towards schools effectiveness. Bass, B. (1990b) agrees with this concept for him, participatory leadership is characterized by transparency, mutual understanding, collective commitment and sharing managerial knowledge. Kieu, H.Q. (2010; Sarros, J.C., & Santora, J.c,2001) also express participative leadership as the process of making joint decisions or sharing influence in decision making by the superior and her/his subordinates. Thus it is believed that participative leadership increases the quality of decision making and is important for institutions like schools.

2.3.3. Instructional Leadership

Different authors' defined instructional leadership is perceived as the behaviors and actions taken by the principal so as to enhance learners' achievement growth (Leithwood, 1999). Regarding to this idea, George E.Pawlos and Peter F.Oliver (2008) states that, the instructional leaders have to play the following important roles in the schools. These roles of instructional leadership are as follows: program coordination, program evaluation, direct assistance, action research, curriculum development. Leaders of this era, have three major functions related to create vision persuading groups, to act together to attain institutional goals, and on impact on high achievement of the institutions (Letch wood and Rehl , 2003). When these functions are applied in schools, it is

principal who take responsibilities, to set school vision or share educational vision that is at ready set, and to expect students over all achievements. Thus principals have the role of providing instructional leadership through staffing, supporting, supervising coaching and play managerial role to maintain peaceful teaching learning process.

2.3.4. Commitments of Leadership

According to (Meyer & Allen, 1991) organizational commitment is composed of three components: affective commitment, normative commitment, and continuance commitment. Affective commitment refers to employees' emotional attachment to, identification with, and involvement in the organization; normative commitment reflects employees' feelings of obligation to remain within the Organization; and continuance commitment is based on the calculation of the cost associated with leaving the organization (Meyer & Allen, 1991; Meyer & Herscovitch, 2001). Allen and Meyer (1990; Meyer & Allen, 1991) argued that, while each commitment component reflects a psychological state related to continuing or discontinuing membership in the organization, the nature of these states differs. These organizational commitments are associated to leadership practices and working towards the effectiveness of the practices with high commitments and moral standards.

Commitments of leadership are directly related to practices of the leaders. According to Kouzes and Posner (2007) leadership practices are categorized under five areas such as: modeling the way, inspiring shared vision, challenging the process, enabling others to act and encouraging the heart. In a much related manner, Leadership Hand Book (2010) further elaborates leadership commitment in association with the above leadership practices. On this base aligning action with the shared values needs high commitment. Hence, committed to the shared vision by using all the possibilities and encouraging others to act on the line of shared vision is the center of leadership commitment. With regard to challenging the process leader should be committed to search innovative ways for improvement and taking risks. These leadership practices and commitment ideas are directly related to school principals because principals are expected to shaping vision for academic success, cultivating leadership in the stake holders, making instruction as effective as possible organizing schools data managing school communities

supporting students learning and over all achievements and general working to words over all changes in schools.

All these need to be leaders who are action oriented and committed human being (Heck, 2000; Wallace foundation, 2012 James M. Kouzes and Barry Z. Posner (2007) summarized the practices and commitments of leadership as follows:

Practice	Commitment
Model the Way	Clarify values by finding your voice and affirming shared ideals.
	Set the example by aligning actions with shared values.
Inspire a Shared Vision	Envision the future by imagining exciting and ennobling possibilities.
	Enlist others in a common vision by appealing to shared aspirations.
Challenge the Process	Search for opportunities by seizing the initiative and by looking outward For innovative ways to improve.
	Experiment and take risks by constantly generating small wins and learning From experience.
Enable Others to Act	Foster collaboration by building trust and facilitating relationships.
	Strengthen others by increasing self-determination and developing Competence.
Encourage the Heart	Recognize contributions by showing appreciation for individual excellence.
	Celebrate the values and victories by creating a spirit of community.

Adapted from: The Leadership Challenge, 4th edition, by James M. Kouzes and Barry Z. Posner 2007 by John Wiley & Sons.

2.3.5. Communication of Leadership

According to (Morzano waters and MC Nulty 2005, Bolman & Deal, 2002) effective principals establish strong links of two way communication with the school community. The communication should be holistic focusing on encouraging members to give feedback, communicating the status of the school, successes and gaps to the community. According to Leithwood L. Riechs, (2005) effective principals have the habits of positive and logical interaction with students, staff and parents on the planned but regular basis. Communication abilities of the principals are one of the determinant factors for encouraging school communities to be committed to their jobs. This is effective when principals, shared enthusiasm pass between

and commitment to the school Community (Steinbach, 1995) In the same manner Bolman and Deal (2002), Point out the success full principals as showing awareness to the need and aspirations of their Colleagues, Staff members, the parents, the students, Leithwood, (2006; McEwen, 2003) Further elaborates, the importance of principal communication relating leadership practices and success. They define leadership as a process that comes in priority directly after class room teaching as pivotal impact on pupils Learning School leaders enhance the process of teaching and learning implicitly and directly through their influential impact on staff motivation, dedication and working condition and working conditions through various interactions and communications. Communication is the most influential here. Walkeyet'al (2000) commented that principals' direct programs to create unity and consistency across the curriculum and achieve a common ground between the curriculum, teaching and learning together with their school communities they ensure that all students experience, are developed through effective communication. To the mind of the researcher, effective communication is the one that enabling conditions for school improvement program.

2.4. Practices of Principal Leadership

Principals have number of practices related to According to the Wallace Foundation (2012) principal leadership practices are categorized in to five areas:

2.4.1. Shaping a Vision for Academic Success of Students based on High Standards

This is related to developing school wide vision of commitment for the success of all students. This is generally setting and keeping standards for students' achievement. One of better practices of principals is working towards high students achievements (Wallace foundation 2008) this commitment is emerged out of high expectation of students' achievement. To materialize their high and positive expectation principals do their best in improving schools scaling up best practices working with stake holders and managing changes and innovation. In principle the 21st century leaders are visionary who create and communicate ones vision. The created vision should be accepted by the staff. Thus, principals should great vision of education sector. According to Chang (2005), vision, has strong power to motivate staff, to this end, principal are expected to share vision of the school to the school community and set strategies to increase the commitment of the staff to change the vision too action.

2.4.2. Creating Climate Hospitable to Education

This is related to creating an atmosphere in which students feel supported and be effective. To this end, principals support and motivate teachers to work hard to act together to less modern ways of teaching and facilitating students learning. According to GQEIP document maintaining peace, and security in schools, facilitating conditions for staff development MoE (2008). Making schools safe for students and staff, creating strong bondages with parents and other communities, democratization, the schools, data based actions and decision making is one of the practices of principals in schools that they are leading. One of the secrets of successful schools is related to community support. Community support can be maximized by the efforts of efficient principals. (Goff 2003) community participating according to Eman (2006) is one of the key factors for school improvement. This is when the community support schools by financing contributing innovative ideas effective community participation is depend on effective and persuasive communication facilitated by principals. According to Herrgreals et al, (2008) school leaders will increasingly need to lead out there beyond the school, as well as with in it, in order to maximize community involvement in schooling.

Principals are expected to change schools which is related to school improvement, that initiate commitment, improved instruction, increasing students participation, managing inclusiveness, and maintaining good governors (Wahlstrom, K, 2004;Hammond. L, 2007).Recognizing and managing diversity dealing with multiculturalism in schools (Sileshi 2015) sharing managing and transferring knowledge (Jonson 2001) are some activities related to school reform. According to (Swan, 2005) School leadership also plays a major role in education reform combining top down and bottom up ideas. While higher levels of the education system can provide policy directions for schools, their success is depends on the motivations and actions of leaders of the school level. Societies today may not be capable unless introducing innovation and changes and coping up with them. Innovating and managing changes need schooling that enables humans to be competent in this globalization era. Therefore, continuously changing and reforms are to be taken place. Changes are not realized without transformational leadership /changes demanding and change agent and who initiate school communities to be change accepted and of the major changes in schools are directly related to improving activities in the classroom.(Wallace Foundation, 2008) states that Changing the classroom situation demands,

effective communication with teachers, persuading them to materialize the teaching learning process which is one of the domains of school improvement program (Ganage, 2006). Principals are taken as change agents when they act scientifically for the implementation of school improvement. In relation to being change agent, principals are to implement SIP strategies with proper planning, staffing, giving emphasis to inputs, out puts and processes of schooling MoE (2011). Secondly, a change agents, is not only accept new ideas, reforms and innovations but be also champion of the change and creating change agents.

2.4.3. Cultivate Leadership in Others

Capacitating the school communities, communicating important issues to the teachers and non-teaching staff and students in schools and communities out of schools. Exercising collective leadership experiencing common decision making be aware about the school system, creating common areas of understanding on school culture, the set vision the stated mission and the developed values.

2.4.4. Improving Instruction

Modern principal leadership focus on making instruction effective. Thus principals design mechanism on how evaluate the effectiveness of instruction the teaching learning approach that directly contribute for students achievement. In the cause of improving instruction effective principals to be advantage of the collective culture they work to create in their schools. These become effective through planned supervisions services and continuously filling capacity gaps. Students learn better when there prior knowledge is widened and when their misconceptions are restructured and replaced by scientific ideas (AIR: 2014).Principals should know these realities and support students learning accordingly. According to Coleman et' al, (1966) quality curriculum and applying principles and methods of modern teaching are the two pivotal factors for better student learning. This is directly related to the learning teaching domain of school improvement program and this is effective when principals' properly support this domain (ACT, 2009). For instance it was pointed out in Wallace Foundation (2008) that principals are second to teacher in student rearing (Leu,2005 in Syoum,2014) accept this idea, and put his view regarding principal role in student learning achievements are the key implemental of instruction that encourage students to learn and be effective in their academic works.

2.4.5. Managing People Data and Processes

Principals know how to manage people systematically, how to make decisions using data and how manage processes by systematic follow up. In this regard principals should gather information, processing the information and analyzing data to have better ideas about situations in schools and making decisions.

2.5. Leadership Styles

Modern readership gives emphasis to human resources as determinant factors. Therefore, relationship between leaders and followers is the main focus of the field of leadership. Some of the styles considers the followers as subjects to be ordered others consider them as important and determinate factors for the effectiveness of organizations, still others, considers them as important but, refuse to interference. On these grounds, leadership styles are divided in to automatic, democratic and laissez-faire.

2.5.1. Autocratic Style

Autocratic leadership style exercises authority using personal interest taking his/her taught as the base for decision making. Thus, collective and consultative decision making is ignored in this styles. In this styles subordinates are expected to implement decision which are already made by the leaders (Dubrin 1998, Bahnywa, 2001). Leaders are interested in getting work done following their directions. This leadership style is characterized by arbitrary decision making, arbitrary disciplinary measures, (Yasut, 2008) aggressive behavior in communication, particularly with subordinates (Amare 2004), ordering rather than persuasion, faultfinding rather than supporting (Mullins 2002), focusing on completion of work and their supervision is depend on inspecting for how much work is done.

2.5.2. Democratic Leadership

According to Yusuf (2008) democratic leadership, is sharing authority, exercising shared and collective leadership. Democratic leadership is characterized by, coaching (Mullions, 2008) assertive communication (Dagim 2009), staffing Temesgen (2001), giving emphasize, to staff empowerment developing team work and creating collaborating. Any school community

willingly leadership is exercised. Democratic leadership is important, in creating sense of ownership, belongingness of both the teaching and non-teaching staff in schools.

2.5.3. Laissez – Faire Leadership

In laissez-faire leadership style the workers are free to exercise any activities based on their feelings, interest, commitment and attitude (Xubrin 1998). There is no person with full authority, direct management, and there is no clear objective set by the manager. In this kind of leadership regulations may not be implemented. Laissez – faire leadership is disadvantages, for all staff may not be committed to carry out one’s duties properly in the absence of controlling or coaching.

2.6. Leadership Skills

Now days running school and leading schooling need certain leadership skills. Good leader must be knowledgeable and skillful. School leadership should be a shared process involving school communities (students, teachers, parents and community at large) by inspiring and supporting them to work together (Budohi,2014).Of many leadership skills most authors mention commonly which are associated to technical, human and conceptual skills Wossenu, (2006).

2.6.1. Technical Skills

It refers to the proficiency and understanding of a Specific kind of activities usually carried out by technical workers or experts which involving process, procedure technique. It is primarily concerned with working things in the school setting. Griffin (2000) viewed as specialized knowledge, analytical ability to use tools and techniques of particular tasks.

2.6.2. Human Skills

Human skills 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 using interpersonal ability. Regarding to this skill Lucio (1962) noted that how he/she behaves with others, assesses his/her own strengths, lacks, successes and failures, determines the kind of skills he/she develops in working with others.

2.6.3. Conceptual Skills

Conceptual skill simply the ability to visualize the organization as a whole which enables the leader perceive and recognize the interrelationships of various factors operating within the total organization. These skills are used to help school leaders to create an environment and situation which can lead them to practice effective leadership role in their respective schools.

2.7. Principals' Professional Standards

Scholars like (Mceecdyaa, 2011, Kleinhenzetal, 2007) defined standard in the context of the required professional. Other authors also express standards as elements of professionalism and main issues raised in a given organization (state board of education in USA 2008). According to Allen and Mayer, (1990) standards are based on and judged in contexts, vision and values, knowledge and understanding and personal qualities and interpersonal skills. Still other scholars define standard in the context of strategic, culture, human resource, and context related to these. Taking these realities into consideration, and contextualizing educational issues and school related leadership activities, define principals' professional standards. With regard to principal professional standards, many authors state relating the standards with the major duties and responsibilities of principals, for example defines principals' professional standards, as stating functions of principals in a well-organized manner. In the same vein the manual 2015 standard professional standard. Of school principals is nothing, but stating principals leadership role as well organized manner. The source further points out this relating professional issues, knowledge and personal qualities of principals. For him, principal professional standard is the introduction and enforcing mission and value, professional knowledge and understanding, and personal qualities and inter personal skills. The same source further elaborates, professional standards of principals relating principals practices in relation to school improvement program activities, such as, leading teaching, developing self and others, leading improvement, innovation and change, leading the management of the school, engaging and working with the community.

According to Wallace foundation (2003), professional standards of principals are based on seven areas which are summarized as follows: Strategic planning which is related to share vision that helps students to be successful, challenging the status quo seeking new ways of accomplishes tasks, mobilizing stakeholders. The second consideration is exercising instructional leadership,

this standard is focused on the classroom activities, teaching and learning, assessment techniques, student centered activities capacitating teachers and making them ready for the successful instruction. The third standard is exercising cultural leadership, which is related to maintaining and promoting good school culture changing, shaping and re-structuring of bad school culture which helps the school to be improved, transformed and helping students all over achievements. The fourth standard is related to human resource leadership. This standard takes human elements as pivotal for changes, reforms and improvement. Thus, it focuses on creating learning communities; continuous, knowledge, skills and attitude improvements, effective interpersonal communication, exercising good governance. The fifth one is Managerial leadership. According to Bush (2008), managerial leadership is task oriented of the leaders. That is when the leader is hard worker task oriented and being exemplary in action, others are encouraged to carry out their proper jobs and then organizational goals can be achieved. It is focuses on hard working but lacking focus on setting and sharing vision. The sixth standard is related to external development leadership which focuses on designing structure where by community involvement and ownership is maintained. The seventh and last standard is micro political leadership. This standard gives emphasize to building system, managing diversity, considering ideological issues. Thus, this standard encourages the principals to create school improvement team, to take feedback as resource for improvement designing transparent system. All these standards are in one way or another related to principal practices to implement school improvement program.

The Ethiopian national professional standards of principals, also considers duties, responsibilities and their crucial roles. Thus, the standard revolves around the international standards stated above. According to MoE (2013) the standards considers five major areas, such as: leading and facilitating vision of learning, developing and managing school community relation, leading and managing learning and teaching and leading and developing individuals and teams, and leading and managing school operations and resources .All the standards are directly and indirectly related to principal practices to achieve school improvement program.

2.8. Leadership Development in Ethiopia

History of school leadership and management goes back to the time of emergence of schools and education system. According to Edessa (1990) principal ship was formally sorted in USA in the

year 1515 with the duties of supervising teachers. According to Edessa (1990) and Seyum (1996) history of principal leadership was traced back to the beginning of church education in the 4th century A.D. both the instruction and leading instruction was traditional and commanding until the opening of menelike2 school. The leaders Tigistu 2012)1960s was the time when two remarkable changes took place in relation to issues of principal leadership in Ethiopia. Most of the Ethiopian schools began to be managed by the Ethiopians and the 1st degree in pedagogy become the criteria to lead school.(MOE 2002) In 1970s, graduates in school administration and pedagogy began to lead secondary schools. According to MOE (1999) the principal profile is clearly stated that to be principal of elementary school first degree is set as criteria. Standards are also set for school principals (MoE, 2010).

2.9. Concept of School Improvement Program

The concept of school improvement program is slightly different for different authors, but focusing on students' all rounded achievements. MoE (2004) defined SIP as the process of performing activities towards improving teaching and learning. According to Habtamu (2014) school improvement program is the means of making schools the safe place for learners, facilitating conditions for students; participation and improving instructional quality. This concept is logical because Schools are naturally to be the safe place for learning, the place where human right and good governance are to be implemented, the place where young generation acquire knowledge, develop general and life skills ,develop logical and universally accepted and country wide values and dispositions. It is also the place where continuously learning and professionally capable teaching and administrative staff are continuously be capacitated and being competent. These general realities are to be considered when issues related to school improvement program are raised. On these grounds different other further put their ideas with regard to SIP. According to Jeilu (2010) school improvement is focused on improving instructional activities through improving input and carrying out proper processes in order to improve teaching and learning outcomes (students' result). According to Abera (2013) school improvement is improving overall capacities of schools and making them Centre of changes and reforms which help students over all achievements. Thus its very idea is improving and modernizing school culture these ideas are boldly expressed in (MOE 2005).According to the source; school improvement is equipping schools with necessary input, capacitating the staff,

improving school efficiency and improving the learning conditions which help students' achievements. According to Hussen and Postlethwore (1994), the purpose of most school improvement policies is improving the educational process that includes instruction or subject matter which are directly linked to students' achievement such as: school climate, staffing, and school organization.

2.10. Domains of School Improvement Program

The concern of SIP is students' learning and achievements. According to MOE (2007) school improvement program is developed based on the result of the review of the best practices of the schools all over the country. School improvement program usually deals with domains that support student learning achievement through improvement of classroom activities, stake holders' participation, hospitable school climate and proper leading. The main focus of school improvement domains are related to scaling up of best practices. On this base school improvement program consists of four domains associated to teaching and learning, safe school environment, school leadership and management and community participation in supporting schools Muasbach, J. N. and Mooney, J. N. (2008). School improvement domains are central issues for improvement of effective schooling processes to support students learning outcome. It serves as a frame of reference coordinating activities, planning, monitoring and evaluation MOE (2006) and ACT (2009) to improve school tasks. Since it is focused on improving quality of education and students all over achievements. Thus the SIP domains are vary from country to country based on their priorities of implementing quality of teaching and learning and effective schooling. However the four domains are common in many countries they describe the essential characteristics of an effective school (ACT, 2009). The current Ethiopian school improvement program is based on the four domains stated above MoE (2006, 2007).

2.10.1. Learning and Teaching

Facilitating learning that helps students over all achievements of pupils is the major aim of schools. (Hopkins, et al, 1994) argue that effective activities in the classroom ultimately make a difference in the mind of the learner, and affect knowledge, skills, attitudes and the capacity of pupils. In the same vein (Sammons et al., in Harris, 2005) point out that quality of teaching is at the heart of successful schooling Student and teacher related factors are among the major

classroom conditions that influences teaching and learning (Hopkins ,2001). According to Clark and Starr, (1967) cited in Kinde (2014) teaching learning domain is important in the areas of adjusting methods to meet students 'needs, and selecting instructional strategies based on individual differences. Making teaching learning Teachers need to have an adequate academic and professional knowledge. Besides, they are required to apply appropriate teaching methods that help in teaching large and diversified classroom. The preparation and utilization of teaching aids from locally available materials is another concern of teachers. Therefore, in order to get teachers in such position, their appointment will be made in such a way that their qualification could fit with the level they are teaching (MoE, 2007).Assisting student learning or the teaching learning domain in schools is one of the key practices of principals. This practice is also related to curriculum issues (Heck, 2000;Leiithwood and Riechl, 2003;Shelton, 2011; Russell, 2000) express practices of school principals in the area of supporting students learning as supporting instructional activities, monitoring students activities and facilitating conditions for student centered activities in the classrooms and increasing students' academic related activities out of the classroom.

2.10.2. School Leadership and Management

Leaders are capable persons who influence the followers, setting vision and achieving intuitional goals. According to Halbert (2009) school leaders are responsible to setting vision, developing direction towards school effectiveness. In the same vein Harris and Muijs (2005) effective leaders are characterized by providing vision, setting clear direction and enabling others to act on the line of the set vision and achieving institutional goals for Pont et al, (2008) educational leaders works towards policy implementation, who facilitate conditions for students all over achievements. Most scholars give wide room for leaders' goal setting and achieving the set goals through persuasion of others. For instance waters, et al, (2003) argue that school leaders should pay attention to setting goals for school effectiveness, and reading the process based on reliable data which initiates changes and improvements. This need deep analysis of identifying the existing gaps and set priorities for improvement staff and other stakeholders are to act together focusing on the identified priorities. Different authors agree with the above ideas. Day et al, (2010) cited in Seyoum (2014) state the role of school leaders to improve schools that, the school leadership and management domain are concerned with communicating a clear vision for school

establishing effective management structure. This domain gets considerable attention in the current school improvement program in Ethiopia MOE (2004 E.C).

The current school improvement program in Ethiopia gives emphasis to school leadership, considering on preparing strategic plan and continuous evaluation of school vision going hand in hand with professional appraisal and professional capacity building consistency based activities, values, code of ethics. This domain also focuses on, leadership behavior that take date based school improvement program. Leaders also facilitate conditions for external validation collegiality and creation common values are also considered unique character of this domain is the creation of accountability for students' low performance together with participatory decision making involving student representative SIP committee. The other feature of this domain is, properly handling and using legal manuals and guidelines, including gender, inclusive positive discipline and ethics focused guidelines on one hand and human and material resource management on the other hand. Giving emphasis to communication skills that enable school communities and stake holders to create common areas of understanding towards school improvement and students all rounded achievements.

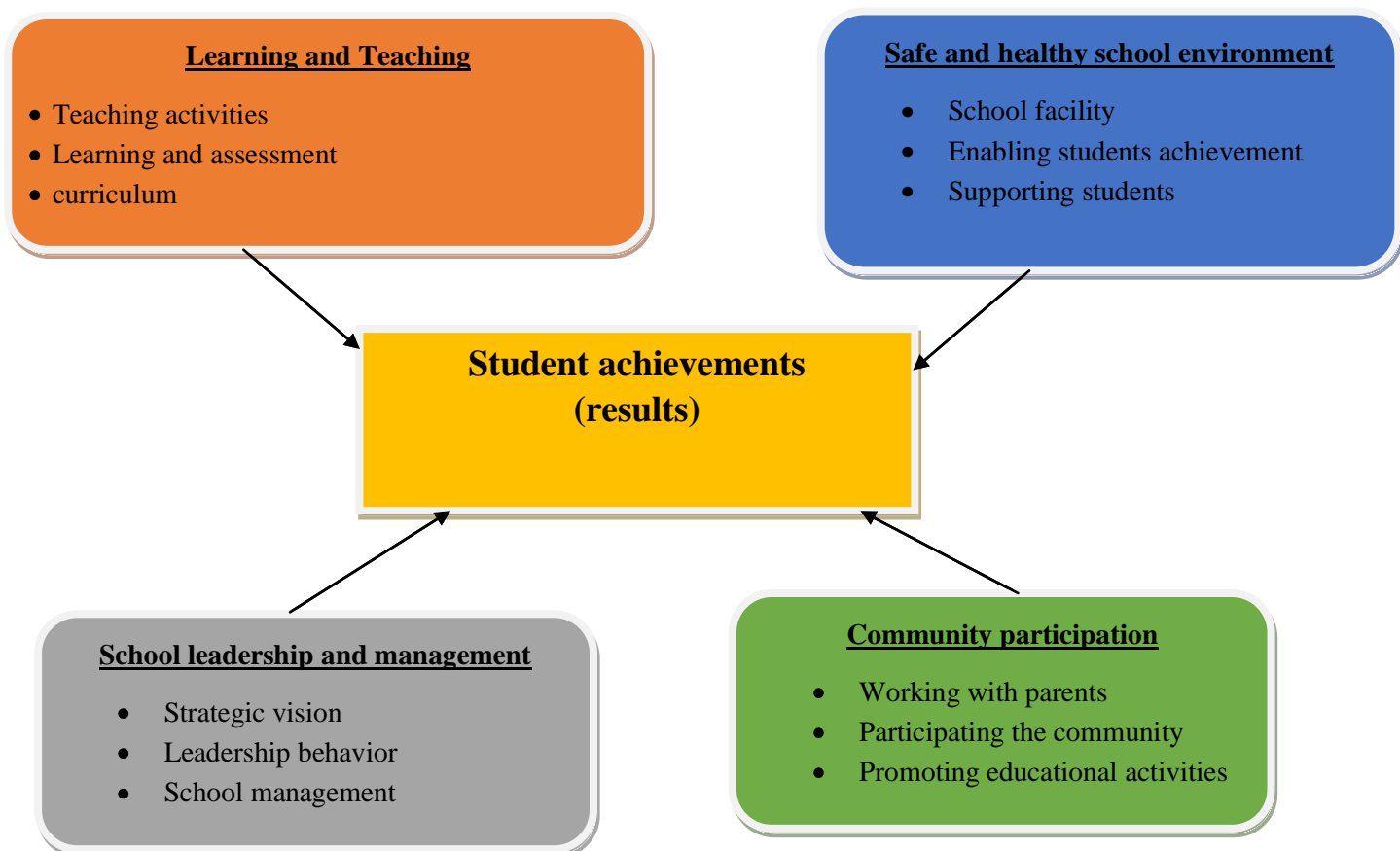
2.10.3. School Community Involvement

Better schools are schools those supported by community. According to MOE (2006) effectiveness of schools is depend on the level of community support. Therefore for input improvement, and improving process and have positive impact for out puts (MOE, 2010). Thus, According to Assefa (1995) cited in Seyoum, in the schools where community participation is high, schools achieved their goals better, student participation is increased, school leaders get managerial support from PTA, fund raising is facilitated. Therefore, community involvement is so important and takes considerable position in the Ethiopian school improvement program. This partnership is shown in the form of participating in school meetings and continuously checking the works activities given to their children, giving proper information to the schools. The other element in relation to strengthening students horning achievement. This shows as that students related reports are to be evaluated by school communities and parents. This helps the schools to have better data, indicating the status of parental participation. The other focus area of community involvement is cooperativeness, in the areas of developing agreed up on guidelines,

creating strong bondage with various organizations and promoting what are achieved by the school and clearly indicating the need of the school.

2.10.4. Safe and Healthy School Environment

According to Hopkins (2001) classroom conditions, participatory planning and decision making process working towards goal achievement giving equal attention to all activities in schools, achieving the intended curriculum, and generally focusing on students effectiveness in all aspects. This domain focuses on students' empowerment, over all support, facilitating conditions for students' achievement and increasing their capacity of decision making, increasing self-awareness and developing life skills (MoE, 2006).



Source: MoE (2007:3).The School Improvement Framework.

2.11. Stages and Cycles of School Improvement Program

2.11.1. School Improvement Program Stages

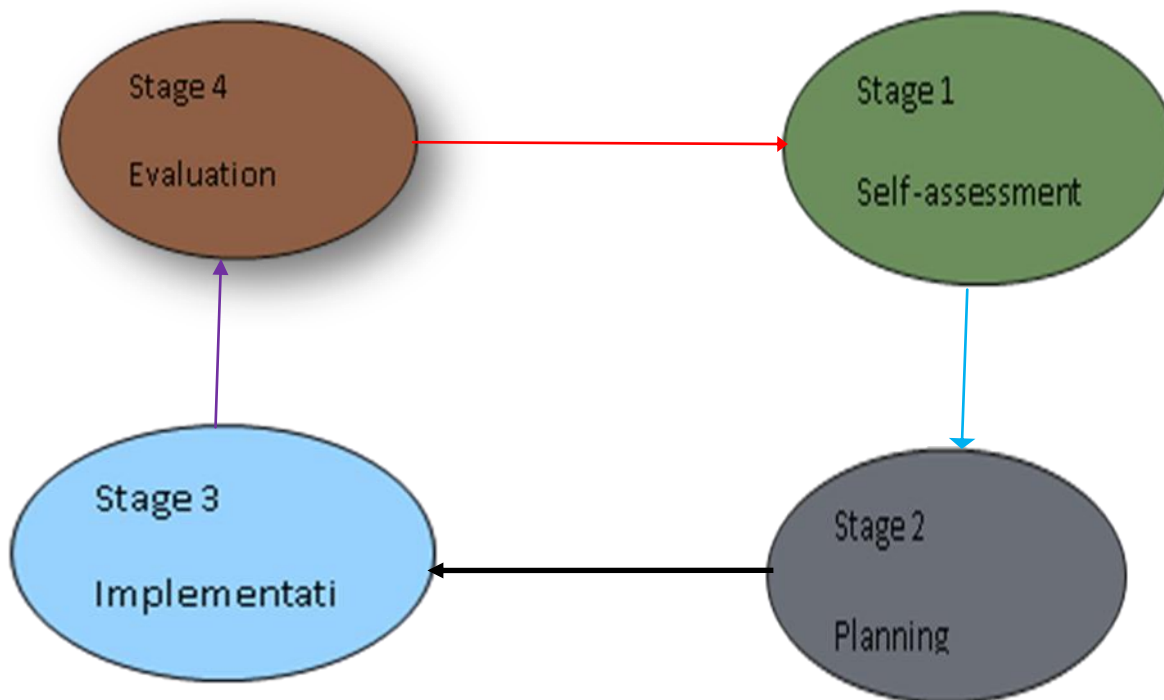
The school improvement program has principle based stages. The stages should follow its own steps. According to MOE (2010) in Ethiopian contexts, the SIP has four phases following its own stages starting from self-assessment and ends by evaluation. These stages are:

Self-assessment: The first stage of the SIP cycle is started by collecting information on the bases of the 24 standards set in the current STP framework. The information to be gathered is based on domains of school improvement program. The information should be gathered from teachers, non-teaching staff, and parents. Manuals, guidelines and other materials prepared to support SIP implementation are also considered. This Stage can be taken as pre-condition for the next (second) stage.

Planning: In this stage the three years SIP strategic plan and annual action plan are prepared and taking the information gathered in the 1st stage as back ground. According to MOE (2004 E.C) the second stage of the SIP is focused on analyzing information gathered during the first stage. Priority areas are identified in this stage. The priority areas are considered to take action step by step in this stage the annual plan and the 3years strategic SIP plan are begun to be implemented. The entire activities take place is carried out by the SIP committee.

Implementation: The third stage is implementation stage. The implementation of SIP is based on the identified priorities, the prepared strategic and annual plan, interconnecting the four SIP domains. The school improvement committee should work hard to wards implementation of both annul and strategic plans.

Evaluation: The 4th stage of SIP is monitoring and evaluating of the implementation of SIP plan in the presence of woreda education experts, cluster supervisors and the school improvement committee who are responsible for the evaluation of strategic and annual SIP plan.



Source: MoE (2010). Stages of School Improvement Program.

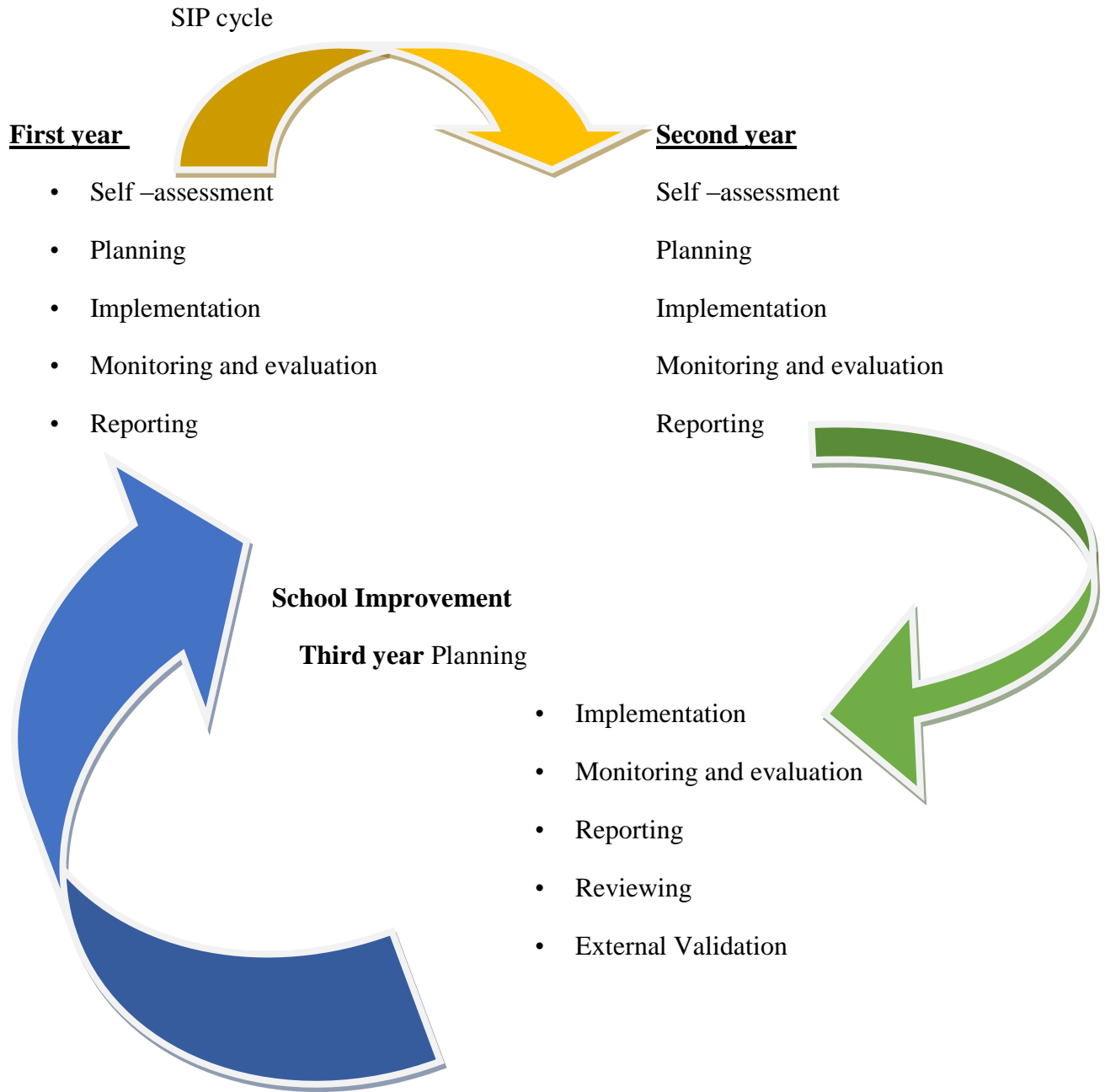
2.11.2. The School Improvement Cycle

According to Act (2009), MOE (2004 E.C) and MOE (1999 E.C) school improvement has its own continuous and cycles. The school improvement program starts with self-assessment-planning and reporting the activities related to SIP. All these stages are implemented every year and the process is continuous or cycle in nature. MOE (2004) states that, SIP activities take place based on the prepared strategic and annual action plans. These, activities are set for each year accordingly:

In the 1st year, SIP committee is organized and design mechanism on how school improvement program will be effective. System survey is conducted based on the status of the four SIP domains. This is followed by preparation of the 3 years strategic and annual action plans. Mechanism is designed on how both plans are implemented. Thus, implementation is continued Monitoring and evaluation is conducted on regular bases usually by SIP committee. Implementation and the status of SIP are reported.

In the 2nd year SIP cycle should be started by evaluating the general performances and gaps of the 1st year implementation. Then, strengths and weaknesses are identified. Priorities will be given to the weaknesses on one hand and activities that did not implemented in the 1st year on the other hand. Then, annual self-assessment, planning, implementing monitoring and reporting are continued.

In the 3rd year, all the second stage activities are implemented. The only unique character of the 3rd year is external validation.



Source: MoE (2007:4).School Improvement Framework.

2.12. Challenges of Principal Leadership in Implementing SIP

SIP is very complex that it might be hindered by various impediments that challenge the implementation (Stoll and Fink, 1996). These challenges include complexity of the program, mobility of teachers, lack of coordination on the behalf of principals' problems and sustaining commitment, low support form top level officials and lack of involvement of the stakeholders. Duffie and Balkon in Marzano (2003), also suggest that, in South Africa the initiative of SIP was faced by lack of material resources; limited capacity of educational leaders; poor participation and lack of safe environment. Moreover, Harris (in Hopkins, 2002) has noted that the difficulty to change school management and working culture as problem to the SIP in developing countries. Similarly, McEwan (2003), argues that major factor challenges school leadership in implementing SIP: lack of vision, will and courage, support from top authorities, sufficient time, skilled principals and personal characteristics of the principals which affects their decision making process and their style of instructional leadership. According to MoE (2007), the major challenges of school improvement program is: lack of commitments of school leaders, stakeholders' participation, conducive environment in school and educational input. Factors negatively affect the proper practices of principal leadership to implement SIP are associated to leaders and school related variables.

2.12.1. Leadership Variables

2.12.1. Educational Background

Educational background is one of the determinant factors for leadership effectiveness because the skills are based on educational status of individuals technical, human relation, conceptual, and sub-concepts of these, communication, decision making, supervision, etc. schools are based on the kind and level of principal educational backgrounds. OECD (2012) skills that manage behavior, determine technical abilities. Thus, educational background of the principals determines participatory leaderships among students, teachers and supportive staff (MOE 2006 E.C). Conceptualizing the school culture, and schooling, public relation, empowering school communities setting priorities etc. are founded on principals' educational backgrounds among other factors.

2.12.1.2. School Leaders Experiences

School leaders need teaching experience, which is the base for being instructional leadership Lockheed and Verspoor (1991) managerial experience as club – coordinator, department heads which helps her/him to deal with challenges from students and teachers in most cases and parents and other community members in the other cases. In any case experience is one of leadership related variable that affect principal leadership.

2.12.1.3. Lack of Commitment of School Leaders

According to (MoE, 2007) Most of the school principals did not get adequate trainings in the areas of educational and school leadership. Those who are trained were also not effective as it could be in leading the schools. This had its own negative effects on setting vision and coordinating the school community to meet school improvement goals.

2.12.1.4. Lack of Stakeholders Participation

In school improvement program strategic planning need stakeholders’ participation in reality stakeholders’ participation is not as to be. Therefore, SIP strategic plan, schools vision and mission were not clear to the respective stakeholders (MoE, 2007).

2.12.2. School Related Variables

According to MOE (2006E.C), school effectiveness particularly school improvement program are affected by input, processes and out puts. Inputs such as school facilities, adequate budget, are some school variables that affect principal leadership effectiveness (Monk, D. H. 1987).

2.12.2.1. School Size

The size of school is one of the determinate factors for the implementation principal leadership. The larger the school, the more challenging for the principals to lead that school. In small size school interpersonal relation, student centered practices, group development, etc. are better. According to Lee (2000) argued that for elementary school the optimum size seems to be about 250 to 300 students.

2.12.2.2. Decision Making Culture of the School

According to Abebe, Ketema Kasahun and Tadesse (2008) decision making culture of schools can contribute for the success or challenges of school principals. According to the same source in schools where conflict resolution and decision making culture is better decision making is one of the areas where principals are challenged and this was proved in the study conducted in Gambella regional state.

CHAPTER THREE

3. THE RESEARCH DESIGN AND METHODOLOGY

The purpose of this chapter is to view general ideas about the research design and methodology on which the study is based. Generally, the research design, methods of data collection, sources of data, sampling and sampling techniques, tools of data collection, procedure of data collection, methods of data analysis, validation of the collected data and triangulation were treated keeping their logical sequences and procedures.

3.1. Research Design

According to Best and Kahan (2005), Descriptive survey design is appropriate to describe conditions that exist, opinions that are held, and processes that are going on, trends that are developing. Moreover, descriptive survey research design makes possible the prediction of the future on the basis of findings on prevailing conditions. In line with this, Jose and Gonzales (1993) state that descriptive survey research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Thus, the design was preferred on the ground that practice opportunities and challenges of principals in implementing SIP are better perceived from the opinion survey of the school leaders and stakeholders. For this very reason descriptive survey design was used in this study.

3.2 The Research Method

According to Creswell (2003) research method is the choice of research approach (quantitative, qualitative and/or mixed) based on the nature of investigation. Quirk (1979) stated that the design and methodology of a research is determined by the purpose of the study. This study was aimed at dealing with comparative study of principals' implementation of school improvement program dealing with differences between government and private primary schools of Addis Ababa focusing on examining principals' effectiveness in implementing SIP. The study also considered, the principals commitment, communication status, exercising leadership practices to fully implement the SIP domains. To get relevant data for the study both quantitative and

qualitative research methods / approaches/ were used. Scholars like McLaughlin (2001) agree with this idea, qualitative approach helps the researcher to get data which may not gain through quantitative means. Therefore in this study, a mixed versus survey employed so as to collect extensive data and used to confirm findings from different data sources though triangulated data instrument and consequently to draw valid general conclusions.

3.3. Sources of Data

Relevant data for the study were generated from both primary and secondary sources. The primary sources of the study were key informants from sub city including Woreda education office heads, cluster supervisors, principals, vice principals, department heads, senior teachers, students, PSTA and SIP committee members. These subjects were taken as primary sources for they are directly participated in school implement program and having better ideas about the practices, challenges and opportunities of principals to implement SIP. Moreover, information were collected from secondary sources such as: documents related to three years strategic and yearly SIP action plans, reports, checklist, records, student rosters focusing on grade 8 regional exam results, magazines and brochures that state the vision, mission, goals and manuals prepared for supporting SIP implementation.

3.4 Sample Population and Sampling Techniques

To obtain reliable data for this study different sampling techniques were used. The study area was purposely selected. Factors that were taken as rational to focus on the selection of the study area, Kolfe Keranyo sub –city were; the sub-city’s low performance in achieving educational practices. AAEB (2005, 2006 and 2006 E.C) reports showed that the sub-city was the least performing in overall educational activities for the mentioned reporting years. Moreover, the report indicated that no grade 8 students were praised by the Bureau for they scored 90% and above in grade 8 Regional Examination results in raw mean score from the sub-city like other sub-cities. The second reason was the experience of the researcher that is living and has been working there for more than ten years and has the exposure to both government and private primary schools activities. Thus, the researcher believed that it is possible to get deep and sufficient data and integrating experience. The third rational for the preference of the sub city as

study area was its capacity to represent both the border and inner sub cities. It borders Oromiya regional state in the west and south west and two inner sub-cities Lidata and Addis ketema sub-cities in the east and north east sharing the features of both rural and inner city. The forth reason why the sub-city was taken as study area was its width having 15 woredas (about 13%) of the total Woredas in Addis Ababa. No sub-city consists 15 Woredas except the sub-city under study and it is also ranked among having the most populous in primary school student number (AAEB 2015/2016). In addition, the sub-city is inhabited by large population, diversified culture that could represent the whole city.

With regard to the school sample, currently there are 26 government and 101, private schools in the sub-city. Of these schools the researcher took 18 government and 26 private primary schools as population of the study. The rational for taking the schools as population of the study were their involvement in SIP implementation for five years. This was to check the performance of those schools that have better experience in implementing SIP. Moreover, the researcher intended to relate 5 years grade 8 regional examination results with implementation of school improvement program and early grade reading and numeric ability.

MOE (2013) introduced new ways of school classification based on their performance through inspection. According to this strategy schools were classified based on their status in terms of input, process and out puts. In accordance with this, kolfe keranyo education office, inspection department together with the woreda inspection experts, measured the status of both government and private primary schools (2016). According to Kolfe Keraniyo report (2016) the school classification of 18 government schools 4 were categorized under level 3 and the rest 14 were categorized under level 2. This level was given for every government and non-government schools by Addis Ababa City Education Quality and Regulatory Agency through inspection. Out of 26 private schools 8 and 18 were categorized under level 3 and 2 respectively. The researcher decided to take the sample from the schools those categorized under level 2 and 3. This is to deal with schools found at different levels considering their categories which is believed that, it helps the researcher to compare their performance in implementing SIP. For this reason, the researcher took the schools which categorized under level 2 and 3 as population of the study. Thus, 2 (40%) government schools out of 5 that leveled under 3 and 2 (15.38%) schools out of 13 leveled under 2 and totally (22.22%). And 2(28%) out of 8 private schools that leveled under 3 and 2 out of 28

(11.11%) that leveled under 2 totally 4 (15.38%). In this regard, Gay and Ariasian (2003) state that the sample of 10% to 20% of the target population is often used in descriptive research for large population. Thus, number of principals, vice principals, teachers, department heads, PSAT and SIP Committee members were directly taken from 4 government and 4 private primary schools were selected. Principals and vice principals of the sampled schools were selected through availability sampling. Teachers and department heads were selected through simple random sampling techniques and the others were selected using purposive sampling techniques

Table 1: Target population and sample size

Types of respondents	Target population		Sample size		Sample population in percent (%)		Sampling techniques	Data gathering instruments
	Government	Private	Government	Private	Government	Private		
Teachers	397	75	80	32	21.15%	42.67%	Simple random sampling	Questionnaire
Principals	4	4	4	4	100%	100%	availability	Questionnaire
Vice principals	12	6	12	6	100%	100%	availability	Questionnaire
Department heads	32	32	16	16	50%	50%	Simple random sampling	Questionnaire
SIP committee members	28	28	7	7	25%	25%	Availability	FGD
PSTA members	28	28	7	7	25%	25%	Availability	FGD
Woreda education office heads	6	6	2	2	33.3%	33.3%	Availability	Interview
Cluster supervisors	6		2	2	33.3%	33.3%	Availability	Interview
Total	513	179	134	80	48.71%	52.97%	Simple Random and purposive	

As stated in the above table 80 (21.15%) of government 32(42.67%) of private school teachers were taken as sample population of the study; 4(100%) of government 4(100%) private school principals; 12 (100%) government 6(100%) private Vice principals and 16(50%) government 20(62.5%) private Department heads. Similarly 7 (25%) government 7(25%) private SIP committee members; 7(25%) government 7(25%) private PSTA members; 2 (33.3%) 2(33.3%) Woreda education office heads and Cluster supervisors 2 (33.3%) 2(33.3%) were taken as subjects of the study.

3.5. Data Gathering Instruments

Proper instruments of data gathering in any scientific investigation help the investigator to get reliable information that enable him/her reach concert conclusions. Data gathering instruments are based on the research approach which is either quantitative or qualitative or the mixed approach. Since this research method based on descriptive survey (mixed method). Instrument of data collection for the study were questionnaire, semi-structured interview, focused group discussion, and document analysis.

3.5.1. Questionnaire

Both open and close ended questionnaire were prepared and distributed to 8 principals,18 vice principals, 112 teachers and 36 department heads who have rich experience in the sampled schools. Those respondents were carefully selected as sources of information. Questionnaire was used to get information freely from individuals for it enables individuals to express responses that they do not want to express orally Npeveen (2007). This is true particularly, in the view of open-ended questions. Thus, open-ended questionnaire was used to get the respondents extra and unique views. Close-ended questions were used to get realities as their natural setting, and to easily tabulate and analyze using descriptive statistics relating responses to one of the research approaches. The close-ended parts of the questionnaire were presented to the respondents to use likert scale method of rating and the respondents are expected to express their degree of agreements on five scales to be chosen under the given degree of agreement which they view as relevant scale. The questionnaire contains two main parts, the background information and the main part which contains questions that can show realities related to the research questions.

Consequently the extent of principals' practices, challenges and opportunities in implement SIP differences and similarities between private and government primary school in performing the implementation of SIP.

3.5.2. Interview

According to Earl (1990) interview has two main importance. First, it helps the researcher to get deep ideas which are in the mind of the interviewee. In this case, the researcher can get additional ideas or ideas which are not clearly forwarded through questionnaire. Interview can also help to counter check data obtained from other instruments. Taking these realities and considering the research method, interview was used as one of data gathering instruments for this study. Therefore, to get information about principal ship practices to implement SIP in the study area, two Woreda education office heads and two cluster supervisors were interviewed. Their ideas to the semi structured interview questions and expressed additional views in relation to the topic under study. The interviewees were selected for the responsibility they have to lead educational activities including schooling on one hand and support and enforcing principals to lead schools on the other hand. Moreover, they have better ideas about the issues raised in the research questions.

3.5.3. Focused Group Discussion

The third important data gathering instrument for this study was focused group discussion (FGD). This data gathering instrument was selected by the researcher believing that valuable information about issues rose in relation to the topic under study. The discussion also aimed at getting information that was not sufficiently addressed through other instruments. Thus it help to supplement ideas obtained from other instruments and also to increase the validity of the total data; because by its very nature FDG helps to get multiple viewpoints which are commonly expressed, contradicting ideas which help the researcher to look deeply. Stewart (1998) considering there realities, semi-structured questions were prepared and presented to PSTA members and SIP committee members. These groups were selected based on their direct involvement in the process of SIP under the motivation of principals. Thus, they have wide exposure and deep understanding about the practice and challenges of principals in the areas of implementing SIP.

3.5.4. Observation

Observation was also used as source of data. Consequently, the researcher observed the overall school activities in relation to principal practices to implement SIP, school priorities, vision of the schools, school grounds, pedagogical centers, libraries ,toilets and availabilities of water and other related facilities. Moreover, class room conditions and students actives were critically observed focusing on early grade reading and early grade mathematics because achievements in these areas taken as quality indicators at international level. Moreover, student's achievement in this regard is related to performing the learning teaching domain. As observation was conducted to check the status of physical environment to identify for how much the schools are safe for students, the leadership activities in relation to setting vision and leading SIP and as analyzing documents to have clear idea about school community relationship. To check the implementation of the teaching learning domain class observation was conducted. The reading and mathematical ability of students of early grades (grade 2and 3) students were checked in two schools one government and one private

3.5.5. Document Analysis

Document analysis was preferred as instrument of data collection because SIP implementation is related to using various data such as: 3 years SIP strategic plan, yearly SIP action plan, SIP Guidelines, SIP committee minutes, SIP Reports, showing students' academic and other performance task improvements following the implementation of SIP etc. Thus, using document analysis believed to help the researcher to get information that lacked through other instruments, to validate other data and generally to get comprehensive information.

3.6. Validity and Reliability of the Data Gathering Instruments

3.6.1. Pilot Test

Questionnaire related to the research question was developed and administered to two schools Woyira government and Twuld Tesfa private primary schools for piloting before administrating the final questionnaire. These schools were not included in the sampled study. The draft questionnaire were distributed to 20 teachers, 15 department heads, two principals, 8 vice

principals who expected to comment on the validity of the items. After the questionnaire were filled by the mentioned respondents the validity and reliability of the items were measured using Crobach's Alpha method by the help of SPSSV.20. The test result was 0.83 indicating the reliability of the items because test result is reliable if its result is 0.65(65% reliability) and above as reliable.

3.6.2. Validity of the Study

To check the face validity key experts of Addis Ababa Education Bureau were invited to give their comments on the items. My Thesis advisor also commented to reduce the number of the items to manageable size and keeping proper sentence length. Based on the comments and response obtained from the piloting five irrelevant items were discarded, four lengthy items were shortened, some misplaced items were properly placed, and some unclear items were made clear. All the items were directly related to the research questions. One hundred eighty questionnaire were distributed to 174 (100%) respondents were returned. In addition to semi structured interview, focused group discussion, observation and document analysis were used. Thus the data for this study were based on multiple of instruments (questionnaire, interview focused group discussion, observation and document analysis) involving variety of stakeholders (Woreda education office heads, cluster supervisors, principals, vice principals, department heads, and students). All the respondents were well informed the purpose of the study and gave their respective responses with full understanding of the purpose of the study. Thus the researcher claim that this was conducted its proper validity.

3.6.3. Reliability of the Study

Reliability is the degree to which an item consistently measures whatever it measures. According to George and Maney (2003), reliability coefficient of likert scale is checked using Cronbach's Alpha. This method will be used to check the reliability of questions presented under different headings. The interpretation of data were conducted based on the five scale measurements such as, Strongly agree, Agree, Undecided, Disagree and strongly disagree for the questionnaire to be filled by teachers, department heads, principals and vice principals. Frequency, Percentage were used for the back ground of the respondents and mean score, standard deviation average mean and T-test were accordingly used for the main parts of the questionnaire.

3.7. Procedures of Data Collection

Procedure of data collection for this study was based on formal and professional approaches. In the formal approach, letter was written from Addis Ababa University to the sub-city education office who in turn wrote letters of cooperation to the woreda education offices which were selected as the study population. The woreda education offices wrote letters to the schools which were sampled for the study. Thus, formal contacts were made with the respective respondents who help the researcher, to gather data from the respective sources all the respondents understood the purpose of the study and gave their responses with full understanding and willingly .All the data were collected from the respondents who gave their responses to the questionnaire based on the agreed up on appointment the qualitative data were collected at the spot.

3.8. Methods of Data Analysis

After data were gathered from multiple sources using different quantitative and qualitative instruments; the researcher arranged the data accordingly. The close-ended data were accordingly coded and captured. The captured data were cleaned and made ready for analysis. The cleaned data were analyzed by the help of SPSSV.20. Then the out puts of data were expressed using mean values and standard deviation. The close-ended questionnaire responses presented for likert scale. Results, categorized under strongly agree and agree indicate better practices, offering opportunities and challenges principals faced to implement SIP, the existence of differences between private and government primary school principals in implementing school improvement program. The mean value less than 1.80 as strongly disagree, 1.81-2.60 as disagree, 2.61-3.40 as undecided, 3.41-4.20 as agree and 4.21-5.00 as strongly agree in relation to the item. Strongly agree and agree indicate the implementation of the item in relation to principals practices, challenges and opportunities of the principals to implement SIP. On the other hand, strongly disagree and disagree indicate ineffectiveness of the implementation the item. An independent sample t-test was used to check whether significant differences in the distribution of presence between two groups of respondents of each given item using (1.99) critical, (172) degree of freedom 0.05 alpha level for the existence of variation. The qualitative analysis would be conducted by narrating each response from the corresponding participants.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with data analysis and its interpretation. It is devoted to a presentation of the results of the study, which were obtained by analyzing the data in the way described in the preceding sections. The main purpose of this study is to investigate, practices, challenges and opportunities of government and private primary schools principals' in implementing SIP in Addis Ababa. The study contains two major parts. The first part presents characteristics of respondents and the second part deal with the results of findings from the data gathered through the questionnaires, interviews document analysis and observations.

4.1. Characteristics of the Respondents

Table 2: Characteristics of the respondents in terms of Sex, Age, Qualification or level of Educational, Work Experience and Area of specialization

No	Item	Category of Items	Respondents									
			Teachers		Instruction Leaders		Woreda of heads		Supervisors		Total	
			N	%	N	%	N	%	N	%	N	%
1	Sex	Male	63	57	50	80.64	2	100	2	100	117	65.73
		Female	49	43	12	9.36	-	-	-	-	61	34.27
		Total	112	100	62	100	2	100	2	100	178	100
2	Age in years	Below 25	11	9.8	-	-	-	-	-	-	11	6.18
		26-30	32	28.5	14	22.58	-	-	-	-	46	25.84
		31-35	34	30.3	33	53.22	2	100	2	100	71	39.89
		36-40	26	23.2	12	19.35	-	-	-	-	38	21.34
		41 and above	9	8	3	4.83	-	-	-	-	12	6.74
		Total	112	100	62	100	2	100	2	100	178	100
3	Qualification Or level of education	Certificate	2	1.78	-	-	-	-	-	-	2	1.12
		Diploma	65	58.03	-	-	-	-	-	-	65	36.51
		1 st degree	45	40.17	62	100	2	100	2	100	111	62.35
		2 nd degree	-	-	-	-	-	-	-	-	-	-
		Total	112	100	62	100	2	100	2	100	178	100
4	Work Experience	Under 5years	13	11.60	3	4.83	-	-	-	-	16	8.99
		6-10 years	30	26.78	20	32.25	2	100	1	50	53	29.78
		11-15 years	32	28.57	23	37.09	-	-	1	50	56	31.46
		16-20 years	25	22.32	10	16.12	-	-	-	-	35	19.66
		21 and above	12	10.71	6	9.67	-	-	-	-	18	10.11
		Total	112	100	62	100	2	100	2	100	178	100
5	Area of Specialization	EdPM	-	-	3	4.84	-	-	-	-	3	4.84
		Other Fields	-	-	59	95.16	-	-	-	-	59	95.16
		Total	-	-	62	100	-	-	-	-	62	100

As shown in table 2 item 1, among total 178 respondents 117 (65.73%) were male teachers, instructional leaders, woreda educational heads and supervisors 63 (57%), 50 (80.64%), 2 (%), and 2 (%) respectively. Whereas, 61 (34.27) respondents 49 (43%) teachers and 12 (9.36%) instructional leaders were females. This data indicated that number of females in teaching learning processes and leading instruction and education were low.

With regard to the age distribution of the respondents as indicated under item 2, 11(9.8%) fall in to age below 25, 32(28.5%) the age 26-30, 43(30.3%) the age range 31-35, 26(23.2%) the age range 36-40, few respondents 9(8%) age 41 and above years old. In relation to age level of instructional leaders none of the respondents below the age of 25 years, 14(22.58%) of the respondents the age range of 26-30 years, 33(53.22%) respondents the age range 31-35 years old, 12(19.35%) the age of 36-40 and the remain 3(4.83%) were 41 and above years old. The age of cluster supervisors and Woreda education office heads were 30-35 years old. Hence, from the above data, it could be concluded that respondents were mature enough to give reliable information concerning the desired response.

In terms of level of education under item 3, 2 (1.98%), 65(58.03%), 45(40.17%) teachers were qualified as Certificate, diploma and first degree respectively. All the instructional leaders, Woreda education office heads and cluster supervisors were first degree holders. As indicated in the teachers, principals and supervisors Blue Print teachers minimum qualification should be diploma (MoE, 2007). But there were some teachers who qualified in certificate and still teaching in primary schools. This could affect the quality of teaching and learning domain.

In relation to work experience under item 4, 13(11.6%), 30(26.78%), 32(28.57%), 25 (22.32%), and 12 (10.71%) teachers worked below 5 years, 6-10 years, 11-15 years, 16-20 years and 21 and above respectively. And 3(4.83%), 20 (32.25%), 23(37.09), 10(16.18%) and 6(9.67%) instructional leaders worked as experience of below 5 years, 6-10 years, 11-15 years, 16-20 years and 21 and above respectively. Two Woreda education office heads and one cluster supervisor had served 6-10 years. One cluster supervisor had served 11-15 years. This indicated that the respondents' experiences were sufficient to give valid responses.

Under item 5, the respondents of areas of specialization revealed that 26 principals of primary schools only 3 (11.54%) were graduate of EdPM. According to the blue print of Teachers Development Program primary schools principals should be graduate of Educational Planning and Management (MoE, 2007). Therefore the primary schools' principals may lack overall success of implementing school improvement Program.

4.2. Presentation, Analysis and Interpretation of the Finding of the Study

This part of the study devoted to the presentation, analysis and interpretation of data obtained from various groups of respondents in relation to the practices, challenges and opportunities of government and private primary schools principals' in implementing SIP in Addis Ababa. Teachers, principals, vice principals and department heads, cluster supervisors and heads of woreda education offices, PSTA members and SIP committee members were sources of the data. The study was conducted based on the data gathered through Questionnaire for teachers, department heads, principals and vice principals. The study employed interviews for woreda education office heads and cluster supervisors was held. Moreover, focused group discussion was employed to the PSTA members and SIP committee. To supplement and realize the validity of other instruments document analysis and classroom observation were also used as data gathering instruments to check how the learning teaching and class room conditions were performing. Therefore, both quantitative and qualitative data were used to conduct the study complementing and strengthen each other to answer the research questions.

The data gathered from those multiple sources using various instruments were analyzed using different statistical techniques and procedures. The data obtained from the close ended questionnaire was captured, coded and analyzed by SPSS version 20. Then means of the two groups teachers, and instructional leaders responses regarding principals practices, challenges and opportunities. To this end, average mean point of less than 1.80 is considered as strongly disagree, 1.81- 2.60 as disagree, 2.61- 3.20 as undecided, 3.21- 4.20 as agree and 4.21 - 5.00 as strongly agree.

To examine the difference of the views of the two groups in relation to questionnaire related to the research questions which focused on principal's practices to implement SIP cycle, SIP domains, challenges principals faced to implement school improvement program and opportunities they could use to perform the implementation of SIP has been conducted. To see the differences and to check whether the differences were significant t-test was considered. Accordingly, for the value less than 0.05 the difference was taken as statistically significant and there was no significance for the t- value greater than 0.05.

The questionnaires had two parts. The first part dealt with the characteristics of the respondents with relevant backgrounds, while the second part covered all the issues related to the topic under study and questions be reacted to the research questions .The first part of the responses regarding personal information of the respondents age, sex, educational status, work experience, field of study and their responsibilities were analyzed using frequency and percentage. On the other hand, mean, standard deviation and t-test were used for the analysis of specific items. Finally, qualitative data was through narration which supported to be complementary to the quantitative analysis.

4.3. School Improvement Stages

Table 3: Self-assessment Stage

Item	School Type	N	Mean	T-test for Equality of Means	
				Df	Sig. (2-tailed)
The principal facilitate conditions for the collection of data for planning.	Government	112	3.76	172	.472
	Private	62	3.63		
The collection of data for self-assessment was participatory	Government	112	3.51	172	.651
	Private	62	3.04		
The principal's role was significant self-assessment	Government	112	3.48	172	.184
	Private	62	3.38		
The principal contributed a lot in the self-assessment process by involving stakeholder	Government	112	3.48	172	.280
	Private	62	3.41		
Comments gathered from the internal and external stake holders	Government	112	3.29	172	.472
	Private	62	3.56		
The school conditions were identified during the self-assessment stage	Government	112	3.20	172	.651
	Private	62	3.19		
Generally the self-assessment stage was effectively coordinated by the school principal.	Government	112	3.44	172	.184
	Private	62	3.23		
Average of self-assessment	Government	112	3.406 480		
	Private	62	3.391 534		

As indicated in table 3 above respondents' of the private and government schools 3.63 and 3.76 found to be agreed that principals facilitated conditions for the collection of data using SIP standards to take as base line for assessment. With regards to principals' ability of making the collection of data to be transparent the mean of government showed (3.51) and that of private indicated undecided. This indicated that principals of government schools were better in participating the concerned bodies than that of private school principals. Self-assessment procurers indicated in the above table the role of principals in the process of self-assessment was agreed by government and private schools principals and teachers whose mean 3.48 agreed and 3.38 undecided respectively.

One can understand from this there are culture of self-assessment coordinated by principals. In addition to this, making the self-assessment transparent was the gap to be filled by government school principals. Moreover; the contribution of principals to initiate stakeholders to involve in the self-assessment process was better in government schools because the mean 3.48 indicated agreement of the respondents in this regards. The contribution of private school principals seem to be less than that of government school principals because the mean found to be on undecided (3.41). With regard to using the necessary comments given by different stake holders as in put for improvement the responses of given to the private school principal showed agreement with the mean of 3.56 but government principals' practices in relation to this issue was indicated as undecided. Therefore, it seems that private schools principals use comments of the stakeholders better than that of government school principals. In relation to identifying all the necessary conditions during the self-assessment stage by the principals mean value 3.20 undecided and 3.19 for the government and the private schools respectively. The overall principals' effectiveness mean value (3.23) in coordinating the self-assessment stage indicated undecided for private schools principals and agree for the government school principals the mean value (3.44). Thus, the overall achievement of principals to facilitate and lead self-assessment stage was functional with some differences between government and private schools.

According to the interview responses obtained from woreda education office heads, cluster supervisors and principals of primary schools are expected to carry out SIP cycles. With Regards to self-assessment all the principals have been collecting data from stakeholders and analyses to determine the schools strength and weaknesses. However; for the cluster supervisor this is not

more than procedural. According to the woreda education office heads private school principals do not properly use the necessary procedures of self-assessment. The group discussion results complement the above ideas gathering data have been conducted but the SIP committee members there was wide gap in analyzing the gathered data .The document analysis result also indicated that the gathered data were not properly tabulated and analyzed.

Table 4: Planning Stage

Item	School Type	N	Mean	T-test for Equality of Means	
				Df	Sig. (2-tailed)
The principal in prioritizing the problems at the beginning of academic year.	Government	112	3.30	172	.458
	Private	62	3.15		
The principal use benchmark the domains as input for planning.	Government	112	3.14	172	.214
	Private	62	2.85		
Information obtained from the self-assessment stage was carefully analyzed	Government	112	3.44	172	.923
	Private	62	3.19		
Principal arranged conditions for the full participation of committee strategic plan of the school.	Government	112	3.76	172	.000
	Private	62	3.11		
Principals facilitate conditions for annual action plans.	Government	112	3.65	172	.143
	Private	62	3.67		
Plan considers the school's priorities.	Government	112	3.78	172	.000
	Private	62	3.56		
The strategic plan clear to all the stakeholders	Government	112	4.05	172	.148
	Private	62	3.11		
Sharing the action plan to the school management	Government	112	3.47	172	.429
	Private	62	3.37		
Average of planning	Government	112	3.63402		
	Private	62	3.362963		

Principals are expected to collect data and use them for planning (3 years strategic and annual SIP action plan). As it was indicated in table 4 above prioritizing school needs mean score found to be 3.30 for the government and 3.15 for private schools principals indicating less performance in prioritizing their respective schools. Item two in the same table indicated that the mean of 3.14 indicated undecided for government and 2.85 for private in relation to bench marking the four SIP domain and taking as initial stage for planning. Analyzing of information obtained and using for planning showed the undecided for private with the mean of 3.19 and 3.44 for government schools principals which was better performed by the government schools principals. As it can be seen from table4 above with reference of principal arranging conditions for SIP committees in preparation of 3 years SIP strategic plan agreed with the mean of 3.76 regarding government but schools principals role moderate or undecided 3.11 for the private school principals. Thus, participating SIP committee in planning was better practiced by government school principals.

With regards to principals practices in preparing annual SIP action plan, prioritizing school needs during the preparation of 3 years SIP strategic and annual plan clear to the stakeholders, and considering SIP frameworks and guide line during the planning phase the respondents' mean values showed that government principals performed well. On the other hand, the role of private principals was less in communicating the prepared plan to the stakeholders. Concerning to the use of SIP frameworks and guidelines for planning and designing mechanism to share the plan to the implementing bodies vice principals, department heads, PSTA members and other and encouraging teachers to involve in SIP planning responses forwarded from teachers and principals that the principals practices agreed range from 3.43 to 4.05 in both schools principals except for sharing the plan to the concerned body which was moderate for private school principals. In independent sample t-test was employed to compare the government and private schools principals. Most of the responses differences were bit statistically significant except participating SIP committee and communicating stakeholders on the prepared SIP plan. The differences of both are statistically significant showing the 0.00 value favoring government schools principals in arranging conditions for the full participation of School Improvement Program committee in preparation of the 3 years strategic plan of the school and plan considers the school's priorities. According to SIP framework (2004 E.C) SIP committee prepare 3 years school improvement strategic plan.

With regard to this the interviewees and the focused group discussant replied that there was culture of preparing 3 years SIP strategic plans and attempting to priorities the school's needs. However, most of the activities related to SIP planning was to give response to the concerned bodies (for reporting purposes). The problem was wide in private schools they focused on instructional activities than procedures. The SIP plan usually lacked comprehensiveness incorporating the four SIP Domains.

Table 5: Implementation stage

Item	School Type	N	Mean	T-tst for Equality of Means	
				Df	Sig. (2-tailed)
The necessary conditions have been fulfilled in each academic year.	Government	112	3.12	172	.071
	Private	62	3.48		
School's priority areas considers and continuously supported by the school principal.	Government	112	3.46	172	.457
	Private	62	3.59		
Mobilize resources to make School Improvement Program to be effective.	Government	112	3.55	172	.736
	Private	62	3.48		
Continuous follow up of School Improvement.	Government	112	3.70	172	.704
	Private	62	3.63		
Organized capacity building training in the school.	Government	112	3.63	172	.001
	Private	62	2.96		
Identifying core responsible bodies for School Improvement Program plan.	Government	112	3.30	172	.458
	Private	62	3.15		
Average implementation	Government	112	3.460481		
	Private	62	3.382716		

As shown in table with reference to principal practices in performing SIP implementation cycle ranged from 3.46 to 3.7 principal practice in relation to resource mobilization, performing continuous follow up SIP implementation, considering priority area in each academic year, designing continuous follow up of SIP implementation were fairly performed by both the private and government schools' principals. Pre-conditions to implement SIP was better for private school principals showed 3.48 mean score and it was moderate 3.12 for the government principals. Principals practices of organizing capacity building training for the school

Community to perform SIP implementation was achieved better by the government schools principals with mean value of 3.63. The practices of principals to identify core responsible bodies for SIP implementation was moderate with mean of 3.30 and 3.15 for government and private principals respectively. An independent t-test was also conducted to compare the implementation stage of SIP by principals were moderate except that of capacity building trainings which was statistically significant that is 0.01t- value.

The responses obtained from the open-ended questionnaire indicated that the implementation phase of SIP was the better practiced by the principals than the other cycles (self-assessment, planning and evaluation). The interview responses complement this idea. For the interviewees' particularly, for the supervisors implementing SIP was improving form time to time .However, this phase was focused on routine activities rather than acting in innovate ways.

Table 6: Evaluation Stage

Item	School Type	N	Mean	T-test for Equality of Means	
				Df	Sig. (2-tailed)
Facilitate conduct regular evaluation.	Government	112	3.53	172	.036
	Private	62	3.15		
Accept comments from the School committee for improvement.	Government	112	3.33	172	.306
	Private	62	3.53		
arranged planned, time based and goal oriented evaluation system	Government	112	2.97	172	.001
	Private	62	3.63		
Accept feed back to the concerned bodies.	Government	112	3.07	172	.000
	Private	62	3.96		
Use feedback for the future improvements	Government	112	3.30	172	.000
	Private	62	3.96		
Arranged fixed meeting schedules for committee to conduct monitoring and evaluation.	Government	112	3.65	172	.199
	Private	62	3.41		
Continually supervised and provided supports for School	Government	112	3.40	172	.021
	Private	62	2.96		
Average of Evaluation	Government	112	3.349043		
	Private	62	3.486772		

The responses of principals and teachers showed agree with the mean of 3.53 for the government schools principals and undecided 3.15 for the private school principals for conducting regular evaluation. Similarly, fixing meeting schedules was arranged by the government schools principals than that of private because the responses showed the mean score of 3.65 and 3.41 respectively. On the other hand, accepting comments from stakeholders, goal oriented and time based monitoring and taking feedback were well practiced by the private schools principals which indicated respective means of 3.53, 3.63, and 3.96. An independent t-test was also conducted to compare the evaluation stage of SIP by principals were in arranging planned, timely based and goal oriented evaluation system, accepting feedback to the concerned bodies and feedback for the future improvements which was statistically significant that is 0.01,0,00,0.00 t- values respectively.

The open-ended questionnaire, the interview, and focused group discussion complement one another and strengthen the outputs of close ended questionnaire. Accordingly the SIP committee involved in evaluating SIP activities, and fixed meeting and evaluation of SIP was also better in the government than that of private schools principals. On the other hand giving feedback and collecting feedback from the stakeholders and using them for improvement was better in private schools and the supervisors assured that they worked for this their customer satisfaction (business focused) nature of the schools.

4.4. School Improvement Domains

Table7: Learning and Teaching Domain

Item	School Type	N	Mean	T-test for Equality of Means	
				Df	Sig. (2-tailed)
Consideration of learning styles	Government	112	2.77	172	.000
	Private	62	3.78		
Valuing Diversities in the classroom	Government	112	3.32	172	.177
	Private	62	3.56		
Students activities different in and out of school	Government	112	3.43	172	.000
	Private	62	4.26		
Facilitating assessment for learning	Government	112	3.21	172	.000
	Private	62	4.04		
Conducive classroom environment	Government	112	3.15	172	.046
	Private	62	3.59		
Evaluation of curriculum materials by teachers	Government	112	2.81	172	.456
	Private	62	2.67		
Monitoring and evaluation quality of teaching and learning.	Government	112	3.06	172	.000
	Private	62	3.93		
Arrangements of tutorial programs for special needs students.	Government	112	3.43	172	.798
	Private	62	3.48		
Active participation of students in school clubs.	Government	112	3.44	172	.548
	Private	62	3.33		
Average learning and teaching	Government	112	3.172312		
	Private	62	3.566138		

As the data indicated in the above table, the overall practices of principals in the Learning Teaching domain for evaluation of curriculum materials by teachers in government and private schools the mean values found to be 2.81 and 2.67 respectively. According to the SIP frame work teachers are expected to evaluate curriculum materials (syllabus, teacher’s guides, text books and other instructional materials) and use them contextually (MOE, 2004 E.C). However, wide gaps were identified in this area in both the private and government schools principals failed to support and coordinate evaluation of curriculum materials. The respondents agreed that

principals of government schools performs well in the respective means of 3.44 for students' active participation in clubs. However; the respondents with the respective means of 3.78 for consideration of students learning styles, 3.56 for valuing diversities in the class room, 4.04 facilitating assessment for learning ,3.59 making the class room conducive for students and 3.93 for monitoring and evaluation of the learning teaching quality private schools principals were better performing. The t-test conducted in relation to the learning teaching domain indicated that the practice differences of between government and private school principals were statistically significant in the areas of consideration of students learning styles, engagement of students in activities in the class, in the school and out of school, facilitating assessment for learning, and monitoring and evaluation the quality of teaching and learning. From this it is possible to conclude that private school Principals well perform the practices of learning teaching process and better in implementing the learning teaching domain.

With respect to the respondents the document analysis and information gathered through observation learning teaching domain was the better implemented and they focused more up on than the other domains. In addition to this Private Principals focusing on the effectiveness of students' achievement with strong follow up and attempted to support students' achievement using timely classroom supervision.

According to the data obtained from the questionnaire the common weaknesses of both government and private school principals were considering talented and gifted students. However, considering students learning styles and identifying individual student's weaknesses and strengths through continuous assessment was better led and coordinated by the private school principals. Moreover, Parental involvement was also stronger in private schools than that of government schools.

Table 8: Safe and Healthy School Environment Domain.

Item	School Type	N	Mean	T-test for Equality of Means	
				Df	Sig. (2-tailed)
Appropriate physical environment for teaching and learning process.	Government	112	3.51	172	.894
	Private	62	3.48		
The availability of adequate teaching and learning materials	Government	112	3.30	172	.468
	Private	62	3.44		
The access to standard toilets	Government	112	3.03	172	.000
	Private	62	3.96		
Safe and secure school environment for students'	Government	112	3.29	172	.043
	Private	62	3.67		
Good relationship among school community	Government	112	3.10	172	.091
	Private	62	3.44		
opening room for students participation in decision making	Government	112	3.09	172	.514
	Private	62	3.22		
Inclusiveness and gender mainstreaming.	Government	112	3.15	172	.734
	Private	62	3.22		
Initiation of students learning	Government	112	3.29	172	.734
	Private	62	3.78		
development of students sense of responsibility	Government	112	3.16	172	.000
	Private	62	3.67		
Average of safe and healthy environment	Government	112	3.177835		
	Private	62	3.521605		

With regard to safe and healthy school environment the above table showed that the principals were effective in some of the indicators of safe and healthy environments. Opening room for student participation in decision making, performing inclusiveness and gender mainstreaming and raising students awareness about school improvement program were not performed or moderately performed with respective means of 3.09, 3.15 and 3.02 for government schools and 3.22, 3.22 and 3.33 for private schools respectively. Private schools principals performed well safe and health school environment with (mean = 3.481), the availability of instructional material, (mean = 3.44), access to standardized toilet (mean = 3.96), secure school environment (mean = 3.67), good relationship among principals and the school communities (mean = 3.44) and initiation of student learning (mean = 3.78). On the other hand the mean of government principals practices in the above were as ranged from 3.03 – 3.30 except appropriate school

environment with mean score of 3.51. This indicated that private schools principals performed better than that of government schools principals. An independent T- test was conducted to examine the difference in response of the two groups of respondents. The access to standard toilet and development of students’ sense of responsibilities in private schools principals were statistically significant with the t- value of 0. 00 and 0.00 and the t- test value for the other issues were not statistically significant.

According to the responses obtained from interview with regard to safe and healthy school environment principals of both private and government primary school principals tried to facilitate physical environment and fulfilling learning and teaching materials. The focused group discussion indicated that gaps were observed in the area of healthy relationship among principals, teachers and non-teaching staff in the government schools.

Table 9: School Community Relation Domain.

Item	School Type	N	Mean	T-test for Equality of Means	
				Df	Sig. (2-tailed)
School community relationship.	Government	112	3.18	172	.001
	Private	62	3.89		
Support the learning of their children.	Government	112	3.01	172	.000
	Private	62	3.70		
encouragement of parents’ to involve in supporting school	Government	112	3.09	172	.000
	Private	62	3.81		
Parents’ active participation	Government	112	3.36	172	.000
	Private	62	4.04		
Provide comments up on their children’s learning	Government	112	3.42	172	.000
	Private	62	4.07		
Stakeholders in decision making on their children	Government	112	3.09	172	.001
	Private	62	3.74		
Students’ progress and communicate parents regularly	Government	112	3.06	172	.000
	Private	62	3.89		
The involvement of parents in strategic plan.	Government	112	3.35	172	.026
	Private	62	3.78		
The sense of ownership	Government	112	2.78	172	.000
	Private	62	3.67		
valuing always two way communication	Government	112	2.92	172	.005
	Private	62	3.48		
Feed backs from stake holders and use them for improvement	Government	112	3.07	172	.001
	Private	62	3.70		
Create better interaction with school community.	Government	112	3.01	172	.000
	Private	62	3.74		
Average of school community relationship	Government	112	3.131271		
	Private	62	3.703704		

The above table revealed that the school community relationship was performed by both government and private school principals in the area of initiating parents to provide comments with mean of 3.42 for government and 4.07 for private schools. Private school principals

Performed better in the following areas: Strong school community relation (mean = 3.89), raising awareness of parents to support the learning of their children (mean = 3.70), encouraging parents to involve in supporting school (mean = 3.81), initiating teachers to collect information about students' progress (mean = 3.89), valuing two way communication (mean 3.48), taking feedback from stakeholders (mean = 3.70) and creating better interaction with parents (mean = 3.74). On the other hand, practices of government schools principals performed the above activities with low and moderate level ranging the mean scores (2.78 – 3.35). An independent t – test value is 0.00 for the most of the above school community relationship issues. Therefore, the differences of private and government school principals was statistically significant. The data generally revealed that private schools principals practiced better in school community relation domain.

The open ended questionnaire responses results obtained from the interviews, and focused group discussion together with the document analysis and observation complement one another with the results obtained from the close ended questionnaire. To end this, efforts have been made by the government schools principals to improve school community relationship: initiating Students teaching teachers to collect information about students' progress, and communication regularly. The responses indicated that private school principals were more effective in the areas of persuading the parents to involve in the better learning of their students, initiating parents to give comments and making adjustments following the given comments. Weaknesses indicated in the areas of school community relationship raising the awareness of the community to fully involve in SIP implementation was very low. In connection to this, Marx (2006) stated that school leader establish and maintain open and productive relations among the school community by working with teachers, students, parents and the community at large .

Table 10: School Leadership and Management Domain

Item	School Type	N	Mean	T-test for Equality of Means	
				Df	Sig. (2-tailed)
Setting clear and shared vision is common.	Government	112	3.13	172	.053
	Private	62	3.52		
Collegiality among school community is created.	Government	112	2.85	172	.202
	Private	62	3.44		
all stakeholders are responsible for the students less achievement	Government	112	2.87	172	.002
	Private	62	3.74		
resource management and allocation is effective	Government	112	3.20	172	.053
	Private	62	3.70		
Educational leadership capacity to effectively implement.	Government	112	3.18	172	.008
	Private	62	3.41		
Reports have been done to the responsible body	Government	112	3.59	172	.000
	Private	62	3.29		
School management commitment for high student achievement.	Government	112	3.02	172	.202
	Private	62	3.63		
Created effective regular communication	Government	112	2.94	172	.000
	Private	62	4.00		
build trust that support school	Government	112	2.97	172	.061
	Private	62	3.59		
Average of school leadership and management	Government	112	3.063675		
	Private	62	3.609341		

In relation to school leadership and management the items presented in the above table indicated that setting and sharing school vision to school communities, creating collegiality among school community, making stakeholders responsible for the students less achievements, resource management, acquiring educational leadership capacity, creating regular communication with stakeholders and build trust among school community that support SIP implementation found to be on agree scale ranged from 3.41 to 4.00 for private schools principals performances. However, the government principals' practices found to be undecided scale and the mean value indicated from 2.85 to 3.20. On the other hand, the mean score 3.59 indicated that reporting the SIP activities carried out to the concerned body was better in government schools principals. The

t- Value showed that principals making stakeholders responsible for the students less achievements and creating regular communication with stakeholders for private and responsibility of reporting SIP activities for concerned body in government found to be statistically significant.

The data obtained from open- ended questionnaire stated that both schools principals attempted to set vision. Moreover, the data obtained from the document analysis informed that school posted school priorities on the boards. According to the information obtained from the interview and focuses group discussion short term trainings and over all capacity building were facilitated to the government schools principals.

4.5. Opportunities and Challenges of Principals Implementing SIP

Table 11: Opportunities to be used by principals to properly implementing SIP

Item	School Type	N	Mean	T-test for Equality of Means	
				Df	Sig. (2-tailed)
Ethiopia education policy contributes for school based decision making.	Government	112	3.89	172	.008
	Private	62	3.48		
The availability of materials are good opportunities for better practices of principals.	Government	112	3.68	172	.120
	Private	62	3.74		
Principal standards helps to do duties.	Government	112	3.37	172	.240
	Private	62	3.08		
Supports from the community.	Government	112	3.39	172	.663
	Private	62	3.30		
Education quality assurance package particularly school grant has contributed	Government	112	3.74	172	.678
	Private	62	2.56		
Educational leaders at Woreda support schools level leadership	Government	112	3.04	172	.627
	Private	62	2.86		
Average availability of opportunities for principals	Government	112	3.349828		
	Private	62	3.314815		

As depicted in the above table, the respondents found to be strong for the existence of opportunities in the areas of decentralization policy helped principals to make school based

decision making on agree scales(3.48&3.89) and the availability of frameworks and guidelines for implementing SIP (3.74&3.68) private and government respectively. The respondents forwarded that the private and government principals for the existence of opportunities in relation to the presence of principal standards(3.37&3.08), support from the community (3.30&3.39) and the support of woreda education offices(2.86&3.04) were moderate. On the contrary the respondents were disagree on the presence of school grant for private schools (Mean=2.56).

The qualitative data expressed that presence of SIP frameworks, guidelines, organizational structure of school management, clear job description are the areas of opportunities to be used by the principals. However, the decentralization policy was not open for school based curriculum preparation and implementation.

Table 12: Challenges those principals faced to implement SIP

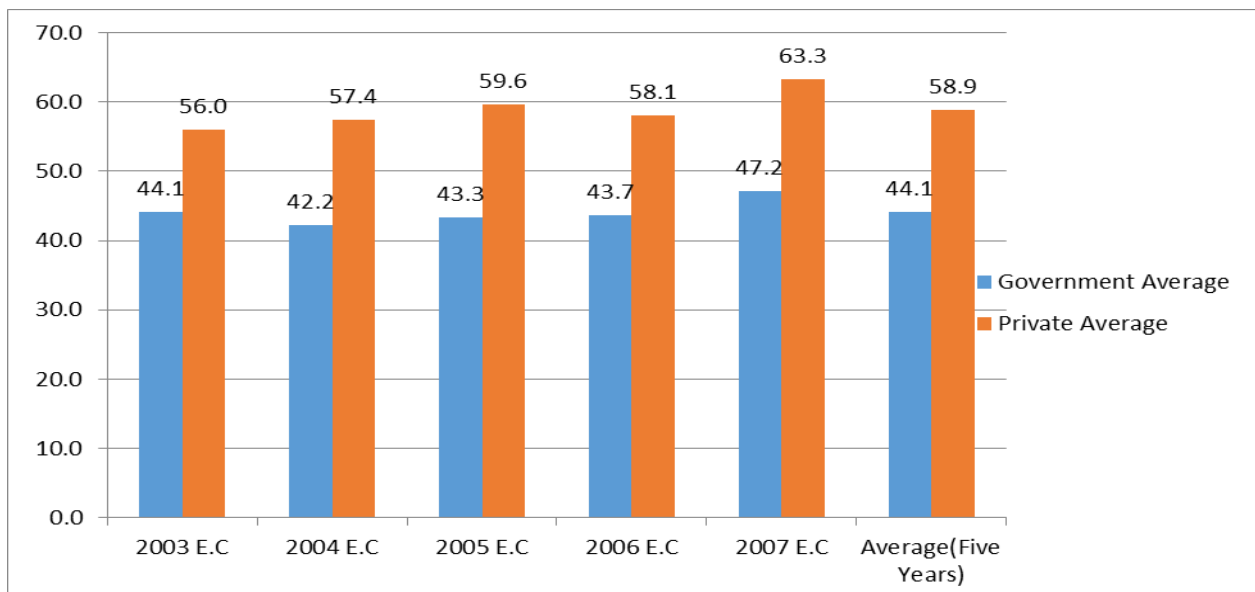
Item	School Type	N	Mean	T-test for Equality of Means	
				Df	Sig. (2-tailed)
Resistance of school community	Government	112	3.74	172	.000
	Private	62	3.18		
lack of principal commitment	Government	112	3.52	172	.847
	Private	62	3.14		
Lack of inputs.	Government	112	3.14	172	.091
	Private	62	3.44		
lack of commitment of teachers	Government	112	3.67	172	.071
	Private	62	3.32		
Lack of participation of stakeholders.	Government	112	3.52	172	.000
	Private	62	2.70		
Poor technical support from Woreda education office	Government	112	2.70	172	.362
	Private	62	3.52		
Poor searching external fund to promote school.	Government	112	3.18	172	.000
	Private	62	3.74		
Average challenges that principals faced to implement SIP	Government	112	3.512027		
	Private	62	3.527778		

As it is indicated in the above table government schools principals were challenged in some areas such as resistance of school community with the respondents' mean of 3.74 than that of private schools 3.18. Similarly, the principals' government schools were challenged by lack of principals and teachers' commitment and lack of stakeholders' participation. On the other hand, searching external fund, lack of inputs and poor technical supports from woerda educational offices were challenges private schools principals faced to implement SIP. The t-value indicated that lack participation of stake holders, resistance of school community and poor technical supports from woerda educational offices indicated 0.00 which showed statistically significant differences.

Educational background of the government school principals were other academic subjects rather than education leadership and related fields of study. Besides, large school and class size, large student and teachers' population were the challenges of government schools principals. On other side the absence of school grant for private schools was the gap clearly seen; moreover principals were also exceptionally challenged by lack of playground.

4.6. Achievement Differences between Government and Private Schools

Graph 1: The comparisons of five years students' results of regional examination between government and private schools.



According to the above graph the overall grade 8 regional examination performances of five years (2003-2007 E.C) indicated that students result has been improved ranging from 44.1 average score in 2003 and 47.2 in 2007 in government schools and 56 in 2003 and 63.3 in 2007 in private schools. However, the total mean score of government school students was below the set standards (50%) which indicated that most of the students scored below basic and the number of students who score advanced and proficient were very low. On the other hand, students of private schools scored better meeting the set standards indicating most of them scored at least basic and the number of students who scored proficient and advanced was by far more than the government schools students.

According to the open- ended questionnaire filled by the teachers and principals' Private schools principals perform better for they properly used the available opportunities more commitment comparing to the government schools principals, due to strong follow up of the school's owners and parents. The data obtained from interview Private schools principals achieve better due to less bureaucratic lead and better community respond for what the schools demand. Similarly, the focused group discussion showed that monitoring and evaluation of SIP is better than government Principals. As observed the data obtained from classroom observation reading ability of grade two students in primary schools was by far better than that of government schools. The same is true for grade 3, but the gap was not as wide as that of grade two. Regarding, numeracy ability there was slight differences between students of private and government schools. Still, students of the private school perform better, but the differences in mathematics were slight.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of major findings, the conclusion drawn from findings and recommendations that the researcher suggests and assume operational in improving the status of school principals practices, challenges and opportunities in government and private primary schools in Addis Ababa.

5.1. Summary of Major Findings

The main purpose of the study was to assess the practices, challenges and opportunities of principal leadership in government and private primary schools of Addis Ababa. To address this purpose the following basic research questions were stated and answered.

1. What are the major principal leadership practices of primary School principals to implement SIP?
2. What are the major challenges and opportunities of primary school principals faced to implement SIP?
3. What are the similarities and difference between private and government primary schools principals in implementing SIP?

In order to get answers for the above basic questions the study was carried out in eight primary schools, four from the government and four from private schools. The selection of the schools was based on their current status of schools which were identified as level 2 and level 3 and they have experiences of five years regional examination in grade eight. A total of 80 questionnaires for government and 32 questionnaires for private schools teachers were distributed. Similarly, 8 principals, 18 vice principals and 36 department heads were invited to fill the questionnaires and returned to research. Two supervisors and two woreda education office heads were participated in the study by giving responses through interview. Two schools PSTA and SIP committee were also involved in the study forwarding to the focused group discussion guideline as well as document analysis and observation were used to triangulate the data obtained.

All the questionnaires that were distributed to the teachers and instructional leaders were completed and returned to the researcher. In addition, to supplement information gathered through quantitative data were analyzed in frequency, percentage, mean-value and average mean used. Whereas, the qualitative data were analyzed by narration. To compare two schools data the researcher used t-test value. Therefore, the analysis made then justifies the following major findings.

5.1.2. Self-Assessment Stage

Respondents' teachers, principals and department heads of the private and government schools agreed that 3.63 and 3.76 principals facilitated conditions for the collection of data using SIP standards to take as base line for assessment. With regards to principals' ability of making the collection of data to be transparent, the mean of government showed agreement (3.51) and that of private recognized under undecided. This indicated that principals of government schools were better in participating the stakeholders. The respondents forwarded that making the self-assessment transparent was the gap to be filled by private school principals. The contribution of principals to initiate stakeholders to involve in the self-assessment process, was fairly performed by government schools principals. With regard to using the necessary comments given by different stake holders as in put for improvement the responses of given to the private school principal showed agreement with the mean of 3.56. Therefore it seems that private school principals use comments of the stakeholders better than that of government.

According to the Woreda education office heads private school principals do not properly use the necessary procedures of self-evaluation. The group discussion results complement this ideas gathering data have been conducted but according to the SIP committee members there is wide gap in analyzing the gathered data .The document analysis result also indicated that the gathered data for self-assessment were not properly tabulated and analyzed by both schools categories of principals. The respondents' revealed that government and private primary schools principals had a gap effectively performing self –assessment stage with the average mean values of 3.406 and 3.39 respectively.

5.1.3. Planning Stage

In relation to giving priority to the school needs respondents' responses indicated agreement of mean score of 3.30 which showed better performance of government schools principals. The principals in relation to benchmarking the four SIP domain and taking as initial stage for planning the respondents mean values 3.14 and 2.85 both principals were moderate. Responses obtained from the questionnaires how agreement with mean of 3.44 indicating the performance of government school principals in analyzing the information obtained during the self-assessment and using as base for the planning SIP. Communicating strategic and annual SIP plan to the stake holders and considering SIP frame works and guide line during the planning phases, were activities tried to perform by both government and private principals. Thus, principals of both private and government schools performed SIP plan. On the other hand, government schools principals in arranging conditions for the full participation of School Improvement Program committee in preparation of the 3 years strategic plan of the school and plan considers the school's priorities better performing. The interviewees and the focused group discussant supported this idea indicating, increasing the culture of preparing 3 years SIP strategic plans with prioritizing, the school's needs. However, according to the information obtained from Woreda education office heads most of planning related activities were for show reporting purposes. The data obtained from both groups of the respondents show that government schools principals were effectively performing better than that of private school principals with average mean values 3.61 and 3.36 respectively.

5.1.4. Implementation Stage

The data obtained from all the sources revealed that principal practice in relation to resource mobilization, performing continues follow up for SIP implementation, considering priority area in each academic year, resource mobilizing to words SIP implementation, designing continuous follow up of SIP implementation were fairly performed by both the private and government school principals. The respective means 3.46, 3.55, 3.70 for the respective government principals and 3.59, 3.48 and 3.43 for the private school principals depict that, the practices of principals in fulfilling pre conditions to implement SIP was mean value 3.48 mean score for private school principals and it was moderate (3.12) for the government principals. Principals practices of

organizing capacity building training for the school community to perform SIP implementation was fairly achieved by the government principals. Identifying core responsible bodies for SIP implementation was moderate with mean of 3.30 and 3.15 for government and private principals respectively.

The responses obtained from the open-ended questionnaire indicated that the implementation phase of SIP was the better practiced by the principals than the other cycles (self-assessment, planning and evaluation). For the interviewee's particularly, for the supervisors, implementing SIP is improving form time to time .However, this phase was focused on routine activities rather than acting in innovate ways.

5.1.5. Evaluation Stage

The responses of principals and teachers showed the agreement with mean of 3.53 for the government school principals and undecided (3.15) for the private school principals in the areas facilitating condition for SIP committee to conduct regular evaluation. In addition, fixing meeting schedules was arranged by the government school principals than that of private school principals the mean values 3.65 and 3.41. However, accepting comments from stake holders, goal oriented and time based monitoring feedback for future improvement were well practiced by the private school principals. This according to the supervisors, were due to, customer focused nature of the schools. The information obtained from interview and focused group discussion indicated that both the government and private schools principals with regard to evaluation cycle was, based on the indicators and procedures found in the SIP frameworks and guidelines performing in moderate way

5.1.6. Learning Teaching Domain

Concerning principals practices in implementing learning and teaching domain the respondents for evaluation of curriculum materials by teachers were not well practiced by the principals of both government and private schools. The respondents' agreement found at 3.44 mean score indicating that principals of government school contributed more for students' active participation in clubs.

On contrary, the respondents agreed that consideration of students learning styles, valuing diversities in the class room, facilitating assessment for learning, making the class room conducive for students and monitoring and evaluation of the learning teaching quality were implemented better by the private schools principals. According to the majority of the respondents the document analysis and information gathered through observation learning teaching domain was better implemented and the more focused up on than the other domains. Principals exert more efforts on initiating and controlling the learning teaching activities in the classroom, supporting the effectiveness of continuous assessment and active learning more or less are getting significant attention by both government and private principals. But private school principals have made significant attempts to make students active with in and out of schools in academic wise and considering students learning styles and identifying individual student's weaknesses and strengths through continuous assessment was better led and coordinated by the private school principals. However, the data obtained from the questionnaire the common weaknesses of both government and private school principals were lack of considering the talented and gifted students.

5.1.7. Safe and Healthy School Environment Domain

With regard to safe and healthy school environment showed that the principals of government and private were effective in some of the indicators of safe and healthy environments. Opening room for student participation in decision making, performing inclusiveness and gender mainstreaming and raising students' awareness about school improvement program were not performed or moderately performed government and private principals. But Private schools principals performed well safe and healthy school environment in the availability of instructional material, access to standardized toilet, secure school environment for students, good relationship among principals and the school communities and initiation of students learning. On the other hand, government principals practices in appropriate physical environment teaching and learning. An independent t- test was conducted to examine the difference in response of the two groups of respondents the access to standard toilet and development of students' sense of responsibilities were private schools principals performing better.

According to the responses obtained from interview with regard to safe and healthy school environment both private and government primary school principals tried to facilitate with average mean values 3.17 and 3.52 respectively. The focused group discussion indicated that gaps were observed in the area of healthy relationship among principals, teachers and non-teaching staff in the government schools.

5.1.8. School Community Relation Domain

Both groups of respondents have been performing school community relation with average mean values of 3.13 and 3.70 government and private schools principals respectively. The responses were given by the principals, department heads and teachers showed the agreement that private schools principals were relatively better in raising awareness of parents to support the learning of their children, encouraging parents to involve in supporting school, initiating teachers to collect information about students' progress, valuing two way communication, taking feedback from stake holders, creating better interaction with parents. On the other hand, participating SIP committee, arranging fixed meeting time to evaluate some SIP activities and sharing the prepared plan to the school community were better performed by the government school principals.

5.1.9. School Leadership and Management Domain

Principals are expected to set and share the set vision to the school community. With regards to this the information gathered through observation indicated the presence of written school vision in the government schools. Creating collegiality among school community making stake holders responsible for the less students' performance found to be on agree scale for private schools principal performances with the scale ranged from 3.44 to 3.81 mean score. However, the government principals' practices found to be on the undecided scale in these regards. Principals making stakeholders responsible for the students less achievements and creating regular communication with stakeholders is better in private. On other hand, principals' responsibility of reporting SIP activities for concerned body in government much better than private. According to the information obtained from the interview and focuses group discussion short term trainings and over all capacity building were fairly practiced by the government school principals.

5.1.10. Opportunities

All the data obtained from multiple sources complementing one another informed that the decentralization policy helped principals to make school based decision making the availability of frame works and guide lines facilitated ways for implementing SIP activities. Education policy and strategies particularly the introduction of education quality assurance package, school grant for government schools, contributed for better performance of principals in general and government in particular. The presence of SIP from works, guidelines, organizational structure of school management, clear job description are the areas of opportunities to be used by both schools principals.

5.1.11. Challenges

According to teachers, department heads and principals who forwarded on the questionnaires government schools principals were more challenged in the areas of resistance of school community for the government schools. Similarly, lack of principals and teachers' commitment and lack of stakeholders' participation government schools principals were more challenged than private. But poor technical support from woreda education offices, Searching external fund, was not as such challenging for government school principal. On the other hand, searching external fund, lack of inputs and poor technical supports from woerda educational offices were challenges private schools principals to implement SIP. The private school principals had no the chance of attending short term trainings facilitated for the government principals. Educational background of the government school principals was other academic subjects rather than education leadership and related fields of study and this may had its own negative impacts to exercise school leadership.

Large school and class size, large students and teachers' population were the challenges of government school principals. Moreover principals were also exceptionally challenged by lack of playground.

5.1.12. Achievement Differences between Government and Private Schools

According to the open- ended questionnaire filled by the teachers and principals Private schools perform better for they properly used the available opportunities more Commitment comparing to the Government school principals, due to strong follow up of the school Owners. In addition, information obtained from interview, Private school principals achieve better due to less bureaucratic leaderships style, better community participation for what the school demands. According to information obtained from classroom observation, reading and numeracy ability of grade two students in primary schools are by far better than that of government school. Moreover, the five years grade 8 students regional examination results have significant differences favoring private school students. Therefore, achievements differences are related to principals' effectiveness among other factors.

5.2. Conclusions

First of all, before representing some conclusions and recommendations it is worth noting what Fullan (2001:145) elaborated what and how the instructional leaders exercise their authority and responsibility in performing their daily duties. They advise instructional leaders to be alert in driving their staff towards goal, mainly towards high students' achievement, organization and coordinating tasks for effective and efficient outcome, allocating adequate resource for learning improvement and commitment among school members. Therefore, the following conclusions have been drawn from the results of analysis related to the basic question of the study.

With Regard to school improvement program stages of self -assessment the principals facilitated conditions for the collection of data using SIP standards to take as base line for assessment government schools principals achieved better in collection of data and making to be transparent for the stakeholders the respondents forwarded the self-assessment transparency is found to be the gap to be filled by private school principals. With regard to using the necessary comments given by different stake holders as input for improvement was performed better by the private school principals gaps were identified in properly using the necessary procedures of self-assessment by private school principals. Wide gap was also identified in using the gathered data for self-assessment properly tabulating and analyzing by both government and private school principals.

Concerning to the involvement of principals in planning stage to prioritizing the school needs and bench marking the four SIP domains and taking as initial stage for planning were not performing well by private and government schools principals. Communicating strategic and annual SIP plan to the stakeholders and considering SIP frameworks and guide line during the planning phases were well performed by government schools principals. Thus, principals of both private and government schools performed SIP plan. However, most of planning related activities showed for reporting purposes.

Concerning about the implementation stage principals in resource mobilization to words SIP, performing continues follow up for SIP implementation, considering priority area in each academic year, designing continuous follow up of SIP implementation were fairly performed by both the private and government school principals. The practices of private school principals in fulfilling pre-conditions to implement SIP were slightly better. Principals practices of organizing capacity building training for the school community to perform SIP implementation was fairly achieved by the government principal than that of private schools. However, the result of this study revealed that principals of both schools did not identify core responsible bodies for SIP implementation who carried out the activities.

In relation to evaluation stage principals' in fixing meeting schedules and the SIP committee involvement in SIP evaluation were being achieved by government school principals more than that of private schools principals. But accepting comments from stake holders, goal oriented and time based monitoring and accepting feedback for future improvement were well practiced by the private school principals due to customer focused nature of the schools. Both the government and private schools principals used the indicators and procedures found in the SIP frameworks and guidelines for the evaluation of cycle. Therefore, the study results indicated that school improvement program stages have not been applied by both schools principals.

Concerning principals' practices in implementing Learning and teaching domain, the respondents for evaluation of curriculum materials and lack of considering the talented and gifted students by teachers were not well practiced by the principals of both government and private schools. Principals of government schools contributed more for students' active participation in clubs. On contrary, the study results revealed that consideration of students

learning styles, valuing diversities in the class room, facilitating assessment for learning, making the class room conducive for students and monitoring and evaluation of the learning teaching quality were implemented better by the private schools principals. And private schools principals have made significant attempts to make students active with in and out of schools in academic wise and considering students learning styles and identifying individual student's weaknesses and strengths through continuous assessment much better led and coordinated by the private schools principals.

With regard to safe and healthy school environment the study revealed that principals' practices of government and private were in opening room for student participation in decision making, performing inclusiveness and gender mainstreaming and raising students' awareness about school improvement program were not performed by government and private principals. But Private schools principals performed well safe and healthy school environment in the availability of instructional material, access to standardized toilet, secure school environment for students, good relationship among principals and the school communities and initiation of students learning and development of students' sense of responsibilities. On the other hand, government principals practices in appropriate physical environment teaching and learning.

Concerning about school community relation principals practices in raising awareness of parents to support the learning of their children, encouraging parents to involve in supporting school, initiating teachers to collect information about students' progress, valuing two way communication, taking feedback from stake holders, creating better interaction with parents private schools principals were performing better. On the other hand, participating SIP committee, arranging fixed meeting time to evaluate some SIP activities and sharing the prepared plan to the school community were better performed by the government school principals.

Principals are expected to set and share the set vision to the school community. With regards to this the study results revealed that both schools principals tried to post the written school vision on the school board but there is wide gap to internalize the vision among school community. Principals making stakeholders responsible for the students less achievements and creating regular communication with stakeholders is better in private schools. On other hand, principals'

responsibility of reporting SIP activities for concerned body and short term trainings and over all capacity building in government much better than private.

Regarding the challenges and opportunities of principals in implementing SIP the study results showed that decentralization policy helped principles to make school based decision making, the availability of frameworks and guidelines facilitate ways for implementing SIP activities. Education policy and strategies particularly the introduction of education quality assurance package, school grant for government schools contributed for better performance of principals in general and government in particular. The presence of SIP frameworks', guidelines, organizational structure of school management, clear job description are the areas of opportunities to be used by both schools principals. However, existence of opportunities in the areas of the presence of principal standards and support from woreda education offices did not use effectively.

In the areas of SIP activities the resistance of school community, lack of principals and teachers' commitment and lack of stakeholders' participation in government schools principals were more challenged. But poor technical support from woreda education offices, Searching external fund, was not as such challenging for government school principal. On the other hand, searching external fund, lack of inputs and poor technical supports from woerda educational offices were challenges to private schools principals to implement SIP. The private school principals had no the chance of attending short term trainings facilitated for the government principals. Educational background of the government schools principals were other academic subjects rather than education leadership and related fields of study and which would bring negative impacts to exercise school leadership. In addition large school and class size, high students and teachers' population were the challenges of government schools principals. Moreover principals were also exceptionally challenged by lack of students' playground.

In relation to students achievements Private schools principals perform better for they have properly used the available opportunities more Commitment comparing to the government school principals due to strong follow up of the school Owners. In addition, the results showed that Private schools principals achieve better due to less bureaucratic leadership's style and better community participation for what the school demands. According to information obtained from

classroom observation of grade two students in primary schools are by far better than that of government school. Moreover, the five years grade 8 students' regional examination results and early grade reading and numeracy ability have significant differences favoring private school students. Therefore, achievements differences are related to principals' effectiveness among other factors.

5.3. Recommendations

As a whole school improvement program is scientific way of schooling that improve students over all achievements. Therefore, principals should give due attention for the performance of SIP stages, domains and related activities. Thus, this study focused on practices of principals to implement SIP, challenges they faced in the process and opportunities that they have to use in both schools principals. Therefore, based on findings of the study the following recommendations are forwarded:

1. Scholars suggest that school leaders are expected to have educational leadership and related educational background. But, the background information of the principals indicated less number of the principals studied educational leadership. All the sampled government school principals' educational background were not school leadership and related fields. Thus, MOE, Addis Ababa Education Bureau is better to design mechanism on how the principals get training in educational leadership. Sub-city and woreda education official together with Addis Ababa education Bureau need to focus on capacitating the principals Particularly in short term trainings that were limited to government schools principals should also extended to the private school principals.
2. The government schools principals lacked using comments given from the stakeholders. Thus, they are recommended to facilitate conditions on how to take comments from the stakeholders and analyze the feedback and use for improvement. Gaps were identified on the behalf of private school principals in the areas of following steps during self-assessment they need to improve on the area. Woreda and sub city education office with collaboration providing training and follow up their performance in self-assessment stage.

3. Planning should be considered school realities, and based on the enlisting situation. However the study revealed that there was the tendency of planning to fulfill procedures regulated by woreda education offices. This trend should be changed. Thus, the principals are better to prepare plan that well elaborate schools situation hence schools can achieve the intended goal by identifying and using core stakeholders. However, principals of both the government and private schools failed to identify and use the core responsible bodies for SIP implementation. Thus, the woreda education office and cluster supervisors may initiate and support the principals with the core responsible bodies who have role for the implementation of SIP.
4. SIP and PSTA committee are major actors in SIP implementation. Thus, this committee should active in all the processes of SIP implementation but, the committees were not active in the private schools. Hence, the principals of private schools need to facilitate conditions for the SIP committee to actively participate in the SIP cycle, and cluster supervisors are recommended to support the principals in this regard.
5. Teachers are expected to evaluate curriculum materials (syllabus, Text books, teachers' guide, instruction materials, and contextualize the curriculum). But, teachers of both private and government schools do not participate in evaluating curriculum materials. Therefore, MOE and Addis Ababa education Bureau need to design strategy on how teachers involve in evaluating curriculum materials. Cluster supervisors need to support teachers on how they evaluate curriculum materials and students based on their respective learning styles. Principles need to focus on implementing learning teaching domain; however, gap is identified in government schools in this regard. Therefore, principals have to facilitate ways on how teachers consider, student learning styles dealing instruction.
5. School leaders' /principals/ advised to set clear and realistic school vision and sharing to the school communities. Concerning this the study setting vision and sharing it with the community was found to be below expectation. Thus, principals should set clear vision and enable others to act to this end.

6. Principals should have and know their professional standards. On this base, there is a national professional standard prepared by MOE. In spite the fact that, principals know little about the standard. Hence, Addis Ababa Education Bureau Teachers and educational leaders' development department better to raise awareness of principals on their professional standards.
7. SIP has facilitated conditions for both schools principals to enhance students result. The researcher recommends that MoE/AAEB facilitate condition in assigning responsible body for effective implementation of the program.
8. Principals should be committed to implement SIP. However, this study indicated that principals of both government and private schools lacked commitment to implement SIP. Thus, factors for the lack of principals' commitment to be investigated and scientific interventions to be suggested by MOE, AAEB and sub-city education office.
9. Updating short term trainings have their own positive role in capacitating principals. This particular study revealed that, short term trainings facilitated for government school principals was not sufficient. Private school principals have no the access of short term trainings on this base, short term trainings that based on gap analysis is to be arranged for all the private and government principals. AAEB and sub-city education office facilitate training program.
11. School size is one of the challenging for SIP implementation. In this regard, government school principals have been challenged by large school class, and teachers' size. Thus, the city government of Addis Ababa and sub-city government officials is suggested to solve problems related to school size.
12. Private schools lacked sufficient playground for students. Therefore, Addis Ababa city administration is recommended to facilitate conditions on how private schools have access sufficient land for playground.

13. Achievement differences were identified between private and government schools principals. These differences contributed for the differences on students' achievements level. In this regard in grade 8 regional examination of five years, students of grade 2 and 3 in the areas of literacy and numeracy the private schools students achieved better. The study results showed that one of the factors among others was the private schools principals' effectiveness which contribute for better principal effectiveness owing to parental involvement and less bureaucratic leadership style. Thus the Woreda education offices heads and cluster supervisors better to arrange experience sharing plate form among the government and private schools.

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APPENDIX A

Addis Ababa University

College Of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to Be Filled By Principals and Teachers

Dear respondents:

The main purpose of this questionnaires is to gather relevant data related to **practices, challenges and opportunities of principals' in implementing SIP (School Improvement Program)** your response is so important for the effectiveness of this study. Hence, you are kindly requested to give your genuine and honest response. All the information will be kept confidential and used only for the academic purpose.

Thank you in advance for your cooperation

Instruction 1

- Writing your name on the questionnaire is not needed.
- Use thick mark (√) to your response of each closed-ended questionnaire from the given rating scales.
- Write briefly your response for open-ended questionnaire.
- Please, give appropriate response based on your school experience/context.

Personal Information

- Name of the school _____ Woreda _____ school type _____
- Personal background your responsibility principal vice-principal cluster Supervisor
- Sex Male Female
- Age below 20-25 26 – 30 31 – 35 36-40 41 and above

- Work experience as principal vice-principal Department Head
 Club-coordinator PSTA member SIP Committee

No additional responsibility others _____

- Under 5 years 6 – 10 years 11-15 years 16-20 years
 21 years and above

- Educational background

Diploma first degree Second degree others

- Area of specialization or field of study _____
- Level of educational or qualification _____

Instruction 2

Please put thick mark ‘√’ under 5= strongly agree, 4= Agree, 3= undecided, 2= disagree and 1= strongly disagree in the table bellow

I. Regarding principals’ practices in implementing School Improvement Program cycles.

N.O	Item	Level of agreement				
		5	4	3	2	1
1	Self- assessment phase					
1.1	The principal facilitated conditions for the collection of data in relation to School Improvement Program standards to take as baseline for planning.					
1.2	The collection of data for self-assessment was participatory.					
1.3	The principal’s role was significant in the schools’ self-assessment.					
1.4	The principal contributed a lot in the self-assessment process by involving the School Improvement Program stakeholder.					
1.5	All the necessary comments gathered from the internal and external stake holders were analyzed and taken as input for the three years strategic planning.					
1.6	All most all the school conditions were identified during the self-assessment stage under strong follow up of the principal.					
1.7	Generally the self-assessment stage was effectively coordinated by the school principal.					
2	Planning phase					
2.1	The principal paved the way for conducting school self-evaluation					

	in prioritizing the problems at the beginning of academic year.					
2.2	The principal forms a benchmark for school improvement program four domains to use as input for planning.					
2.3	Information obtained from the self-assessment stage was carefully analyzed by the principal to use for the preparation of 3 years strategic plan.					
2.4	Principal arranged conditions for the full participation of School Improvement Program committee in preparation of the 3 years strategic plan of the school.					
2.5	Based on 3 years strategic plan conditions were facilitated by principal for annual action plans.					
2.6	Both the strategic and annual School Improvement Program action plan considers the school's priorities.					
2.7	The principal made the strategic plan clear to all the stakeholders'.					
2.8	Based on the guideline and School Improvement Program framework the principal insure the school strategic and annual operational plans.					
2.9	There is a mechanism of sharing the action plan to the school management by the principal accordingly.					
3	Implementation phase					
3.1	The principal realized that all the necessary conditions have been fulfilled before starting implementation of School Improvement Program in each academic year.					
3.2	Implementation of each academic year School Improvement Program considers priority areas of the year which is continuously supported by the school principal.					
3.3	The school principal tried ones best to mobilize resources to make the implementation of School Improvement Program to be effective.					
3.4	Conditions have been facilitated by the principal for continuous follow up of School Improvement Program implementation.					
3.5	The principal organized capacity building training in the school in light of school improvement program for the entire staff.					
3.6	The principal has been identifying core responsible bodies for the implementation School Improvement Program plan accordingly.					
4	Evaluation phase					
4.1	The principal facilitates conditions for the School Improvement Program committee to conduct regular evaluation of the School Improvement Program implementation					
4.2	The principal is ready to accept comments from the School Improvement Program committee for improvement.					

4.3	The principal arranged planned, time based and goal oriented evaluation system.					
4.4	The principal is ready to accept feed back to the concerned bodies.					
4.5	The feedback given from the stake holders are taken for the future improvements.					
4.6	The principal arranged fixed meeting schedules for School Improvement Program committee to conduct monitoring and evaluation in relation to implementing the Program to know performance of school.					
4.7	The School Improvement Program committee continually supervised and provided supports for School in the implementation of School Improvement Program.					

Open ended questions regarding the implementation of principals' leading School Improvement Program cycle

- Do you think the principal of your school fully lead the School Improvement Program cycle? yes No

 - If your answer is no for the above question what are the major problem in relation to fully implementing School Improvement Program cycle?
-
-
- What opportunities are there to exercise School Improvement Program cycle?
-
-
- What challenges are there to exercise School Improvement Program cycle?
-
-
- What solution you suggest for improvement?
-
-

II. Regarding principals’ practices in relation to implementing School Improvement Program domains

1. Learning and Teaching

N.O	Item	Level of agreement				
		5	4	3	2	1
	Principals contribute for					
1.1	Consideration of learning styles in the teaching learning process.					
1.2	Valuing Diversities in the classroom.					
1.3	Engagement of students in activities in the class, in the school and out of school.					
1.4	Facilitating assessment for learning.					
1.5	Conducive classroom environment.					
1.6	Evaluation of curriculum materials by teachers.					
1.7	Monitoring and evaluation quality of teaching and learning.					
1.8	Arrangements of tutorial programs for special needs students.					
1.9	Active participation of students in school clubs.					

Open ended questions about learning and teaching Domain

- What is your general observation about the principal practices in relation to supporting the effectiveness of teaching learning activities?

1.1.Strengths_____

1.2.Weakness_____

- What solution you suggest for improvement?

2. Concerning principals practice towards Safe and Healthy School environment

N.O	Item	Level of agreement				
		5	4	3	2	1
	Principals facilitate conditions for					
2.1	Appropriate physical environment (safe and stable) for teaching and learning process.					
2.2	The availability of adequate teaching and learning materials (text books, teachers' guides' library, laboratory pedagogic center etc).					
2.3	The access to standard toilets particularly designated for females and male students with water.					
2.4	Establishment and maintaining safe and secure school environment for students'.					
2.5	Good relationship among principals with the school community.					
2.6	opening room for students participation in decision making					
2.7	Inclusiveness and gender mainstreaming.					
2.8	Initiation of students learning.					
2.9	students awareness on the school improvement program implementation					
2.10	development of students sense of responsibility					

Open ended questions, concerning the creation of safe school environment Domain

- Is the principal fully carrying out activities towards safe and hospitable school environment? Yes No

- If your answer is no for the above question? What are the causes?

- What solution you suggest for improvement?

- **With regard to School Community Relationship**

N.O	Item	Level of agreement				
		5	4	3	2	1
	Principals facilitate conditions for					
3.1	Strong school community relationship.					
3.2	Raising the awareness of parents to support the learning of their children.					
3.3	encouragement of parents' to involve in supporting school					
3.4	Parents' active participation in the school improvement program.					
3.5	Initiating parents to provide comments up on their children's learning.					
3.6	Involvement of Stakeholders in decision making on their children.					
3.7	Teachers to collect information about students' progress and communicate parents regularly					
3.8	The involvement of parents in implementing the prepared strategic school improvement program plan.					
3.9	The development of Community the sense of ownership					
3.10	Valuing always two way communication					
3.11	Takes feed backs from stake holders and use them for improvement					
3.12	Create better interaction with school community.					

Open ended questions, with regard to towards improving school community relationship Domain

- Is the principal working hard towards improving school community relationship?

Yes No

- Please give your justification for the answer you gave for the above question?

- What solution you suggest for improvement?

- **In relation to School Leadership and Management practices**

N.O	Item	Level of agreement				
		5	4	3	2	1
	Due to exercising leadership and managerial practices of the principal					
4.1	Setting clear and shared vision to the school community is common.					
4.2	Collegiality among school community is created in the school.					
4.3	All stakeholders are responsible for the students less achievement					
4.4	Resource management and allocation is effective					
4.5	Educational managers and officials have acquired adequate educational leadership capacity to effectively implement stake holders.					
4.6	Reports have been done to the responsible body about the implementation of school improvement program.					
4.7	School management commitment for high student achievement.					
4.8	The school has created effective regular communication with all stakeholders.					
4.9	build trust among school community that support implementation of school improvement program					

What are the strengths and weaknesses of principals in relation to excising leadership and management practices in your school?

How do you evaluate management capability and leadership capacity of the principal of your school in implementing school improvement program? Please state your general opinion.

III. Concerning the availability of Opportunities for principals to Implement School Improvement program.

N.O	Item	Level of agreement				
		5	4	3	2	1
	conditions that support principals effectiveness to implement school improvement program					
1	The decentralization of Ethiopia education policy contributes for school based decision making.					
2	The availability of frameworks, guidelines, and organizational structures, are good opportunities for better practices of principals.					
3	The availability of principals' standards helps the principals to have clear ideas on their responsibilities in relation to school improvement program.					
4	Supports from the community enable principals to effectively achieve school improvement program.					
5	The presence of education quality assurance package particularly school grant has its contribution for principals' effectiveness to implement school improvement program.					
6	Educational leaders at Woreda support schools level leadership					

What other opportunities are there and to be used by principals in relation to school improvement program?

Does the principal of your school fully utilize all the available opportunities?

Yes No

Please give your reason for answer you gave for the above question.

IV. With regard to challenges that principals faced to implement School Improvement Program.

N.O	Item	Level of agreement				
		5	4	3	2	1
	Principals are challenged in the process of implementing school improvement program by					
1	Resistance of school improvement program by the school community					
2	Lack of principal commitment					
3	Lack of inputs.					
4	Lack of commitment of teachers					
5	Lack of participation of stakeholders.					
6	Poor technical support from Woreda educational office.					
7	Poor practice of school leaders in searching external fund to promote school improvement program.					

What is other challenges that principal of your school faced to implement school improvement program?

What are the solutions for those challenges?

V. Factors for students' achievement in government and private primary schools.

Is there differences between Government and private primary schools Students' achievement?

Yes No

If your answer is "yes" which type of school?

Is a better academic achievement related to principal effectiveness? How?

Please state other factors for better academic achievement

APPENDIX B

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational planning and Management

Interview Guides for Woreda Education office Heads and supervisors

Instruction I

- Name _____ woreda _____ position _____
- sex: Male Female
- Age: 20- 25 26 – 30 31 – 35 36-40 41 and above
- Work experience as Woreda Education office Head _____

Educational background first degree by subject

First degree by educational planning and related field

Second degree by subject Second degree by school leadership and related fields

Instruction II

Interview questions

- What are school principals' current status in your woreda in implementing SIP?
- How do you evaluate the implementation of SIP in primary schools of your woreda?
- Are achievement differences between primary schools of government and private in relation to SIP implementation? Why? What are the differences?
- Better students' achievement is observed in private schools? Is it due to principals SIP implementation differences?
- What are there opportunities and challenges those principals to use and faced to implement SIP?
- What are gaps clearly observed on principals to implement SIP?
- What is your conclusion in relation to principals' practices opportunities and challenges to implement SIP?

APPENDIX C

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational planning and Management

Focused group discussion Guidelines for SIP committee member

Instruction I

School Name _____ Woreda _____ school type _____

Composition of SIP committee

Students _____

Teachers _____

Parents _____

Instruction II

- What is the status of SIP implementation in your school? What are the indicators?
- Do you know the phases of SIP in your school? To what extent?
- Do you know all the domains of SIP? If so, from where did you get the information?
- Is the SIP plan participatory? How?
- According to your general understanding ,what are
 - The practices?
 - the opportunities /
 - Challenges of principal to implement SIP?
- Do you feel that existence of student achievement differences between private and government primary schools? If you feel in that way, is it due to the differences of principal effectiveness in implementing SIP?

APPENDIX D

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Focused group discussion Guidelines for PSTA committee members

Instruction 1: Background Information

School Name _____ Woreda _____ school type _____

Composition of PSTA committee members

Students _____

Teachers _____

Parents _____

Instruction II

- What is the status of SIP implementation in your school? What are the indicators?
- Do you know the phases of SIP in your school? To what extent?
- Do you know all the domains of SIP? If so, from where did you get the information?
- Is the SIP plan participatory? How?
- According to your general understanding ,what are
 - The practices?
 - the opportunities /
 - Challenges of principal to implement SIP?
- Do you feel that existence of student achievement differences between private and government primary schools? If you feel in that way, is it due to the differences of principal effectiveness in implementing SIP?

APPENDIX E

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational planning and Management

Checklist for document analysis

School Name _____ Woreda _____ School type _____

NO.	Document	Available	Not available
1	Vision, Mission, and values of the school		
2.	Clearly stated SIP priorities		
3.	3 Years SIP strategic plan		
4.	Yearly SIP Action plan		
5	External validation report document		
6	Minutes for		
6.1	SIP committee		
6.2	PSTA members		
6.3	Public meetings		
7	Self-assessment data gathering instruments		
8	Analyzed and compiled self-assessment documents		
9	Activities follow up checklists		
10	Annual SIP reports		
11	Plan		
12.	Report		
13	Timetable		
14	Student achievement data		
	Others		

APPENDIX F
Addis Ababa University

College of Education and Behavioral Studies

Department of Educational planning and Management

Checklist for checking validity of the available documents

School Name _____ Woreda _____ School type _____

NO.	Document	The status of validity of documents			Remark
		Clear and complete	Clear but not complete	Neither clear nor complete	
1	Vision, Mission, and values of the school				
2.	Clearly stated SIP priorities				
3.	3 Years SIP strategic plan				
4.	Yearly SIP Action plan				
5	External validation report document				
6	Minutes for				
6.1	SIP committee				
6.2	PSTA members				
6.3	Public meetings				
7	Self-assessment data gathering instruments				
8	Analyzed and compiled self-assessment documents				
9	Activities follow up checklists				
10	Annual SIP reports				
11	Plan				
12.	Report				
13	Timetable				
14	Data showing students achievements				
	Others				

APPENDIX G
Addis Ababa University

College of Education and Behavioral Studies

Department of Educational planning and Management

Classrooms Observation of Students Achievement in Lower Grades.

- To what extent do students' perform in basic foundation literacy skills in the following subtasks?
 - Letter sound identification
 - Phonemic awareness
 - Familiar words
 - Unfamiliar words
 - Passage reading
 - Listening comprehension
- To what extent do students' perform in learning mathematics at early grades?
 - 2.1 Oral counting
 - 2.2 Number identification
 - 2.3 Addition and subtraction
 - 2.4 Word problem
 - 2.5 Shape recognition
 - 2.6 Missing number

DECLARATION

I, undersigned declare that this thesis entitled “A Comparative Study of Government and Private Primary Schools Principals Implementing School Improvement Program” in Addis Ababa, is my original work. I also declare that this thesis has not been presented for a degree in any other university, that all source of material used for the thesis have been duly acknowledged.

Name: Desta Beyore

Signature: _____

Date: _____

This thesis entitled “A Comparative Study of Government and Private Primary Schools Principals Implementing School Improvement Program” in Addis Ababa, has been submitted for examination with approval as a university advisor.

Advisor Name: Hussien Kedir (PhD)

Signature: _____

Date: _____