Addis Ababa University

College of Education and Language Studies

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

SCHOOL LEADERSHIP PRACTICES IN SCHOOL IMPROVEMENT PROGRAMS IN YEKA SUB-CITY SECONDARY SCHOOLS

BY: Tamiru Hujisa Tola

Advisor: Dr. Jeilu Oumer

A Thesis Submitted to the School of Graduate Studies of Addis Ababa University in Partial Fulfillment of the Requirements for the Degree of a Masters in School Leadership

December, 2025

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DECLARATIONS

I Tamiru Hujisa, hereby declare that this thesis is my original work and that it has not been presented for a degree in any other University, and that all sources of material used for the thesis have been duly acknowledged.

Submitted by:

Name of the Student _____ Signature _____ Date _____

APPROVAL

I hereby certify that I have read the revised version of this thesis prepared under my direction and recommend that it be accepted as fulfilling the thesis requirement.

Approved by:

Name of Advisor	Signature	Date

As member of the examining Board of the final MA open defense, we certify that we have read and evaluated the Thesis prepared by Tamiru Hujisa entitled "Schools Leadership Practices in School Improvement Programs in Yeka Sub-city Secondary Schools", and recommend that it be accepted as fulfilling the thesis requirement for the degree of Masters in School Leadership.

Name of Internal Examiner	Signature	Date
Name of External Examiner	Signature	Date
Name of Head Department	Signature	Date

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ABBREVIATIONS

ACT = American College Testing

CPD = Continuous Professional Development

ESS = Ethiopian Statistical Service

ESDP = Education Sector Development Program

ESSLCE = Ethiopian Secondary School Leaving Certificate Examination

ETQRA = Education and Training Quality Regulation Authority

FGD = Focus Group Discussion

LMICs = Low and Middle Income Countries

LSU = Louisiana State University

MoE = Ministry of Education

PLC = Professional Learning Communities

PTA = Parent-Teacher Association

SIP = School Improvement Program

SLAW = School Leadership Around the World

SPSS = Statistical Package for Social Science

TTF = Teachers Task Force

ABSTRACT

This study examines leadership practices in leading school improvement program in secondary schools of Yeka Sub-city. Employing both descriptive and explanatory research designs, the study targeted students, teachers and administrative staff (School Directors, Supervisors, Officers and Parent Teacher Association members). A total of 375 respondents were selected through random sampling with an additional 30 participants chosen purposively. Data collection method includes questionnaires, structured interviews, focus group discussions, and document analysis. Reliability was confirmed through Cronbach's alpha. Quantitative data were analyzed using SPSS and both quantitative and qualitative data were analyzed using concurrent triangulation approaches. The findings indicate that school leadership in Yeka Sub-city secondary schools is predominantly top-down, characterized by limited shared leadership, poor collaboration, and inadequate encouragement of innovation. Communication gaps eroded trust and hindered staff involvement. Key leadership functions such as clear vision setting, participatory goal-setting, data-informed decision-making, regular monitoring, and peer evaluations are perceived as weak. Leadership effectiveness is generally rated as unsatisfactory, with transparency and evaluation practices falling short, negatively affecting student achievement. The finding of the study highlights that most of the students are failing Grade 12 National Examination in two consecutive years, and school quality ratings remain low. These indicate that school leaders have not successfully executed the SIP, ultimately failing to fulfill their core responsibility of improving school performance. Finally, school leaders in secondary school have no clear metric tools to measure their effectiveness/success in leading SIP. In conclusion, to enhance and sustain educational outcomes, leadership practices must evolve towards more collaborative, transparent, and data-driven models. Targeted professional development and comprehensive system-wide reforms are vital to strengthen school leadership capacity and improve leadership effectiveness in leading school improvement program.

Keywords: School Leadership, School Improvement Program, Effectiveness, Secondary School.

UNIT ONE

1. INTRODUCTION

1.1. Background of the Study

Effective school leadership is essential for enhancing educational quality and student outcomes, particularly through school improvement programs. School leaders are tasked with establishing a clear vision for improvement, fostering positive school cultures, and mobilizing resources to achieve educational goals. They play a key role in implementing effective teaching practices and providing targeted professional development for teachers, all of which contribute to improved student outcomes (TTF, 2025).

Globally, research consistently shows that healthy leadership practices lead to significant improvements in school performance, as effective leaders establish high expectations, clarify teaching objectives, foster professional learning communities, and enhance teaching practices, all of which significantly impact student outcomes (Leithwood et al., 2006; Day et al., 2016). Research indicates that strong leadership is vital for promoting instructional quality, fostering teacher development, and creating a positive school climate that enhances learning (Bush & Oduro, 2006).

At the policy level, many countries have recognized the importance of empowering school leaders through decentralization, enabling them to make decisions tailored to the unique needs of their communities (TTF, 2025). For instance, England's National College for School Leadership has provided structured training and support, resulting in improved school performance (SLAW, 2025). Similarly, Singapore's approach to educator development emphasizes early identification of leadership potential, equipping future leaders to tackle modern educational challenges (SLAW, 2025). Effective school leadership in driving school improvement is evident from a global perspective, with policies increasingly supporting the empowerment of school leaders.

Leadership capacity in many Ethiopian schools remains underdeveloped due to insufficient training and support for school leaders (Ngware et al., 2014). Studies confirm that Ethiopian schools face challenges related to inadequate leadership and a lack of professional development opportunities for principals (Alemayehu & Hailu, 2020). Many principals are assigned to their positions without adequate preparation, leading to a significant percentage of school leaders

being under qualified (Ngware et al., 2014). The Ministry of Education in Ethiopia has acknowledged these problems, noting the limited capacity of school leaders and the shortage of skill development opportunities (MoE, 2018). Studies in various regions of Ethiopia, such as Bale Zone and Oromia, further confirm the challenges in school leadership development and implementation (Bold et al., 2017).

Socio-economic issues further complicate the implementation of School Improvement Plans (SIPs). Schools in low-income areas often struggle with inadequate resources, high teacher turnover, and limited access to technology, hindering their ability to deliver effective education (LSU Online, 2025). Addressing the socio-economic challenges is critical for the successful execution of school improvement plans. Effective communication and collaboration with stakeholders, including parents and local organizations, are vital for navigating these challenges and ensuring successful implementation of school improvement programs. Studies have shown that school leaders who engage in collaborative practices and foster a supportive school climate can significantly influence teaching quality and student achievement (Mekonnen & Mulugeta, 2019). Furthermore, the unique socio-cultural context of Ethiopia necessitates that school leaders develop culturally relevant strategies that resonate with their communities (Bireda, 2019).

Yeka Sub-city Education Office annual report (2024) shows that secondary school leaders in the Sub-city face numerous challenges; including high classroom-student ratios, high teacher-student ratios, inadequate infrastructure, limited access to technology and resource shortages. Unless these problems are resolved, the political, economic, social, and technological consequences of these challenges will be significant. Politically, ongoing issues may prompt policy reevaluation and increase accountability for school leaders, potentially eroding public trust in educational institutions. Economically, low academic performance hampers workforce development and may deter investment in the region, straining local budgets. Socially, poor school outcomes can lead to community disengagement, exacerbate inequalities, and negatively impact student well-being. Technologically, limited access to resources hinders effective learning and contributes to a digital divide, preventing students from acquiring essential skills for a technology-driven economy. In addressing these challenges, school leaders are essential as they establish a clear vision and goals, develop strategies, manage resources, promote professional development,

engage with the community, make data-driven decisions, foster a positive school culture, utilize technology, and address infrastructure needs.

However, efforts to tackle these issues are often lacking. Consequently, it is crucial to scientifically identify the root causes of these problems. This situation has pressed the researcher to investigate the matter further. Thus, this study aims to explore leadership practices in secondary schools within Yeka Sub-city and how these practices can facilitate the effective implementation of school improvement programs.

1.2. Statement of the Problem

Effective school leadership is vital for driving school improvement and enhancing educational outcomes, particularly in urban contexts like Yeka Sub-city. Research shows that school leadership significantly influences educational quality, including teaching effectiveness and student engagement (Leithwood et al., 2006; Day et al., 2016). Understanding how leadership dynamics operate within the socio-economic context is essential for promoting equity in education and ensuring that all students benefit from school improvement program. As emphasized in the Education Sector Development Program (ESDP) (MoE, 2018), strong leadership is essential for achieving educational goals. Furthermore, understanding how school leaders can operate in secondary schools is critical for developing realistic strategies for school improvement program and student academic achievement.

The scarcity of empirical research on leadership practices in urban Ethiopian contexts, particularly in Yeka Sub-city, give emphasis to the necessity of this study. Some existing studies conducted in Addis Ababa have focused on SIP implementation without addressing leadership practices (Rahel, 2014; Mulu, 2018). Most of the rest studies were also conducted to explore SIP implementation focusing on rural countryside of Ethiopia by ignoring urban specific contexts like Yeka Sub-city and concept leadership practices. Therefore, this research aims to address this gap by examining school leadership practices in secondary schools of Yeka Sub-city and their impact in leading school improvement programs.

Moreover, in Yeka Sub-city, where I have served for more than five years as a supervisor, secondary school leaders face numerous challenges, including high classroom-student ratios,

high teacher-student ratios, inadequate infrastructure, resource shortages and limited access to technology. These unresolved issues have continued for over five years, resulting in low student academic performance and poor school ratings. The presence of low student academic performance and poor school ratings indicates that current leadership practices may not be meeting the educational needs of the community. Unless these problems resolved, the political, economic, social, and technological consequences are becoming significant affecting public trust in educational institutions, workforce development, community engagement, and equitable access to technology. Effective leadership is crucial to navigate the complexities of urban education, which hinder quality education delivery. By exploring leadership practices in school improvement program in this context, the study seeks to provide valuable insights that inform policy and ultimately contributing to enhanced educational outcomes for students.

1.3. Research Questions

1. What are the prevalent leadership practices employed by secondary school leaders in Yeka Sub-city to facilitate school improvement program?
2. What are the key functions of leadership as perceived by secondary school leaders in Yeka Sub-city in leading school improvement program?
3. To what extent do school leaders of secondary schools in Yeka Sub-city effective in the implementation of the school improvement program?
4. How do school leaders assess success in relation to school improvement program outcomes?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of the study is to assess the leadership practices of secondary school leaders in Yeka Sub-city in leading School Improvement Program.

1.4.2. Specific Objectives

The study is aimed to achieve the following specific objectives:

1. To identify the prevalent leadership practices employed by secondary school leaders in Yeka Sub-city to facilitate school improvement program.

2. To examine the key functions of leadership perceived by secondary school leaders in Yeka Sub-city in the context of leading school improvement program.
3. To assess the extent of school leaders effectiveness in the implementation of the school improvement program in Yeka Sub-city secondary schools.
4. To evaluate how school leaders assess success concerning the outcomes of school improvement program.

1.5. Significance of the Study

The study mainly designed to examine school leadership practices in leading school improvement program in Yeka Sub-city secondary schools. The finding of this study provides valuable insights into the leadership practices impacting SIP success in Yeka Sub-city secondary schools. By identifying the prevalent leadership practices employed by secondary school leaders, the study aims to provide insights into effective strategies that facilitate school improvement programs. This understanding enhances knowledge of leadership dynamics in different education settings. By examining leadership practices within specific socio-economic contexts, it enables to develop strategies that promote equity, ensuring that all students benefit from school improvement programs. The exploration of key functions of leadership as perceived by school leaders is crucial for clarifying the roles that leaders play in leading school improvement program. Insights gained can inform training and development initiatives for current and aspiring leaders. Furthermore, examining how school leaders assess success of leadership in relation to school improvement outcomes provides valuable metrics for evaluating leadership success. The findings also have practical implications for policymakers, highlighting effective leadership practices that can be supported through local educational policies, ultimately enhancing strategies for school improvement initiatives.

Overall, the study will contribute to the existing body of knowledge on school leadership by providing a localized perspective on effective practices and functions, ultimately aiming to enhance the quality of education and improving student outcomes in secondary schools, particularly within the context of Addis Ababa. It also benefits to future educational researchers as a sources document in the area.

1.6. Scope of the Study

The scope of this study is defined by its general and specific objectives, which delineate the boundaries of the research in terms of its content, geographical area, and the population involved. The content of this research is mainly centered on the leadership practices of secondary school leaders within the specific context of the School Improvement Program (SIP). The study investigated four main areas. Firstly, the most common or prevalent leadership practices, strategies, and actions employed by school leaders to facilitate the SIP were identified. Next, key leadership functions and roles that school leaders themselves perceive as critical for successfully leading the SIP were examined. Thirdly, the perceived level of success that school leaders have achieved in implementing and leading the SIP in their respective schools were explored. Lastly, methods and metrics that school leaders use to evaluate the success and outcomes of the SIP were examined. The study is limited to the perspectives and practices of school leaders.

Geographically, this study is confined to government and private secondary schools located within Yeka Sub-city in Addis Ababa, Ethiopia. Secondary schools here refer to educational institutions encompassing grades 9-12. Due to resource constraints, the study limited itself to Yeka Sub-city Administration. Moreover, this focus aims to make the study manageable.

The study population included all government and private secondary school staffs (teachers, school directors and administrative staff) students and parents' representatives currently present in secondary schools in the Sub-city in 2024/25 fiscal year. School leaders in the study represent principals, vice-principals and department heads in Yeka Sub-city secondary schools. The research focuses specifically on this group to gain a comprehensive understanding of their leadership practices, functions and successes in leading the School Improvement Program.

1.7. Limitations of the Study

The concept of "leadership effectiveness" is multifaceted and abstract. In this study measuring this concept relies on student academic achievement and schools quality ratings, which cannot be limited to this only. The study also relied on quantifiable metrics i.e ESSLCE result and school Quality Rating Score. While useful, these scores are a narrow measure of student achievement and do not capture other crucial aspects of school improvement, such as student creativity, critical thinking, socio-emotional development, or civic engagement.

The research is focused specifically on urban settings. This is both a strength (providing deep context) and a limitation. The findings, conclusions, and recommendations may not be generalizable to schools in suburban, rural, or other distinct contexts; even within urban settings, differences in funding, student demographics. The role of community engagement in enhancing school outcomes and leadership practice not explored in the study; so it needs further investigation.

1.8. Definitions of Terms

Leadership: For the purpose of this study, leadership is defined as the ability of a leader to guide, direct, or influence people to the intended goal (Northouse, 2021).

Leadership Effectiveness: refers to the degree to which a school leader achieves desired outcomes & fulfills the multifaceted goals of the school community (Leithwood & Louis, 2012).

School Improvement Program: is a national program, developed by the Ministry of Education as one part of General Education Quality Improvement Program (GEQIP), to improve student results in primary and secondary schools (MoE, 2007).

School Leadership: refers to the practices and processes through which school leaders such as principals, administrators, and educational coordinators guide and influence the educational environment (Leithwood, Harris, & Hopkins, 2008; The Wallace Foundation, 2013).

Secondary School: an institution or school contains grade 9-12 in which children and teenagers are taught, usually between the ages of 15-18 years.

Yeka Sub-city: A specific administrative division within Addis Ababa, Ethiopia, comprising various government and private secondary schools.

1.9. Organization of the Study

This thesis is organized into five chapters. The first chapter deals with introduction section which contains background and statement of the study, objective and research questions; scope, and significance of the study; and definition of the terms. The second chapter is concerned with review of related literature. The third chapter deals with the research methodology which include research design and approach. The fourth chapter deals with presentation, analysis and interpretation of the data. The fifth chapter deals with the summary of the findings, conclusions and recommendations.

UNIT TWO

2. REVIEW OF RELATED LITERATURE

2.1. Theoretical Literature Review

2.1.1. Theories of School Leadership

The evolution of school leadership theory signifies a shift from rigid, hierarchical models to more adaptive, distributive, and transformative approaches. Leadership involves influencing others to change behavior (Einstein & Humphreys, 2001). The goal is to use this influence collaboratively, where principals exercise power to effect change or maintain the status quo. Effective leaders must analyze power relationships between leaders and followers.

School leadership is pivotal for educational effectiveness, encompassing various roles aimed at fostering a conducive learning environment. It is defined as the process through which individuals in leadership positions influence teachers, students, and the community to achieve educational goals (Leithwood & Riehl, 2003). Effective school leadership is characterized by vision, collaboration, ethical behavior, and a commitment to student success (Hallinger, 2005). Understanding school leadership theories provides a framework for analyzing leadership practices that impact school culture, teacher efficacy, and student achievement. There are different approaches of school leadership. Let's see approaches of school leadership one by one:

2.1.2. Major Approaches of School Leadership

Modern educational theory generally groups leadership into three pillars, i.e. instructional, transformational and distributed leadership alongside several specialized styles.

i. Instructional Leadership

Emerging in the 1980s, instructional leadership positions principals as the key experts in teaching and learning (Hallinger, 2003). This model emphasizes defining the school's mission, managing the instructional program, and promoting a positive school climate. While principals are expected to engage deeply in curriculum development and teacher support, this top-down approach can place an unsustainable burden on a single individual. However, effective instructional leadership focuses on improving teaching and learning, directly influencing student outcomes through curriculum oversight and support (Hallinger, 2005; Leithwood et al., 1999).

ii. Transformational Leadership

Transformational leadership emerged to address the limitations of instructional leadership by focusing on inspiring and motivating staff toward collective goals. Rooted in Burns' (1978) work and further developed by Leithwood and Jantzi (2006), this theory emphasizes building school capacity through a shared vision. Transformational leaders act as change agents who foster collaboration and provide individualized support, leading to significant improvements in student learning. Key characteristics include charisma, inspiration, and intellectual stimulation (Den Hartog et al., 1997). This approach is essential for school improvement as it inspires staff to exceed expectations and embrace change (Bass, 1990; Bass & Avolio, 1994).

Kotter's (1996) eight-step model highlights the significance of creating urgency, building coalitions, and anchoring new practices in school culture, thus aiding schools in navigating the complexities of implementing school improvement programs effectively.

iii. Distributed Leadership

Distributed leadership shifts the concept of leadership from being centered solely on the principal to involving interactions among all stakeholders. This model promotes shared leadership practices among both formal and informal leaders, including teachers (Spillane, 2006). It emphasizes collaboration and shared accountability, essential for school improvement and organizational change, as it builds collective efficacy (Harris, 2013). By leveraging diverse perspectives, distributed leadership enhances the implementation of school improvement programs (Spillane, 2010).

2.1.3. Types of School Leadership

In modern educational research, school leadership can be categorized into three based on specific roles and functions. Principal leadership focuses on the formal role, teacher leadership focuses on the classroom expert and collaborative leadership acts as the glue that binds them together.

A. Principal Leadership

Principal leadership encompasses the strategic direction and day-to-day management provided by the school principal, who holds the top administrative position. This term includes how principals implement various leadership theories, such as instructional, transformational, or

distributed leadership. The effectiveness of a school is closely linked to the practices and priorities of its principal, making their leadership crucial for school improvement.

According to Leithwood et al. (2004), key dimensions of principal leadership include several critical responsibilities. Principals set the vision and direction for their schools, articulating a mission that aligns the efforts of staff, students, and the community toward shared educational goals. They focus on developing their staff by investing in professional development, offering constructive feedback, and creating opportunities for growth. Effective principals redesign organizational structures to promote a productive school culture, encouraging collaboration and community involvement while ensuring a safe environment. They also manage the instructional program by coordinating the curriculum, supervising instruction, wisely allocating resources, and monitoring student progress. Thus, by creating conditions that empower teachers and enhance student learning, principals play a vital role in school improvement.

B. Teacher Leadership

Teacher leadership, closely related to distributed leadership, empowers teachers to influence their colleagues and contribute to improving teaching practices (York-Barr & Duke, 2004). Teacher leaders are increasingly recognized for their role in instructional improvement and school decision-making. They can take on formal roles, such as department heads and instructional coaches, or informal roles, such as mentoring new teachers and leading professional learning communities. This model highlights that classroom teachers possess crucial expertise and that sustainable school improvement thrives when their knowledge and agency are harnessed.

C. Collaborative Leadership

Collaborative leadership focuses on building trust and shared purpose through inclusive decision-making processes. While it aligns with distributed leadership, emphasizes the quality of relationships and collaborative structures. As defined by Friend and Cook (2017), collaboration involves direct interaction between co-equal parties engaged in shared decision-making towards common goals. In schools, collaborative leaders facilitate professional learning communities (PLCs), interdisciplinary teams, and school-community partnerships. Their role shifts from being the sole decision-maker to a facilitator of dialogue and consensus, valuing diverse perspectives to

address complex challenges. By promoting shared decision-making and collective responsibility, collaborative leadership fosters a more inclusive & effective school environment (Harris, 2002).

2.1.4. Leadership Practices in School Improvement

Theories of school improvement provide frameworks for understanding how leadership practices can influence educational outcomes. Effective schools framework identifies key characteristics of successful schools, including strong leadership, a clear mission and a focus on student learning. Leadership practices that align with these characteristics are essential for driving school improvement initiatives (Edmonds, 1979).

Change management theories explore how organizations can effectively implement change. In the context of education, leaders must navigate resistance and foster a culture that embraces change to successfully implement school improvement programs (Kotter, 1996).

Effective School Improvement Programs (SIPs) require leaders to align goals with national policies, foster teacher capacity, and engage stakeholders (Fullan, 2016). Hopkins (2001) argues that SIPs thrive in environments where leaders prioritize data-driven decision-making, resource allocation, and continuous professional development. In secondary schools, leadership must navigate complex challenges, including adolescent development, curriculum demands, and community expectations (Day et al., 2016), making contextualized leadership practices essential.

Research underscores specific leadership practices critical to SIP success. For instance, visionary leadership establishes a clear direction for improvement, while strategic resource management ensures alignment of financial, human, and material resources with SIP objectives (Leithwood & Louis, 2012). Robinson et al. (2008) emphasize the role of instructional leadership in fostering teacher collaboration and reflective practices, which correlate with improved student outcomes.

In contexts with limited resources, such as many sub-Saharan African schools, leaders must adopt adaptive leadership strategies to overcome systemic barriers (Bush & Glover, 2016). This includes leveraging community partnerships, advocating for policy support, and cultivating resilience among staff (Ngcobo & Tikly, 2010). Furthermore, ethical leadership is vital for maintaining trust and transparency during reform (Starratt, 2004), particularly in settings where accountability mechanisms are weak.

2.1.5. Theories of Effective School Improvement

Effective school improvement involves continuous adaptation to dynamic educational challenges (Telford, 1996). It encompasses systematic efforts to enhance learning conditions and achieve educational goals (Miles et al., 1987). Hopkins et.al (1994) and Hoeben (1998) defined the concept of effective school improvement as follows:

> *Effective school improvement refers to planned educational change that enhances student learning outcomes as well as the school's capacity for managing change. To evaluate effective school improvement, an effectiveness criterion (does the school achieve better student outcomes?) is needed as well as an improvement criterion (does the school manage to change successfully from old to new conditions that are necessary for effectiveness?).*

Effective school improvement is targeted both at pupil achievement and the school's ability to manage change (Reynolds, 2010). These definitions highlight the importance of school improvement with its dual emphasis on enhancing the school capacity for change as well as implementing specific reforms, both of which have their ultimate goal of increasing in student achievement. Furthermore, effective school improvement outcomes should encompasses changes in the quality of the school; changes in the quality of the teachers; and changes in the quality of student outcomes (knowledge, skills and attitudes).

As Reezigt (2001) discussed in his final report on effective school improvement, there are theories of effective school improvement encompass a range of perspectives. These include school improvement theories, curriculum theories, behavioral theories, theories of organization/learning organization, and theories of choice. School Improvement theories emphasize that successful school improvement should primarily focus on enhancing student outcomes.

Curriculum theories highlight the importance of effective curriculum implementation. This involves using curriculum implementation as a feedback system with clear goals and evaluations, recognizing the curriculum's role in regulating power and knowledge, and promoting lifelong learning. Cohesion between the curriculum and the school's organizational structure is also deemed crucial.

Behavioral theories emphasize the impact of school culture on student achievement. They also consider prior school experiences and teacher-student relationships as influential factors. Key

elements for improving schools include establishing clear goals and rewards, managing role and power dynamics, improving communication, encouraging active teacher participation, using self-evaluation, and fostering a deep understanding of students' needs and backgrounds. The central role of teachers in the educational process is also underscored.

Theories of Organization and Learning Organizations stress the need for strong leadership, shared vision, teacher collaboration, and robust planning and evaluation processes. A positive school culture and a commitment to becoming a learning organization are important. Schools need external support and sufficient autonomy to function effectively as learning organizations, integrating improvement into their daily routines and building on past experiences.

Theories of Choice suggest that market mechanisms such as parental choice and community involvement can stimulate school improvement. Autonomy is needed to allow schools to adapt to external demands. Evaluation and control systems are crucial to ensure educational quality.

In general, effective school improvement depends up on theories that emphasize student outcomes, curriculum implementation, school culture, teacher involvement, leadership, organizational learning, and the influence of external factors.

2.1.6. Models and Frameworks for School Effectiveness

School effectiveness theories focus on understanding what makes schools successful in promoting student learning and achievement. Some key models and frameworks related to school effectiveness are discussed here under:

The *Input-Process-Output Model* underscores the connection between inputs, such as resources and teacher quality; processes involving teaching and learning activities; and outputs (student outcomes), suggesting that effective schools manage these elements to boost student achievement (McBer, 2000). *Accountability models*, as explored by Elmore (2004), emphasize the role of accountability systems in fostering school improvement by concentrating on instructional quality and student performance, while Darling-Hammond and Adamson (2014) advocate for broader indicators to evaluate school effectiveness beyond mere test scores. *School improvement frameworks* highlighted by Fullan (2007) take a comprehensive approach involving all stakeholders to facilitate sustainable change, with Harris (2002) emphasizing strategies for schools in challenging contexts that rely on collaboration to enhance student learning. *Equity-*

focused frameworks, promoted by Darling-Hammond and Bransford (2005), stress the importance of preparing teachers to effectively meet diverse student needs, while Ladson-Billings (2006) calls attention to addressing the "education debt" to rectify systemic inequities in educational opportunities. *Effective schools research* identifies crucial characteristics of successful schools in difficult environments, with Edmonds (1979) stating that strong leadership and high expectations are vital, and Rutter et al (1979) confirming that schools can significantly impact student outcomes regardless of socio-economic factors. Lastly, *culturally relevant pedagogy,* introduced by Ladson-Billings (1995), advocates for teaching that reflects students' cultural contexts to foster engagement and achievement, with Gay (2010) elaborating on practices that validate and integrate diverse backgrounds into the curriculum.

2.1.7. School Improvement Program (SIP)

The School Improvement Program (SIP) is a national initiative introduced in 2007 as part of the General Education Quality Improvement Package (GEQIP) to enhance student outcomes in primary and secondary schools. Minor modifications were made in 2011, emphasizing standards, indicators, and descriptors, leading to a framework comprising four domains, twelve elements, twenty-four standards, and eighty-eight indicators.

SIP aims to improve educational quality through self-evaluation and strategic planning, with a key focus on student learning outcomes while involving all members of the school community in the process (MoE, 2011). This approach fosters a comprehensive examination of schools' status across various fields, enabling self-evaluation to enhance educational inputs and processes for better student results. Initially one of the GEQIP's top priorities (2008-2013), SIP required all primary and secondary schools to develop and implement strategic plans aimed at improving student performance (MoE, 2007; 2010a).

According to the revised SIP Guideline (MoE, 2011), the focus remains on student learning and outcomes. Schools are encouraged to identify their vulnerabilities and strengths, prioritize each domain, and set relevant goals. SIP fosters ongoing collaboration among all school community members and stakeholders to enhance student learning. The program framework aims to improve learning outcomes by facilitating better teaching and learning environments, strengthening

community participation in school programs, and developing effective leadership and management practices (MoE, 2007; 2010a, 2015).

2.1.7.1. Domains of School Improvement Program

As stated earlier, the main objective of the school improvement program is to increase school capacity by prioritizing needs and creating a school improvement plan; and improving school and community involvement in resource use, decision-making and resource generation; improving the ability of the government to provide specific amounts of school grants at the Woreda level (MoE, 2008). It is a mandated, strategic framework through which the central education authority directs, supports and monitors systemic efforts to raise educational standards and student performance across its school (World Bank, 2019). The school domains are divided into four with distinct elements.

2.1.7.1.1. Domain 1: Teaching and Learning

The primary goal of school education is to promote student learning and achievement. Research on school improvement highlights the importance of teaching and learning as essential components of quality enhancement in schools (Hopkins et al., 1994). Teaching and learning fundamentally influence students' abilities, attitudes, and willingness to contribute to classroom dynamics in contemporary society. Key factors affecting these processes include both student and teacher-related elements (Hopkins, 2002).

The teaching and learning domain consists of three elements: teaching, learning and evaluation, and curriculum (MoE, 2010). Effective teaching and learning encompass various characteristics expected of both students and teachers. Teachers should master their subject matter, conduct timely and continuous assessments, serve as role models, and understand individual student differences. Additionally, teachers are expected to engage in continuous professional development, employ active learning methods, utilize diverse assessment techniques, and contextualize curricula. For students, essential characteristics include active participation in clubs and committees, respect for teachers, and a willingness to ask questions in class.

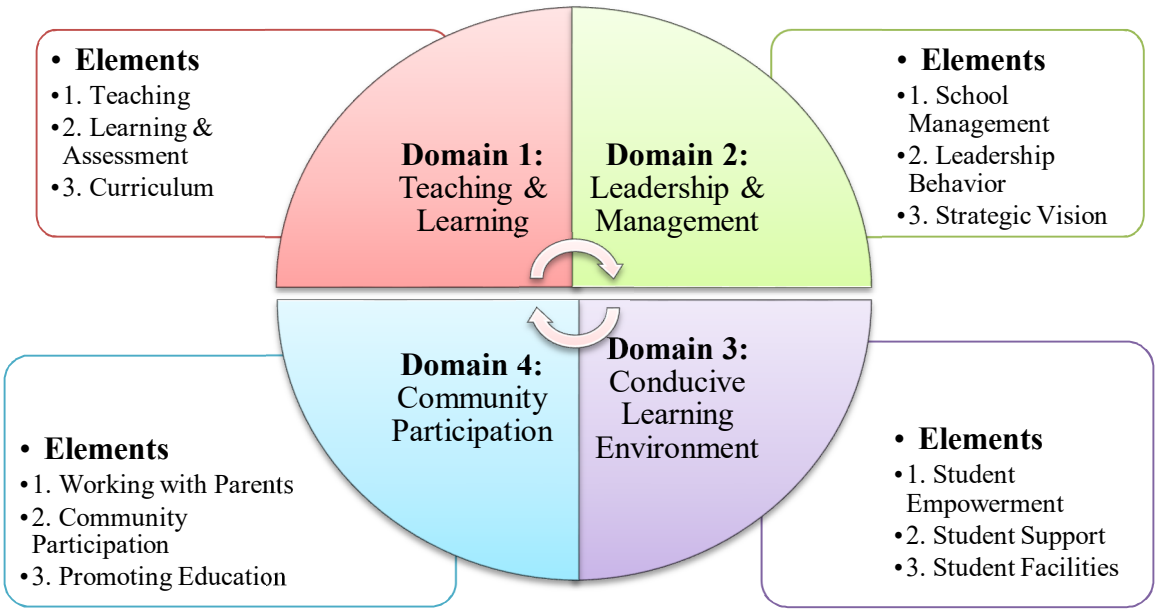

Figure 2.1: School Improvement Program Framework (source: MoE, 2010)

2.1.7.1.2. Domain 2: Leadership and Management

Basically, school leadership is assisted by two conceptual characteristics (Spillane, 2010). The first concerns the personality, style and capability of the individual; the second relates leadership to organizational types and, to a smaller degree, to individual practices. Historically, school leadership has been related to the position and functions of school-management teams (Schleicher, 2012). In the last decade, however, it has been emphasized that leadership requires a shared culture of expectations, in which everyone is responsible for individual contributions to the collective result, both in studies by international organizations and in scholarly works (Leithwood and Louis, 2012).

The leading and managing sector is concerned with communicating a specific vision for a school and setting up successful systems of management. In line with its mission and practice, leaders set standards and direct the school community. Collegial, student-centered and teacher-focused, positive leadership within the school encourages a mutual responsibility for change. These components explain how: school vision is collaboratively created to be practical, demanding, and future-oriented leaders use reflective methods to better manage individuals to achieve changes. The leadership team of the school demonstrates efficient management of resources to achieve results. The Ministry of Education in Ethiopia is structured to incorporate the fields and

competencies of the three school principals, school vision and community leadership, instructional leadership, and administrative leadership.

The leadership and management domain consists of two elements: school management and leadership behavior (MoE, 2015). In this regard, all teachers and school principals are expected to involve in the planning, implementation and evaluation of school activities; in exercising open and transparent leadership; in identifying the training needs of teachers; in strengthening experience sharing between the school teachers and other local schools; and in enhancing the provision of resources and technical support.

2.1.7.1.3. Conducive Learning Environment

For the success of adult learners' learning, a favorable learning environment is essential. It is possible to view the favorable environment of learners from two perspectives: the learning environment and the interaction of learning (Jegede, 2003). The world of learning refers to the environment that learners experience in their learning. Learning interaction refers to the relationship between the learner and the instructor (facilitator). One of the basic factors that dictate the outcome of learning among learners is learning interaction. An environment that enables one to learn more easily is a favorable learning environment. Khalid (2008:152) describes an area of favorable learning as:

> *"The environment that satisfies the needs of its participants, not only in the acquisition of numeracy and literacy skills, but is also able to link the economic and occupational needs of the group to literacy with their learning activities"*

The learning environment domain involves three elements: student empowerment, student support, and student facilities (MoE, 2010a, 2015). This involves initiatives carried out by educators and the principal of the school to keep the school atmosphere safe and secure for students (MoE, 2011). These actions include the ability of the principal to encourage and assist students to become independent and responsible citizens and his desire to build a secure, inclusive and accepting educational atmosphere for all students. Thus, school leaders, teachers and students are expected to work together to support, motivate and empower students by creating comfortable and safe school compound and by fulfilling school facilities.

2.1.7.1.4. Domain 4: Community Participation/Involvement

The community participation/involvement domain focuses on involving the community and parents in the schools' affairs, establishing relationships and raising awareness of the community, and promoting education to improve the students' learning outcome.

A majority of the current research on the influence of family engagement on educational outcomes indicates a positive correlation. Barnard (2004) looked at the correlation between parental engagement in elementary school and student achievement in high school, and concluded that positive long-term outcomes are encouraged by early parental participation in a child's education. In brief, parent engagement can be seen in four ways: 1) assisting in the learning of their children at home; 2) engaging in the education of their children at school; 3) working with schools to make decisions and serve as advisors; and 4) participating in programs at home and at school that facilitate structured learning.

High emphasis should be put on the role of the larger community in school improvement, particularly in a country such as Ethiopia, where the decentralized education system is made functional in order to include the community in school-level decision-making. Schools need to strengthen their relationships with parents to ensure parents are aware about and interested in the education of their children. Involving parents in the process of change is a good way to do this.

To sum up, the school improvement program framework of Ethiopia (MoE, 2010) was expected to satisfy the following assumptions. First, if the *teaching-learning* methods, assessment and curriculum development processes are effective, this can make a difference in students' learning outcomes. Second, if there is an *effective leadership and teachers* are well motivated, students' academic achievement will be enhanced. Third, if there is *active community participation* in schools, students' learning outcome will be improved. Fourth, if the *learning environment* of the schools is conducive, there is a possibility of maximizing students' academic achievement (MoE, 2010, 2015).

2.1.8. Key Components of Effective School Improvement Programs

Effective school improvement programs encompass the following key components in which are identified by many scholars in common. These include clear vision and goals, data drive decision-making, professional development, and community and parental involvement.

a. Clear Vision and Goals

A fundamental aspect of successful school improvement programs is the establishment of a clear vision and specific, measurable goals. According to Hallinger (2005), effective school leaders articulate a compelling vision that aligns with the needs of their students and community. This vision serves as a guiding framework for all improvement efforts and helps to unify stakeholders around common objectives.

b. Data-Driven Decision Making

Data utilization is central to the effective implementation of school improvement programs. Schools must collect and analyze data on student performance, instructional practices, and school climate to identify areas for improvement. Research by Miles et al. (1987) emphasizes the importance of data-driven decision-making in guiding the focus of SIPs. By using data to inform strategies, schools can target specific issues and track progress over time.

c. Professional Development for Educators

Continuous professional development is critical for enhancing teaching quality and fostering a culture of improvement. Teachers must be equipped with the skills and knowledge necessary to implement effective instructional practices. According to Tadesse et al (2018), SIPs that incorporate targeted professional development can lead to significant improvements in student outcomes. Workshops, coaching, and collaboration among educators are essential components of this development.

d. Community and Parental Involvement

Engaging parents and the community in the school improvement process is vital for fostering a supportive environment. Research shows that schools with strong community ties and active parental involvement tend to achieve better results (Harris & Muijs, 2005). School Improvement Programs often include strategies for building partnerships with families and local organizations to ensure that improvement efforts are responsive to community needs.

2.1.9. School Improvement Implementation Strategies

The successful implementation of School Improvement Programs involves several strategic approaches. Conducting a comprehensive needs assessment is crucial for identifying specific areas for improvement within a school (Hopkins, 2005). Once needs are identified, schools must

develop a strategic plan that outlines clear goals, actions, and timelines for implementation (Bryk & Schneider, 2002). Continuous monitoring and evaluation of the School Improvement Plan's progress are essential for ensuring accountability and making necessary adjustments (Reynolds et al., 2002). Additionally, investing in the capacity of school leaders and teachers is vital for sustaining improvement efforts; schools should prioritize professional development and provide resources that empower staff (Harris and Muijs, 2005). Therefore, to be effective, school leaders should implement these strategies efficiently considering the context of the environment.

2.1.10. Challenges in Implementing School Improvement Programs

Despite the potential benefits, several challenges can hinder the successful implementation of School Improvement Programs: a) resistance from staff, students, and parents can impede the progress of SIPs. Change can be met with skepticism, particularly if stakeholders do not understand the reasons behind the initiatives or do not feel involved in the process (Kotter, 1996). b) limited financial and human resources can pose significant barriers to the effective implementation of SIPs. Schools may struggle to secure funding for necessary programs or professional development, hindering their ability to enact change (Tadesse et al, 2018). c) lack of leadership support affects successful implementation of SIP. Strong leadership is critical for the success of SIPs. If school leaders do not actively support and prioritize improvement efforts, initiatives may lack the necessary momentum and focus to achieve desired outcomes (Leithwood & Louis, 2012).

2.2. Empirical Literature Review

2.2.1. Global Perspectives on School Leadership and Improvement

Empirical studies worldwide highlight the critical role of school leadership in driving school improvement programs (SIPs). Research from high-income countries, such as the United States and the United Kingdom, emphasizes the importance of instructional leadership and transformational leadership in improving student outcomes. For instance, Robinson et al. (2008) conducted a meta-analysis of 27 studies and found that instructional leadership practices, such as goal-setting, teacher professional development, and curriculum coordination, had a significant positive impact on student achievement. Similarly, Leithwood et al. (2020) identified four core leadership practices such as setting directions, developing people, redesigning organizations and managing instruction as essential for school improvement.

A study by Leithwood et al. (2004) emphasizes that effective leaders articulate a clear vision for school improvement, which is crucial for aligning the efforts of all stakeholders. Additionally, effective communication fosters trust and collaboration among teachers, students, and parents, enhancing the overall school climate (Bryk & Schneider, 2002).

The assessment of leadership effectiveness in relation to SIP outcomes is a critical area of research. According to Harris (2004), feedback mechanisms, such as surveys and focus groups, are essential for gathering insights from teachers and students regarding the impact of leadership practices. Furthermore, performance metrics, including student achievement data, are utilized to evaluate the effectiveness of leadership in achieving SIP goals (Leithwood & Jantzi, 2006).

In Low and Middle Income Countries (LMICs), leadership practices often face additional challenges, such as resource constraints and systemic inefficiencies. A study by Day et al. (2016) in South Africa revealed that effective school leaders in LMICs adopt adaptive leadership strategies, including leveraging community resources and fostering teacher collaboration, to overcome barriers. These findings underscore the importance of context-specific leadership practices in achieving SIP goals.

2.2.2. Leadership and School Improvement in African Context

In sub-Saharan Africa, school leadership is increasingly recognized as a key driver of educational improvement. A study by Ngcobo and Tikly (2010) in South Africa highlighted the role of distributed leadership in enhancing teacher morale and student performance in under-resourced schools. Similarly, Oduro (2016) found that Ghanaian school leaders who prioritized collaborative decision-making and stakeholder engagement were more successful in implementing SIPs.

However, African school leaders often face systemic challenges, including inadequate funding, teacher shortages, and weak accountability mechanisms. Bush & Glover (2016) noted that many African leaders lack formal training in leadership and management, which limits their ability to implement effective SIPs. Despite these challenges, studies have shown that leaders who adopt context-sensitive strategies, such as community involvement and innovative resource mobilization, can achieve significant improvements in school performance (Asuga et al., 2015).

2.2.3. Leadership Practices and Challenges in Ethiopian Context

In Ethiopia, school leadership plays a crucial role in implementing national education policies, such as the Education Sector Development Program (ESDP). Empirical studies have identified several leadership practices that contribute to SIP success in Ethiopian secondary schools. For example, Workneh (2019) found that principals who emphasized instructional leadership and teacher professional development were more effective in improving student outcomes. Similarly, Tadesse (2021) highlighted the importance of visionary leadership in aligning school goals with national policies and community expectations. Research conducted by Melaketsehay (2019) highlights that democratic leadership styles are commonly practiced, where leaders encourage participation and input from teachers and staff in decision-making processes. This participatory approach is linked to higher levels of job satisfaction and commitment among teachers.

However, Ethiopian school leaders face numerous challenges, including overcrowded classrooms, limited resources, and high teacher turnover. A study by Asmare (2018) in rural Ethiopia revealed that leaders often struggle to balance administrative duties with instructional responsibilities, leading to burnout and inefficiencies. In urban settings, leaders must also navigate socio-economic disparities and parental engagement issues, which further complicate SIP implementation (Tadesse, 2021).

2.2.4. Local Insights

Few empirical studies have specifically examined school leadership practices locally. However, available research suggests that urban school leaders in Ethiopia face unique challenges, such as managing diverse student populations and addressing urban poverty (Workneh, 2019). A study by Mekonnen & Tadesse (2020) in Addis Ababa found that principals, who adopted participatory leadership approaches, involving teachers and parents in decision-making, were more successful in implementing SIPs.

Despite these insights, there is a lack of detailed empirical data on how leadership practices in Yeka Sub-city contribute to school improvement program outcomes. This gap highlights the need for localized studies to inform practice and policy. For instance, understanding how leaders in Yeka Sub-city address challenges such as resource constraints, high classroom-student as well as teachers-student ratio, low student achievement, poor school quality and stakeholder engagement could provide valuable lessons for other urban contexts in Ethiopia.

2.3. School Leadership and School Improvement

The conceptual framework for this study integrates school leadership and school improvement to understand how leadership practices influence school improvement programs in secondary schools. The framework is built on four core concepts: leadership practices, key functions of school leadership, school improvement outcomes and assessment of leadership effectiveness.

2.3.1. Practices and Key Functions of School Leadership in Leading SIP

School leadership practices refer to the specific behaviors, actions, and strategies employed by leaders to influence others toward achieving educational goals. Key practices in leading a School Improvement Program include vision articulation, where effective leaders communicate a shared vision for improvement that inspires and aligns the efforts of all stakeholders toward common goals (Leithwood et al., 2006). Collaborative planning involves engaging teachers and stakeholders in the planning process, fostering collective ownership of improvement efforts, which is essential for successful implementation (Alemayehu & Hailu, 2020). Data-driven decision making is crucial, as leaders utilize data to identify areas for improvement and measure progress, ensuring informed decisions about strategies and interventions (Marsh et al., 2012). Providing ongoing professional development enhances educators' skills and empowers them to implement effective teaching practices aligned with improvement goals (Day et al., 2016). Furthermore, strategic resource allocation and management are vital for sustaining improvement initiatives in schools facing various challenges (Mekonnen & Mulugeta, 2019). Continuous monitoring and evaluation allow leaders to assess the effectiveness of implemented strategies, identifying successes and areas for adjustment (Kowalski, 2008). Effective communication and engagement with stakeholders foster a culture of transparency and collaboration, enhancing trust and commitment to improvement efforts (Price, 2018).

Key functions of school leadership encompass the primary roles that leaders fulfill to guide their schools effectively. These include strategic planning and setting direction, where establishing clear goals and objectives aligned with the school's vision for improvement is crucial for creating a unified focus among staff and students (Leithwood et al., 2006). Building capacity through professional growth initiatives, such as training and mentoring, fosters an environment where educators can thrive (Day et al., 2016). Promoting a positive school culture creates an inclusive and supportive environment that encourages collaboration, trust, and high expectations,

which are linked to improved student outcomes (Alemayehu & Hailu, 2020). Facilitating collaboration among staff and the community enhances the effectiveness of improvement initiatives (Kowalski, 2008). Ensuring accountability involves holding staff and students accountable for their roles, supporting a culture of responsibility and high performance (Price, 2018). Engaging stakeholders, including parents and community members, ensures broad support and alignment with community needs, fostering commitment to sustainable improvements (Marsh et al., 2012). Regular performance evaluation is critical for assessing effectiveness, while developing strategies to sustain improvement ensures that changes are embedded in the school's culture and practices (Day et al., 2016). By understanding these practices and key functions, school leaders can effectively drive school improvement initiatives and enhance educational outcomes.

2.3.2. School Improvement Outcomes

School Improvement Programs (SIPs) are systematic efforts designed to enhance educational outcomes through targeted interventions. Effective SIPs require clear, aligned goals with national policies (Fullan, 2016), data-driven decision-making, and continuous professional development for teachers (Leithwood et al., 2020). The results of effective leadership practices encompass academic performance, school climate, teacher satisfaction, student engagement, and community involvement.

School improvement outcomes refer to the measurable changes that occur within educational institutions due to systematic efforts to enhance school performance. Key outcomes include:

Improved Student Achievement: Research consistently shows that well-implemented SIPs lead to significant gains in student academic performance. Schools employing data-driven decision-making and focusing on professional development often see improved test scores and graduation rates (Reynolds et al., 2002; Bowers & Waxman, 2013). A meta-analysis by Marzano (2003) indicates that structured improvement strategies correlate with increased student achievement.

Enhanced School Climate: Effective SIPs contribute to a positive school climate characterized by strong relationships among students, teachers, and the community. Supportive environments foster student engagement and motivation, further enhancing academic outcomes (Bryk &

Schneider, 2002). Initiatives promoting positive relationships among students and staff can lead to reduced disciplinary issues and improved performance (Thapa et al., 2013).

Increased Teacher Satisfaction and Retention: Professional development and collaborative practices fostered by SIPs improve job satisfaction among teachers. Research indicates that schools prioritizing teacher development experience lower turnover rates, leading to greater stability in the educational environment (Harris & Muijs, 2005). Schools that promote collaboration through Professional Learning Communities (PLCs) enhance instructional practices and teacher satisfaction (Hord, 1997).

Student Engagement: Student engagement is a crucial component of successful educational experiences, positively linked to academic outcomes. Engaged students tend to attend school regularly and demonstrate better behavior. Initiatives that enhance student involvement in decision-making and foster a positive school climate lead to higher behavioral engagement (Fredricks et al., 2004).

Community and Parental Involvement: Increased parental and community involvement is essential for effective SIP strategies. Schools that build partnerships with families gain additional support for student learning. Research by Epstein (2011) shows that family engagement leads to improved student outcomes, lower dropout rates, and better attendance. Fostering a shared sense of responsibility for student success positively impacts achievement and school culture.

Focus on Equity and Inclusivity: Schools that prioritize equity and inclusivity demonstrate improved outcomes for marginalized groups, closing achievement gaps among diverse populations. Research by Theoharis (2007) suggests that an intentional focus on inclusive practices enhances overall student engagement and achievement.

In summary, the effectiveness of SIPs can be assessed through outcomes that reflect improvements in student achievement, school climate, and teacher satisfaction, ultimately creating a more conducive learning environment for all stakeholders.

2.3.3. Assessment of Leadership Effectiveness

This component evaluates how stakeholders perceive and measure the effectiveness of leadership practices. Effective leadership is vital for organizational success, and its assessment requires a

combination of stakeholder perceptions/feedback mechanisms, performance metrics, surveys, and longitudinal research.

Gathering qualitative feedback from stakeholders can highlight strengths and weaknesses in leadership behavior and practices. For instance, 360-degree feedback involves collecting anonymous input about a leader from multiple sources, which can reveal blind spots and provide a comprehensive view of a leader's effectiveness (London & Smither, 1995). Performance metrics are quantitative measures used to assess the effectiveness of leadership in achieving organizational goals. These might include financial performance indicators, employee retention rates, productivity metrics, and customer satisfaction scores.

Research by Judge and Piccolo (2004) has shown that effective leadership correlates with higher employee satisfaction and engagement, which can be measured through employee turnover rates or performance reviews. Thus, organizations can assess aspects like profitability or project success rates as indicators of effective leadership. Surveys are a common method of assessing leadership effectiveness. They can be designed to gather quantitative data on stakeholder perceptions, attitudes, and experiences with leadership.

Longitudinal studies track changes over time and can provide insights into the long-term impact of leadership on organizational outcomes and employee behavior. Collectively, these methods give organizations a well-rounded view of leadership effectiveness, informing leadership development initiatives and organizational strategies. By employing a comprehensive approach, organizations can not only assess current effectiveness but also identify opportunities for leadership enhancement and organizational growth.

2.4. Conceptual Framework

2.4.1. Description of Conceptual Framework

A conceptual diagram illustrates the interrelationships between leadership practices; key functions of leadership; assessment of leadership effectiveness; school improvement program and its outcomes.

Leadership practices, including various styles (instructional, transformational, and distributed), communication strategies, stakeholder engagement, and collaboration, significantly influence

school improvement outcomes. These practices are the actions taken by school leaders to drive change.

Key functions of leadership, such as vision and goal setting, decision-making, conflict resolution, feedback mechanisms, and resource management—determine the effectiveness of these practices based on feedback and performance metrics. The assessment of leadership effectiveness is essential for evaluating its impact on outcomes like student achievement, teacher satisfaction, and overall school climate.

School improvement programs can act as moderating factors, affecting how leadership practices translate into outcomes. Ultimately, the success of school improvement efforts (e.g., enhanced student achievement and teacher performance) relies on the effective implementation of leadership practices and functions.

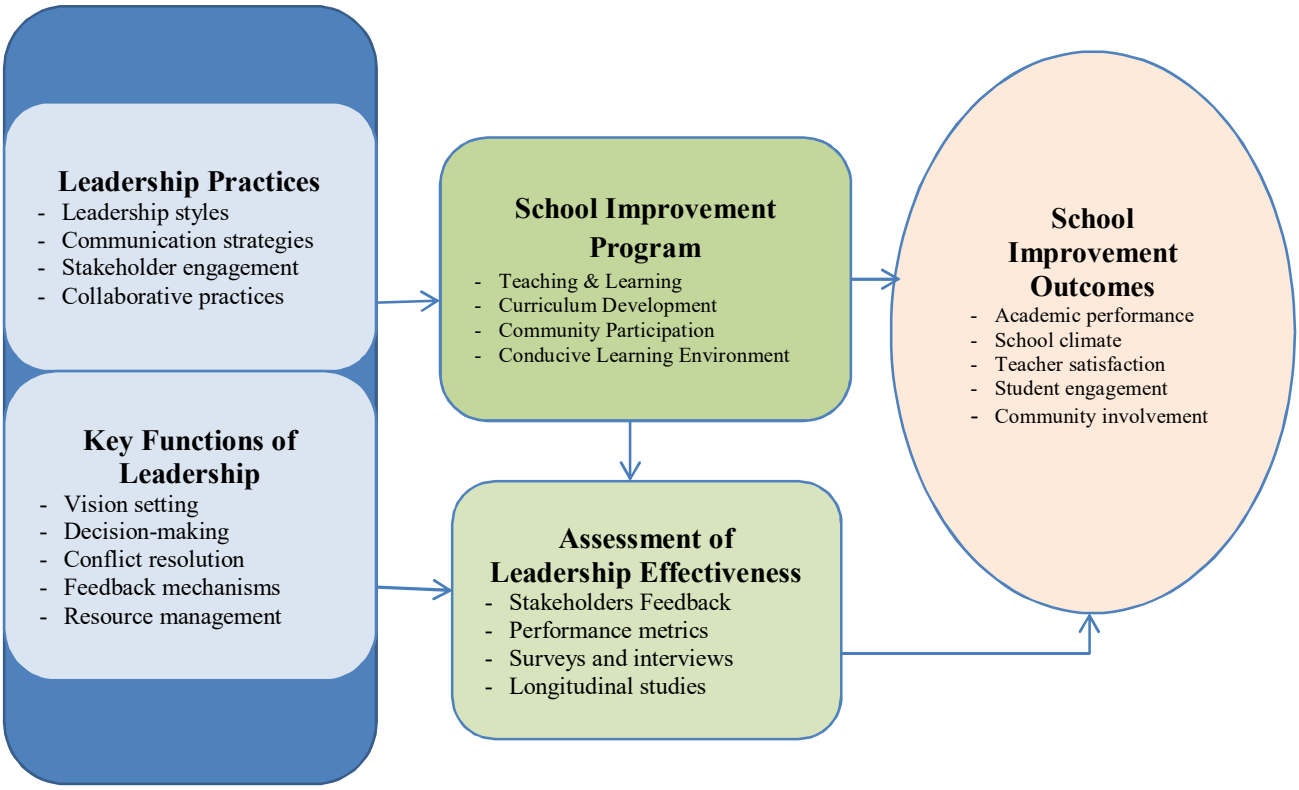

Figure 2.2: Analytical Framework (Source: Developed by researcher based on literature review)

UNIT THREE

3. RESEARCH DESIGN METHODOLOGY

3.0. Introduction

This part of the thesis contains research design and methodology which comprises description of the study area, research design and approach, population of the study, sampling technique and sample size, sources of data, data collection methods and tools, method of data analysis, pilot survey, ethical consideration, reliability and validity of the tools.

3.1. Description of the Study Area

Yeka Sub-city is one of the 11 Sub-cities in Addis Ababa, Ethiopia. The Sub-City Administration Office is located at Megenagna, in front of Marathon Motors Building. It borders Oromia region to the North and East, and Gulele, Arada, and Kirkos Sub-cities to the West, with Bole Sub-city to the South-East. The sub-city is situated in the North-Eastern part of Addis Ababa with coordinates 9°2′14.28″N 38°50′6″E (ESS, 2024). According to projection by the Ethiopian Statistical Service (ESS) for 2024, the population of Yeka Sub-city is approximately 510,064, with 235,198 (46.1%) males and 274,866 (53.9%) females) i.e. 12.7% of Addis Ababa population (4,030,000). The total area of the Sub-city is 85.98 square kilometers, with a population density of 5.682 per square kilometer. Yeka Sub-city comprises 12 Woreda Administrations. The Sub-city Administration comprises 3 O-class schools (all government), 110 pre-primary schools (33 government and 77 private), 79 primary schools (30 government and 49 private), and 16 secondary schools (7 government and 9 private), serving a total of 104,529 students (99 in O-class, 30,511 in pre-primary school, 56,850 in primary school, and 17,069 in secondary school) in 2024/25 fiscal year.

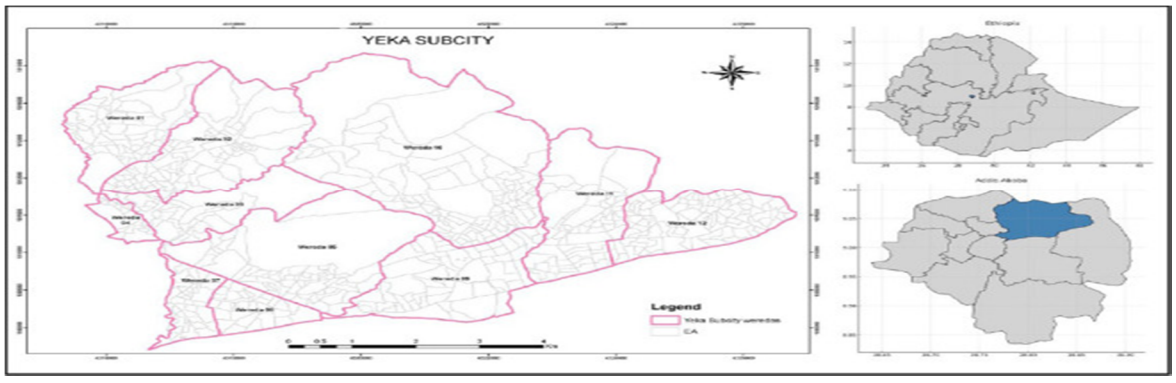

Figure 3.1: Map of Yeka Sub-city Administration. (Source: Ethiopian Statistical Service website)

3.2. Research Design

The research design is the conceptual structure within which research is conducted and constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2004). In this study, both descriptive and explanatory research design were used. Descriptive research design concerned with describing the characteristics and opinion of a particular individual or group. Explanatory research design preferred to understand the underlying reasons and mechanisms behind a specific event or phenomenon (Trochim & Donnelly, 2008).

Therefore, specifically descriptive survey and sequential explanatory designs were used in this study. A descriptive survey design is a research method used to collect data that describes characteristics of a population; and involves gathering information through questionnaires or interviews to assess the opinions, behaviors, or attributes of a specific group. This design provides a snapshot of the current state of affairs and often employs quantitative data analysis to summarize findings, such as frequencies and percentages. Sequential explanatory design is preferred because data analysis occurs separately and sequentially; i.e. quantitative data is analyzed first and followed by qualitative data analysis.

3.3. Research Approach

The main objective of this study is to examine school leadership practices in leading school improvement program, particularly in Yeka Sub-city. For this purpose, the researcher used mixed research approach (both quantitative and qualitative data collection approaches). Mixed method research approach is the most appropriate method in that it offset the weaknesses of the two approaches (quantitative and qualitative) and to benefit from their strength. According to Creswell (2003), mixed methods research approach is useful to capture the best of both quantitative and qualitative approaches. It helps to both generalize the findings to a population and develop a detailed view of the meaning of a phenomenon or concept for individuals. It also involves gathering both numeric information as well as text information and describes what the reality is and what actually exists within a situation such as current practices, challenges and other related situations of the study area.

3.4. Population of the Study

The researcher selected all Secondary Schools in Yeka Sub-city Administration. The reason why the researcher includes all Secondary Schools in the Sub-city is to include participants from all secondary school and just to increase reliability of the study. The study population was an aggregation of elements from which the sample will be selected. A total number of the population is 18,811 (8,540 male and 10,271 female) which includes Students, Teachers and Administrative Staff (School Directors, Supervisors, Officers and Parent Teacher Association (PTA) members) in 16 secondary schools in the Sub-city.

3.5. Sampling Techniques and Sample Size

To select sample respondents from the total population, both probability and non-probability sampling methods were utilized. Probability sampling, such as simple random sampling, provides each individual in the population with an equal chance of selection, reducing bias and enhancing the reliability of the results (Singh, 2006). The non-probability sampling is purposive sampling which employed to select key informants (School Directors, Supervisors, Officers, and PTA members) for interview and FGD. According to Kothari (2004) purposive sampling helps to gain insights about the problem. It helps to understand the contexts deeply (Palinkas et al., 2015).

To assess the research problem, out of the total 18,811 population in secondary schools of the Sub-city, the researcher uses the statistical formula. According to Kothari's (2004) formula for calculation of sample size for finite population, at 95% confidence level, precision e = 0.05, z = 1.96, p = 0.5 and q = 1-p = 0.5, the size of the sample should be calculated as follows:

$$n = \frac{z^2.p.q.N}{e^2(N-1) + z^2.p.q} = \frac{(1.96)^2(0.5)(0.5)(18811)}{(0.05)^2(18811-1) + (1.96)^2(0.5)(0.5)} = \frac{18066.0844}{47.9854} = 376.5 \approx 377$$

Where, n is required sample size, z is standard normal variate (z-score) corresponding to the desired confidence level (1.96 for 95% confidence), p is estimated proportion of the attribute present in the population (0.5, most conservative) while, q=1-p, e is margin of error (desired level of precision (0.05 for $\pm$ 5%) and N is the finite population size (18,811). Accordingly, since the population (N) is 18,811 with ±5% precision level, the sample size is 377. In addition to this, 38 (10%) of the sample respondents added for contingency purpose. According to Israel (1992) a 10% increase is often recommended for contingency. Kothari (2004) also suggests adding

around 10% to the sample size to anticipate non-response and other possible losses. Accordingly, a total of 415 respondents selected as respondent from the whole population.

Therefore, 385 sample respondents were selected for quantitative data gathering through simple random sampling. These sample respondents were selected proportionally from all schools in the Sub-city. In addition to this, the researcher selected 30 respondents through purposive sampling for qualitative data gathering which include 14 participants for interview (School Directors, Supervisors, Officers and PTA members) and 16 participants for focus group discussion selected from the same group.

Sample respondent selected from list of populations (sample frame) through simple random sampling. The simple random sampling was decided to give equal chance to the population. Non-random sampling or purposive sampling method also employed to include key informants that have enriched information and direct relationship with the issue of the problem.

In general, the study involved the diverse group of participants that allowed for multiple perspectives on school leadership practices, enriching the data collected and ensuring that various viewpoints were represented in the analysis.

3.6. Sources of Data

The study data were collected from both primary and secondary sources of data. Primary data were gathered from respondents selected through simple random sampling and purposive sampling from the total study population. Secondary data sources include books, articles, journals, research reports, policy documents, strategic papers, reports and other relevant publications. Data collection involved several sources to ensure a comprehensive understanding.

A survey questionnaire was administered to gather quantitative data in relation to the research problem. In addition to the survey, semi-structured interviews and FGD were conducted with School Directors, Supervisors, Office Experts and PTA members. Data collected through these methods provided an opportunity to gain in-depth insights into the participants' experiences and perspectives regarding school leadership. Semi-structured format allowed for flexibility in responses, enabling participants to elaborate on their thoughts and share personal stories that highlighted the complexities of leadership in educational settings.

Furthermore, a document review was carried out to examine existing records related to school leadership practices in implementing school improvement programs. The document review particularly include school quality rating and Grade 12 ESSLCE result, reports, and meeting minutes that detail past initiatives and outcomes, providing contextual background and supporting the quantitative data collected through survey.

3.7. Data Collection Methods and Tools

The data collection methods employed for this study is mixed methods (quantitative and qualitative). Close-ended questionnaire for quantitative data and structured open-ended questions for qualitative data (interview and focus group discussion) were employed.

On the basis of the study objectives, questionnaire constructed to collect quantitative data and the semi-structured FGD questions and interview guide were accurately constructed to collect qualitative data. Both contain open-ended questions designed to encourage detailed responses, facilitating a deeper exploration of participants' views on leadership practices and their implications for school improvement.

Review of polices, strategic papers and programs, reports, magazines, journals, published and unpublished documents were made. This helps to understand the school leadership practices in leading SIP in secondary schools. The document review process involved systematic examination of relevant records particularly school quality rating and Grade 12 ESSLCE result to validate findings from the surveys, interviews and FGD. This triangulation of data sources strengthened the study's credibility by providing multiple perspectives on the same issue.

3.8. Methods of Data Analysis

Data analysis involved a combination of quantitative and qualitative techniques. For the survey data, descriptive statistics were employed, including charts, graphs, frequencies and percentages. These statistics summarized demographic characteristics of the participants and the prevalence of various leadership practices, providing a clear overview of the quantitative findings.

For the qualitative data gathered from interviews and focus group discussions, thematic analysis was applied. This method involved coding the data to identify recurring themes and patterns in

the responses. Thematic analysis allowed for an in-depth understanding of how participants perceive leadership practices and their impacts on school improvement program.

In conclusion, the mixed-methods approach employed in this study provided a framework for exploring school leadership practices. By combining quantitative and qualitative data collection and analysis, the research was able to offer a comprehensive perspective, ultimately contributing valuable insights into effective leadership practices in leading school improvement program in secondary schools.

3.9. Pilot Test

To ensure the validity of the data, the researcher initially prepared a questionnaire and distributed it to 10% of the sample respondents (i.e. for 38 participants). This preliminary step was taken to verify whether the respondents clearly understood the questions. The questionnaire collected and analyzed to test the reliability using SPSS. After the data tested, the Cronbach Alpha result found 0.71. The pilot testing helped to identify any issues with questions clarity and appropriateness, allowing for necessary adjustments before full-scale administration. Finally, after the necessary adjustment made, the final questionnaire distrusted to the entire sample respondents.

3.10. Reliability and Validity of the Tools

3.10.1. Reliability of the Tools

The researcher tried to review relevant documents on schools leadership practices in school improvement programs in secondary schools. Cronbach Alpha Reliability Statistics was used to validate the reliability of the questionnaire and to test the internal consistency of responses for variables. The reliability coefficient Cronbach's Alpha (coefficient Alpha) was analyzed using SPSS 20. Therefore, the coefficients of reliability measure of 30 items were found Cronbach Alpha $\alpha = 0.826$. Hence, the instrument is reliable because the reliability coefficient alpha > 0.7 is trustworthy.

3.10.2. Validity of the Tools

In order to make the study legitimize, discussion was made with Yeka Sub-city Education Office Leaders and Experts. To check whether the tool dealings what is proposed to find out, the researcher discussed with advisor, receiving comments and made adjustments. To check the

validity of the questionnaire, a pilot test was conducted. Furthermore, the English version of the questionnaire translated to Amharic to make simpler for the respondents. The coalition of the two versions checked once more to avoid some inconsistencies.

3.11. Ethical Considerations

Throughout the study, the researcher adhered to ethical guidelines rigorously. The questionnaire was accompanied by an introductory letter explaining the study's purpose and significance. This letter informed participants that their responses would only be used for the study and assured them that their identities, responses, and school information would remain confidential.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0. Introduction

This chapter contains data analysis, presentation, interpretation and discussion that are collected from respondents. Starting from the response rate of the data and demographic characteristics of the respondents, it tries to present the data on the school leadership practice in leading school improvement program in secondary schools of Yeka Sub-city Administration.

4.1. Quantitative Data Analysis

The quantitative data were obtained through questionnaire which contained close-ended questions. The respondents were Teachers and Students from government and private Secondary Schools in Yeka Sub-city Administration who were selected through simple random sampling. To avoid some consistencies and to make the questionnaire simpler for the respondents, the questionnaires were distributed to 10% of the respondents for pilot test first. This was also done to check the validity of the tool, whether it deals with what is proposed. Then, after the pilot test, some adjustments were made and copies of a questionnaire were distributed to 385 respondents. The proposed sample respondents were 377 and 8 (2% for large population i.e. N>10,000) respondents were added for contingency purpose to cover unreturned and invalid questionnaire (Cochran, 1977). Therefore, the total respondents were 385. Out of 385 distributed questionnaires, 380 had returned back of which 5 were incomplete while 375 were filled correctly then used to analyze the research data. Quantitative data related to school leadership practices contain thirty items which are collected through questionnaire in the form of likert scale. In addition to this, data on demographic characteristic of the respondents also collected.

4.1.1. Demographic Characteristics of the Respondents

Demographic data is integral to research studies as it provides context, informs analysis, enhances validity, and supports the development of targeted interventions. Demographic factors help to better understand the findings and make meaningful contributions to the study field.

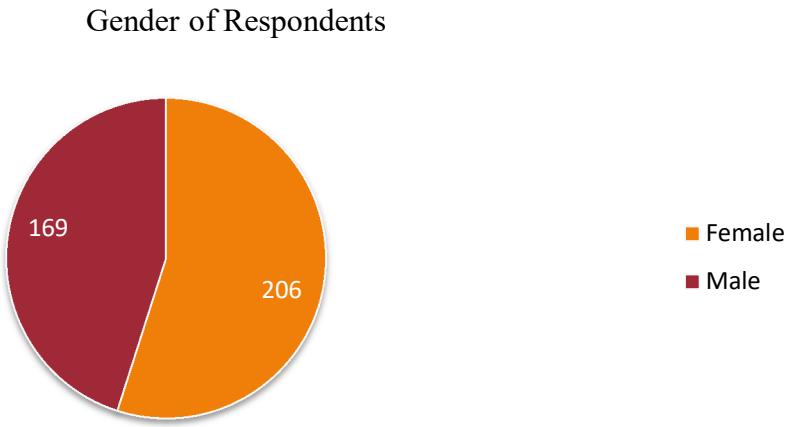

Figure 4.1.1. Gender of Respondents (source: Researchers' field survey)

In the above pie chart (figure 4.1.1), the data shows 206 (55%) of the respondents were female and 169 (45%) were male. The sample has a higher proportion of females compared to males, indicating related gender balance in the population surveyed.

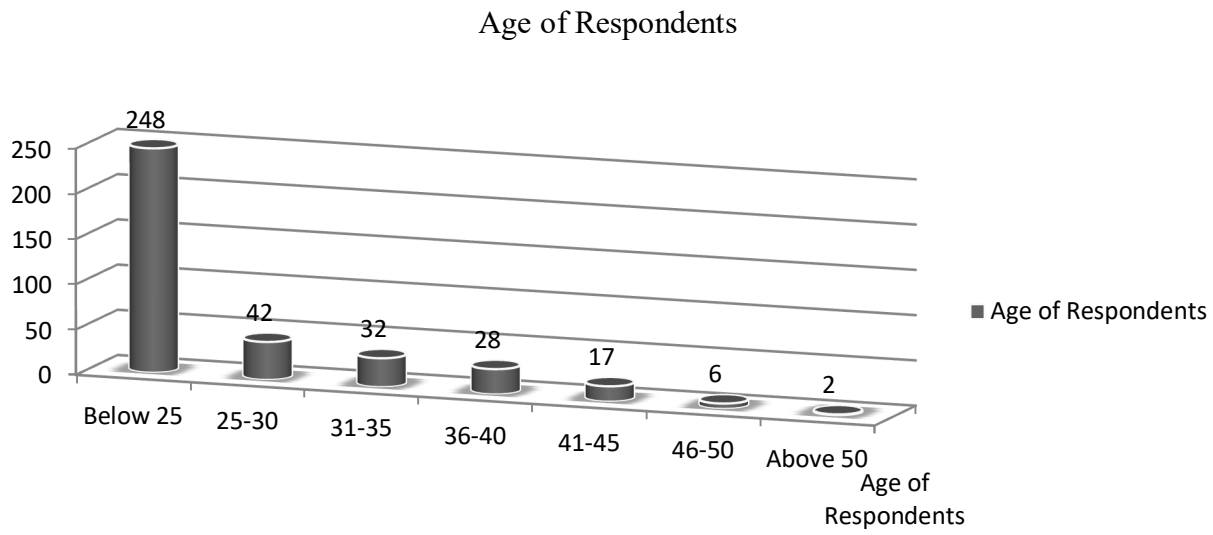

Figure 4.1.2. Age of Respondents (source: Researchers' field survey)

In the above bar graph 4.1.2, the age distribution reveals that 248(66.1%) of the respondents were below 25 years old. 42(11.2%) respondents were in the age category of 25-30, 32(8.5%) from 31-35, 28(7.5%) 36-40, 17(4.5%) 41-45, 6(1.6%) 46-50 and 2(0.5%) above 50 years. This suggests that the sample respondents predominantly composed of younger individuals, i.e. secondary school students.

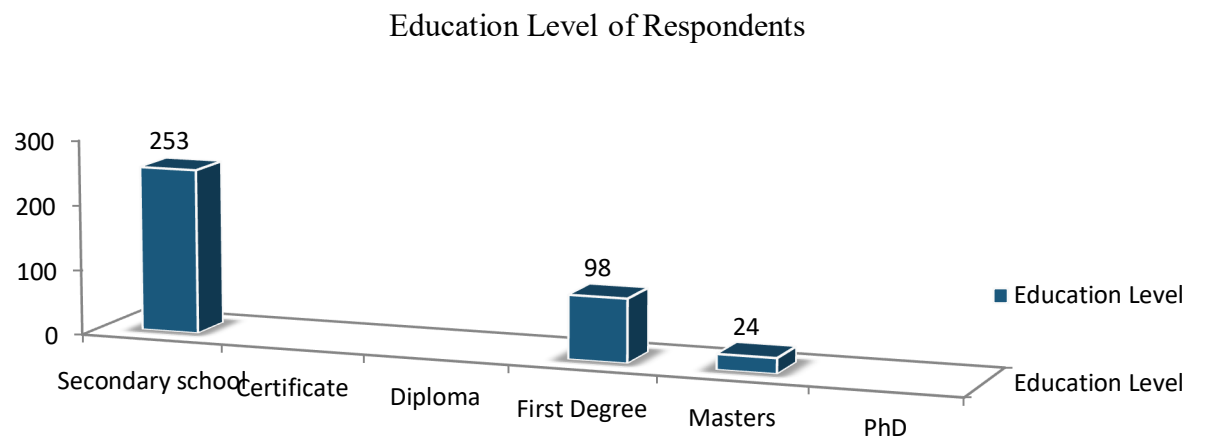

Figure 4.1.3. Education level of Respondents (source: Researchers' field survey)

The above bar graph 4.1.3 shows that in terms of education level, 253 (67.5%) reported as secondary school students, while from teachers and school directors only 98 (26.1%) have a first degree and 24 (6.4%) hold a master's degree. This indicates that the survey focused on secondary school students to collect data. On another way, it indicates that there are teachers who teaching in secondary schools and School Directors in leadership positions who may not meet the required standards (i.e. second degree) for their respective roles.

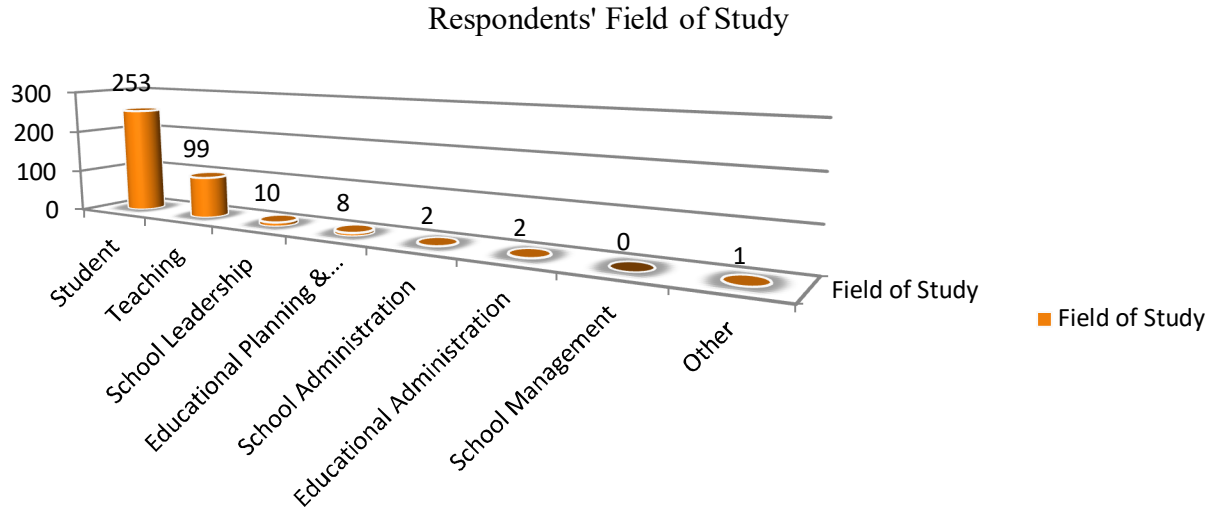

Figure 4.1.4. Respondents' field of study (source: Researchers' field survey)

In the figure 4.1.4 above, regarding field of study, 253 (67.5%) identified as students, followed by 99 (26.4%) in teaching roles. Other fields (school leadership 2.7%, Educational Planning and Management 2.1% and school Administration 0.5% and School Administration 0.5%) are minimally represented, reinforcing the focus on the student population in this survey. On another way, this indicates that there are School Directors leading schools without having management or leadership training.

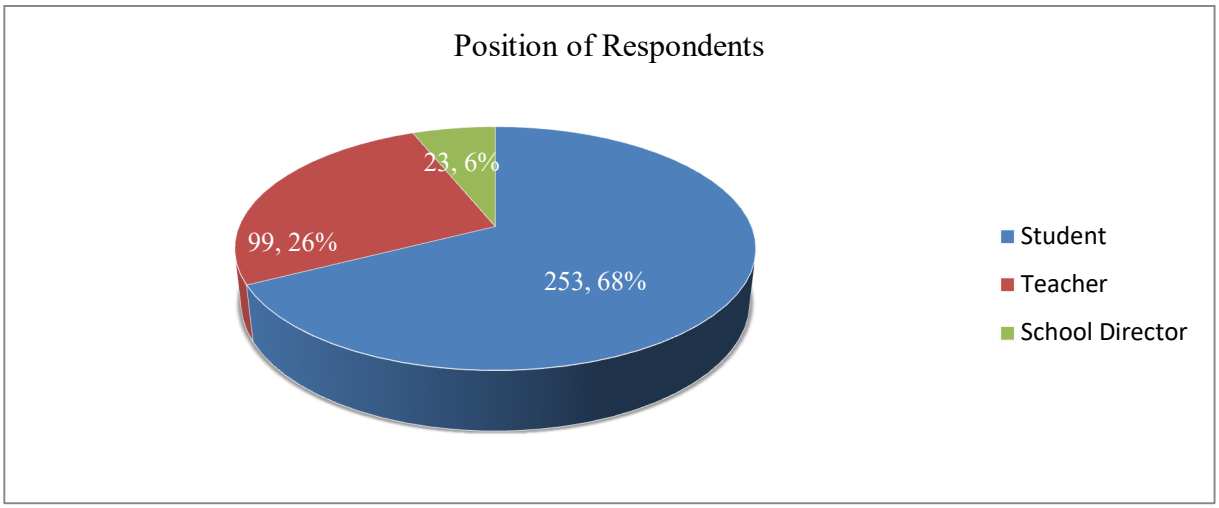

Figure 4.1.5. Position of Respondents (source: Researchers' field survey)

In the pie chart 4.1.5 above, when looking at positions held by the respondents, 253 (67.5%) are students, with 99 (26.4%) as teachers and 23 (6.1%) as school directors. This further emphasizes the dominance of students in the sample.

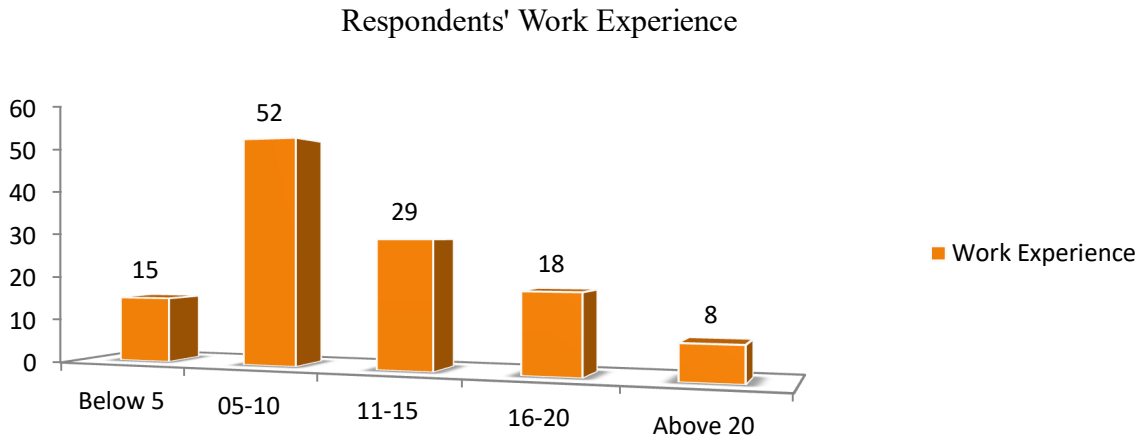

Figure 4.1.6. Respondents' Work Experience (source: Researchers' field survey)

In the above bar graph 4.1.6, among teachers and school directors, the work experience data shows that 15(12.3%) have below 5 years, 52(42.6%) 05-10 years, 29(23.8%) 11-15 years, 18(14.8%) 16-20 years of experience, while 8 (6.6%) have above 20 years. This indicates majority of the respondents were experienced enough to give the right information.

4.1.2. Schools Leadership Practices in Leading School Improvement Programs

4.1.2.1. Prevalent Leadership Practices

The study explored prevailing leadership practices in Yeka Sub-city secondary schools, utilizing a 5-point Likert scale (1 =Strongly disagree, 2 =Disagree, 3 =Neutral, 4 =Agree and 5 =Strongly agree) to gather data on respondents' perceptions.

The data in table 4.1.2.1 below indicates varying perceptions regarding prevalent leadership practices within the school. Item 1 of the data is concerning with school leaders inspiring and motivating staff to achieve shared goals, only 43 (35.3%) participants positively responded, while 61 (50%) replied negatively. This indicates a potential disconnect between leadership's intended impact and staff perception. A lack of inspiration and motivation can lead to decreased morale, lower productivity, and difficulty in achieving shared goals.

In the same table above item 2, regarding the encouragement of innovation and creative problem-solving among teachers, 33 (27.1%) teacher participants replied positively, while 74 (60.7%) show negative response. On the student side, 71 (28.1%) participants replied positively, while 151 (59.7%) show negative response. This suggests that teachers may not feel sufficiently empowered to explore innovative solutions. It highlights a major area for improvement. A lack of encouragement for innovation can stifle creativity, prevent the adoption of new teaching methods, and limit the school's ability to adapt to changing educational needs.

Item 3 concerning the fostering of a positive school culture that promotes collaboration, 44 (36%) teacher participants show agreement, while 65 (53.2%) replied on negatively. On the student side 71 (28%) participants show agreement, while 150 (59.2%) replied on negatively. There should be a potential need to strengthen collaborative practices and improve the overall school climate. Collaboration is crucial for a healthy school environment. The data suggests that the current culture may not be as collaborative or positive as desired, hindering teamwork and shared problem-solving.

Table 4.1.2.1. Prevalent School Leadership Practices in Secondary Schools

SN	Variables	Participants	Total Respondents	Response Rate									
				SD (1)		DA (2)		N (3)		A (4)		SA (5)	
				Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
A	**Prevalent Leadership Practices**												
1	The school leaders inspire and motivate staff to achieve shared goals.	Teachers	122	18	14.8	43	35.2	18	14.8	39	32	4	3.3
2	The school leaders encourage innovation and creative problem-solving among teachers.	Teachers	122	20	16.4	54	44.3	15	12.3	30	24.6	3	2.5
		Students	253	36	14.2	115	45.5	31	12.3	62	24.5	9	3.6
3	The school leaders actively foster a positive school culture that promotes collaboration.	Teachers	122	17	13.9	48	39.3	13	10.7	38	31.1	6	4.9
		Students	253	32	12.6	118	46.6	32	12.6	60	23.7	11	4.3
4	The school leaders regularly observe classroom teaching to provide constructive feedback.	Teachers	122	23	18.9	66	54.1	10	8.2	15	12.3	8	6.6
		Students	253	28	11.1	122	48.2	28	11.1	66	26.1	9	3.6
5	The school leaders promote high standards for teaching and learning.	Teachers	122	20	16.4	63	51.6	14	11.5	18	14.8	7	5.7
6	The school leaders provide professional development opportunities focused on instructional improvement.	Teachers	122	17	13.9	42	34.4	16	13.1	41	33.6	6	4.9
7	Leadership responsibilities are shared among staff in the school.	Teachers	122	27	22.1	65	53.3	12	9.8	14	11.5	4	3.3
8	Teachers are encouraged to take on leadership roles within the school.	Teachers	122	21	17.2	68	55.7	10	8.2	16	13.1	7	5.7
9	The school leaders involve parents and the community in decision-making processes.	Teachers	122	19	15.6	64	52.5	14	11.5	17	13.9	8	6.6
		Students	253	22	8.7	128	50.6	24	9.5	69	27.3	10	4.0

Item 4 regarding the regular observation of classroom teaching to provide constructive feedback, only 23 (18.9%) teacher participants responded positively, while 89 (73%) disagree/strongly disagree with the idea. 75 (29.7%) student participants show agreement, while 150 (59.3%) replied on negatively. This indicates that respondents do not perceive that leaders are regularly observing and providing feedback frequently. This could lead to a lack of guidance, missed opportunities for improvement, and a potential decline in teaching quality.

Item 5 of the table presents concerning promoting high standards for teaching and learning, 25 (20.5%) teacher participants positively agreed, while 83 (68%) respondents do not. The perception that leaders are not actively promoting high standards is concerning. This could result in complacency, a lack of focus on student achievement and a decline in the overall quality of education.

Regarding the provision of professional development opportunities focused on instructional improvement in item 6, 47 (38.5%) teacher participants agree, while 59 (48.3%) disagree. This suggests that professional development may not be aligned with instructional needs or it may not be perceived as adequate or relevant to instructional improvement by a significant portion of the staff. This could lead to stagnation in teaching practices and missed opportunities to enhance skills.

When we come to item 7, it is about sharing leadership responsibilities among staff, only 18 (14.8%) teacher participants agree, while 92 (75.4%) disagree. This strongly indicates a lack of distributed leadership, potentially leading to an overburdened leadership team and underutilized staff potential. Leadership responsibilities are not perceived as being shared, potentially leading to a top-down management style, a lack of empowerment among staff, and missed opportunities to leverage the skills and expertise of teachers.

Regarding the encouragement of teachers to take on leadership roles within the school, 23 (18.8%) teacher participants agree in item 8, while 89 (72.9%) disagree. Teachers do not feel encouraged to take on leadership roles. This can stifle initiative, limit opportunities for professional growth, and prevent the school from benefiting from the diverse talents and perspectives of its staff.

Finally, concerning the involvement of parents and the community in decision-making processes, 25 (20.5%) teacher participants agree, while 83 (68.1%) disagree; and 79 (31.3%) student participants agree, while 150 (59.3%) disagree. This suggests that parents and the community are not perceived as being adequately involved in decision-making. This can lead to a lack of buy-in from stakeholders, missed opportunities for valuable input, and a potential disconnect between the school and the community it serves. Many survey respondents pointed to poor communication and engagement with the community.

4.1.2.2. Key Functions of Leadership in Leading School Improvement Program

The data in the table 4.1.2.2 below reveals insights into key functions of school leadership in leading school improvement program based on responses from participants.

Table 4.1.2.2. Key Functions of School Leadership in Leading School Improvement Program

SN	Variables	Participants	Total Respondents	Response Rate									
				SD (1)		DA (2)		N (3)		A (4)		SA (5)	
				Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
B	**Key Functions of Leadership**												
1	The school leaders articulate a clear vision for school improvement.	Teachers	122	21	17.2	45	36.9	10	8.2	40	32.8	6	4.9
		Students	253	44	17.4	93	36.8	22	8.7	82	32.4	12	4.7
2	The school leaders effectively communicate school goals to all stakeholders.	Teachers	122	18	14.8	55	45.1	17	13.9	29	23.8	3	2.5
		Students	253	37	14.6	115	45.5	35	13.8	59	23.3	7	2.8
3	The school leaders involve staff in the process of setting school improvement goals.	Teachers	122	7	5.7	59	48.4	11	9.0	39	32.0	6	4.9
4	The school leaders maintain open lines of communication with teachers and staff.	Teachers	122	14	11.5	63	51.6	9	7.4	28	23.0	8	6.6
5	There is a strong sense of trust between the school leaders and the staff.	Teachers	122	16	13.1	69	56.6	8	6.6	22	18.0	7	5.7
6	The school leaders values feedback from teachers and use it to inform decisions.	Teachers	122	12	9.8	55	45.1	10	8.2	36	29.5	9	7.4
7	The school leaders regularly monitor the progress of school improvement initiatives.	Teachers	122	23	18.9	77	63.1	8	6.6	10	8.2	4	3.3
		Students	253	32	12.6	162	64.0	22	8.7	29	11.5	8	3.2
8	The school leaders use data to inform instructional practices.	Teachers	122	13	10.7	75	61.5	12	9.8	17	13.9	5	4.1
9	The school leaders evaluate the effectiveness of programs aimed at improving student outcomes.	Teachers	122	16	13.1	69	56.6	11	9.0	16	13.1	10	8.2

In the first item of the table, regarding the articulation of a clear vision for school improvement, only 46 (37.7%) teacher respondents agreed while a total of 66 (54.1%) disagree; and 94 (37.1%) student participants agree, while 137 (54.2%) disagree.. This indicates a significant gap in the clarity of the leadership vision and hampers effective leadership.

Item 2 presents the effectiveness of communication regarding school goals to all stakeholders, only 32 (26.3%) teacher respondents agree, while 73 (59.9%) disagree; and 66 (26.1%) student participants agree, while 152 (60.1%) disagree.. This suggests that many stakeholders may not be adequately informed about school objectives.

In item 3 regarding involvement of staff in the process of setting school improvement goals, only 45 (36.9%) teacher participants agree, while 66 (54.1%) disagree. This indicates a lack of collaborative goal-setting, which may hinder staff buy-in and commitment.

Item 4 the maintenance of open lines of communication with teachers and staff got agreement from only 36 (29.6%) teacher respondents, with 77 (63.1%) disagreeing. This reflects a concerning lack of effective communication channels within the school.

Item 5, in terms of trust between school leaders and staff, 29 (23.7%) teacher respondents agree that a strong sense of trust exists, while 85 (69.7%) disagree. This low level of trust may impact collaboration and morale among staff members.

Item 6, regarding the value of feedback from teachers, only 45 (36.9%) teacher participants agree that it is utilized to inform decisions, while 67 (54.9%) disagree. This indicates a need for leaders to actively seek and incorporate staff feedback into their decision-making processes.

Item 7, the regular monitoring of school improvement initiatives shows only 14 (11.5%) teacher respondents in agreement, while a significant 100 (82%) disagree; and 37 (14.7%) student respondents in agreement, while majority i.e. 194 (76.6%) disagree. This lack of monitoring may lead to ineffective implementation of improvement strategies.

In item 8 when examining the use of data to inform instructional practices, 22 (18%) teacher respondents agree, while a majority of 88 (72.2%) disagree. This suggests that data-driven decision-making is not adequately prioritized in instructional planning.

Finally, regarding the evaluation of program effectiveness aimed at improving student outcomes, only 26 teacher respondents (21.3%) agree, while 85 (69.7%) disagree. This indicates a significant gap in assessing the impact of initiatives, which is crucial for continuous improvement.

Overall, the quantitative data highlights substantial areas for improvement in leadership functions, particularly in communication, collaboration, trust, data utilization, and the evaluation of school improvement efforts.

4.1.2.3. Assessment of Leadership Effectiveness

The table 4.1.2.3 below shows respondents' perceptions of school leadership effectiveness across various dimensions.

In item 1, regarding feedback, 65 (53.3%) of teacher respondents disagreed that they feel comfortable providing feedback to the school leader, while 46 (37.7%) agreed. This suggests a potential barrier to open communication and improvement of leadership practices.

Item 2, in response to the use of surveys to gather input, 71.4% of teacher respondents disagreed that school leaders use surveys to gather input, while only 22.1% agreed. This implies a lack of perceived effort to solicit and incorporate teacher feedback, which could lead to feelings of disengagement and disconnect between leadership and staff.

In item 3 regarding actively seeking feedback from students and parents, 32.8% of teacher respondents disagreed that school leaders actively seek feedback from students and parents, while 61.4% agreed positively. And the same percentage (32.8%) of the student respondents, show negative agreement while 60.8% show positive agreement. This indicates a generally positive perception of leaders engaging with students and parents, potentially fostering a more inclusive and responsive school environment.

Table 4.1.2.3. Assessment of Leadership Effectiveness

SN	Variables	Participants	Total Respondents	Response Rate									
				SD (1)		DA (2)		N (3)		A (4)		SA (5)	
				Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
C	**Assessment of Leadership Effectiveness**												
1	Teachers feel comfortable providing feedback to the school leader about leadership practices.	Teachers	122	13	10.7	52	42.6	11	9.0	39	32.0	7	5.7
2	The school leaders use surveys or other tools to gather input from staff regarding leadership effectiveness.	Teachers	122	18	14.8	69	56.6	8	6.6	22	18.0	5	4.1
3	The school leaders actively seek feedback from students and parents about school initiatives.	Teachers	122	8	6.6	32	26.2	7	5.7	68	55.7	7	5.7
		Students	253	12	4.7	71	28.1	16	6.3	142	56.1	12	4.7
4	The school leaders use student achievement data to assess the effectiveness of leadership practices.	Teachers	122	4	3.2	30	24.8	7	5.9	66	53.9	15	12.3
5	There are clear metrics in place to evaluate the success of school improvement programs.	Teachers	122	14	11.2	73	59.7	10	8.5	21	17.1	4	3.5
6	The school leaders share performance data with staff to foster a culture of transparency.	Teachers	122	12	9.9	65	53.1	9	7.7	28	23.2	7	6.1
7	The school leaders engage in self-reflection to assess their leadership effectiveness.	Teachers	122	17	13.9	57	46.4	19	15.5	26	21.1	4	3.2
8	The school leaders participate in peer evaluations to improve leadership practices.	Teachers	122	7	5.9	75	61.9	7	5.9	28	22.9	4	3.5
9	Continuous professional development is prioritized for school leaders based on reflective assessments.	Teachers	122	10	8.5	45	36.8	9	7.5	41	33.6	17	13.6
10	Student academic achievement improved due to school leadership effectiveness	Teachers	122	15	12.0	71	57.9	11	8.8	22	18.4	4	2.9
		Students	253	25	9.9	152	60.1	23	9.1	45	17.8	8	3.2
11	Students' ethical manner improved due to school leadership effectiveness	Teachers	122	9	7.5	63	52.0	15	12.	32	26.1	3	2.4
		Students	253	22	8.7	135	53.4	26	10.3	65	25.7	5	2.0
12	Your school's inspection result improved due to school leadership effectiveness	Teachers	122	6	4.5	60	49.3	8	6.9	40	32.8	8	6.4

In item 4 when the teacher respondents asked about the use of student achievement data to assess leadership, 28% of them disagreed that student achievement data is used to assess leadership, while 66.2% agreed. This suggests that while teachers see data being used, a notable portion is still unsure or unconvinced, which might point to a need for clearer communication about how data informs leadership decisions.

Item 5 for clear metrics to evaluate programs, 70.9% of teacher respondents disagreed that there are clear metrics to evaluate programs, while only 20.6% agreed. This indicates a significant lack of clarity and transparency in evaluating school improvement initiatives, potentially leading to a sense of wasted effort and a lack of accountability.

Item 6 on sharing performance data with staff, 63% of teacher respondents disagreed that school leaders share performance data, while 29.3% agreed. This suggests a lack of transparency and open communication, which may hinder trust and collaboration among staff. Interviews revealed a desire for more transparency in data sharing.

In item 7 concerning self-reflection by leaders, 60.3% of teacher respondents disagreed that leaders engage in self-reflection, while 24.3% agreed. This implies a perceived lack of self-awareness and a potential barrier to professional growth and improvement in leadership practices. Focus group discussions also highlighted a lack of self-awareness among leadership.

Item 8 regarding peer evaluations, 67.8% of teacher respondents disagreed that leaders participate in peer evaluations, while 26.4% agreed. This suggests a missed opportunity for collaborative development and improvement of leadership skills.

In item 9, about prioritizing professional development based on assessments, 45.3% of teacher respondents disagreed that professional development is prioritized, while 47.2% agreed. This mixed sentiment suggests an area where improvements could be made to better align professional development with identified needs. This indicates a misalignment with needs

Item 10, on the impact of leadership on student achievement, 69.9% of teacher respondents disagreed that student achievement has improved due to leadership, while 21.3% agreed. Similarly, 70% of student respondents disagreed and 21% of them agreed with the idea. This

indicates a serious concern about the perceived effectiveness of leadership in driving academic progress.

In item 11, concerning students' ethical behavior, 59.5% of teacher respondents disagreed that students' ethical behavior has improved due to leadership, while 28.5% agreed. In the similar way, 62.1% of student respondents disagreed and 27.7% of them agreed with the idea. This suggests that respondents do not see a strong connection between leadership efforts and improvements in student character or ethical development.

Finally, regarding the school's inspection results, 53.8% of teacher respondents disagreed that the school's inspection results improved due to leadership, while 39.2% agreed. This implies that respondents do not necessarily attribute improvements in inspection results to the effectiveness of school leadership.

4.1.2.4. Document Review

The data used for document analysis primarily focusing on schools' quality level rating/inspection result and student academic achievement in Grade 12 ESSLCE. These data are used to support the quantitative data related to effectiveness/success of school leadership.

According to Addis Ababa City Administration Education and Training Quality Regulation Authority (ETQRA) schools are categorized in to four levels based on inspection/quality rating result. The first one is *level one (Improvement required)* rated as "Below 50%" which indicates that key aspects are not present or not working effectively and urgent improvement is required to support learner success and wellbeing". The next is *level two (Working towards*) rated as "50-69.99%" which indicates that efforts are being actively made to put in place key aspects but there is variability, or they are not embedded". The third one is *level three (Embedding)* rated as "70-89.99%" indicates that key aspects are in place and there is a focus on integrating these across the school". The last one is *level four (Excelling)* rated as "90% and above" indicates that all key aspects are embedded and sustained, and the school is demonstrating innovation and contributing knowledge and expertise across the sector.

Accordingly, as the data taken from Addis Ababa City Administration Education and Training Quality Regulation Authority (ETQRA) on schools' quality level rating result conducted from 2016 to 2023 in 15 Secondary Schools in Yeka Sub-city (shown in Appendix 11), among the 5

schools evaluated in the first round, none achieved Level 3 (embedding); all were at Level 2 (working towards). In the second round, out of the 10 schools assessed, only 5 (50%) reached Level 3. In the third round, of the 12 schools assessed only 6 (50%) reached Level 3. In the fourth round, only 2 (16.6%) of the 12 schools evaluated achieved Level 3. In the fifth round, among the 14 schools assessed, again only 2 (14.3%) were recognized at Level 3. None of the schools reached Level 4 (Excelling) in all rounds. This indicates that majority of the schools were under Level 2 (working towards or on the way to improvement) which means efforts are being actively made to put in place key aspects but there is variability, or they are not embedded.

Overall, the data indicates that the quality ratings of schools in each assessment round are inconsistent and largely unchanged, highlighting that no improvement was noted in 20 (51.3%) of the 39 assessment schools, while only 19 (49.7%) showed slight improvement, which is less than half in number. The progress of improvement we have observed indicates that the difference between public and private schools is minimal or close to each other. This indicates that leaders in secondary school were not successful in improving school level.

The above analysis implies that school quality assessments fluctuate significantly over the years, with a large proportion of schools experiencing declines rather than consistent improvement. This inconsistency denotes challenges in sustaining quality enhancements and indicates that efforts to improve educational standards may not be effectively implemented or sustained. Furthermore, the minimal difference between public and private schools points to systemic issues like facilities management, budget allocation, public relations, legal compliance, community partnerships, technology infrastructure etc. which impacting overall school quality regardless of school type.

The data taken from Yeka Sub-city Administration Education Office (which attached as an appendix 12) displays Grade 12 National Exam/ESSLCE results for both government and private schools in two consecutive years (2023 & 2024). For government schools, there was an increase in the total number of students taking the ESSLCE from 3,511 in 2023 to 3,804 in 2024. The pass rate also slightly improved from 4.42% in 2023 to 6.97% in 2024, an uplift of 2.55%. All government schools showed slighter improvement ranging from approximately 0.57% to 2.42%.

For private schools, the total number of students taking ESSLCE remained nearly stable (569 in 2023 and 571 in 2024). The pass rate shows a considerable increase from 35.33% to 46.06%, a rise of 10.73%. Some private schools demonstrated substantial improvements. However, there were exceptions such as Montesorian, which experienced a notable decline by 23.02%.

Overall, private schools had better pass rate in both years, yet government schools showed gradual improvements across most institutions. Combining both school types, the pass rate shows slight improvement from 8.71% in 2023 to 12.07% in 2024, an increase of 3.36%, and reflecting overall slow positive progress i.e. 89.6% fail to pass ESSLCE from 2023 to 2024.

The data conclusively demonstrates the ineffectiveness of school leaders in implementing the School Improvement Program (SIP). The findings reveal the majority of students are failing the critical Grade 12 National Examination. Since the SIP is the strategic framework designed specifically to address and improve student academic performance, the persistent poor performance indicates a critical failure in its execution. Therefore, the high failure rates serve as direct evidence that school leaders have been unable to effectively translate the program into actionable and successful outcomes, ultimately failing in their core responsibility.

In general the document analysis shows that leaderships in Yeka Sub-city Secondary schools were not successful both in reaching schools quality rating standards and in improving students' result. On the other side, since student academic achievement is the main objectives of school improvement program and outcomes of student learning they are considered as assessment tools for effectiveness of school leadership. Therefore this indicates that leaders in secondary schools remain ineffective in leading school improvement.

4.2. Qualitative Data Analysis

Qualitative data for this study were obtained through open-ended questions attached to questionnaires, interviews with key informants, and focus group discussions with participants. Participants in interview and focus group discussion were selected purposively. It is important to note that most questions presented in the open-ended responses, interviews, and focus group discussions shared similar concepts as those in the questionnaires. The difference is that the why questions are added to get reasons behind some practices of school leadership.

Out of 375 respondents who completed the questionnaires correctly, 345 (92%) answered the open-ended questions. Semi-structured interviews and focus group discussions were utilized to collect qualitative data from participants selected through purposive sampling. Fourteen informants including eight school directors, three supervisors, one Office expert, and two PTA members were interviewed individually. Additionally, focus group discussions involved sixteen key informants, comprising eight school directors, three supervisors, two Office experts, and three PTA members. The discussions were made in two groups each containing 8 participants.

The data were analyzed by first categorizing and coding responses with similar ideas, followed by explanations and narratives. All responses from open-ended questions, interviews, and focus group discussions integrated and analyzed as in the following.

The integrated data from open-ended surveys, interviews, and focus group discussions (FGDs) provide a detailed portrait of how and why leadership is practiced and perceived in the context of School Improvement Programs (SIPs) in the secondary schools.

The analysis reveals a significant tension between the theoretical functions of school leadership and their practical execution on the ground. While leadership is intended to be a catalyst for academic excellence, the consensus among participants suggests that current practices are often hindered by bureaucratic inertia and a lack of genuine collaboration.

Concerning leadership practices the findings indicate a split in leadership behavior. On one hand, respondents identified essential instructional activities, such as regular departmental meetings, the preparation of progress reports, and the monitoring of the school compound activities. These tasks are aimed at facilitating basic teaching and learning conditions. On the other hand, a more critical perspective emerged from the interviews and FGDs, where many participants described a prevailing autocratic leadership style. In these instances, decision-making is centralized, and planning is conducted without the meaningful involvement of teachers, parents, or students. Rather than adapting strategies to the specific needs of the local community, leaders are perceived as sticking rigidly to pre-established, top-down plans.

When evaluating the success of school leadership in leading school improvement program, the majority of the responses points toward an effectiveness gap. While a small minority of

respondents noted slight improvements in student performance-attributed to targeted student tutoring and some teacher on-the-job training-the broader consensus is one of dissatisfaction. Respondents identified high student repetition rates and poor results in national examinations as clear indicators of SIP failure. The participants' responses suggest that even when improvement programs are "implemented," lack of participatory planning and insufficient resource allocation prevents these programs from translating into better student outcomes. Participants specifically noted that communication is often poor, and the engagement of families and the community remains at a critically low level.

There is a notable disconnect between what respondents believe school leaders should do and what they actually do. Respondents identified strategic planning, measurable objective-setting, and resource management as the key functions necessary for effective SIP execution. However, the participants' responses suggest that many leaders are wasting time by routine and "seasonal" administrative tasks, such as managing minor student discipline issues or repetitive reporting. This focus on "crisis management" rather than "strategic leadership" means that the core goals of the SIP are often neglected. Furthermore, focus group participants raised concerns about the integrity of the school self-evaluation process, noting that documents are frequently recycled from previous years rather than reflecting the current reality of the school.

Regarding the measurement of leadership effectiveness, participants highlighted a lack of clear metrics for evaluating leadership effectiveness, with many suggesting that student performance data and school inspection results be utilized for assessment. While student test scores are used, participants pointed out the unreliability of using internal school data due to significant discrepancies between school-level grades and national exam results. Consequently, school inspection results or quality ratings are viewed as more accurate measures of a leader's success. To address these systemic weaknesses, stakeholders near-unanimously recommended a professionalization of the role. This includes providing leaders with specialized training in data analysis and strategic planning, alongside fostering a "collaborative school culture" that empowers teachers to take on leadership roles and ensures that all stakeholders have a voice in the school's future.

The synthesized analysis leads to several critical implications for the sustainability of school improvement efforts. The tendency to "recycle" evaluation documents and focus on administrative reporting implies that school improvement is often treated as a compliance exercise rather than a genuine effort to enhance learning. This leads to "image-based" rather than "outcome-based" leadership.

The autocratic nature of decision-making creates a barrier to innovation. When teachers and parents are excluded from the planning phase, they lack the "buy-in" necessary to sustain difficult reforms, leading to a culture of passivity and low morale.

The gap between internal assessments and national exam results suggests a crisis of data integrity. Without accurate internal monitoring, leaders cannot make informed decisions, and the school remains unable to identify its true pedagogical weaknesses.

A lack of strategic resource allocation means that even when materials or technology are available, they may not be aligned with the specific instructional needs of the classroom, wasting limited budgets on ineffective tools.

By failing to engage the broader community, schools lose out on vital social capital. Successful SIPs require a "village" approach; without it, the school remains an isolated institution struggling to solve complex social and educational problems on its own. For school improvement to be sustainable, leadership must shift from a culture of compliance to one of collaboration, data transparency, and community integration.

CHAPTER FIVE

5. SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Findings

This study was aimed to examine leadership practices in leading school improvement program in Yeka Sub-city secondary schools. It was also designed to identify key functions of leadership, to evaluate how school leaders assess the effectiveness of leadership practices; to assess to what extent school leaders in Yeka Sub-city secondary school are successful in leading school improvement programs. Employing both descriptive and explanatory research designs, the study targeted students, teachers and administrative staff (School Directors, Supervisors, Officers and Parent Teacher Association (PTA) members). A total of 375 respondents were selected through random sampling with an additional 30 participants chosen purposively. Data collection method includes questionnaires, structured interviews, focus group discussions, and document analysis. Reliability was confirmed through Cronbach's alpha. Quantitative data were analyzed using SPSS and both quantitative and qualitative data were analyzed using concurrent triangulation approaches.

The finding of the study reveals a consistently negative perception of leadership practices across most areas. The most significant areas of concern are the lack of shared leadership responsibilities, the absence of encouragement for innovation, the infrequent classroom observations with constructive feedback, and the perception that leaders are not promoting high standards for teaching and learning. While some respondents agree with certain statements, the overwhelming trend is one of disagreement, suggesting a need for significant improvements in leadership approach.

The finding of the study reveals significant deficiencies in key leadership functions within schools. A majority of respondents do not feel that school leaders effectively articulate a clear vision for improvement, communicate goals to stakeholders, or involve staff in goal-setting processes. Trust between leaders and staff is notably low, with many indicating inadequate communication and feedback mechanisms. Furthermore, there is a lack of regular monitoring of improvement initiatives and insufficient use of data to inform instructional practices. Lastly,

evaluations of SIP programs aimed at enhancing student outcomes are not being conducted effectively.

A significant percentage of respondents show disagreement with statements related to leadership effectiveness. The highest levels of disagreement are observed in areas such as regular monitoring of school improvement program (82%); sharing of responsibilities among staff (75.4%); observation of classroom teaching by leaders (73%); encouragement of teachers to take on leadership role (72.9%); use of data to inform instructional practices (72.2%); the use of surveys for staff input (71.4%); the existence of clear metrics to evaluate school improvement programs (70.9%); the impact of leadership on student academic achievement (69.9%); level of trust between school leaders and staff (69.7%); evaluation of program effectiveness aimed at improving student outcomes (69.7%); school leaders peer evaluations (67.8%); sharing of performance data with staff (63%); and self-evaluation (60.3%). While a majority of teacher (61.4%) and 60.8% student respondents agreed that school leaders actively seek feedback from students and parents; and use of student achievement data to assess leadership effectiveness (66.2%); other areas show weaker positive feeling.

In document analysis, a substantial percentage of schools experienced a decrease in quality ratings in consecutive assessment rounds, such as 83.3% in the fourth round and 50% in the third. The proportion of schools reaching the high quality level (Level 3) remains low and stagnant, with no significant upward trend across the five rounds. Overall, just under half (49.7%) of the schools showed improvement, while slightly over half (51.3%) did not improve or declined. There is little to no significant difference in quality assessment trends between public and private schools which shows ineffectiveness /unsuccessfulness of school leaders.

The finding from the data of Grade 12 ESSLCE results in Yeka Sub-city from 2023 to 2024 reveals distinct trends between government and private schools. Government schools show a modest improvement in pass rate from 4.42% to 6.97%. Most government schools exhibited slight but consistent progress. Private schools achieved a significant rise in pass rate from 35.33% to 46.06%. Overall, private schools consistently outperformed government schools in pass rates. When combining both sectors, the total pass rate increased from 8.71% to 12.07%, indicating slow yet positive progress in the sub-city's Grade 12 ESSLCE performance.

5.2. Conclusions

The study result shows that prevalent leadership practices within the school are not viewed favorably by a majority of the respondents, specifically in the areas of shared leadership, teacher empowerment, and community involvement. There's a significant gap between how leadership intends to operate and how it's perceived by the staff. The survey points to a top-down leadership style that doesn't adequately involve staff, encourage innovation, or foster a collaborative and positive school culture. This misalignment is negatively impacting the school environment and hindering the achievement of shared goals.

The finding of the study shows that school leaders face considerable challenges in their roles, particularly in fostering collaboration and trust. The low levels of agreement on effective communication and involvement indicate that leadership practices may not align with best practices for engaging staff and stakeholders. This gap can hinder the overall effectiveness of school improvement initiatives and negatively impact student outcomes.

The finding of the study reveals that there's a perception among respondents that school leadership effectiveness needs improvement, particularly in communication, transparency, and evaluation practices. While some aspects, like seeking feedback from students and parents, are viewed positively, there are substantial concerns regarding the use of data, implementation of clear metrics, and overall impact on student outcomes. The low agreement on peer evaluations suggests a potential lack of collaborative leadership development.

The data of school quality rating reveals that neither steady nor widespread, with many schools struggling to maintain or enhance their ratings. The persistent low attainment of the high quality level indicates a need for more effective educational strategies and interventions. The near parity in performance between public and private institutions suggests common systemic barriers/leadership problems affecting educational quality across the board. The finding implies that current school leadership practices in leading school improvement programs are not consistently successful in driving sustained quality enhancements in secondary schools. Weaknesses in leadership approaches or in the implementation of improvement initiatives could be factors contributing to the stagnation or decline in school quality assessments.

The finding of data of Grade 12 ESSLCE results in Yeka Sub-city reveals that pass rates are improving in both school types, but private schools show a considerably higher performance level than government schools. The significant improvement in private school pass rates suggests effective teaching or resource advantages, although variability exists among individual schools. Government schools are making steady incremental gains, which is encouraging but still leaves a large gap compared to private schools.

The finding implies that secondary schools in Yeka Sub-city are progressing in improving Grade 12 ESSLCE results, though the pace is moderate and disparities between school types remain. The result implies that the significant rise in private schools' pass rates indicates more effective leadership practices that enhance teaching quality, student motivation, and overall school performance. The variability in some private schools highlights that leadership quality can vary widely even within one sector. Moreover, the disparity in performance between government and private schools underscores the vital role of effective school leadership in driving academic success.

5.3. Recommendations

The following are recommendations forwarded by a researcher to stakeholders suggesting the roles they should have to play to minimize problems related to school leadership practices in school improvement program in Secondary Schools.

Government and Policymakers should prioritize the allocation of dedicated funding for leadership professional development and the modernization of school infrastructure. To move away from fragmented, autocratic systems, they must establish policy frameworks that mandate collaborative leadership models and formalize partnerships between schools and their local communities. Simultaneously, the Federal Ministry of Education needs to strengthen its monitoring systems by aligning national inspection criteria directly with SIP standards. By shifting focus to grassroots implementation and partnering with universities for evidence-based research, the Ministry can ensure that policy improvements are grounded in the actual challenges of student achievement.

Addis Ababa City Administration Education Bureau should define clear accountability frameworks that outline the specific duties and responsibilities of school leaders. This should be

supported by demand-driven training and the adoption of best practices from consistently improving schools, with a specific instructional focus on refining English and Mathematics strategies. Complementing this, Yeka Sub-city Education Office must implement standardized metrics to evaluate leadership success regularly. Their monitoring efforts should be result-oriented, specifically tracking the impact of school interventions on Secondary School Leaving Certificate Examination (ESSLCE) outcomes, to ensure continuous academic progress.

Within the schools, School Leaders are tasked with moving beyond administrative compliance by establishing a clear, shared vision and developing strategic plans with measurable goals. They must prioritize instructional quality through teacher training and strong internal monitoring systems that allow for timely interventions. This success depends heavily on Teachers, Students, Parents, and the Broader Community embracing school improvement as a shared responsibility. Teachers should adopt data-driven instruction, while parents and community members must be actively integrated into decision-making processes. process.

Future Researchers

Future researcher should focus on leadership effectiveness and its impact on school improvement using statistical analysis to identify correlations between leadership practices and student outcomes, particularly in urban settings. They should also investigate the role of community engagement in enhancing school outcomes and leadership practices, providing valuable insights that can inform ongoing improvements in the educational landscape.

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Appendices

Appendix 1: Introduction for Questionnaire

Dear Respondent,

My name is Tamiru Hujisa and I am currently a student at Addis Ababa University in School Leadership. I am undertaking a research project titled "Schools Leadership Practices in School Improvement Programs in Yeka Sub-city Secondary Schools". You have been selected to participate in the study and your contribution will be highly appreciated.

The study aimed to examine schools leadership practices in leading school improvement programs in Yeka Sub-city secondary schools. Kindly answer each and every question as honestly as possible since the results of the study depend on the information you respond. The information you give shall remain confidential. Thank you for taking time to support me with the information you have.

Note:

1. No need to write your name.
2. Your comments are important, so I kindly request you to consider the questions carefully.
3. Please select only one of the options in this questionnaire that you think is most descriptive of school leadership practices in leading school improvement programs in secondary schools in Yeka Sub-city and mark "✓" on the answer you chose.
4. If the options provided are not sufficient, please write your personal opinion or comment in the blank spaces provided.
5. Please write your opinion clearly and in detail in the blank spaces provided under the section where you are asked to provide an explanation.
6. After completing the questionnaire, return the paper to the researcher only.

Thank You for Your Cooperation!!

Appendix 2: Questionnaire for Teachers

Section I: Personal Background Information:

Instruction: The following questions are about personal information of the respondents, make "√" mark on your choice in relation to your personal information.

1. Gender: Female ☐ Male ☐

2. Your age in year: Below 25 ☐ 25 – 30 ☐ 31 – 35 ☐ 36 – 40 ☐
   41 – 45 ☐ 46 – 50 ☐ Above 50 ☐

3. Education level: Certificate ☐ Diploma ☐ First Degree ☐
   Master's Degree ☐ PhD ☐

4. Field of study: Teaching ☐ School Leadership ☐
   Educational Planning and Management ☐ School Administration ☐
   Educational Administration ☐ School Management ☐
   Other, Specify _____

5. What is your position? Teacher ☐ School Director ☐

6. Your work Experience in year?
   Below 5 ☐ 5 – 10 ☐ 11– 15 ☐ 16 – 20 ☐ Above 20 years ☐

Section II: Questions Related to Schools Leadership Practices in Leading School Improvement Programs.

Instructions: Dear Respondents Rate the Level of Your Agreement with Each Statement on a Scale from 1 to 5.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

SN	Variables	Level of Agreement				
		1	2	3	4	5
A	**Prevalent Leadership Practices**					
1	The school leaders inspire and motivate staff to achieve shared goals.					
2	The school leaders encourage innovation and creative problem-solving among teachers.					
3	The school leaders actively foster a positive school culture that promotes collaboration.					
4	The school leaders regularly observe classroom teaching to provide constructive feedback.					

5	The school leaders promote high standards for teaching and learning.					
6	The school leaders provide professional development opportunities focused on instructional improvement.					
7	Leadership responsibilities are shared among staff in the school.					
8	Teachers are encouraged to take on leadership roles within the school.					
9	The school leaders involve parents and the community in decision-making processes.					
B	**Key Functions of School Leadership in Leading School Improvement Program**					
1	The school leaders articulate a clear vision for school improvement.					
2	The school leaders effectively communicate school goals to all stakeholders.					
3	School leaders involve staff in the process of setting school improvement goals.					
4	The school leaders maintain open lines of communication with teachers and staff.					
5	There is a strong sense of trust between the school leaders and the staff.					
6	The school leaders values feedback from teachers and use it to inform decisions.					
7	School leaders regularly monitor the progress of school improvement initiatives.					
8	The school leaders use data to inform instructional practices.					
9	The school leaders evaluate the effectiveness of programs aimed at improving student outcomes.					
C	**Assessment of Leadership Effectiveness**					
1	Teachers feel comfortable providing feedback to the school leader about leadership practices.					
2	The school leaders use surveys or other tools to gather input from staff regarding leadership effectiveness.					
3	The school leaders actively seek feedback from students and parents about school initiatives.					
4	The school leaders use student achievement data to assess the effectiveness of leadership practices.					
5	There are clear metrics in place to evaluate the success of school improvement programs.					
6	The school leaders share performance data with staff to foster a culture of transparency.					
7	The school leaders engage in self-reflection to assess their leadership effectiveness.					
8	School leaders participate in peer evaluations to improve leadership practices.					
9	Continuous professional development is prioritized for school leaders based on reflective assessments.					
10	Student academic achievement improved due to school leadership effectiveness					
11	Students' ethical manner improved due to school leadership effectiveness					
12	Your school's inspection result improved due to school leadership effectiveness					

Section III. Write your opinion on the following questions based on your School Leadership practices in leading School Improvement Program

1. Describe leadership practices exercised by your school leaders in promoting school improvement program in secondary school? ----------
   ---

   ---
2. Do you think that your school leaders are successful in achieving the goal of school improvement programs? If yes, list your evidence, if no, why?----------
   ---
   ---
3. What are the key functions of your school leadership in leading school improvement programs?----------
   ---
   ---
4. How school leaders measure effectiveness or success in school improvement programs?--
   ---

   ---
5. What strategies would you recommend to improve school leadership practices in your school? and why?----------
   ---

Thank you for your cooperation!

Appendix 3: Questionnaire for Students

Section I: Personal Background Information:

Instruction: The following questions are about personal information of the respondents, make "√" mark on your choice in relation to your personal information.

1. Gender: Female ☐ Male ☐

2. Your age in year: Below 25 ☐ 25 – 30 ☐ 31 – 35 ☐ 36 – 40 ☐

41– 45 ☐ 46 – 50 ☐ Above 50 ☐

3. Education level: Grade……..

Section II: Questions Related to Schools Leadership Practices in Leading School Improvement Programs.

Instructions: Dear Respondents Rate the Level of Your Agreement with Each Statement on a Scale from 1 to 5.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

SN	Variables	Level of Agreement				
		1	2	3	4	5
A	**Prevalent Leadership Practices**					
1	The school leaders encourage innovation and creative problem-solving among teachers.					
2	The school leaders actively foster a positive school culture that promotes collaboration.					
3	The school leaders regularly observe classroom teaching to provide constructive feedback.					
4	The school leaders involve parents and the community in decision-making processes.					
B	**Key Functions of School Leadership in Leading School Improvement Program**					
1	The school leaders articulate a clear vision for school improvement.					
2	The school leaders effectively communicate school goals to all stakeholders.					
3	The school leaders regularly monitor the progress of school improvement initiatives.					
C	**Assessment of Leadership Effectiveness**					
1	The school leaders actively seek feedback from students and parents about school initiatives.					
2	Student academic achievement improved due to school leadership effectiveness					
3	Students' ethical manner improved due to school leadership effectiveness					

Section III. Write your opinion on the following questions based on your School Leadership practices in leading School Improvement Program

1. Describe leadership practices exercised by your school leaders in promoting school improvement program in secondary school? ----------
   ---
   ---
2. Do you think that your school leaders are successful in achieving the goal of school improvement programs? If yes, list your evidence, if no, why?----------
   ---
   ---
3. What are the key functions of your school leadership in leading school improvement programs?----------
   ---
   ---
4. How school leaders measure effectiveness or success in school improvement programs?--
   ---

   ---
5. What strategies would you recommend to improve school leadership practices in your school? and why?----------
   ---

Thank you for your cooperation!

Appendix 4: Interview Questions for Participants

1. What specific leadership practices do you observe among secondary school leaders in your school that contribute to school improvement?
2. How do you think these leadership practices impact the overall school environment and student learning outcomes?
3. What do you observe as the most important functions of leadership in your school? How do these functions support school improvement initiatives?
4. How do school leaders involve various stakeholders (teachers, parents, students) in the school improvement process?
5. What methods do you believe are most effective for assessing the impact of leadership practices on school improvement outcomes? Why?
6. In your experience, how do you measure the success of school improvement initiatives related to leadership practices in secondary schools? Why?

Appendix 5: Focus Group Discussion Questions for Key Informants

1. How would you describe the school leadership practices in your school in leading SIP?
2. Do you belief that your school leadership effective in leading school improvement program? If yes, what is your evidence? If no, why? Discuss!
3. What functions do school leaders operationalize to be effective in leading school improvement programs?
4. How do you assess school leadership effectiveness in leading school improvement program? Discuss!
5. What do you recommend to improve school leadership effectiveness in your school? Why?

Appendix 6: Amharic Version for Introduction of the Questionnaire

በአዲስ አበባ ዩኒቨርሲቲ የትምህርትና ቋንቋ ጥናት ኮሌጅ

ውድ የመጠይቁ ተሳታፊዎች!

ስሜ ታምሩ ሁጂሳ ይባላል። በአዲስ አበባ ዩኒቨርሲቲ በት/ቤት አመራር የሁለተኛ ዲግሪ ተማሪ ነኝ። ባሁኑ ወቅት "Schools Leadership Practices in School Improvement Programs in Yeka Sub-city Secondary Schools" በሚል ርዕስ ለትምህርቱ ማጠናቀቂያ የማሟያ ጥናት ፅሑፍ እየሰራሁ እገኛለሁ። እርስዎ ይህንን መጠይቅ እንዲሞሉ ተመርጠዋል። ስለዚህ በዚህ መጠይቅ የተሟላና ትክክለኛ አስተያየት መስጠት ለጥናቱ ወሳኝና ከፍተኛ አስተዋፅኦ ማበርከት መሆኑን አውቀው ሙሉ ትኩረት እንዲሰጡ በአክብሮት እጠይቃለሁ።

የዚህ ጥናት ዓላማ በዋናነት በክፍለ ከተማው ሁለተኛ ደረጃ ት/ቤቶች ውስጥ የትምህርት ቤት መሻሻል ፕሮግራሞችን በመምራት ረገድ የትምህርት ቤት አመራር ሚና ምን እንሚመስል ለማጥናት እንዲሁም በጥናቱ ግኝት መሰረት የመፍትሄ አቅጣጫ ለማስቀመጥ የተዘጋጀ ስለሆነ ለሚሰጡን ምላሽ በቅድሚያ በማመስገን አጠቃላይ የሚሰጡት መልስ እና አስተያየት ለዚሁ ዓላማ ብቻ የሚውልና ሚስጥራዊነቱም የተጠበቀ መሆኑን እገልፃለሁ።

<u>ማሳሰቢያ</u>፡-

1. **ስም** መፃፍ **አያስፈልግም**።
2. የሚሰጡት አስተያየት **ወሳኝ** በመሆኑ ጥያቄዎችን **በጥንቃቄ** ያጤኗቸው ዘንድ በትህትና እጠይቃለሁ።
3. በዚህ መጠይቅ **በምርጫ** መልክ የሠፈሩት ሀሳቦች በክ/ከተማዎ ሁለተኛ ደረጃ ት/ቤቶች ውስጥ የትምህርት ቤት መሻሻል ፕሮግራሞችን በመምራት ረገድ የትምህርት ቤት አመራር ልምምዶች በሚመለከት ገላጭ ነው ብለው የሚያስቡትን ሀሳብ **አንዱን ብቻ** በመምረጥ በመረጡት ምልሽ ላይ የ"✓" ምልክት ያድርጉ።
4. በምርጫ የሠፈሩት አማራጮች **በቂ ካልሆኑ** በተሰጡት **ባዶ ቦታዎች** ላይ የግልዎን ሀሳብ ወይም አስተያየት **ይፃፉ**።
5. በዚህ መጠይቅ **ማብራሪያ** እንዲሰጡ በተጠየቁበት ክፍል ስር ሀሳብዎን በተሰጡት **ባዶ ቦታዎች** ላይ ግልፅ በሆነ መልኩ በዝርዝር **ይፃፉ**።
6. መጠይቁን ሞልተው ከጨረሱ በኋላ ወረቀቱን ለጉዳዩ አጥኚ ብቻ ይመልሱ።

ለትብብርዎ ከልብ አመሰግናለሁ!!

Appendix 7: Amharic Version of the Questionnaire for Teachers

አባሪ 1፡ የመምህራን መጠይቅ

ክፍል I፡ የግል መረጃ፡-:

መመሪያ፡ የሚከተሉት ጥያቄዎች የምላሽ ሰጪዎች የግል መረጃ ናቸው፡ ስለዚህ ከግል መረጃዎ ጋር በተያያዘ በመረጡት ምርጫ ላይ የ"√" ምልክት ያድርጉ።

1. ***ፆታ፡*** ***ሴት*** ☐ ***ወንድ*** ☐
2. ***እድሜዎ በዓመት፡:*** ***ከ*** 25 ***በታች*** ☐ 25 - 30 ☐ 31 - 35 ☐
   36 - 40 ☐ 41 - 45 ☐ 46 - 50 ☐ ***ከ*** 50 ***በላይ*** ☐
3. ***የትምህርት ደረጃ፡*** ***ሰርተፍኬት*** ☐ ***ዲፕሎማ*** ☐ ***የመጀመሪያ ዲግሪ*** ☐
   ማስተርስ ዲግሪ ☐ ***ፒኤችዲ*** ☐
4. ***የትምህርት መስክ፡*** ***መምህርነት*** ☐ ***የት/ቤት አመራር*** ☐
   የትምህርት እቅድ እና አስተዳደር ☐ ***የትምህርት ቤት አስተዳደር*** ☐
   የትምህርት አስተዳደር ☐ ***የትምህርት አመራር*** ☐
   ሌላ, ይግለጹ_____
5. ***የስራ ድርሻ፡*** ***መምህር*** ☐ ***ርዕሰ መምህር*** ☐
6. ***የስራ ልምድ በዓመት?***
   ከ 5 ***ዓመት በታች*** ☐ ***ከ***5-10 ***ዓመት*** ☐ ***ከ***11-15 ***ዓመት*** ☐
   ከ16 - 20 ***ዓመት*** ☐ ***ከ*** 20 ***ዓመት በላይ*** ☐

ክፍል II፡ ከትምህርት ቤቶች ጋር የተያያዙ ጥያቄዎች በመሪ የትምህርት ቤት ማሻሻያ ፕሮግራሞች ውስጥ የአመራር ልምዶች።

መመሪያ፡ ውድ ምላሽ ሰጭዎች የስምምነቶን ደረጃ ከታች በተገለፀው መሠረት ከ 1 እስከ 5 ደረጃ በመስጠት በመረጡት ላይ የ✓ ምልክት በማድረግ ያሳዩ።

1 = በጣም አልስማማም 2 = አልስማማም 3 = ገለልተኛ 4 = እስማማለሁ 5 = በጣም እስማማለሁ

ተ.ቁ	የመጠይቁ ነጥቦች	የስምምነት ደረጃ				
		1	2	3	4	5
ሀ	**የአመራር ልምምዶች**					
1	የትምህርት ቤቱ መሪዎች የጋራ ግቦችን እንዲያሳኩ ሰራተኞቹን ያነሳሳሉ፣ ያበረታታሉ።					
2	የትምህርት ቤቱ መሪዎች በመምህራን መካከል የፈጠራ ስራና ችግሮች መፍታትን ያበረታታሉ።					
3	የትምህርት ቤቱ መሪዎች ትብብርን የሚያበረታታ አዎንታዊ የትምህርት ቤት ባህልን በንቃት ያሳድጋሉ።					
4	የትምህርት ቤቱ መሪዎች ግንቢ አስተያየቶችን ለመስጠት የክፍል ትምህርትን					

	በመደበኛነት ይከታተላሉ።					
5	የትምህርት ቤቱ አመራር የመማር ማስተማር ከፍተኛ ስታንዳርዶችን ያስተዋውቃሉ፤ ያበረታታሉ።					
6	የትምህርት ቤቱ መሪዎች በትምህርት ማሻሻያ ላይ ያተኮሩ ሙያዊ የእድገት እድሎችን ይሰጣሉ።					
7	የአመራር ሀላፊነቶች በትምህርት ቤቱ ሰራተኞች መካከል ይጋራሉ።					
8	መምህራን በትምህርት ቤቱ ውስጥ የመሪነት ሚና እንዲጫወቱ ይበረታታሉ።					
9	የትምህርት ቤቱ መሪዎች ወላጆችን እና ማህበረሰቡን በውሳኔ አሰጣጥ ሂደቶች ውስጥ ያሳትፋሉ።					
ለ	**በትምህርት ቤት መሻሻል ፕሮግራም የትምህርት ቤት አመራር ቁልፍ ተግባራት**					
1	የትምህርት ቤቱ መሪዎች ለት/ቤት መሻሻል ግልጽ የሆነ ራዕይን ያስቀምጣሉ።					
2	የትምህርት ቤቱ መሪዎች የትምህርት ቤት ግቦችን ለሁሉም ባለድርሻ አካላት በብቃት ያሳውቃሉ።					
3	የትምህርት ቤት መሪዎች የትምህርት ቤት መሻሻል ግቦችን በማውጣት ሂደት ውስጥ ሰራተኞችን ያሳትፋሉ።					
4	የትምህርት ቤቱ መሪዎች ከመምህራን እና ሰራተኞች ጋር ክፍት የግንኙነት መስመሮችን ያስቀምጣሉ።					
5	በት/ቤቱ መሪዎች እና በሰራተኞች መካከል ጠንካራ የመተማመን ስሜት አለ።					
6	የትምህርት ቤቱ መሪዎች የመምህራንን አስተያየት ከፍ አድርገው ይመለከቱታል፤ ውሳኔዎችን ለማሳወቅ ይጠቀሙበታል።					
7	የትምህርት ቤቱ መሪዎች የትምህርት ቤቱን መሻሻል ጅምር ሂደት በየጊዜው ይከታተላሉ።					
8	የትምህርት ቤት መሪዎች የማስተማሪያ ተግባራትን ለማሳወቅ መረጃን ይጠቀማሉ።					
9	የትምህርት ቤቱ መሪዎች የተማሪን ውጤት ለማሻሻል የታለሙ ፕሮግራሞችን ውጤታማነት ይገመግማሉ።					
ሐ	**የአመራር ውጤታማነት ግምገማ**					
1	መምህራን ስለአመራር ልምምዶች ለት/ቤቱ መሪ ግብረ-መልስ ለመስጠት ምቾት ይሰማቸዋል።					
2	የትምህርት ቤቱ መሪዎች የአመራር ውጤታማነትን በተመለከተ ከሰራተኞች ግብአት ለመሰብሰብ የዳሰሳ ጥናቶችን ወይም ሌሎች መሳሪያዎችን ይጠቀማሉ።					
3	የትምህርት ቤቱ መሪዎች ስለትምህርት ቤት ተነሳሽነት ከተማሪዎች እና ከወላጆች አስተያየት ይፈልጋሉ።					
4	የትምህርት ቤቱ መሪዎች የአመራር ልምዶችን ውጤታማነት ለመገምገም የተማሪን የውጤት መረጃ ይጠቀማሉ።					
5	የትምህርት ቤት ማሻሻያ ፕሮግራሞችን ስኬት ለመገምገም ግልጽ የሆኑ መለኪያዎች አሉ።					
6	የትምህርት ቤቱ መሪዎች የአፈጻጸም መረጃን ከሰራተኞች ጋር በማጋራት የግልጽነት ባህልን ያዳብራሉ።					
7	የትምህርት ቤቱ መሪዎች የአመራር ብቃታቸውን ለመገምገም ራሳቸውን በማሰብ ላይ ይሳተፋሉ።					
8	የትምህርት ቤት መሪዎች የአመራር ልምዶችን ለማሻሻል በአቻ ግምገማዎች ይሳተፋሉ።					
9	ቀጣይነት ያለው ሙያዊ እድገት ለት/ቤት መሪዎች በሚያንጸባርቁ ግምገማዎች ላይ ቅድሚያ ይሰጣል::					
10	በትምህርት ቤት አመራር ውጤታማነት ምክንያት የተማሪ የትምህርት ውጤት ተሻሽሏል።					
11	በትምህርት ቤት አመራር ውጤታማነት ምክንያት የተማሪዎች ስነ-ምግባር ተሻሽሏል።					
12	በትምህርት ቤት አመራር ውጤታማነት ምክንያት የትምህርት ቤትዎ የምርመራ ውጤት ተሻሽሏል።					

ክፍል III. የት/ቤት መሻሻል ፕሮግራምን በመምራት ረገድ የት/ቤት አመራር ልምዶችን መሰረት በማድረግ በሚከተሉት ጥያቄዎች ላይ አስተያየትዎን ይፃፉ፡፡

1. **በሁለተኛ ደረጃ ት/ቤት የት/ቤት ማሻሻያ መርሃ ግብርን በማስተዋወቅ የት/ቤትዎ አመራር ያከናወኗቸውን የአመራር ልምዶችን ይግለጹ?** ----------
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2. **የትምህርት ቤትዎ አመራር የት/ቤት ማሻሻያ ፕሮግራሞችን ግብ በማሳካት ረገድ ስኬታማ ናቸው ብለው ያስባሉ? አዎ ከሆነ፣ ማስረጃዎትን ይዘርዝሩ፣ አይደለም ከሆነ፣ ለምን?** ----------
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3. **የት/ቤት ማሻሻያ ፕሮግራሞችን በመምራት የት/ቤትዎ አመራር ቁልፍ ተግባራት ምንድን ናቸው?** ----------
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4. **የት/ቤት ማሻሻያ ፕሮግራሞችን በመምራት ረገድ የት/ቤት መሪዎችን ውጤታማነት ለመለካት ምን አይነት መሳሪያዎች ይጠቀማሉ? ለምን?**----------
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5. **በትምህርት ቤትዎ ውስጥ የት/ቤት አመራር ልምዶችን ለማሻሻል ምን ስልቶችን ይመክራሉ? ለምን?** ----------
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ስለትብብርዎ እናመሰግናለን!

Appendix 8: Amharic Version of the Questionnaire for Students

አባሪ 1፡ የተማሪዎች መጠይቅ

ክፍል I፡ የግል መረጃ፡-

መመሪያ፡ የሚከተሉት ጥያቄዎች የምላሽ ሰጪዎች የግል መረጃ ናቸው፡ ስለዚህ ከግል መረጃዎ ጋር በተያያዘ በመረጡት ምርጫ ላይ የ"√" ምልክት ያድርጉ።

1. ***ፆታ፡*** ሴት ☐ ወንድ ☐
2. **እድሜዎ በዓመት፡**: ከ 25 በታች ☐ 25 - 30 ☐ 31 - 35 ☐
   36 - 40 ☐ 41 - 45 ☐ 46 - 50 ☐ ከ 50 በላይ ☐
3. **የትምህርት ደረጃ፡** ክፍል.....

ክፍል II፡ ከትምህርት ቤቶች ጋር የተያያዙ ጥያቄዎች በመሪ የትምህርት ቤት ማሻሻያ ፕሮግራሞች ውስጥ የአመራር ልምዶች።

መመሪያ፡ ውድ ምላሽ ሰጭዎች የስምምነቶን ደረጃ ከታች በተገለፀው መሠረት ከ 1 እስከ 5 ደረጃ በመስጠት በመረጡት ላይ የ✓ ምልክት በማድረግ ያሳዩ።

1 = በጣም አልስማማም 2 = አልስማማም 3 = ገለልተኛ 4 = እስማማለሁ 5 = በጣም እስማማለሁ

ተ.ቁ	የመጠይቁ ነጥቦች	የስምምነት ደረጃ				
		1	2	3	4	5
ሀ	**የአመራር ልምዶች/ተግባራት**					
1	የትምህርት ቤቱ መሪዎች በመምህራን መካከል የፈጠራ ስራና ችግሮች መፍታትን ያበረታታሉ።					
2	የትምህርት ቤቱ መሪዎች ትብብርን የሚያበረታታ አዎንታዊ የትምህርት ቤት ባህልን በንቃት ያሳድጋሉ።					
3	የትምህርት ቤቱ መሪዎች ገንቢ አስተያየቶችን ለመስጠት የክፍል ትምህርትን በመደበኛነት ይከታተላሉ።					
4	የትምህርት ቤቱ መሪዎች ወላጆችን እና ማህበረሰቡን በውሳኔ አሰጣጥ ሂደቶች ውስጥ ያሳትፋሉ።					
ለ	**በትምህርት ቤት መሻሻል ፕሮግራም ውስጥ የትምህርት ቤት አመራር ቁልፍ ተግባራት**					
1	የትምህርት ቤቱ መሪዎች ለት/ቤት መሻሻል ግልጽ የሆነ ራዕይን ያስቀምጣሉ።					
2	የትምህርት ቤቱ መሪዎች የትምህርት ቤት ግቦችን ለሁሉም ባለድርሻ አካላት በብቃት ያሳውቃሉ።					
3	የትምህርት ቤቱ መሪዎች የትምህርት ቤቱን መሻሻል ጅምር ሂደት በየጊዜው ይከታተላሉ።					
ሐ	**የአመራር ውጤታማነት ግምገማ**					
1	የትምህርት ቤቱ መሪዎች ስለትምህርት ቤት ተነሳሽነት ከተማሪዎች እና ከወላጆች አስተያየት ይፈልጋሉ።					
2	በትምህርት ቤት አመራር ውጤታማነት ምክንያት የተማሪ የትምህርት ውጤት ተሻሽሏል።					
3	በትምህርት ቤት አመራር ውጤታማነት ምክንያት የተማሪዎች ስነ-ምግባር ተሻሽሏል።					

ክፍል III. የት/ቤት መሻሻል ፕሮግራምን በመምራት ረገድ የት/ቤት አመራር ልምዶችን መሰረት በማድረግ በሚከተሉት ጥያቄዎች ላይ አስተያየትዎን ይፃፉ፡፡

1. **በሁለተኛ ደረጃ ት/ቤት የት/ቤት ማሻሻያ መርሃ ግብርን በማስተዋወቅ የት/ቤትዎ አመራር ያከናወኗቸውን የአመራር ልምዶችን ይግለጹ?** ----------
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2. **የትምህርት ቤትዎ አመራር የት/ቤት ማሻሻያ ፕሮግራሞችን ግብ በማሳካት ረገድ ስኬታማ ናቸው ብለው ያስባሉ? አዎ ከሆነ፣ ማስረጃዎትን ይዘርዝሩ፣ አይደለም ከሆነ፣ ለምን?**----------
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3. **የት/ቤት ማሻሻያ ፕሮግራሞችን በመምራት የት/ቤትዎ አመራር ቁልፍ ተግባራት ምንድን ናቸው?** ----------
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4. **የት/ቤት ማሻሻያ ፕሮግራሞችን በመምራት ረገድ የት/ቤት መሪዎችን ውጤታማነት ለመለካት ምን አይነት መሳሪያዎች ይጠቀማሉ? ለምን?** ----------
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5. **በትምህርት ቤትዎ ውስጥ የት/ቤት አመራር ልምዶችን ለማሻሻል ምን ስልቶችን ይመክራሉ? ለምን?** ----------
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ስለትብብርዎ እናመሰግናለን!

Appendix 9: Amharic Version of Interview Questions

አባሪ 2፡ የቃለ-መጠይቅ ጥያቄዎች ለተሳታፊዎች

1. በየካ ክፍለ ከተማ በሚገኙ የ2ኛ ደረጃ ት/ቤት አመራሮች መካከል ለትምህርት ቤት መሻሻል አስተዋጽኦ የሚያደርጉ ምን አይነት የአመራር ልምዶችን/ተግባራትን ታዝበዋለህ?
2. እነዚህ የአመራር ልምምዶች በአጠቃላይ የትምህርት ቤት አካባቢ እና የተማሪ የትምህርት ውጤት ላይ እንዴት ተጽእኖ የሚያሳድሩ ይመስላችኋል?
3. በትምህርት ቤትዎ ውስጥ ዋናዎቹ የአመራር ተግባራት ምን ምንድን ናቸው? እነዚህ ተግባራት የትምህርት ቤት መሻሻል ፕሮግራምን እንዴት ይደግፋሉ?
4. የትምህርት ቤት አመራር የተለያዩ ባለድርሻ አካላትን (መምህራንን፣ ወላጆችን፣ ተማሪዎችን) በትምህርት ቤት መሻሻል ሂደት ውስጥ የሚያሳትፉት እንዴት ነው?
5. የአመራር ልምዶች በት/ቤት መሻሻል ውጤቶች ላይ ያለውን ተፅእኖ ለመገምገም ምን ምን ዘዴዎችን ቢጠቀሙ ውጤታማ ይሆናሉ ብለው ያምናሉ? ለምን?
6. በተሞክሮዎ፣ ከአመራር ተግባራት ጋር የተያያዙ የትምህርት ቤት ማሻሻያ ውጥኖችን ስኬት እንዴት ይለካሉ?

Appendix 10: Amharic Version of the Focus Group Discussion Questions

አባሪ 3፡ የቡድን ውይይት ጥያቄዎች

1. የት/ቤት መሻሻል ፕሮግራምን በመምራት ረገድ በት/ቤትዎ ያለውን የት/ቤት አመራር ልምዶችን እንዴት ይገልፁታል?
2. የት/ቤትዎ አመራር የት/ቤት መሻሻል ፕሮግራምን በመምራት ውጤታማ እንደሆኑ ያምናሉ? አዎ ከሆነ፣ መገለጫው ምንድን ነው? አይደለም ከሆነ ለምን? ተወያዩ።
3. የት/ቤት አመራር የት/ቤት ማሻሻያ ፕሮግራሞችን በመምራት ውጤታማ ለመሆን ምን ተግባራትን ያከናውናሉ? ለምን?
4. የት/ቤት መሻሻል ፕሮግራምን በመምራት ረገድ የት/ቤት አመራር ውጤታማነትን እንዴት ይገመግማሉ? ተወያዩ!
5. በትምህርት ቤትዎ ውስጥ የት/ቤት አመራርን ውጤታማነት ለማሻሻል ምን ይመክራሉ? ለምን?

Appendix 11: Yeka Sub-city Secondary Schools Quality Level Rating

SN	School Name	Level	Sub-city	Woreda	Owner	Inspection Result (2016-2023)				
						Round 1	Round 2	Round 3	Round 4	Round 5
1	Kefitegna 12	Secondary	Yeka	2	Government	57	49	73	62	64
2	Kokebetsebah	Secondary	Yeka	5	Government	-	66	72	64	64
3	Birhan Guzo	Secondary	Yeka	6	Government	65	70	62	54	67
4	Tesfa Birhan	Secondary	Yeka	8	Government	-	-	73	66	60
5	Millennium	Secondary	Yeka	10	Government	58	72	64	62	68
6	Dej/Wondirad	Secondary	Yeka	11	Government	63	73	72	74	72
7	Karalo	Secondary	Yeka	12	Government	58	59	67	65	55
8	Montessorian	Secondary	Yeka	1	Private	-	-	-	-	70
9	Lemlem	Secondary	Yeka	2	Private	-	79	73	64	67
10	Kidane Miheret	Secondary	Yeka	4	Private	-	-	-	-	68
11	Kebena Adventist	Secondary	Yeka	4	Private	-	65	68	65	66
12	Magic Carpet	Secondary	Yeka	8	Private	-	95	62	72	64
13	EB No. 2	Secondary	Yeka	9	Private	-	-	75	53	68
14	Ergib	Secondary	Yeka	11	Private	-	49	63	57	59
15	St. Michael	Secondary	Yeka	12	Private	-	-	-	-	57

Source: *Addis Ababa City Administration Education and Training Quality Regulation Authority, 2016-2023.*

Appendix 12: Yeka Sub-city Administration Education Office Grade 12 ESSLCE Result

S.N	School Name	Owner	Academic Year - 2023						%	Academic Year - 2024						%	Difference
			# of Student Took ESSLCE			# of Student Passed ESSLCE				# of Student Took ESSLCE			# of Student Passed ESSLCE				
			M	F	T	M	F	T		M	F	T	M	F	T		
1	Birhan Guzo	Gov't	78	136	214	2	1	3	**1.40**	98	160	258	8	9	17	**6.59**	**5.19**
2	Dej/Wondirad	Gov't	175	210	385	31	21	52	**13.51**	277	373	650	49	54	103	**15.85**	**2.34**
3	Karalo	Gov't	262	422	684	18	16	34	**4.97**	282	453	735	20	26	46	**6.26**	**1.29**
4	Kefitegna 12	Gov't	218	324	542	3	8	11	**2.03**	227	362	589	7	13	20	**3.40**	**1.37**
5	Kokebetsebah	Gov't	344	527	871	19	9	28	**3.21**	310	489	799	23	22	45	**5.63**	**2.42**
6	Millennium	Gov't	179	308	487	8	7	15	**3.08**	153	272	425	8	11	19	**4.47**	**1.39**
7	Tesfa Birhan	Gov't	124	224	348	6	7	13	**3.74**	135	213	348	8	7	15	**4.31**	**0.57**
Total		**Gov**		**1380**	**3531**	**87**	**69**	**156**	**4.42**	**1482**	**2322**	**3804**	**123**	**142**	**265**	**6.97**	**2.55**
1	Andinet Intl	Private	10	15	25	6	13	19	**76.00**	20	29	49	15	19	34	**69.39**	**-6.61**
2	El-Bethel	Private	82	66	148	21	19	40	**27.03**	77	80	157	22	20	42	**26.75**	**-0.28**
3	Ergib	Private	5	15	20	3	5	8	**40.00**	10	17	27	4	11	15	**55.56**	**15.56**
4	Kidane Miheret	Private	19	22	41	15	14	29	**70.73**	11	19	30	11	18	29	**96.67**	**25.93**
5	Lemlem	Private	44	61	105	16	18	34	**32.38**	39	65	104	22	36	58	**55.77**	**23.39**
6	Magic Carpet	Private	93	80	173	24	24	48	**27.75**	72	61	133	32	38	70	**52.63**	**24.89**
7	Marif Intl	Private	12	2	14	7	1	8	**57.14**	9	3	12	6	2	8	**66.67**	**9.52**
8	Montesorian	Private	23	20	43	7	8	15	**34.88**	29	30	59	4	3	7	**11.86**	**-23.02**
	Total	**Private**	**288**	**281**	**569**	**99**	**102**	**201**	**35.33**	**267**	**304**	**571**	**116**	**147**	**263**	**46.06**	**10.73**
	Grand Total	**G&P**	**1668**	**2432**	**4100**	**186**	**171**	**357**	**8.71**	**1749**	**2626**	**4375**	**239**	**289**	**528**	**12.07**	**3.36**

Source: *Yeka Sub-city Administration Education Office, Grade 12 ESSLCE Result 2023-2024.*

Appendix 13: Population of the Study and Sample Taken

School Name	Student Population			Sample Students	Teacher Population			Sample Teachers
	M	F	T		M	F	T	
Birhan Guzo	294	414	708	**11**	67	23	90	**9**
Karalo	1116	1571	2687	**41**	109	57	166	**17**
Tesfa Birhan	618	799	1417	**22**	78	41	119	**12**
Dejazmach Wondirad	1484	1752	3236	**50**	116	34	150	**15**
Kefitegna 12	906	1304	2210	**34**	91	34	125	**13**
kokebetsebah	1043	1418	2461	**38**	160	53	213	**21**
Millennium	606	954	1560	**24**	90	27	117	**12**
Government Total	**6067**	**8212**	**14279**	**220**	**711**	**269**	**980**	**99**
Ergib	117	124	241	**4**	19	4	23	**2**
Kidane Miheret	28	28	56	**2**	15	1	16	**2**
Montessorian	196	235	431	**6**	25	4	29	**3**
St. Michael	111	87	198	**3**	9	4	13	**2**
Magic Carpet	302	333	635	**9**	28	3	31	**3**
Lemlem	223	260	483	**7**	22	2	24	**2**
Kebena Adventist	100	120	220	**3**	15	0	15	**2**
Marif International	19	14	33	**2**	14	1	15	**2**
Andinet International	244	249	493	**8**	44	22	66	**6**
Private Total	**1340**	**1450**	**2790**	**43**	**191**	**41**	**232**	**23**
Grand Total	**7407**	**9662**	**17069**	**263**	**902**	**310**	**1212**	**122**

Source: *Yeka Sub-city Administration Education Office, Student Data 2024/25.*