

**PRACTICES AND CHALLENGES OF LEADERSHIP IN RESOURCE  
MOBILIZATION OF GOVERNMENT SECONDARY SCHOOLS IN KOLFE  
KERANYO SUB CITY OF ADDIS ABABA**

**BY**

**ASHENAFI GEZU ZELEKE**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP**

**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

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## **ACRONYMS/ABBREVIATIONS**

BOG	Board of Governance
CBO	Community Based Organization
CPD	Continuous Professional Development
CSO	Civil Society Organization
DVA	Development assistance committee
ERNWACA	Education Research Network For west Central Africa
ESDP	Education Sector Development Program, Ethiopia
GTC	General Technology Corporation
HoD	Head of Department
KSSHA	Kenya Secondary School Head Association
KEMI	Kenya Education Management Institute
MoE	Ministry of Education
NGOs	Non-Governmental Organizations
PSTA	Parent-Student-Teacher Association
SPSS:	Statistical Package For Social Sciences
UNESCO	United Nations Educational Scientific and Cultural Organization
USAID	United State Agency for International Developments
RM	Resource Mobilization
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
UPE	Universal Primary Education
WHO	World Health Organization

## ABSTRACT

*The main purpose of this study is to investigate the challenge and practice of leadership in resource mobilization of government secondary school in the case of Kolfe Keranyo Sub city. For this purpose 6 of 8 secondary school found in the sub city were selected using simple random sampling techniques. 148 participants involved in this study, 106 teachers, 18 principals, 10 PTSA, 10 department heads and 4 supervisor or coordinators were selected by using simple random techniques. The data pertaining to the basic research questions were selected through questionnaires' and interview both quantitative and qualitative method were employed for this study and collected data were analyzed using descriptive survey. The finding reveals that lack of knowledge on resources mobilization followed by skill problem to write and prepare proposal for resources collection and put in to practices among stakeholders. Participation of stakeholder for resources mobilization is low followed by problem of conducive environment to share their experiences to school leaders. Principals qualified for the position was not committed to create awareness about resource mobilization. Stakeholders did not have similar awareness about resource mobilization, lack of consistent awareness raising training for stakeholders, lack of concerned and commitment of the school community and their support is only in money because they didn't have knowledge of resource mobilization and not only the community but also all other stakeholders; because of this most of them were not successful in leadership practices of resource mobilization.*

# CHAPTER ONE

## Introduction

### 1.1. Background of the study

Schools as educational institutions are in charge of achieving educational objectives. They are places where the real catalysts of change and development are expected to be shaped in accordance to the need and interests of those that benefit from educational outcomes. Any one can say that society's future fate depends on the success of schools in effectively carrying out their objectives. In order to accomplish their purpose, schools need a supply of available resources such as time, financial, physical and human resources.

Economic development will be achieved if and only if the society gets proper education, so to achieve the objectives the priority should be given to minimize the scarcity of finances and inefficiency of administration practices (Tekeste, 1990). Accordingly, the teaching learning process can be more successful in an educational institution where materials resources are available and well managed, utilized and mobilized. In contrast, educational institutions with poor materials resources and physical facilities tend to be less successful (Worku, 2007).

In line with this, institutions are essential to sustainable and beneficial economic growth. They create new knowledge, skills, and policies and thereby mobilize and manage the resources and deliver the services which stimulate and sustain development. Growth and prosperity are unlikely to be maintained if the institutions, which guide them are dysfunctional (Ronald, 1996).

Using various materials is necessary to create good teaching learning atmosphere and help the teacher to conduct his lesson in more meaningful and more comfortable ways. For this reason, no matter how far the objective of any educational program is attractive, its success will greatly depend upon the quality and quantity of resources it has (Worku, 2007). A school plant and its environment if properly organized and used to affect good teaching and (resources) that enhance the teaching and learning activities (Gizaw, 1989)

Kolfe Keranyo is found in the south west part of sub city in Addis Ababa city administration. The area covered 61.25 square kilometers. The sub city is neighbored by in south Nifas Silk Sub City and state of Oromia, in the east Lideta sub city, Gullele Sub City plus that Addis Ketema Sub City in the north situated to the sub city of Kolfe Keranyo. Within the sub city there are 15 weredas administered by Kolfe Keranyo; (KKJ, 2008)

The governments give a chance for those children at the age of learning around their own area. Although the sub city is good at investment, people who live in this area are economically poor. As a result they can't register their children in the private school; the fact indicated that additional school should constructed .Within the sub city 79.69% of elementary school and private schools the rest 20.31% are government school. From this we can understand that there is a shortage of government school. (KK J, 2008)

In 2005 E.C student class ratio was 1 to 55 add more to 2008 E.C 1 to 68 from 5<sup>th</sup> to 8<sup>th</sup> grade the ratio were 1 to 49 where as in 2008 E.C the ratio becoming 1 to 66. This ratio referring to the students are not learning according to the standard. (KKJ, 2008)

In Kolfe Keranyo Sub City there are 15 Woredas among these only eight Woredas have their own high school. The rest do not have high school at all such as Woreda 1, 2,7,9,10,14 and 15. In consecutive four academic years grade 9 and 10student's class ratio was in average 1:52 and grade 11and 12students' class ratio was in average 1 to 64 this means that it does not fit the student class ratio standards of 1:40.On other hand, there is a shortage of infrastructure. According to the inspection standard among the eight schools in Kolfe Keranyo Sub City one (12.5%) school is in level one, five (62.3%) school are level two and the rest of the two schools (25%) are in level three out of hundred percent so we can conclude that nearly all in high schools in Kolfe Keranyo are below the expected standards of education. As we know that according to inspection, schools must fulfill all kind of resources to reach the expected level of the standard.

The Objective of educational resource mobilization is enhancing mainly the students' achievement. In relation to this so many researchers had conducted research on educational material management. So that this study will assess and focus on challenges and practices of leadership in resource mobilization of governmental secondary schools in the case of Kolfe Keranyo Sub City.

## **1.2.Statement of the problem**

Resource mobilization seems to be an emerging activity in developing countries especially in education development education stakeholders from primary level to tertiary level, are varying to mobilize resource effectively in order to meet the expanding need in their institution. Resource mobilization stresses the ability of members to acquire resource (physical, fiscal or material) and to mobilize people towards accomplishing the organization or community goal (MoE, 2013)

The education sector in developing countries is facing many challenges including inadequate teacher, lack of teaching and learning facilities and in adequate infrastructure lack of non-teaching staff member. Others are low enrolment rate at various levels of education low transition rate gender disparity and out dated curricula (MoE, 2013)

Work on enhancing aid effectiveness culminated in the 2005 Paris Declaration on aid effectiveness comprising more than fifty commitments with targets for 2010. These are largely designed to foster higher technical efficiency in aid delivery and use recipient through improved harmonization of aid modalities better alignment of aid on recipient countries policies ownership and better governance by recipient countries and enhanced mutual accountability for result progress is monitored by the OECD Development assistance committee (DAC) and was assessed at the September 2008.

Resources are necessary assets that any organization, educational or otherwise, need to acquire for the purpose of accomplishing designed tasks and ultimately achieving desired goals. They are indispensable input that activates organizations to make their aspirations a reality. Resource may also be understood as talent; tools and possession used to create a life style solve everyday problems and reach goals for better living (Olson and Defrain, 2000: 12).

They are generally understood as aspects of an organization that, if used efficiently, help in the realization of goals. Therefore, resource management involves considering what resource financial and non – financial are need for organizational performance and how they will be used to deliver desired services (Cabinet Implementation Unit, Australian Government, 2013).

Educational resource may take different forms. Resource in education may be broadly classified into human and non- human. This form of classification is important to magnify the

role that human resource play to make all other resource useful to the realization of organizational goals human resource are such input as knowledge, skill, talent, abilities, attitudes, aptitudes and other characteristics that exist within a person or group of persons. These are input of an educational institution that are obtained from teachers or instructors, non – teaching staff, students, resource persons, parents or community members etc.(Aishatu, 2010).

Good knowledge and the appropriate utilization these major classes of resource are vital in the achievement of effectiveness in the resource management in the school system especially in the present context of global economic crises and consistent decrease in the federal monitory allocation to education, the school manager must be well informed of the existence of education resources. (Dunphy, 1992)

Describes prudence as “the ability to plan regulates, and calculates possible cause and effects results as well as to cover loopholes for fraud, cheating and temptation”; Here prudence is a sensible and careful attitude that averts wastage in the use of resource. A resourceful education manages is sensible and careful attitudes that avoid wastage in the use of resource a resourceful education of scarce resource to the implementation of education policies and programs. (Akubue, 1991)

The achievement of economy in the use of educational resource includes good knowledge of educational resource and the ability to adequate explore the many source of such resource. The education manager in this case is expected to have good knowledge of various source of educational resource. However; knowledge of resource is in adequate without an accompanying knowledge of what constitutes relevant resource for the particular level any type of education being managed. The most common source of education resource are the government, local communities and International aid likewise, Knowledge of educational resource and their various source is not enough if the resource harnessed by the school system are not effectively manipulated to achieve educational objective. Effective resource manipulation skills are also necessary in the achievement of prudence in resource management. Resource manipulation in this case includes distributing resource in to task area and ensuring that they are properly utilize in task performance ( IJSRE, 2010)

The points degreed persons to run the senior secondary school, there is still a room for criticism. The principals except few majorities are graduated in other disciplines. As a result,

they seem to have no appropriate knowledge and practice in educational resource management. Consequently they lack the ability in planning, coordinating, directing, supervising and evaluating the school over all programs and activities through their subordinate (Tesfaye, 1990)

As many other parts of the country the school were not adequately equipped with human, material and financial resource. However as the majority indicated these scarce resource were not utilized to the maximum possible and as a result, there is underutilization. Hence there is a need for promoting the idea of wise use of the available scarce resource in order to maximize the effective use of the available resource (Getachew, 2014)

On top of the above two local studies studied and conclude on same problem, which they were related with this study. The finding was focused on problem of educational material management; so they conclude on the problems and also principals lack of skill to utilize school resource in school because of principal educational background; therefore, the present study was different from the above mentioned researchers: to investigate the other challenge to mobilize school resource, the practice of leadership in mobilizing school resource and the role of community in school resource mobilization.

In addition to this assessing resource mobilization in government secondary schools successful or not successful however were evaluated the previous performance. Therefore the purpose of this study was to investigate practice and challenges of leadership in resource mobilization of government secondary school in the case of Kolfe Keranyo Sub City.

Attempts were seek for pertinent answer to the following basic question:

1. What are the roles of any community in school resource mobilization?
2. What are the practices of leadership in resource mobilization?
3. What are the challenges of resource mobilization in the school?

### **1.3.OBJECTIVES OF THE STUDY**

#### **1.3.1. GENERAL OBJETIVE**

The general objectives of this study were to investigate the practice and challenges of leadership in resource mobilization of government secondary school in the case of Kolfe Keranyo Sub City.

### **1.3.2. SPECIFIC OBJECTIVES**

The Specific objectives are to

- ➡ Identify the roles of community in school resource mobilization.
- ➡ Assess the practices of leadership in resource mobilization.
- ➡ Assess the challenges of resource mobilization in the school.

### **1.4. Significance of the study**

These studies were investigated to what extent resources are mobilized properly and also in the way that to identify challenges being faced in the process. Indicating the possible solutions to solve the problem was recommended. Therefore, the study:

- Give important information about resource mobilization in secondary school in Addis Ababa.
- Create awareness to the government authority in taking corrective measure in resources mobilization.
- May serve as a spring board for further research in the area.
- Give important direction how government official will supervise schools on the base of school resource mobilization.
- Figure out the current appearance of secondary school those are found in the study area.
- Help to examine the gap between what was studied by different authority and real existing condition of educational resources mobilization.
- May improve understanding about the practice of resources mobilization.

### **1.5. Delimitation of the study**

Resource mobilization is one of very important activities that are practiced in every organization. Challenges and practices of leadership in resource mobilization of government secondary schools need special attention to obtain every good result. Participants who were involved in this study includes principals, vice principals, teachers, parents, supervisors. But due to the limitation of time the study were delimited to a small number of parent, supervisors, schools principals and vice principals and teachers.

### **1.6. Organization of the study**

The study comprises five chapters. The first chapter presents the problem and its approach. The second chapter focuses on the review of the related literature. The third chapter treats the

research design and methodology whereas the fourth chapter asserts data presentation, analysis and interpretation of the major findings. The last chapter provides summary of findings, conclusions reached and recommendations made on the basis of conclusions derived from the data analyzed. Bibliography and appendices are also included at the end.

## CHAPTER TWO

### **Review of the related literature**

This part of the paper focus on the review of the various relevant literatures related with challenges and practice of leadership in resource mobilization. This would help bench marking the previous studies and use same as input for present study targeted on the government secondary school of Addis Ababa the case in Kolfe Keranyo Sub City.

Literature review is useful to share the findings of previous research works related to the research at hand; it would relate the study to the existing and ongoing dialogue in the field; fill the gap in the research extend previous studies provide a framework for the study and be used as a benchmark for comparing the result with the previous findings. It would also assist the research to do an objective examination of current information and knowledge in the study (koulc, 2003)

Scholars like Gillian pointed out that the review of the relevant literature aimed at investigating critical point that make the research up-to-date of the current knowledge and theoretical and the methodological contribution to a particular topic (Gillian, 2003).

Based on this reality an attempt is made to discuss in the review of the related literature in chapter two of this study provides the challenge and practice of leadership in resource mobilization of government secondary school.

### **2. Basic concepts of resource mobilization**

Resource mobilization refers to all activities involved in securing new and additional resource for your organization. It also involves making better use of, and maximizing existing resource. (Susan; 2007)

Resource mobilization is about an organization getting the resources that are needed to be able to do the work it has planned. Resource mobilization is more than just fundraising - it is about getting a range of resources, from a wide range of resource providers (or donors), through a number of different mechanisms; and resource mobilization can be the process of undertaking planned action for the identification, collection, and utilization of local resources for the achievement of organizational mission and goal/s. (Susan; 2007)

The process includes ensuring accountability to stakeholders and/or providers, maintaining relationships, and sustaining means of resources. Also Resource mobilization is a process that

involves identifying the resources essential for the development, implementation and continuation of works for achieving the organization's mission. It means expansion of relations with the resource providers, the skills, knowledge and capacity for proper use of resources. It does not only mean about the use of money or other kind of resources but it extensiveness denotes the process that achieves the mission of the organization through the mobilization of knowledge in human, use of skills, equipment, services etc.

Furthermore, it means seeking new resources or resource mobilization and right and maximum use of available resources; again Taking the importance of building constituency as a central idea for a civil society organization to mobilize resources, resource mobilization is broadly defined as: "a management process that involves identifying people who share the same values as your organization, and taking steps to manage that relationship (Venture for Fund Raising, 2009, 11)".

### **2.1.Purpose of resource mobilization**

Developing a plan or strategy for resource mobilization can lead to creative efforts in using your own local assets to gain support for your organization. Multiple sources of funding can increase your independence and flexibility to implement programs and reduce reliance on external (or foreign) funding. With increased competition for scarce grant resources, thinking of, and creating options for new, diverse, and multiple funding streams will help your organization manage its programs. This brief starts with aspects to consider prior to mobilizing resources. The tips on resource mobilization first discuss what your organization can do locally before soliciting external sources for funding. (Susan; 2007)

### **2.2.Importance of resource mobilization**

Resource mobilization is critical to any organization for the following reasons. Such as; It helps to formulate an independent budget, breaking the traditional way of running the specific programs of any donor agencies in addition to this it is useful to spend in the program of the Organization like expanding deep relations with the stakeholder and community, building the image of the organization and expand relations, fulfilling responsibilities towards the community running programs based on the genuine needs of the community and to advocate for such programs, disseminating the good practices of the Organization developing new thinking and challenge the old traditions and enhancing the dignity of one's Organization. (World Bank, 2007)

### **2.3.Truth about resource mobilization**

In the resource mobilization one should understand some of the facts about resource mobilization for the proper implementation of organization among these organizations are not entitled to support; they earn it, Successes for resource mobilization require a lot of work and take a lot of time, whenever our organization needs additional revenue one year from new start today! We should be ready, willing and able to sell our organization and the programs, for which we are raising money, also resource mobilization is about the needs of the ( prospective ) funder, we should understand the need of your client ( target population / funders ), resource mobilization efforts should be designed to align with your organization mission, objective and strategic plan, we should prepare to provide evidence based results, your organization performance to day impacts your ability to generate resource tomorrow and you must establish and maintain organization credibility and reputation.( Judith B, 2014)

### **2.4.Features of resource mobilization**

Resource mobilization is the process of getting resource from resource provider and it has its own feature this features are resource identification, identification of resource Provider, identification of mechanism to receive resource, Expansion of relations with the Resource Provider, right use of resource, knowledge and skill to resource mobilization, human skills, service, information, equipment, seeking out new resource, thought of institutional sustainability, lower financial risk. (Save the children, 2003)

From the above resource features our organization has lack of identification resource provider and identification of mechanism to receive resource similarly expansion of relation with resource provider and right use of resource and knowledge and skill to resource mobilization and human skill service.

### **2.5.Resource mobilization mechanisms**

Resource mobilization mechanisms are the methods used to obtain resources from partners identified beforehand. Communication, sensitization and scientific publications are among others the essential mechanisms to be adopted by ERNWACA for resource mobilization. These three elements make it possible to arouse the interest of the target public and partners. The identification of resource mobilization mechanisms enables the network diversify its approaches beyond drafting of requests. These mechanisms depend largely on the context and subsequently different from one country to another. They are; Requests for funds and solicited gifts, Special events and Voluntary contributions. (ERNWACA, 2010)

## **2.6. Organizational sustainability**

Sustainability is often identified with having sufficient funds to cover an organization's activities it is actually a broader concept. There are three fundamental streams of sustainability: institutional, financial and programmatic each is vital to the survival of an organization; and Programmatic sustainability, The organization delivers product services that respond to a client's needs and anticipate new areas of need. Its success enables expansion of its client base; Institutional sustainability. The organization has a strong, yet flexible structure and accountable, transparent governance practices. Its structure and good governance allows it to respond to the shifting priorities of its supporters and to new responsibilities toward its clients, while creating a positive work climate for its staff; Financial sustainability. The organization draws on source of relevance, allowing it to support its ongoing efforts and to undertake new initiative. (World Bank, 2007)

The discussion on resource mobilization, what the study wants to show how it is relating some organization especially school need resource for its sustainability and achievement; since school improvement program aim to bringing students the best scorer in their academic performance so the school leader need to search so many resource to create conducive environment for the school community.

## **2.7. Preparing for fundraising**

Before you start fundraising, you should lay the foundation to have a compelling reason for donors to give. A plan that weighs your options can help save time and effort and have a better chance of success. Some of the key elements that will strengthen our job in the resource mobilization are Clear sense and commitment to your vision and mission -- who you are, where you are going, and how your mission relates to the communities served, Promising program that will yield results, Evidence of past accomplishments, Effective management and leadership by your board members and staff who will ensure the accountability and transparency of the organization, financial systems that will safeguard the resources raised, including adequate financial control that demonstrate good management and builds trust, Solid reputation, credibility, and positive image, Mutual respect and knowledge sharing between the organization and the community it benefits, as well as other stakeholders and The ability to attract, create, and sustain new resources, especially based in the local community are very important key elements for the implementation of resource mobilization in given organization. (Susan, 2007)

## **2.8. Researching the current situation**

Fundraising requires knowledge of the country's current situation, including legal and tax structures, as well as what kind of fundraising activity could succeed in your unique environment. (Susan, 2007)

## **2.9. Mapping your community's assets**

Each community has a unique set of assets upon which to build its future. The first step in a fundraising strategy is to identify and inventory the range of financial and nonfinancial resources of the individuals, community (including NGOs, groups, and associations), and local institutions (including local government agencies). Non-financial resources include skills, talents (such as handicrafts), and capacities. Mapping can help your organization consider alternate and efficient resources for your proposed project. You may rediscover innovative solutions by mapping traditional technologies and practices, in areas such as pest control or conflict resolution. By being aware of your community members' skills, you may be able to use a local resident to deliver services or training, rather than hiring an external consultant. Focusing on the community's assets could help to localize your fundraising and engage the local citizens to invest in their own future and create a sense of hope and control. Knowing one another's assets could also help to build relationships among local residents, associations, and institutions. (Susan, 2007)

## **2.10. Volunteers as resources**

Volunteers can provide great resources and benefits to your organization. Volunteering is generally done by choice, without monetary reward (apart from expenses), and benefits the community. To recruit and keep your volunteers, you need to recognize the motivations and expectations of a volunteer. People give their time because they get something out of the service they provide. For example, a young person may gain skills or experience to apply for future opportunities. (Susan; 2007)

## **2.11. Life span of volunteers**

Volunteers can be retirees, technical experts, young people, or student interns. They can serve for a long term, such as on your board or short term, such as providing labor to build a health facility. They may be a local resident or someone from another country. Regardless of whom they are and what skills they bring, you may want to think systematically about managing volunteers to get the most of this valuable human resource. Some steps are:- Identify tasks that need to get done outline a job description, duration of the volunteer service, and profile

or skills required, Depending on your needs, recruit volunteers from places such as local schools or universities or inquire about foreign volunteer programs for placement of volunteers in your CSO. Corporations, local government offices, community associations, and other agencies may have skilled human resources to fill gaps in your organization. Mapping your community's assets may help you to identify local residents with specific skills and capacities, ensure quality of the work by interviewing, selecting, and hiring the person with the appropriate qualification (World Bank, 2007)

### **2.12. Challenges of volunteers**

Managing volunteers can be as time consuming as managing staff, Retain volunteers by supervising them and providing support and mentorship as required. Volunteers usually desire opportunities that are meaningful and can fulfill their own needs (such as skill development, social environment network, and learning) and finally recognize and acknowledge the volunteer in staff meetings and in public (in a newsletter or public event). (World Bank, 2007)

### **2.13. Resource mobilization in developing countries**

Resource Mobilization seems to be an emerging activity in developing countries, especially on Education development. Education stakeholders, from primary level to tertiary level, are vying to mobilize resources effectively, in order to meet the expanding need in their institutions, also Resource Mobilization stresses the ability of members to acquire resources (physical, fiscal, or materials) and to mobilize people towards accomplishing the organization or community goals.

The education sector in development countries is facing many challenges including inadequate teachers, lack of teaching and learning facilities and inadequate infrastructure. Others are low enrolment rate at various levels of education, low transition rate, gender disparity and outdated curricula. The achievement in enrolment attained so far has triggered the need for even more facilities to match the increased enrolment. This calls for effective strategies to mobilize resources to minimize these challenges. (MoE, 2013)

#### **2.14. Cost of resource mobilization**

Resource mobilization might involve administration and other resource mobilization costs, but it should be born in mind that the cost in resource mobilization should be kept as minimal as it can be, as the intention of resource mobilization is to solve education needs.

The principal need to identify and prioritize the resources you will need to implement a particular activity or project, identify local actors that have access to these resources by conducting a local resources assessment, choose the people or/and institutions that have the resources you need and are most likely to be interested in helping you conduct his or her work and approach them developing a strategy for approaching these individuals or institutions. (MoE, 2013)

#### **2.15. Local Resource Mobilization**

Describes the activity of finding new ways of engaging resources in the local environment (i.e. funds, people, goods and services) to support an organization and make it self-sustaining. It encompasses a wide range of strategies going from income e generation schemes to locally based fundraising or building volunteer constituencies for example. It finds expression in a variety of fresh approaches which integrate cultural, social and economic contexts. (Sekajingo, 2007)

#### **2.16. Reasons local resource mobilization**

By mobilizing local resources to support local NGO/CBO both local organization and local contributors benefit in a number of ways:- Sense of ownership: By contributing their time and resources, citizens , institutions, businesses, and others can assume greater ownership of activities that directly contribute to the positive development of their communities. The sense of "ownership" comes from the pride and accomplishment of knowing that they have done their share to make their community a better place to live.

Building social capital — Social capital refers to the value of social networks and the increased willingness of individuals and organizations to help one another as a result of these relationships. By seeking local support, NGOs and CBOs are more likely to build long-term relationships with other institutions and organizations. These relationships contribute to the social capital within the community. Sustainability mobilizing local resources increases the sustainability of community initiatives. As relationships and communication between NGO/CBOs and supporters develop, future support is more likely. As members of the

community with long-term interests in community projects, local supporters are more likely to continue supporting initiatives than external donors. Independence — raising resources locally also gives NGO/CBOs more independence and flexibility to implement activities targeting needs that a community finds important. Additionally, local support means that NGO/CBOs do not have to adjust their programs to meet the needs and interests of external donors. (Sekaingo, 2007)

### **2.17. Resource planning**

Resource planning involves the interaction of planning committee, a technical advisory committee and public or the community. Resource planning has nine steps and three planning phase process. In phase one includes steps of identifying concerns and opportunities; determine objective, inventory resource and analyze resource data. In phase two decision of formulating alternatives, evaluating alternatives and make decisions; the final phase has two steps these are implement the plan and evaluate the plan. Resource planning involves all stakeholders and uses consensus planning, identifying desired future conditions, inventories resources determine priorities for action and ensure implementation and follow – up. (USAID, 1999)

### **2.18. Lack of donors or funds**

NGO sustainability index conducted by USAID for sub Saharan Africa in the year 2010 indicates that financial feasibility is the weakest dimension for NGOs across Africa. It showed that while resources are an issue for NGOs around the world, conditions in many African countries produce particularly challenging financial conditions for NGOs. Few African NGOs are able to generate significant income by pursuing economic activities, charging fees for services, or collecting membership dues, where individual and corporate philanthropy tends to be weak with high bureaucracy and corruption (USAID, 2010).

## **3. Forms of community participation in education**

School is not the only place where a child is equipped with skills and knowledge. Thus, community participation in education comprises not only what parents and other community members formally do in school but also informal forms including the wider society support in child upbringing and socializing before and after enrollment in school and efforts community make to improve teacher life (Uemura, 1999).

It is possible to find different forms of community support for schools in the literature. (Morgan, 2006) has investigated six domains of participation through review of the literature and educational policies. These are infrastructure and maintenance, management and administration, teacher support and supervision, pedagogy and classroom support, student supervision, and student recruitment.

Williams (1997 in Watt, 2001) broadly grouped community support for education into three principal areas of activity. These are: - support for the instructional program, school management and contribution to school resources.

### **3.1. Community support for school**

When we think about community support for education, „monetary and non-monetary forms“ of contribution for schools come to our mind (Watt, 2001). Monetary support includes levies, fees and fundraising made for schools to supplement teacher salaries, for rehabilitation of classrooms and construction of schools. Non-monetary forms of participation include varied activities that range from attending a school meeting and assembly to active participation in every step of school decisions. Studies conducted in Ethiopia inform that parents are often required to make in cash and in-kind contribution for school operation, infrastructure and maintenance as well as to supplement salary of teachers and other school personnel (Morgan, 2006).

Community financing for schools is a subject of controversy, particularly when it come to the poor capacity to contribute for schools. In one aspect community financing is considered as a means of increasing resource for supporting government effort in educational provision, promoting accountability and community legitimacy to exercise control over schools and promoting sense of ownership (Watt, 2001). It is asserted that the poor are not able to finance education (Chapman et al., 2002) and in places where communities support is contingent to child education; it expels the poor from educating their children (Bray, 2001). Equity is another major issue that arises due to variation in community capacity and cultural factor, ethnic rivalries, racial inequalities like the cast system and urban-rural conditions (Bray, 2001).

In principle community participation is voluntary; however, it should be distinguished from compulsory forms of support for education“ that is decided outside the community (Watt, 2001). This could be when a government is unable to meet full cost of education from its own

resources and identifies community as an additional source of financing. In Ethiopia, primary and lower secondary education (grade 1 - 10) are to be free (FDRE, 1994). But households are mandated to support all government efforts in educational expansion and development (BBO, 2006; MoE, 1998)

### **3.2. Community participation in school management**

In school based management system “responsibility for and decision-making authority over school operations are transferred to principals, teachers, and parents, and sometimes to students and other school community members” (World Bank, 2007). The position can accept the importance of community participation; however, when participation does not mean a share in decision-making. Communities can be involved in labor and material contribution and maintenance of schools, ensuring student work, participating in school activities in which students perform and also in financing. Community can serve as guest teachers in the classroom; help introduce teacher to the local environment, language and culture; help in preparing instructional material and media to accord it with the local condition and understandable by children; and give feedback that can help to improve school performance. Parents and other community support are not limited to management and financing of schools and teachers. They also contribute to the improvement of educational delivery and serve as an agent of educational delivery where there is shortage of teachers (Uemura, 1999).

### **3.3. Contributions to school resources**

Contributing to school resources has been identified as the most common form of community participation in education. The principal rationale for community contribution towards the cost of schooling is financially underscored by the fact that government is unable to single-handedly fund education. A further rationale for community contribution to school resources is that it promotes accountability and increases community legitimacy to exercise control over their own school. Additional financing of education are typically contributed only by households with children enrolled in school coming in the form of user fees or charges. Community financing is an alternative to user fees, and draws on the support of the wider community, not just the parents who have a direct stake in the school. It also implies more active support than user fees and tends to involve contributions of time and effort in addition to money (Cornia, Jolly, and Stewart 1987 cited in Watt, 2001)

Contributions to school resources can take two main forms: in-kind as well as financial support. In-kind supports includes labor for activities such as school construction and work by students on the school plot, and can cover contributions of goods, such as building materials for school construction, or food. For example, in Madagascar schools have attempted to broaden access by accepting in kind payments of rice, while in Botswana cattle have been contributed in some cases. In kind contributions have clear advantages for cash-poor communities, as well as capturing resources that would not otherwise be used to meet educational goals. Ota (1986) and cited in Agyman (1994:133) identified three main forms of community financing of education found even in poor settings: (i) parental contributions in various forms such as school fees and PTA levies; (ii) contributions by the whole community, most commonly in the form of labour toward construction work in the school; and (iii) contributions by voluntary organizations including religious bodies. The study notes further that other innovative approaches increasing community participation (UNESCO, 1991) include orientation ceremonies, family visits, hobby courses for parents, pupils performance pamphlets, parents meetings, and classes. (Watt, 2001)

Some of the discussions which was innovated by the above researcher is practical in most of the schools mean that community participate with development fees not user fees and in kind like cattle in shire when we come to in town community participate only with development fees not with in kind, not with labour not with technical support that sway it need improvement.

#### **4. School based factors and mobilization of resource.**

##### **4.1. Individual principal characteristic and resource mobilization**

A head teacher in a secondary school performs many tasks, the most important ones being the mobilization of resources, management and control of finances, the organization and management of curriculum, management and motivation of teachers and support staff, secretary to BOG and PTSA, and maintaining positive school- community relations (AUGUST 1993). Principals [(Secondary School Head Teachers who are in or above Job Group M)] are therefore the managers of their schools who play the most crucial role in ensuring school effectiveness in terms of performance. Without the necessary leadership competencies and resources mobilization skills, most of the Principals can hardly deliver. Besides having no prior resource mobilization training, most Principals hardly have any formal managerial and leadership training. The Principals often rely on advice from the

school BOG and the finance Department subordinate staffs like Account Clerks and Store keeper/Cateress who are supposed to be professionals in various Job Descriptions. The school Accounts Clerks are expected to be trained professionals in financial management and accounting fields, because they play an enormous role in assisting the Principals in various aspects of handling the school finances ((Baraka, 2010),however, most of the Accounts Clerks are inadequately trained in handling resource mobilization. Therefore, the poorly trained Principals in various aspects of mobilizing and handling the school resources coupled with inadequately trained finance department's subordinate staff has been a problem that bothers most Principals (Baraka, 2010).

Despite their poor managerial and leadership training, most Principals work in poorly equipped schools in terms of physical facilities and that is why During the 2011 Secondary School Principals Association's (KSSHA) conference held in Mombasa (21st to 26th June 2011), the major challenges facing secondary schools were identified as: luck of financial management skills, poor fees payment, high handedness in the management of schools. The Kenya Education Management Institute (KEMI) has been organizing workshops for training Principals, their Deputies and HODs on school management though her programs have been irregular. The principals who have been trained ends up being better managers which includes mobilizing resources (Baraka, 2010).

According to our education system the discussion in Kenya was true in Ethiopia and the researcher agree with that of resource mobilization problem in secondary school; even most researcher did not discuss on issue rather than educational material management and also because of this reason our students in secondary school did not learn with supporting of practically work.

#### **4.2.Principal's budgeting skills in public secondary school**

A budget is a document showing allocation of funds for specific purposes within a given time and serves as a tool for planning and controlling the use of scarce resources in the accomplishment of goals (Schick 1999) School budgets are usually concerned with provision of goods and services for stakeholders and no intention of making profit. Their budgets are therefore aimed at authorizing expenditure and providing ceiling for management actions. (Hongren, 1983).

According to Banham, (2009) a more efficient budgeting process involves developing systems that allows the budget makers and various heads of departments should be incorporated into the decision making process through various committees. The process which is indicated with the writers in our secondary school not practical and the whole preparation of budget is done by school management without participation of the other stakeholder and our principal forced to prepare budget outline with motto of finance without considering need.

## **5. School leaders**

Instructional leadership theory focuses on the leader's influence on student achievement: how he/she positively affects teachers, the outcomes of teaching, and raises student performance (Leithwood, Louis, Anderson, & Wahlstrom, 2004; Waters, Marzano, & McNulty, 2005). Current research on instructional leadership stresses the role of the site-based leader in setting directions, developing people, and making the organization work (Leithwood, 2004). The principal may share the responsibility of instructional leadership with other educational leaders through provision of resources and guidance for teachers, communicating vision and expectations, creating a positive organizational culture and professional learning communities, and exhibiting a visible presence in the school (Leithwood, 2005).

Kouzes and Posner developed a model of leadership that consists of what they call it "The Five practices". These are challenging the process, inspiring shared vision, enabling others to act, modeling the way and encouraging the heart (Kouzes and Posner, 2002). Based on their research project with successful leaders, for over almost 20 years, Kouzes and Posner suggested that leadership is not a position, but a collection of practices and behaviors. They also concluded that leadership is a compulsory skill that can be learned by everyone (Kouzes and Posner, 2002). The operational station of these five leadership practices is presented as follows:

### **5.1. Challenging the process**

Challenging the process suggests that leaders shouldn't be content to do „business as usual“. It includes encouraging others to think and take risk. Leaders thrive on and learn from adversity and difficult situations. They are risk takers who regard failure as a useful chance to learn and innovate if not caused by poor performance. Effective leaders are also early adopters of innovation. They seek out things that appear to work and then insist that they are improved. (Kouze, 2002) describe the challenge to the process practice as being the search

for opportunities to change the status quo. Leaders look for innovative ways to improve the organization. In doing so, they experiment and take risks. For transformational leaders, challenging the process is a way of life. By either creating new ideas or recognizing and supporting new ideas, leaders show willingness to challenge the system so as to turn these ideas into actions and to get new products, processes, and services adopted (Kouzes, 2002)

### **5.2. Inspiring a shared vision**

Inspiring a vision involves looking at the future with passion in order to make a difference and persuade others to own this vision. Inspiring a shared vision is an important aspect of leadership because leaders are expected to create and communicate organizational direction (Hoerl, 2004). The “inspire a shared vision” practice was described as being when followers believe passionately that their leader can make a difference. Leaders envision the future, creating an ideal and unique image of what the organization can become. Through their magnetism and quiet persuasion, leaders enlist others in their dreams. Leaders breathe life into their visions and get people to see exciting possibilities for the future (Posner, 2002)

Inspiring a shared vision is vital for bringing people in any organization together to foster a commitment to a shared future they seek to create. Both visionary and transformational leaders passionately believe that they can make a difference by envisioning the future and creating an ideal and unique image of what the organization can become. They inspire such a vision in their followers with a positive and hopeful outlook. They generate enthusiasm and excitement for the common vision from others through genuineness and skillful use of metaphors, symbols, positive language, and personal energy (Kouzes, 2002)

### **5.3. Enabling others to act**

Enabling others to act is fostering collaboration and empowerment. It refers to leaders involving others in planning and giving them freedom of choice in the decision-making process. Enabling others to act allows followers to do their job and to realize their full potential. Transformational leaders strive to create an atmosphere of trust and human dignity and to help each person feel capable and powerful. They consider the needs and interests of others and let them feel as if they carry ownership and responsibility in the organization. Posner (2002) describe the “enable others to act practice as a means of fostering collaboration and building spirited teams. Leaders actively involve others. They understand that mutual respect is what sustains extraordinary efforts; they strive to create an atmosphere of trust and human dignity. They strengthen others, making each person feel capable and powerful.

#### **5.4. Modeling the way**

Modeling means being prepared to go first, living the behaviors they want others to adopt before asking them to adopt them. Because, people will believe not what they hear leaders say, but what they see their leaders consistently do. This also refers to the leader as an ethical role model. The leader must not only inspire others but also use his/her office to advance institutional goals rather than personal ones. Great leaders should serve as an example to others. In respect to this they should be committed to set an example for others by behaving in ways that are consistent with their stated values and to clarify values by finding their voice and affirming shared ideas.

The model the way practice is described as consisting of the establishment of principles that are concerned with the way people (including constituents, peers, colleagues, and customers) should be treated, and the way goals should be followed. Leaders create standards of excellence and then set an example for others to follow. Since the prospect of complex change can overwhelm people and stifle action, leaders set interim goals so that people followers can achieve small “wins” as they work toward larger objectives. Leaders also unravel bureaucracy when it impedes action; they put up signposts when people are unsure of where to go or how to get there; and they create opportunities for victory (Kouzes, 2002).

#### **5.5. Encouraging the heart**

People often need encouragement and motivation to achieve the goals set by the organization. Successful leaders have high expectations for themselves and their employees. Their credibility is based on their record of achievements, dedication, and daily demonstrations of what and how things need to be done. By influencing employee motivation, leaders attach rewards and recognition to job performance. Exemplary or visionary leaders play a special role in the celebrating of individual or group achievements, because they are the most prominent personality in the organization and serve as role models. By celebrating achievements together, leaders let people feel that they are part of the group and part of something significant. When leaders encourage their employees through recognition and celebration, they inspire them to perform better. In order to keep hope and determination alive, leaders recognize the contributions that individuals make. In every winning team, the members need to share in the rewards of their efforts, so leaders celebrate accomplishments. Leaders make people feel like heroes (Posner, 2002).

Leadership is a means to mobilize every resource in school, and the above discussions are the practices of leadership in school resource mobilization also the researcher agrees with for the purpose of proper resource mobilization school leaders should have knowledge of the listed practice and they must use for organizational objective achievement.

### **5.6. Leadership responsibilities**

A strong governance structure, such as a board of directors, is important to have in place to lead the organization in resource mobilization efforts. Funders may ask about the governance structure and composition (for example, gender breakdown or community member involvement) and board members' names and affiliations. The Board of Directors typically consists of volunteers with specific skills, knowledge, and experience. In many cases, they will be the body that is responsible and accountable to funders for the governance and finances of the organization. Board members could do to help mobilize resources are, cultivate potential supports, Speak on behalf of the organization and issues, Strategize with staff on fundraising, Recruit volunteers and Donate to the organization. (World Bank, 2007)

Generally in the review of related literature the study wants to discuss about the of resource mobilization to fill the gap on this concept and to show challenges and practice of secondary school principal on this point, through this the study has discussed about importance, features, truth and purpose and mechanism and local resource mobilization its relationship with organizational sustainability also history, emergency and current status of NGO in Ethiopia; beside this how school resource mobilization relate to community participation and principals characteristics and skill. Finally what school leaders need to fill the gap to have proper resource mobilization understanding in the case of challenging process and inspiring shared vision and enabling others to act similarly modeling the way and also encouraging the heart?

## CHAPTER THREE

### 3. Research design and methodology

On this part of the study the method, the source of data the sample and sampling techniques', the instrument and procedures of data collection and method of data analysis were thoroughly discussed.

#### 3.1. Study area

Kolfe Keranyo was found in south west part of sub city in Addis Ababa administration. The area covered 61.25 square kilo meters. This sub city was surrounded by in south Nifas Silk Sub City and state of oromia, in the east Lideta sub city, Gullele sub city plus this sub city has Addis Ketema sub city in the north situated to the sub city of Kolfe Keranyo. Within the sub city there were 15 Weredas were administered by Kolfe Keranyo. Kolfe Keranyo is also found with the altitude between 2300-3000 meters above sea level with a climate condition of cold and temperate and covers a total area of 61.25square kilo meters, of which 1,134 hectares were covered by green and forest which makes the sub-city suitable environment for residents. Moreover, the sub-city had 15 Woredas', 26 primary, 6 secondary, and 3 secondary & preparatory government schools. Yet, when comparing the total number of population and area of the sub-city with the number of schools available, was unmatched (KKJ, 2008)

There were 6 government secondary schools in Kolfe Keranyo Sub-City of Addis Ababa. These were Repi (Worda 3), Ewuket Lefire (Worda 5), Yemane berhane (Worda 6), Keranyo Medhanialem (Worda 8)kolfe secondary (woreda 11) and Asco secondary school (Worda 13). These schools had a total population of 22 principals, 456 teaching staff, 69 department heads, 4 supervisors, 55curricular activity Representatives, 4 5PTSA members and a total of 9710 students who were currently attending their education; (KKJ, 2008)

#### 3.2. The research design

The method of this research was provided suggests from the purpose of the study. The main purpose of this study was to assess the challenge and practice of leadership in resource mobilization of government secondary school in the case Kolfe Keranyo Sub City Addis Ababa. This study was used both qualitative and quantitative methods in order to fulfill the purpose. The researcher were believed that to select methods was gave sample opportunities in a reasonable manner as well as to obtain accurate result from Supervisors, teacher, PTSA,

school principal and vice principals on the challenge and practice of leadership in resource mobilization.

In line with this (Babbie, 1990); Fowler ;( 1998 in Creswell 2003) also indicate that descriptive survey helps for rapid turnaround in data collection and identify the attributes of a large population from small study.

### 3.3. Source of data

The study was used both primary and secondary sources.

**Primary sources of data:-**The researcher believes that the major data source of the study were included principals, vice principal, teachers, PTSA, supervisors because they were the front line respondents and able to share their experiences on the existing problems.

**Secondary sources of data:-**secondary sources also included literature review and other relevant materials were used as the secondary source of data in Kolfe Keraniyo sub city education bureau.

### 3.4. Population sample and sampling techniques

Out of 9 governments secondary and preparatory school the researcher work area was in one of the secondary schools. There were 6 secondary schools in the sub city; from this five (83.33%) of them were selected for the main study and one (16.6%) school for the pilot study. Accordingly, Repi secondary school (my work area) was used for pilot study and others for the main study because it was my wish to examine it by pilot study.

According to Kothari, 2004 for a finite population sample size was determined by the formula shown below.

$$\text{➤ } n = \frac{z^2 \cdot p \cdot q \cdot N}{(N-1)e^2 + z^2 \cdot p \cdot q}$$

Where;

- N: size of population ( teachers N = 456)
- n: size of the sample
- e: acceptable error(the precision) (e = 0.05)
- p: standard deviation of population (p = 0.1)
- q: sample proportion (q = 1-p) = 1- 0.1= 0.9

- z: standard variant at a given confidence level (z = 1.96 )

$$n = \frac{z^2 p x q x N}{(N-1) x e^2 + z^2 p x q} \quad (N = 456) \text{ for teacher participant}$$

$$n = \frac{1.96^2 x 0.1 x (1-0.1) x 456}{(456-1) x 0.05^2 + 1.96^2 x 0.1 x (1-0.1)}$$

$$n = \frac{3.84 x 0.1 x 0.9 x 456}{455 x 0.0025 + 3.84 x 0.1 x 0.9}$$

$$n = \frac{157.59}{1.14 + 0.35}$$

$$n = \frac{157.59}{1.49}$$

$$n = \underline{\underline{105.75 \approx 106}}$$

The participants of the study were school principals, teachers, PTSA and supervisors. To be selected sample teacher from each sample secondary school the researcher were follow simple random sampling as it was indicated the sex of participants and groups proportionally.

From 456 total teachers 106 teachers (23.24%) were participated in the study. Simple random sampling technique particularly lottery method were used to select teachers from each school to give equal chance.

The available sampling technique was used to select sample principals. The purposive sampling techniques were used to select sample sub city supervisors. Department heads, PTSA members were selected using simple random technique. Purposive sample was more appropriate for selection of the list participant because they were few in number.

Generally purposively selected 5 school principals and 13 vice principals were participate in the study because they are few in number. Similarly 4 supervisors, 10 department heads, 106 teachers, 10 PTSA were included in the study.

### **3.4.1. Sample size**

The samling technique for this study were random sampling to select secondary schools which was incorporated in the study. Sampling were employed to select the participants from the selected schools by using random sampling to give equal chance. Currently there were 6 governments secondary school in Kolfe Keraniyo Sub City. Among these, one as pilot school the reast of five government secondary school were included the research. The participant were selected randomly by using lottery system. The samples secondary school were Ewket lefra secondary school, yemane birhan secondary school, Kolfe secondary school, Asko secondary school and Keranyo Medhanialem secondary school.

### **3.4.2. Sampling techniques**

The sampling technique for this study was simple random technique. So as to give each secondary school an equal chance to select in the study. Respondents were selected based on available, purposive and simple random sampling techniques. Available sampling for the school principals, purposive sampling for sub-city supervisors and simple random sampling technique for government secondary school teachers and PTSA used to secure information from teachers. This technique were selected because of its relative advantages to collect relevant and detail information from respondents who can share their experiences and insight to the study due to their involvement in issuing instructions and facilitations of the teaching learning.

Simple random sampling technique was used to seek relevant and reliable information from teachers and PTSA of the school. This sampling technique was used. Because, of its potential advantage to maintain the involvement of all stakeholders in the study. The principals were selected available Teacher and PTSA was selected from each government secondary school randomly and supervisors were selected purposively from sub-city education officer.

**TABLE 1 SAMPLE OF THE STUDY**

No	Name of Schools	Principals			Teachers			PTSA			Sub city supervisor or coordinators			Department heads		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Ewketlefra secondary school	2	2	4	13	8	21	1	1	2	3	1	4	2	0	2
2	Yeman Birhans secondary school	4	-	4	13	8	21	1	1	2	-	-	-	1	1	2
3	Asco secondary school	4	-	4	14	8	22	1	1	2	-	-	-	2	0	2
4	Keraniyo medhanialem secondary school	3	-	3	13	8	21	1	1	2	-	-	-	1	1	2
5	Kolfe secondary school	3		3	13	8	21	1	1	2	-	-	-	1	1	2
<b>Total</b>		16	2	18	66	40	106	5	5	10	3	1	4	7	3	10

### 3.5.Data gathering tools

In order to get reliable and adequate information different kinds of instruments were used, this is mixed data. Therefore, the researcher was used questionnaires both open ended and close ended items, and also as qualitative researcher was used interview. The questionnaire was developed by the researcher and the reliability of the questionnaire was tested by pilot test. The questionnaire were prepared to principals and teachers and department. The interview was prepare for PTSA and sub –city supervisors and the information was captured by taking note. Questionnaires, were used as data collection instrument because of their appropriateness to obtain relevant information, opinions and attitudes from large population within short period of time. Depending on the types of question items, choices and rating scales.

### 3.6. Data gathering procedures

To investigate challenges and practices of leadership in resources mobilization in secondary school previous related studies and theories were reviewed. Based on these theories and research works, questionnaires and guided interview questions were developed to gather data from schools. These tools were revised and translated into Amharic with the intention of getting information that is more reliable by minimizing language barriers on the parts of the participants.

Moreover, the data collections were enhanced by conducting a pilot study. This is a method used to design an instrument prior to carrying out the research. The pilot study assesses the relevance of the designed instruments to collect data for the main study. The sample was then selected from five groups; as we grouped them in the previous selection Teachers, department heads, Supervisors, Principal and PSTA. The responses from the pilot study were computed to find out the reliability of the instruments or items designed to measure the source, individuals' perception about challenges and practices of leadership in resources mobilization by using Descriptive Statistics.

### **3.7. Method of data analysis**

The raw data was collected from the field organize and systematically frame with tables according to the similarities of issues raise in the questionnaires. The data analysis and interpretation were carried out by using SPSS and percentage as appropriate. After questionnaires was collected adequate number of respondents were secured, the raw data were tally tabulated under their respective categories so as to make it manageable, readable and understandable. The items were classified into different tables according to similarities of issues raise in the quaternaries. After being classified each of the issue were analyzed and interpreted. Depending on the rationale of the basic questions the existing difference were tested for statistical significance at alpha level of 0.05 to tolerate errors that may occur due to chances. To analyze the quantitative data, some data analysis techniques such as frequency distribution, percentage were used. Percentage was used to explain the characteristics of respondents. Percentage was employ to see the significant relationship between the respondents on the challenges of resource mobilization in school, the practice of leadership in resource mobilization and the roles of community in resource mobilization. The researcher selected alpha (0.05) level of significance so as to reduce sampling error.

The qualitative data were triangulated from the open ended questions obtain were categorized and combined to describe besides to the explanation of tally, structured and tabulated items of quantitative data. Based on both qualitative and quantitative data analysis interpretation were made to reach certain findings. Finally, conclusions and possible recommendations were made.

## **CHAPTER FOUR**

### **Data presentation, analysis and interpretation**

In this section of study the data was collected using basic research questionnaires were presented, analyzed and interpreted using respondent characteristics and some related idea to resource mobilization practice and challenge in the case of kolfe keranyo sub city secondary schools of Addis Ababa discussed in detail. The result of the analysis were presented in summarized form using statically methods; descriptive statics (percentage, frequency and mean standard deviation).

A total of 106 copies of the questionnaires were prepared and distributed 66 to male and 40 to females of sampled teachers, which means that 66 male teachers and seven male department heads and 40 female teachers and three female department head teachers and also two female principals and 16 male principals were properly filled and returned the questionnaires . Besides, interview was held with sub city Supervisors and PTSA to triangulate the data collected through questionnaire. The data obtained from interview were narrated as it was stated in the methods.

### **5.7.Description on the nature of respondents**

The following discussion was made to reveal the general view of the respondent's features only. This part specifically analyzed the characteristics of the respondent's interims of sex, age, academic qualification and work experience of the respondents.

**Table 2 School administration and Teacher Respondents Background Information**

No	Item		Respondents							
			Teachers (N = 106)		Department heads (N = 10)		Principals (N = 18)		Total N=134	
			Frequency	Percent	Frequency	Percent	Frequency	Percent	F	%
1	Sex	Male	66	62.3	7	70.0	16	88.9	89	66.4
		Female	40	37.7	3	30.0	2	11.1	45	33.6
		Total	106	100.0	10	100.0	18	100.0	134	100
2	Age	20 – 25	48	45.3	6	60.0	1	5.6	55	41.04
		26 – 30	48	45.3	4	40.0	5	33.3	57	42.53
		31 – 35	8	7.3	0	0	10	55.6	8	5.97
		36 – 40	2	1.9	0	0	0	0	16	8.95
		≥41	0	0	0	0	2	11.1	2	1.5
		Total	106	100.0	10	100.0	18	100.0	134	100
3	Work Qualification	Diploma	2	1.9	0	0	0	0	2	1.5
		BA/BED	104	98.1	10	100.0	10	55.6	124	92.5
		MA	0	0	0	0	8	44.4	8	6
		Total	106	100.0	10	100.0	18	100.0	134	100
4	Experiences	≤5	45	42.5	2	20.0	2	11.1	49	36.6
		6 – 10	54	50.9	8	80.0	3	16.7	65	48.5
		11—15	5	4.7	0	0	11	61.1	16	11.9
		≥16	2	1.9	0	0	2	11.1	4	3
		Total	106	100.0	10	100.0	18	100.0	134	100

As shown in Table 2 above it contains respondents' demographic information and their statistics based on the independent variables. Regarding to sex composition, from a total of 134 respondents 89 (66.4%) of them were males while the rest 45(33.6%) were females. This indicates that the number of females respondents in secondary school of the sub city were

relatively small. It may be the attitude of the community for female's education in the past was not motivating females.

Concerning the age of respondents none of them were below 20 years, while 112(83.57%) of them were in the age category of 20 – 25 and 26 – 30. In the same way 20(14.92%) they were in category of 31– 40 age range and two of them were in the category of 41 year. Thus from the analysis we can concluded that most of them were very young but other respondents were matured enough and they could understand the school objectives, especially by playing important role in the school challenge and practice of leadership in resource mobilization.

Regarding of educational qualification 124 (92.5%) of the respondents had first degree and eight respondents got second degree while the reaming two were diploma holders. This clearly indicates that majority of respondents had the expected educational qualifications to serve in the secondary schools.

The above table shows us five categories of work experiences of respondents based on their service year. Most of the respondents 49(36.6%) had 1- 5 years services and 65(48.5%) had 6 – 10 years' service. Beside 16(11.9%) they had 11 - 15 years services whereas four of them had above 16 years work experiences.

On top of this information of interviewees, from 14 respondents eight of them were males and six of them were females. As to the age level, six participants were under 21 – 30 years; while five respondents fall under the age of 31 – 40 and the rest three were lied at the age of above 41 respectively. From this one can understand that the majority of the participants can play basic role in school resource mobilization agenda.

As far educational qualification is concerned, the involved participants were categorized in to four divisions; secondary education, Diploma, degree and MA/MSc and other levels. From the given Table three PTSA were at secondary education while five of them were diploma holders. Only two PTSA and one supervisor were degree holders. Three of the samples taken were MA/MSc graduates. This implies that one can easily understand that most of the participants had good experience of resource mobilization in the organization.

Regarding to work experience based on service years. From the participants one PTSA had 1 – 5 service years, three PTSA had 6 – 10 service years, two supervisors and four PTSA had 11 – 15 service years where as two supervisors and two PTSA had above 16 work

experiences. This refer that ten of the participants had above 10 years experiences so they were expected to have good resource mobilization practice and solving challenges of resource mobilization of school.

## 2.2.PRACTICE OF LEADERS IN MOBILIZATION OF RESOURCE IN SECONDARY SCHOOL

**Table3, Practices of principals in mobilization of Resource.**

No	Practices		Resonance					Mea n*	SD
			SA	A	U	D	SD		
1	Encouraging teachers and PTSA, to think and take risk.	F	1	3	2	6	6	2.28	1.2
		%	5.6	16.7	11.1	33.3	33.3		
2	Inspiring shared vision to school community.	F	0	2	2	9	5	2.06	0.6
		%	0	11.1	11.1	50.0	27.8		
3	Enabling school community to act.	F	0	3	3	7	5	2.22	1.7
		%	0	16.7	16.7	38.9	27.3		
4	Principals being prepared to go first in the process of resource mobilization.	F	1	3	3	7	4	2.44	0.8
		%	5.6	16.7	16.7	38.9	22.2		
5	Encouraging and motivating to achieve in the process of resource mobilization.	F	2	3	2	6	5	2.17	0.95
		%	11.1	16.7	11.1	33.3	27.8		

\*1 – 49 = very low level, 1.50 – 2.49 = low level, 2.50 – 3.49 = moderate level, 3.50 – 4.49 = high level, 4.50 – 5.00 = very high level

Empowering and mobilizing other effective leaders must be able to enable other to do things as well as get them to do it .A leaders is most effective if followers are both able and willing. Hence “want to” also a critical part of this definition .In addition to being willing and able; mobilizing implies getting the group to follow through the will action. (MoE, 2013) In these concepts the above table asked the respondents to what extent leaders encourage thinking and take risk of others. 12 of them were disagree whereas four of the respondents were agree to school principals encouraging other to think and take risk counter to this two of them could decide. The mean value was 2.28 which indicate that encouraging thinking and taking risk was low. This implies that the selected secondary school leaders need to improve encouraging other thinking and taking risk.

Accordingly, presented in Table 8 item 2, 14 of them were disagree to the degree practices in the school similarly two of them were agree to the issue and two of them could not decide. The mean value was 2.06 which indicate that the process has weakness of inspiring and sharing of vision. This implies that the selected secondary school of Kolfe Keranyo are expected to change the way their vision communication method. In line with this school leaders mentioned in the review inspiration motivation: - the degree to which the leaders articulate a vision that is appealing and inspiring to followers. Leaders with inspiration motivation challenges follower with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act purpose and meaning provide the energy that drives a group forward. The visionary aspects of leadership are supported by communication skill that makes the vision understandable, precise, powerful and engaging. The followers are willing to invest more effort in their tasks; they are encouraged optimistic about the future and believe in their abilities. (Bass, 1998)

Regarding to Table 8 item 3, the respondents were asked the extent of principals enable other to act. 12 of them disagreed to the point counter to this three of them agreed and three of them could not decide. The mean value was 2.22 which indicate that the performances of the principals to the issue were low. This implies that kolfe Keranyo secondary schools which they were selected motivating and enabling others to act were less.

Idealizing influence provides a role model for high ethical behavior instills pride, gains respect and trust (Bass, 1998) with this regard Table 8 item 4 present ideas in line with Brass idea. 11 of respondents disagreed whereas four of them agreed to the principals molding practices but three of them couldn't decide. The mean value was 2.44 which indicate the idealizing influence of principals is low. These implicate the practice of modeling the way of the selected secondary school of Kolfe Keranyo was less.

As can be seen in Table 8, item 5 the participants to respond this question were asked the degree of encouraging other to achieve. Accordingly, five of them accepted that there is motivation of principals on the other hand 11 of them didn't accept the practices while two of them couldn't decide. The mean value was 2.17 it indicate that motivation on achievement is low. This implies that the selected secondary school principals of Kolfe Keranyo have less motivational practices. In general term, option rated as 'strongly agree' and 'agree' in most of the items as described in the above table are much less than that of respondents who are

rating ‘disagree’ and ‘strongly disagree’. Therefore the finding and responses are in line with the drawback leadership practices as we mentioned in the review parts i.e. Lithwood, (2005), Posner, (2002) and Kouzes, (2002).

### 2.3. ANALYSIS TEACHERS AND DEPARTMENT HEADS RESOURCE MOBILIZATION KNOWLEDGE AND SKILL

**TABLE4, Teachers view on knowledge and skill of resource mobilization**

No	Challenges	r	f	p(%)	SD
1	Do you have knowledge of resource mobilization	Yes	49	42.2	0.51
		No	67	57.8	
2	If your answer is “yes” for the above question do you have knowledge of writing proposal for resource mobilization?	Yes	18	36.7	0.43
		No	31	63.3	
3	Have ever participate in any training (workshop) program that help to realize resource mobilization in school.	Yes	27	23.3	0.49
		No	89	76.7	
4	Do you participate in school resource mobilization committee?	Yes	46	39.7	1.23
		No	70	60.3	
5	If your answer is “Yes” for the above question do you get any None governmental organization	Yes	21	45.7	1.0
		No	25	54.3	

Table 3 above illustrates that from the total respondents 116, 49(42.2) replied that they do have knowledge in educational resource mobilization while 67(57.8) of them indicate that they had not sufficient knowledge. This implies that the majority of the selected secondary school teachers and department heads of Kolfe Keranyo Sub City did not have knowledge of resource mobilization. It can have its own influence on student’s achievement and standards expected from the schools.

The information obtained from the interview shows that the respondents of schools PTSA members and sub city supervisors share their experience that the majority of teachers and department heads in the sub city did not have knowledge of resource mobilization. In line with the review part mentioned. (Baraka, 2010)

With respect to item 2 of Table 3 from those who responded that they have knowledge of resource mobilization 18 (36.7%) of sample respondents had knowledge of writing proposal

for resource mobilization; whereas 31(63.3%) respondents responded their belief that they hadn't knowledge of writing proposal for resource mobilization. This implies that most of teachers and department heads of the sub city administration have no enough knowledge in resource mobilization proposal writing.

Regarding to item 3 respondents was asked to indicate whether they had participated in any training program on resource mobilization. As it is clearly seen from the above Table 89 (76.7%) of the teachers and department heads said leaders of the school had not taken part of in such kind of training. Beside this only 27(23.3%) of them agree on the raised issue that they taken part in the educational resource mobilization. This implies that most school principals had taken limited training and the involvement teachers and department heads which were not as base for school resource mobilization practice.

On top of this, information was collected through interview and open- ended questions. Concerning most of respondents in qualitative data in relation to training on resource mobilization which was raised to PTSA members; the members were not participated and they cannot involve in any school resource treatments

Concerning to item 4, 70(60.3%) of the teachers and department heads did not participate as a committee in school resource mobilization; and also PTSA members were asked to what extent PTSA members participates as committee in school and they respond they did not participate as committee members also they agree to the participation until planning for resource mobilization, forming committee to mobilize resource as the members said the resource mobilization committee which was not committed. Accordingly, 46 (39.7%) of them were agree on means of participation in resource mobilization. This implies that resource is basic for student achievement but it needs every stakeholder's involvement.

Similarly teachers respondent were asked availability NGO's around schools. Accordingly, 25(54.3%) of teachers, who participate as committee member said that they cannot find NGO's for their aim to mobilize resource; at the same time 19(44.2%) of them can found NGO's around the school that means they are lucky when they are involved in school as member. It implies that the distribution of NGO's in the sub city was not uniform in the area where school's found around poor family. Besides, PTSA members also said we faced shortage of NGO's to be effective when we participated as member. But Sub City

coordinators said when we want to communicate with them, we can easily find because they have center around our office.

In general, from the above study result, it seems the school PTSA members including teachers did not have the critical knowledge and skill regarding the objective of school resource mobilization mechanism. This finding was consistent with the review of Venture for Fund Raising (2009:9), (Susan, 2007) and (Save the Children, 2003).

**Table 5, Teachers and department heads practice of resource mobilization in school**

No	Practices		Resonance					Mean*	SD
			SA	A	U	D	SD		
1	Teacher has good understanding how principal mobilize school laboratory equipments, chair sport materials ... etc.	F	7	17	22	38	32	2.39	1.2
		%	6.0	14.7	19.0	32.8	27.5		
2	Teachers are active participant in school resource mobilization.	F	3	8	17	51	37	2.04	1.0
		%	2.6	6.9	14.7	44	31.8		
3	Teachers share their experience for school principal in school resource mobilization.	F	6	8	6	49	47	1.94	1.1
		%	5.2	6.9	5.2	42.2	40.5		
4	Teachers work integrally with community on resource mobilization in school.	F	4	10	14	44	44	2.02	1.1
		%	3.4	8.7	12.1	37.9	37.9		
5	Teachers develop proposal in school for resource mobilization	F	4	7	6	55	44	1.86	0.95
		%	3.4	6.0	5.2	47.5	37.9		

\*1 – 49 = very low level, 1.50 – 2.49 = low level, 2.50 – 3.49 = moderate level, 3.50 – 4.49 = high level, 4.50 – 5.00 = very high level

In Ethiopia education the participation of teachers is the most crucial for school improvement program and the base for school leaders leading practice and resource identification, evaluation of resource performance. The participation of teachers and researchers in getting the necessary experience in various development and service institutions and professionals of such institutions in teaching will be facilitated. (ETP, 1994),

Leaders do not merely impose goals on followers, but work with others to create a shared sense of purpose and direction. In public education, the ends are increasingly centered on student learning, including both the development of academic knowledge and skill and the of important values and disposition (Leithwood, 2003)

According to Table 4 item 1, 17 (14.7%) of the respondents probably had best understanding how principals collected and used school resource; they did not have challenge in school resource similarly seven respondents were probably had clear understanding in mobilizing resources; 22 (19.0%) of the respondent couldn't decided how school leaders mobilize resource. This implies that probably there was lack of training on resource mobilization and lack of clarity how principals collected and used resources. To this end, 32 (27.5%) of the respondents hadn't have understanding of the school principal mobilize resources at the same time 38 (32.8%) of them hadn't have understanding of how to mobilize schools resources. The mean value of the item was 2.39 which indicate probably low consideration of the school leaders to the participation teachers department heads in the organization resource mobilization.

Item 2 of Table 4 tries to cover degree of teachers and department heads participation in school educational resource collection and how much they involve in utilization of the resources. Accordingly, three respondents were actively participated. Similarly eight of them agree the issue while 17(14.7%) of the teachers and department heads failed to decide on the item. and, 88(75.8%) of the respondents stated low participation. The mean value of the item was 2.04 which show as low level participation of respondents at the same time the lack of motivation of respondents and mismatching in sharing of organizational vision. Finally, low participation of teachers and department heads in school resource mobilization exists in the selected secondary school of Kolfe Keranyo Sub City. In contrary to this study, participation is required to make development intervention successful by using local knowledge, institutions, materials and labor resources and scientific knowledge participation is sharing of activities, make decisions, resources and responsibilities in a certain intervention (Thomas,2010).

As we see in item 3 Table 4, teachers and department heads were asked to share their experience on resource mobilization for school principals. In relation to this, 96(82.7%) of the respondents disagreed and 14(12.1%) of them agreed and also six respondents can't decide on the item. The mean value score was 1.94 which implies low level of agreement.

The data entails the degree to share experience in resource mobilization for principal was too low.

Furthermore the respondent pointed out their view on the open- ended question regarding resource mobilization, Accordingly, they explained that there was lack of school and society relationship, adequate basic knowledge and skill training on resource collection and technique to use, lack of technology to resources mobilization and weakness of applying managerial function similarly shortage and coordination of various group and less participation of Wereda expertise at the same time problem of current realistic information among the educational resource mobilization at the selected secondary school of Kolfe Keranyo Sub City. In addition to this PTSA members said that the school leaders' ordinary performance not about schools weakness in resource and we did not involve any work shop.

Item 4 of the same Table stated the integration of teachers and department heads with community in school resource mobilization. Accordingly, 14(12.1%) of the participants agree to the integration and 14 (12.1%) of them failed to decide in addition to this 88 (75.8%) of the participants disagree to the item. The mean value was 2.02 indicating low level of agreement.

The PTSA also were asked to what extent did the members participate as a committee on resource mobilization. From this the PTSA members said that we did not participate as resource mobilization committee; even if we participated we were not effective because we have no experiences on this issue.

Proposal is way to demonstrate your respect for the time they have to commit to your application and ability to succinctly your request and proposal writing have rule to write proposal this are be concise, be passionate and positive write for each funder (Lisa,2013). Table 4 item 5revealedthat11 (9.4%) of the respondents agreed that they wrote proposal. Moreover six of them failed to decide; 99 (85.4%) of the respondents disagree with the points. The mean value of the item was 1.86 which indicates low motivation of teachers and department heads to develop proposal for resource collection and ways to use existing and raised resource. This analysis implies that school teacher's low participation in developing proposal in the selected secondary schools of Kolfe Keranyo Sub City.

In general terms, option rated as 'strongly disagree and 'disagree' in most items described in the above table much greater than that of respondents who are rating 'agrees' and 'strongly agree'. Therefore, the findings and responses are in line with the concepts mentioned in the

review part by Judith, (2014) Save the Children, (2003) and USAID (2010) as lack of donors together with school practice and challenges

On top of this, information was collected through open – ended questions and interview. The respondents in the qualitative data explained in relation to resources collection and techniques to use and community participation also cooperation between teachers and community for resource mobilization practice in school. From this, most of the respondents indicated that lack of educational resource and skill gap to use the existing resource. Similarly on the proposal development, PTSA answered that they face limitations of technical skill on designing proposal and most committee members were not willing to take time to realize their aim and they were not effective.

#### **2.4. ANALYSIS PRINCIPALS RESOURCE MOBILIZATION KNOWLEDGE AND SKILL**

**Table 6, Principals view on knowledge and skill of Resource mobilization**

No	Item	r	f	P (%)	SD
1	Do you have knowledge of resource mobilization	Yes	9	50	1.5
		No	9	50	
2	If your answer is “yes” for the above question do you have knowledge of writing proposal for resource mobilization?	Yes	4	44.4	0.5
		No	5	55.6	
3	Have ever participate in any training (workshop) program that help to realize resource mobilization in school.	Yes	7	38.9	1.6
		No	11	61.1	
4	Do you form a committee in school resource mobilization	Yes	8	44.4	1.6
		No	10	55.6	
5	If your answer is “Yes” for the above question do you get any None governmental organization around your school?	Yes	3	37.5	0.4
		No	5	62.5	

Regarding to Table 5 of item 1, the principals’ respondents were asked how far they understood resource mobilization in the organization. From 18 respondents, half (9) of them had knowledge on the issue, whereas nine of the respondents had no knowledge on resource collection. This implies that some of the selected school principals were not trained with

second degree in educational leadership. In line with the review part mentioned. (Baraka, 2010)

With regard to Table 5, item 2 which stated as to what extent those who have familiarity with resource mobilization had knowledge of writing proposal for resource mobilization? From these nine participants who replied no for item 1, four of them (44.5%) said they had knowledge of the issue, while five of the respondents (54.5%) were not familiar with how to write proposal for resource mobilization. This implies that most of the selected secondary principals of Kolfe Keranyo lack skill to write proposal for resource mobilization.

Workshops are common educational forums for transmitting information and promoting skill acquisition. However, they frequently fall short of their teaching potential. Many workshops do not seem like workshops at all. Participants are often quiet and passive. The workshop coordinator gives 'lecture' to the group; and questions and discussion are frequently absent (Steinert, 2017). According to Table 10 item 3, school principals were asked about their participation on some workshop related to educational resource mobilization. Seven of the respondents participated, while 11 (61.1%) of them were not involved to actively take part in such type of workshop. This implies that most of the selected secondary school principals of Kolfe Keranyo Sub City never stimulate such kinds of agenda and they never support government block grant and school grant budget.

Table 5 item 4 asked school leaders to what extent they form a committee in school resource mobilizing process. Eight of school principals (44.5%) formed committee but ten of them (56%) did not use a committee to mobilize resource. This implies that the degree to form and use committee in selected secondary school of Kolfe Keranyo Sub City was low.

Based on the interview, school educational resource mobilization should be cooperative process in motivating school communities and NGOs, together with the school members in giving technical support to the community to prepare resource mobilization strategy and take serious assessment on the issue. However, in relation to the sample secondary school of Kolfe Keranyo Sub City, the involvement and participation of all stakeholders in resource mobilization situational analysis was found to be low. In line with item the principals and school committees head leadership played an important role in encouraging community participation, the more democratic the leadership style of the principal is the better the participation of the community in school affairs. (Sathory, 1974) The information collected

from the interview and open – ended question explain some points. According to the interview and open – ended questions, school managers were not willing to involve the society on designing the educational plan of the school and they have problem of effectiveness in the existing resource mobilization planning. Similarly they have lack of awareness’ and the parents are simply requested only monetary resource they do not have.

In addition to the above idea, most interviewees stated that the Sub City did not give training on the issue to the supervisors and school principals and vice principals. It was also observed that there is difficult to get educational resource management guideline and resource generation strategy.

With respect to Table 5 item 5, three of them (37.5%) found NGO around their school. On the other hand, five of the respondents (62.7%) cannot found NGO. This implies that most school leaders of selected secondary school of Kolfe Keranyo Sub City had narrow chance to work with NGO and it agrees with the review part which discuss that about lack of donor (USAID, 2010).

In general as it is stated in yes or no question in the above table respondents Saied no(low) reporting habit are much greater than that of respondents who are select yes. Therefore the finding responses are in line with the facts as we mentioned in the review part i.e. on top of this World Bank, (2007) MoE, (2013) and Watt, (2001: 27) agreed to the discussion.

## **2.5. EDUCATIONAL SECTOR DIAGNOSIS FOR RESOURCE MOBILIZATION**

The preparation of any resource mobilization policy needs different features like identification resource, identification of resource Provider, identification of mechanism to receive resource, expansion of relations with the Resource Provider, right use of resource, knowledge and skill to resource mobilization, involving other ... etc

**Table 7, school resource mobilization**

No	educational resource mobilization		Resonance					Mean *	SD
			SA	A	U	D	SD		
1	School principals (leaders) develop proposal in line with school resource mobilization mechanism	F	0	4	3	3	8	2.17	1.1
		%		22.2	16.7	16.7	44.4		
2	School principals (leaders) involve the community to analysis the situation before designing resource mobilization strategy.	F	0	1	1	10	6	1.83	0.9
		%	0	5.6	5.6	55.6	33.3		
3	School principals (leaders) consider resource appropriate mobilization activity in school system.	F	0	6	2	3	7	2.39	1.5
		%	0	33.3	11.1	16.7	38.9		
4	School has been communicating resource situational analysis experience to motivate NGOS for support.	F	0	0	3	11	4	1.94	1.2
		%	0	0	16.7	61.1	22.2		
5	School has a habituate of reporting for school community in resource mobilization	F	2	5	2	6	3	2.83	0.5
		%	11.1	27.8	11.1	33.3	16.7		

\*1 – 49 = very low level, 1.50 – 2.49 = low level, 2.50 – 3.49 = moderate level, 3.50 – 4.49 = high level, 4.50 – 5.00 = very high level

With regard to Table 6 item 1, 11(88.9%) of the respondents showed disagreement to the issue. Conversely, four (22.2%) of them agreed to the mechanism of resource and three (16.7%) of the respondents can't decide on the point. The mean value was 2.17, which indicates that the consideration of educational resource mobilization mechanism was low.

As can be seen from Table 6 item 2, the respondents were asked the degree school principals involve community in situational analysis on resource mobilization strategy. With respect to this, 16(88.9%) of them disagreed. The mean value was 1.83 showing that the role of principals in encouraging involvement community was low. However, in Ethiopia, the MoE in its ESDP-II (2002) community participation is one of the strategies that shall be promoted to achieve the set goal. During ESDP-I, conducive situations were created for the community

to work in close cooperation with schools. As a result, there are now indications that a significant shift has been observed in this area during the last few years. A sense of ownership is observed and there are strong evidences from current practices that communities are actively participating in the management and administration of schools (ESDP-III, 2005). This discussion agrees with motivation of community for educational participation.

During the interview of Sub City supervisors were asked about the guideline of resource mobilization. The respondents said that consideration of this guideline was very weak.

In relation to item 3 of Table 6, participants were asked as to what extent principals consider appropriate resource mobilizing activity. To this end, ten of the respondents (55.6%) rated low whereas, six of them (33.3%) positively replied to the issue. the remaining two of the respondents (11.1%) can't decide. The mean value was 2.29 which indicate the consideration of clear activity of collection and use of resource was low.

According to Table 6 of item 4, the respondents were asked about the trend of situational analysis communication to none governmental organization. While 15of the respondents (83.3) were disagreeing to the points at the same time three of them (16.7%) can't decide the extent of communicating situational analysis. The mean value was 1.94 indicating the low level of communicating situational analysis of resource mobilization.

As to Table 6 of item 5, nine of them (50%) did not support reporting system. Conversely, seven of the respondents (38.9%) replied favorably to the issue whereas two of them (11.1%) cannot decide. The mean value was 2.83 which indicate the reporting system was moderate.

**2.6. CHALLENGES OF INDIVIDUAL PRINCIPAL CHARACTERISTICS ON  
RESOURCE MOBILIZATION OF SECONDARY SCHOOL**

**Table 8 challenges of principal in resource mobilization.**

No	Challenges		Resonance					Mea n*	SD
			SA	A	U	D	SD		
1	Lack of principals work experiences on resource mobilization	F	4	9	3	2	0	3.83	0.6
		%	22.2	50.0	16.7	11.1	0		
2	Lack of resources mobilization training	F	10	6	1	1	0	4.39	1.6
		%	55.6	33.3	5.6	5.6	0		
3	Shortage of NGO for generating resources to school	F	4	9	1	3	1	3.67	1.3
		%	22,2	50.0	5.6	16.7	5.6		
4	Problem of personality in mobilizing resources.	F	2	0	5	5	6	2.17	0.7
		%	11.1	0	27.8	27.8	33.3		
5	Public relation of the situational analysis of school.	F	4	10	2	0	2	3.89	1.4
		%	22.2	55.6	11.1	0	11.1		
6	Lack of mechanism of resource mobilization	F	9	5	1	1	2	4	1.4
		%	50.0	27.8	5.6	5.6	11.1		

\*1 – 49 = very low level, 1.50 – 2.49 = low level, 2.50 – 3.49 = moderate level, 3.50 – 4.49 = high level, 4.50 – 5.00 = very high level

While responding to item 1 of Table 7, participants were to check the influence of one's experience on resource mobilization. Accordingly, two of the respondents (11.1%) disagreed to the lack of experience could not be the impact to agenda. Consequently, 13(72.2%) of them reported lack of experience encountered the activity of resource mobilization in schools. Besides three (16.7%) of the participants were from the selected school rated medium on the variables. The mean value was 3.83 which indicate that the experiences of selected school principals in Kolfe Keranyo Sub City had a high level experience problem. This implies that one's experience was having impact in resource mobilization of organizational goal. In line with this mentioned in the review part, (Baraka, 2010).

With regard to Table 7, item 2, the respondents also asked about the degree of training in the area of resource mobilization. One of the respondents rated low whereas 16(88.9%) of them mentioned that they face problem of training and one of the respondents rated medium. The mean value 4.39 indicates that training shortage on the issue was high. This implies the selected secondary school principals of Kolfe Keranyo need to improve the frequency of training on the area.

While the details interview with Kolfe Keranyo Sub City supervisors' shows that they gave training on different knowledge and skill for the best performance of the stakeholders but as the interview show the school leaders were trains in the university level. Also the sub city gave training in relation to resource managements not to mobilization. In addition the principals but also supervisors by themselves didn't get such training.

Regarding to Table 7, item 3, 13(72.2%) of them responded that there was shortage of NGO in the area of schools whereas four of them disagree to the points and one of them preferred to decide average value. The mean value was 3.67 that indicate the distribution of none governmental organization was low and not sufficient around the selected secondary school of Kolfe Keranyo Sub City.

On the other hand, item 4 Table 7 take an assessment on personality. Most of the respondents, that is, eleven (61.1%) of them disagree to the problem of personality. At the same time five of the respondents could not decide and two of them agree to the problem of personality. The mean value 2.17 indicates that the problem of personality was less.

In relation to this, Table 8 item 5 respondents asked the degree of creating public relation. Majority of them (77.8%) face public relation challenges. In contrary, two of them could not face the challenges and also two of the respondents decided to rate moderate. The mean value was 3.89 which indicate public relation of the schools problem was high. These implicate the selected secondary school of Kolfe Keranyo Sub City need to improve.

As presented in Table 8 of item 6, 14 of them (77.8) agreed to the issue, while three of the respondents did not support and one of them decided moderate. The mean value 4 indicates lack of resource mobilization mechanism was high. This implies that those selected secondary school of Kolfe Keranyo Sub City need to upgrade mechanisms of the issues.

In general term, option rated as ‘very high’ and ‘high’ in most of the items as described in the above table are much greater than that of respondents who are rating ‘low’ and ‘very low’. Therefore the finding and responses are in line with the challenges as mentioned in the review parts i.e. (Baraka, 2010).

## 2.7. Analysis of status of nongovernmental organization in Ethiopia

**Table 9 Status of none governmental organization in Ethiopia**

No	States of Ngo		Resonance					Mean *	SD
			SA	A	U	D	SD		
1	Ethiopia and nongovernmental organization had long year relationship.	F	1	5	9	3	0	3.22	0.5
		%	5.6	27.7	50.0	16.7	0		
2	NGO and school work cooperatively for students achievements.	F	3	4	4	4	3	3	1.5
		%	16.7	22.2	22.2	22.2	16.7		
3	Principals have the awareness of proclamation of NGO in Ethiopia.	F	0	2	2	9	5	2.06	1.1
		%	0	11.1	11.1	50.0	27.8		
4	Lack of donors in fund raising.	F	5	10	1	1	1	3.94	0.54
		%	27.7	55.5	5.6	5.6	5.6		

\*1 – 49 = very low level, 1.50 – 2.49 = low level, 2.50 – 3.49 = moderate level, 3.50 – 4.49 = high level, 4.50 – 5.00 = very high level

As can be seen in Table 9, item 1 presented life span of NGO in Ethiopia. Three of them were disagree with the life span of NGO whereas six of them were agree to the issues and three Of them couldn't decide. The mean value was 3.22 which indicate that the weakness to awareness' of the NGO is high. This implies that the selected secondary school principals of Kolfe Keranyo need to work had on historical parts of NGO.

As presented in the above Table 9, item 2 were asked about the cooperation between secondary schools and NGO. Seven of them disagreed about the cooperation on the reverses seven of them agreed the issue and four of them could not decide. The mean value was 3 working cooperatively between NGO and secondary school was moderate level. This implies

that the selected secondary school of Kolfe Keranyo cooperation with NGO was in moderate condition.

Civil society was slow to take root under the Ethiopian Empire regime (1137-1974). It was also severely restricted under the rule of the Derg (a military junta) (1974-91). Modern civil society organizations were first established as faith-based organizations in the 1930s, and beginning in the 1950s, welfare organizations like the Red Cross started to operate in Ethiopia. As a result of the 1973-74 and 1984-1985 famines, many more non-governmental organizations (NGOs) emerged with a focus on relief and humanitarian services. It was after the downfall of the Derg regime in 1991 that saw NGO numbers substantially increase.

In February 2009, the Government adopted the Proclamation to Provide for the Registration and Regulation of Charities and Societies (CSP), Ethiopia's first comprehensive law governing the registration and regulation of NGOs. The law is one of the most controversial NGO laws in the world. The Proclamation, among other things, restricts NGOs that receive more than 10% of their financing from foreign sources from engaging in essentially all human rights and advocacy activities.

Civil society organizations have become important contributors to Ethiopia's political and economic revitalization. Major achievements of NGOs can be seen in the areas of health, food security, human rights, and poverty alleviation, just to name a few. Most recently, during the 2005 elections, NGOs supported voter education, and monitored and observed the election process. The extent to which the CSP will affect civil society in Ethiopia has yet to be seen. (NGO LAW, 2009) In line to this law Table 10, item 3 the respondents were asked the extent about the awareness of Ethiopia NGO law. 14 of them disagreed whereas two of the respondents agreed and two of them couldn't decide to the issue. The mean value was 2.06 which indicate that the respondents' degree of awareness was low. This implies that in the selected Kolfe Keranyo sub bity secondary schools principals have low or little awareness about the proclamation of NGO in Ethiopia.

As presented in Table 9, item 4 the respondents were asked about the availability of donor in the area. Two of them stated that lack of donor was not the problem, while 15 of them reported that lack of donors was the problem to mobilize resource with this one of them couldn't decide to the issue. The mean value was 3.94 this indicates that NGO

decentralization is low. This implies that the selected secondary schools of Kolfe Keranyo have faced lack of donor.

On the other hand from the in depth interview of the sub city supervisors were asked that how they solve the challenges of resource mobilization and share school experience each other. They said that the challenges of resource mobilization and the integration of NGO in school was solve by centralizing some of NGO's goals and they distribute what are the things as they try to analyze schools situational conditions while sharing their experience during some meetings.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSION AND RECOMMENDATION**

This chapter deals with the summary of the major finding of the study conclusion and recommendation.

Regarding to challenges and practices of leadership in resource mobilization, a review of related literature on the conceptual and related idea consideration was done. In relation to this instrument were developed to measure the practice and challenges of leadership in resource mobilization, personal understanding about the practice and challenges of leader in resource collection and way of using in school.

Moreover the instruments used to assess most selected challenges and practices of leaders in resources mobilization from different sources, guide lines, modules were used. Therefore with the help of the instruments, the study was aimed to point out the solution to the basic question stated here under.

1. What are the challenges of resource mobilization in school?
2. What are the practices of leadership in resources mobilization?
3. What are the roles of community in school resource mobilization?

These questions were answered by assessing and collecting data from 148 respondents, (116, teachers and department heads) and 18 principals and vice principals of Kolfe Keranyo Sub City of Addis Ababa. 14 interviewees (4 supervisors from sub city education offices, 10 PTSA from the selected secondary schools) were participated in the study.

## Summary of Finding

The qualitative data was gather through structural questionnaires' that reveals the following major finding towards resource mobilization challenges in secondary school of Kolfe Keranyo Sub City.

- ❖ 56.6% mentioned that school community had a gap on resource mobilization knowledge.
- ❖ 62.1% reported that school principals and teachers had skill problem to write proposal for resource collection and way of using that collected resource.
- ❖ 74.6% respondents stated that on relevant training (workshop) related to that of school resources.
- ❖ 58.2% indicates that formation of committee and participation in that committee in selected secondary school was low.
- ❖ 60.1% respondents stated that there was lack of clarity how school principals mobilize resources for teaching and learning process.
- ❖ 72.2% indicates that most of school principals had lack of leadership experiences.
- ❖ 88.9 % mentioned that most of the leaders didn't take relevant training (workshop) on the issue.
- ❖ 77.8% stated that the school administration had drawback on public relation activity on consideration of mobilizing resources.

The qualitative data that was gathered through structural questionnaires' revealed the following major findings towards resource mobilization practices in secondary school of Kolfe Keranyo Sub City.

- 75.8 % mentioned that the participation of teachers and department heads on resource mobilization in school was law.
- 82.7 % indicated that school teachers and department heads didn't gate suitable environments to share their experiences to school principals.
- 75.8 % reflected that the cooperation of school teachers, department heads and community for mobilizing resource was less.
- 84.4 % indicated that school experiences to develop proposal for resource mobilization was low.

- 88.9 % stated that school principal's invitation the community and none governmental organization in order to make situational analysis of resource collection and utilization was low.
- 66.6 % respondents indicated that most of the leaders had problem of encouraging thinking and taking risk school resources mobilization activity.
- 77.8 % reflected that leadership practices have low degree of inspiration motivation concerning sharing vision of organization in school resources.

In addition to the challenge and practices of leadership in resource mobilization identified in quantitative data collected by open – ended questionnaires from 134 respondents, the qualitative data was collected in 14 responsible persons from PTSA and Sub City supervisors as key information. Accordingly

- ✚ There was shortage of continuous communication between sub city education office expertise and school community.
- ✚ There was lack of face to face discussion with all stakeholders concerning the process of making schools conducive for teaching and learning process.
- ✚ There were Lack of relevant training regarding to educational resource collection and utilization.
- ✚ There was lack of local resource mobilization guide line.
- ✚ There were problem of exercising all managerial function towards resources mobilization.
- ✚ There was lack of trained people on resources mobilization as school clerk.
- ✚ There was a problem of giving chance to the community to support school with non monetary rather monetary.
- ✚ The performance resources mobilization committee which was organized from the community was less.
- ✚ There was the lack of cooperation between school community and with other stakeholders also lack of awareness on the issue.

## 5.1. Conclusion

Based on the findings derived from the discussion and interpretation of the data collected through interview and open – ended question, the following conclusions are made.

The study found that most of school community and related stakeholders has high knowledge gap in resource mobilization. Principals of the school, vice principals, teachers, parents and sub city supervisors do not participate relevant training (workshop) on the issue. In relation to lack of clarity how to mobilize resources in school has observed as a great problem not only on the side of principals but also on the side of teachers and department heads to share their experiences. In addition to this every school member, community and principals are not willing full to prepare proposal. At the same time they tried to collect and use resources without the help of any guideline.

The study shows that there is a skill gap among school community as well as the surrounding society. While most of the school principals have problem of forming committee inviting and organizing stakeholders to be active in the school issues and also the habit of preparing proposal is very less. In addition to this the sub city education office supervisors has a problem to preparing well designed resource mobilizing tool because of insufficient trained manpower in the area. The other thinning the initiation that is given to the stakeholders by the principals is very less. In general school principal has lack of exercising the managerial function skill on the process of resource mobilization.

The study found that the participation and role of the community is low. School principals have the problem of selling their situational analysis to none governmental organizations at the same time the participation of NGO in secondary school teaching and learning process and sub city educational office is very less. In addition to this, the cooperation between NGO's and school community needs improvement even if school community has lack of awareness on proclamation of NGO.

The study found that school principals have a problem of implementing leadership process with the integration of real practices and teaching learning standards. Therefore most of school leaders have problem of encouraging, thinking and taking risk concerning the issue. On the other hand principals have lack of attending each

follower by acting as a mentor and coach to them. Similarly leaders should be role model and ethical in their behavior. This issue needs to be improved and principals didn't give any relevant training on resource mobilization. At the same time they have weak practices on public relation consideration of resources mobilization.

## 5.2.Recommendations

Based on the finding and conclusion the following recommendations are forwarded to alleviate the challenges and practices of leadership in resource mobilization and improve the challenges and practices of leadership in resource mobilization of Kolfe Keranyo Sub City.

- The sub city officials need to train every stakeholders to pay attention to the resources mobilization unless our school existing and mobilized resources may be abused at the same time the resources mobilization process may lead to unnecessary direction that stakeholders may become idle in concerning schools resources mobilization.
- The schools principals, Sub City officials and Wereda must full fill the skill gap of every schools stakeholder and prepare experiences sharing opportunity to the concerned bodies at the same time education officials follow up this agenda with the integration of community. Similarly the above listed bodies prepare training and trained body to minimize the problem.
- The wreda, sub city officials must create awareness on the proclamation of Ethiopian NGO law and before distribute NGO's the concerned body should research community and school status that how they can mobilize resource and fill their gap on lack of resources at the same time the concerned bodies must study the ability of school to mobilize resources and their employs ability to mobilize resource. Moreover the participation of every stakeholder must be improved.
- The study found that almost 50% and above is not train leadership so the ministry of education, Addis Ababa city government education office must give training to the school principals on leadership on the other hand Sub City supervisors should give short term training by assessing leaders' gap, and follows the school CPD program and evaluates its positive impact to the leaders.

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# APPENDICES

## **APPENDICES A**

### **ADDIS ABABA UNIVERSITY**

#### **COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

##### **DEPARTMENT OF EDUCATION PLANNING AND MANAGEMENT**

###### **QUESTIONNAIRE TO BE FILLED BY TEACHER**

###### **General Introduction**

The overall aim is improving school environment and capacity to enhance student's achievement and assure quality education has direct relation with resource mobilization; so the focus of this study is to assess challenge and practice of leadership in resource mobilization of government secondary school of Addis Ababa. The purpose of this questionnaire is to gather relevant data that will help assess the challenge and practice of leadership in resource mobilization of government secondary school in the case of Kolfe Keranyo Sub City of Addis Ababa. I would like to assure you that, this research is purely for academic purpose and hence would not affect any one in any way as all the information will kept confidential. Hence your genuine contribution will be essential for the success of study. Thus, the researcher kindly requests your cooperation to respond to the questions raise responsibly and honestly.

Thank you for your kind cooperation!

###### **GENERAL DIRECTION**

###### **Dear respondents: please note that**

- You do not need to write your name
- Put (√) or (×) mark in the box to indicate your response
- Write additional opinion, if any on the space provide
- Please follow instructions provide for each part

PART I: Background Information

1. Name of school \_\_\_\_\_ woreda \_\_\_\_\_
2. Sex:  Male  Female
3. Age: 20 -- 25  26 --30  31 -- 35  36 -- 40 & above
4. Qualification  
Secondary Education  , Diploma  BA/BSC/BED  MA/MSc
5. Work Experience : 1-5  6-10  11-15  6 & above

PART2. Resource mobilization knowledge and skill

1. Do you have knowledge of resource mobilization?  
A. Yes B. No
2. If your answer is “yes” for the above question do you have knowledge of writing proposal for resource mobilization?  
A. Yes B. No
3. Have ever participate in any training (workshop) program that help to realize resource mobilization in school.  
A. Yes B. No
4. Do you participate in school resource mobilization committee?  
A. Yes B. No
5. If your answer is “Yes” for the above question do you get any none governmental organization around your school?  
A. Yes B. No

PART3. Teachers practice and challenge for resource mobilization in school.

Here are list of statement that are as front stake holder for education are teachers practice and challenge for resource mobilization. Please put(√) or (x) in front of each statement under your appropriate choice of number which represent

5 = strongly agree, 4 = Agree, 3 = undecided, 2 = Disagree 1 = strongly disagree

No	Practice and challenges of teachers	1	2	3	4	5
1.	Teacher has good understanding how principal mobilize school laboratory equipments, chair sport materials ... etc.					
2.	Teachers are active participant in school resource mobilization.					
3.	Teachers share their experience for school principals in school resource mobilization.					
4.	Teachers work integrally with community on resource mobilization in school.					
5.	Teachers develop proposal in school for resource mobilization.					

1. In addition to the identified problem, write if you have other problem of resource mobilization in school

- I. -----
- II. -----
- III. -----

2. For the above problem of resource mobilizations please write some of you own suggests solution.

- I. -----
- II. -----
- III. -----

**APPENDICES B**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATION PLANNING AND MANAGEMENT**  
**QUESTIONNAIRE TO BE FILLED BY SCHOOL PRINCIPALS**

**General Introduction**

The overall aim is improving school environment and capacity to enhance student's achievement and assure quality education has direct relation with resource mobilization; so the focus of this study is to assess challenge and practice of leadership in resource mobilization of government secondary school in Addis Ababa. The purpose of this questionnaire is to gather relevant data that will help assess the challenge and practice of leadership in resource mobilization of government secondary school in the case of Kolfe Keranyo Sub City of Addis Ababa. I would like to assure you that, this research is purely for academic purpose and hence would not affect any one in any way as all the information will keep confidential. Hence your genuine contribution will essential for the success of study. Thus, the researcher kindly requests your cooperation to respond to the questions raise responsibly and honestly.

Thank you for your kind cooperation!

**GENERAL DIRECTION**

**Dear respondents: please note that**

- You do not need to write your name
- Put (√) or (×) mark in the box to indicate your response
- Write additional opinion, if any on the space provide
- Please follow instructions provide for each part

**PART I: Background Information**

1. Name of school \_\_\_\_\_ worda \_\_\_\_\_  
—

2. Sex:  Male  Female

3. Age: 20 -- 25  26 --3 0  31 -- 35  36 -- 40 & above

4. Qualification

Secondary Education  , Diploma  BA/BSC/BED  MA/MSc

5. Work Experience : 1-5 , 6-10 , 11-15 , 6 & above

**PART2. Resource mobilization knowledge and skill**

1. Do you have knowledge of resource mobilization?  
A. Yes                      B. No
2. If your answer is “yes” for the above question do you have knowledge of writing proposal for resource mobilization?  
A. Yes                      B. No
3. Have ever participate in any training (workshop) program that help to realize resource mobilization in school.  
A. Yes                      B. No
4. Do you form a committee in school resource mobilization?  
A. Yes                      B. No
5. If your answer is “Yes” for the above question do you get any none governmental organization around your school?  
A. Yes                      B. No

**PART3. School resource mobilization**

Here are list of statement that are intended to education sector diagnosis for resource mobilization. Please put(√) or (x) in front of each statement under your appropriate choice of number which represent

5 = strongly agree, 4 = Agree, 3 = undecided, 2 = Disagree 1 = strongly disagree

No	school resource mobilization	1	2	3	4	5
1.	School leaders develop proposal in line with school resource mobilization mechanism.					
2.	School leaders involve the community to analysis the situation before design resource mobilization strategy.					
3.	School leaders consider appropriate resource mobilization activity in school system.					
4.	School has been communicating resource situational analysis experience to motivate NGOS for support.					

5.	School has a habituate of report for school community in resource mobilization.					
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PART 4 Challenges of principal individual characteristics on mobilization of resource in secondary school.

Here are the to which the challenges of school leaders in resource mobilization

5 = very high, 4 = high, 3 = undecided, 2 = low, 1 = very low

No	Challenges	1	2	3	4	5
1.	Lack of principals work experiences on resources mobilization					
2.	Lack of resources mobilization training					
3.	Shortage of NGO for generating resources to school					
4.	Problem of personality in resource mobilization					
5.	Public relation of the situational analysis of the school					
6.	Lack of mechanism of resource mobilization					

PART 5 practice of school leader in mobilization of resource in secondary school.

Here are the to which the practice of school leaders in resource mobilization

5 = strongly agree, 4 = agree, 3 = undecided, 2 = Disagree, 1 = strongly disagree

No	Challenges	1	2	3	4	5
1.	Encouraging teachers and PTSA, to think and take risk					
2.	Inspiring shared vision to school community					
3.	Enabling school community to act					
4.	Principals being prepared to go first in process of resources mobilization.					
5.	Encouraging and motivating to achieve in the process of resources mobilization.					

PART 6. Status of NGO in Ethiopia

Here are to the status of NGO in Ethiopia secondary school resource mobilization.

6. = strongly agree, 4 = agree, 3 = undecided, 2 = Disagree, 1 = strongly disagree

No	Status of NGO	1	2	3	4	5
1.	Ethiopia and NGO has long year relationship.					
2.	NGO and school work cooperatively for student achievement.					
3.	Principals have the awareness of proclamation of NGO in Ethiopia.					
4.	Lack of donors in fund raising.					

1. In addition to the identified problem, write if you have other problem of resource mobilization in school

- I. -----
- II. -----
- III. -----

2. For the above problem of resource mobilizations please write some of you own suggests solution.

- I. -----
- II. -----
- III. -----

**APPENDICES C**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

The interview is aim to collect information from sample respondents of supervisors and coordinators.

The main purpose of this interview is to get important information from school secondary school supervisors on the secondary schools challenges and practice of leadership in resource mobilization of government secondary school in the case of kolfe Keranyo Sub City in Addis Ababa. The study aims to come up with suggestion for activities that would contribute to the effort that will do in the future to improve school stakeholders in resource mobilization. In this regard, your genuine responses will play a vital role for the achievement of this study. Please, answer the question that I am going to ask you by sharing your experience and option. The data (information you give) will use for research purpose and will keep confident and will not affect any body in any way.

**PART 1: Demographic Information**

1. School Name: \_\_\_\_\_

2. Sex: Male  , Female

3. Age: Below 20  , 21-30  , 31-40  , 41 & above

4. Educational Level:

Secondary Education  , Diploma  A/BSC/BED  A/MSc  hers

5. Work Experience (except students): 1-5  , 6-10  , 11-15  16 & above

**PART 2: Guiding interview Questions regarding on challenges and practices of leadership in resource mobilization of government secondary school in Addis Ababa.**

1. How much your office motivates participation of NGO, PSTA (Parent Student Teacher Association) members and the school communities in School resource mobilization?
2. To what extent you provide technical support to the schools community to prepare resource mobilization strategy?
3. Does your check list ask about resource mobilization at the clinical support of the school and what does your findings?
4. Does your office take an assessment how schools mobilize resource and how you communicate your finding to the schools?
5. To what extent your office giving training on resource mobilization to the school leaders?
6. Is there any guideline or written document on resource mobilization which encourages participation of any stakeholders?
7. Do you get any training on resource mobilization and how you give feedback to the schools
8. How do you evaluate your check list effectiveness on schools resource mobilization ?
9. How do you solve schools challenge on resource mobilization?
10. How do you share one school leadership experience on resource mobilization to other schools leaders?

**APPENDICES D**

አዲስ አበባ ዩኒቨርሲቲ

ደህረ ምረቃ ትምህርት ጥናት

የትምህርትና ባህሪ ጥናት ኮሌጅ

የትምህርት ዕቅድና ሥራ አሰሪ ትምህርት ክፍል

በወ.ተ.መ.ህ (ወላጅ፣ ተሜዎች፣ ማህራን-ህብረት) የሚጠየቅ ቃለ መጠይቅ

አጠቃላይ መግቢያ

ይህ መጠይቅ የተዘጋጀው በወተመህ (ወላጅ ተሜዎች ማህሪ ህብረት) የማህሪ ጥያቄዎች በሚከተሉት ነው፡፡

ስለዚህ የዚህ መጠይቅ ዋና ዓላማ በአዲስ አበባ ከተማ አስተዳደር በኮልጌ ቀራንዮ ክፍለ-ከተማ በሚገኙ የሁለተኛ ደረጃ ትምህርት ቤቶች በንብረት አሰባሰብ አጠቃቀም ዙሪያ የወላጅ ሜ ምን እንደሚሞከሩ ለማወቅና ሊያጋጥሙ የሚችሉ ተግዳሮቶችንና እንቅፋቶችን በተመለከተ ጠቃሚ መረጃዎችን ለማግኘት ለወተመህ (ወላጅ ተሜዎች ማህሪ ህብረት) የተዘጋጁ ጥያቄዎችን የያዘ መጠይቅ ነው፡፡

የጥናቱ ዋና ዓላማ የትምህርት ቤቶች አሰሪዎች በሁለተኛ ደረጃ ትምህርት ቤት የትምህርት ቁሶችን በመከታተል በመጠየቅ ዙሪያ ያላቸውን ልምድና የሚያጋጥሟቸውን ተግዳሮቶች በተመለከተ ጠቃሚ ግብዓቶችን /መረጃዎችን በመከታተል ወደፊት በተሻለ መልኩ የትምህርት ቤት አሰሪዎች በትምህርት ቤት ንብረቶች አሰባሰብ አጠቃቀም ዙሪያ በሚጠበቁትና በሚጠቀሙት ሰዓት የባለድርሻ አካላትን ተሳትፎ በማጠናከር ይበልጥ ወጠታ ማ ለመሆን ነው፡፡ በዚህም መሰረት የእናንተ አስተዋፅኦ ላቅ ያለ እና ወሳኝ በመሆኑ እንዲሁም ለጥናቱ በጣም አስፈላጊ በመሆኑ እባክዎን ሁሉንም ጥያቄዎች በመመለስ ይተባበሩኝ፡፡ ከዚህ በፊት የነበረዎትን ልምድና ተግዳሮት በመጠየቅ የሚከተሉ ሃሳብ የሚሉትንም በመጠለፅ የቀረቡትን ሁሉንም ጥያቄዎች ይጻፉ የርስዎት መረጃ (የሚጠቀሙትን ጥቆማ /አስተያየት) ለጥናትና ምርምር ብቻ የሚያገለግል በመሆኑም ምንም አይነት ጉዳት /ችግር የሚያስከትልና በሚጠየቅ የሚዘገብ መሆኑን ላረጋግጥላችኋለሁ፡፡

ከልቤ የማይጨነቅ አክብሮት አለኝ!!

መጠይቁን ሲሞሉ የሚከተሉትን ነጥቦች ያስተውሉ

1. በመጠይቁ ላይ ስም አይጻፉም፡፡
2. ሁሉንም መጠይቆች አንብቦ ለሁሉም መጠይቆች ምላሽ መስጠት አይርሱ፡፡
3. መጠይቆቹን እራስዎን ለብቻዎ ይሙሉ እንጂ ከሌሎች ጋር ምክር አይጠይቁ
4. እባክዎን ተስማሚ ምላሽ ከተሰጠው ሃሳብ አሰሪዎ በመመለስ ይህን ምልክት “√” ያስቀምጡ እንዲሁም ለአጭር ጥያቄዎች በተሰጠው ባዶ ቦታዎች አስተያየት ይሰጡ፡፡

ምህራፍ አንድ፡ - ዝርዝር መረጃ

1. የትምህርት ቤቱ ስም \_\_\_\_\_

2. ያታ፡  ወሴ
3. ዕድሜ ከ20 ዓመት በታች  ፤ ከ21-30  ፤ ከ31-40  ፤ ከ41 ዓመት በላይ
4. የትምህርት ደረጃ፡ ሀላተኛ ደረጃ  ፤ ዲፕሎማ  ፤  
ዲግሪ  ፤ ማስተርስ  ፤ ሌላ
5. የስራ ልምድ፡ (ይህ ተመራጭዎችን አይመለከትም) ከ1-5  ፤ ከ6-10   
ከ11-15  ፤ ከ16 ዓመት በላይ

ክፍል ሁለት ዝርዝር ጥያቄዎች

የትምህርት ቤት ንብረት አሰባሰብ እና አጠቃቀም ላይ የትምህርት ቤቶች የተመራጭ ወላጆች ማን በተመለከተ የቀረቡ ምላሾችን ለመስጠት ሃሳቦችን በመገለጽ ይመልሱ፡፡

1. በትምህርት ቤታችሁ ውስጥ በትምህርት ቁሶች ማሰባሰብና መጠቀም ላይ የወላጅ ማን በተመለከተ የትምህርት ተቋማት የግንዛቤ ማህበራዊ መድረክ ላይ ያለው ተሳትፎ ምን ያህል ነው ?
2. የትምህርት ቤት ንብረት በተመለከተ በግል ተነሳሽነት በሚጠቀሙ የትምህርት ቤቱ መረጃ መስጫ መንገዶች በመከታተል ለትምህርት ቤቶች ምን ያህል የመኖሪያ ህገዛ አድርገዋል ?
3. በወተመህ (ወላጅ ተመራጭዎች መምህርን ህብረትን) እና በወረዳ የትምህርት አስተዳደር አካላት መካከል ንብረት በመስጠት እና በመጠቀም ላይ ጠንካራ ግንኙነት መኖሩን ምን ያህል ያውቃሉ ?
4. ከዚህ በፊት የትምህርት ቤቶችን ንብረት አሰባሰብና አጠቃቀም እቅድ ሲዘጋጅ ባለድርሻ አካል በመሆን ምን ያህል በተጋባኝነት ታሳትፈው ያወቃሉ?
5. ትምህርት ቤቶችን በዓይነትና በጉልበት እና በሌሎች የትምህርት ቁሶችን በመደገፊያ ዘዴዎች ምን ያህል ደግፈው የደገፉትን ቢዘረዝሩልን?
6. በትምህርት ቤት ትምህርት ቤቶችን ወጠታማ ለማድረግ በትምህርት ቤት ሜላላ ላይ በኮሙኒኬሽን አባልነት ተሳትፈው ያወቃሉ በዕቅድ ይመሩ ነበር ?
7. በትምህርት ቤት የትምህርት ቤት ቁስ በመስጠት ሂደት ምን ያክል ወጠታማ ነበራችሁ ?
8. በትምህርት ቤት የትምህርት ቤት ቁስ አሰባሰብ ሂደት የባለድርሻ አካላትን ምላሽ በእርሶ ዓመቱ ካካት እንዴት ይገልጻል?
9. በትምህርት ቤት ቁስ አሰባሰብ ሂደት ሲሳተፉ ያጋጠሙት ግጥሞችን ካሉ የተወሰኑትን ቢገልጹ፡፡
10. በተገለጸው ርዕስ የእርሶን ልምድና ለየት ያለውን በመጠቀስ ቢያካፍሉን፡፡

## **DECLARATION**

I hereby declare that this thesis is my own work done under the guidance of Dr. Yekunoamlak Alemu, which has not been presented for a Degree in any other University. All relevant sources of information used in this dissertation have been dully acknowledged.

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Date: Sep2018

This thesis has been submitted for examination with my approval as University Advisor.

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