

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

**The Effectiveness of School Principals in Facilitating the Teaching and
Learning Process in Preparatory Schools of Horo Guduru-Wollega Zone**

By

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September 2015

Addis Ababa

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Preparatory Schools of Horo Guduru Wollega Zone**

**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PLANNING
AND MANGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP**

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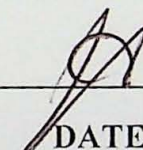
THE EFFECTIVENESS OF PRINCIPALS IN FACILITATING THE TEACHING AND
LEARNING PROCESS IN PREPARATORY SCHOOLS OF HORO GUDURU
WOLLEGA ZONE

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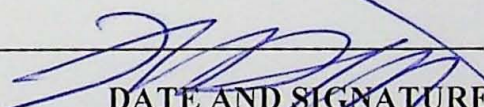
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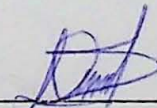
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Acknowledgements

The completion of this thesis would not have been possible without the support of many people. First and foremost, I would like to express my heartfelt thanks to my advisor Dr. Demis Zergaw for his enthusiasm, encouragement, constructive suggestions and comments. My deep appreciation also goes to my wife, w/ro Lome Belay for her encouragement, patience and support throughout the time the study was in progress.

I am also thankful to Ato Gebeyehu Fufi and Garoma Gudeta for providing constructive ideas and encouragement. Finally, I would like to extend my appreciation to all preparatory school teachers, principals, secondary school supervisors, PTA heads and Woreda Education heads in Horo Guduru Wollega Zone for the cooperation they showed in filling research questionnaires, participating in interviews and focus group discussion.

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Acronyms

CPD: Continuous Professional Development

FGD: Focus Group Discussion

MA: Master of Art

MED: Master of Education

MOE: Ministry of Education

MSc: Master of Science

PTA: Parent Teachers Association

WEH: Woreda Education Head

Abstract

The purpose of the study was to examine the effectiveness of principals in facilitating teaching and learning process in preparatory schools of Horo-Guduru Wollega zone, Oromia national regional state. Descriptive research design was employed to attain the objective of the study. The samples included five preparatory schools in the zone. The sources of data were preparatory school teachers, principals, PTA heads, supervisors and Woreda Education heads. Data were collected using questionnaire, interview and focus group discussion. To analyze and interpret the data, both quantitative and qualitative data analysis techniques were applied. The result of the study revealed that there was low degree of principals' effectiveness in facilitating the teaching and learning process due to lack of experiences and skills. Besides, school principals were less effective in providing supervisory support, promoting continuous professional developments, adapting curriculum and linking school with community. The ineffectiveness of Preparatory school principals in facilitating the teaching and learning process contributed to decrease in student achievement. Based on the study results, it was recommended that principals should be provided appropriate support to update their skills and be supervised from time to time to be effective in facilitating the teaching and learning process and help them to achieve the goals of school they are leading.

CHAPTER ONE

1. Introduction

This chapter tries to present the introductory part of the study. It has included background of the study, statement of the problem, the basic questions, and objectives of the study, significance of the study, delimitation of the study, limitations of the study, operational definition of terms and organization of the study.

1.1. Background of the Study

Organizations are established to achieve goals. Achievement of goals requires skilled manpower among others. Schools are places where people are trained and shaped to become useful citizens. In order to realize the goals of schools, school principals play an important role. They facilitate teaching and learning and coordinate efforts of staff exerted towards achieving goals. In support of this, Campbell, Corbay and Ramsayer (1962:215) claimed the following:

Each school is directed towards the accomplishment of the teaching- learning objectives. In any particular area the achievement of the objectives of a given school depends on the standards by which people evaluate the actual results of the school. Therefore, in making teaching and learning more effective, the school principal is the chief responsible person.

That is why effectiveness of principals in facilitating teaching and learning needs to be provided proper attention.

Principals hold the responsibility of putting into operation the policy of the school district while at the same time meeting personal and professional needs of teachers (Daniel. E. Griffiths, 1966). Since the above and other managerial functions of principals are essential, it is important for them to have the necessary qualification and experience (Peters, 1976). Nwanko (1982) adds that the ability of the principal in managing the staff determines the effectiveness of the activities of the school. Zewdeneh (1987) also argues that it is the skill and ability of the principal that determines what is done to facilitate teaching and learning, identify problems related and provide solutions as well as share feelings of the staff and develop harmonious relationship between teaching and non- teaching staff.

One of the major tasks of preparatory school principals is to enrich the curriculum. Principals are responsible for providing the necessary leadership and establishing the type of situations in which they and teachers can work cooperatively to design and carry out the desired type of instructional program (Jenkins, 1991). Besides, principals are the key figures for creating a learning environment in schools that is conducive for student learning. In relation to this, Edmonds (1979a) indicated that schools that were effective had a climate which allows all children to succeed to high levels.

A large number of studies such as Hallinger & Heck, (1998); Waters, Marzano, & McNulty, (2003) were conducted in the past linked high- quality leadership with positive school outcomes including student achievement. Studies conducted on effectiveness of schools indicated that successful principals created an atmosphere conducive to learning (Edmonds, 1979), promoted staff development (McLaughlin & Marsh, 1978), monitored classrooms (Brookover, Beady, Flood, Schwetzer,& Wisenbark,1979), and protected teachers' instructional time (Leithwood & Montgomery,1982).

Although the afore-mentioned activities remain to be valid to date, today, more than ever before, effective principals are expected to be effective instructional leaders who should accomplish the core tasks such as implementing staff development schemes, communicating goals, providing resources, motivating staff, supervising and evaluating instruction, enriching curriculum, conducting research (action research), developing positive school climate and establishing and consolidating links with community (Flath, 1989):

Since those listed above are the core tasks of principals, effective principals accomplish them in a better way and facilitate teaching and learning. However, the tasks seem to be enormous and complex. And, the enormity of those tasks to be accomplished by school principals motivated the researcher to conduct an initial investigation to see how well principals were discharging their responsibilities and facilitating teaching and learning. Thus, the preliminary study conducted on the performance of principals in facilitating teaching and learning with 3 principals and 6 teachers in the Harato Preparatory School found in Horo Guduru Wollega Zone using interview and focus group discussion suggested that principals tend not to adequately carry out in provide adequate supervisory support for teachers, organize effective continuous professional development, involve the community in diverse activities, supply adequate

resources for teachers on a timely basis, make adequate attempts to enrich the curriculum and make it relevant to local school situations and resources and work to create a conducive school environment among others:

The above outcomes of the study conducted on a smaller-scale suggested that there was a problem to be studied regarding the effectiveness of principals in facilitating and improving teaching and learning in the Zone. The above and other factors related to principal effectiveness were to some extent studied in other areas by authors such as Sushanta Kumar (2012) who studied the practice and problem of principals' leadership styles and teachers' job performance in secondary schools of North Shoa zone, and Habtamu Gezahegn (2012) who studied principals' instructional leadership practices and their association with school improvement in public secondary Schools of SNNPR, Ethiopia. However, the specific situation in the Zone remained to be unstudied leaving a gap to be filled by the current study. It was this that motivated the researcher to conduct a study on the area in the preparatory schools of the Horo Guduru Wollega Zone found in the Oromia National Regional State.

1.2. Statement of the Problem

Competent school principals have powerful influence in getting teachers, students, supportive workers and parents involved in affairs essential to attain goals of the school. In this regard, Sergiovanni (2001) emphasizes that although principals are important and their visions key in focusing attention on change and successfully implementing the process of change, what counts in the end is bringing together the ideas and commitments of a variety of people who have a stake in the success of the school.

For the school principals to accomplish their school activities in more effective and efficient manner they must possess an awareness of leadership and managerial concepts and best practices so that they are able to conceptualize and understand the leadership and managerial process. School principals with appropriate leadership knowledge and skills are expected to give special emphasis to students' academic achievements, set instructional strategies, conduct frequent evaluation of student progress, coordinate instructional programs, and support teachers (sergiovanni, 2001).

Habtamu Gzahegn(2001) in his study found that Schools, which were found to be relatively low in their instructional leadership practices, also exhibited minimum results in school improvement, while those which were rated top in their instructional leadership practices were also rated to be high in their school improvement endeavors.

School principals as instructional leaders are required to involve the staff and the community in the planning, implementation and evaluation of curriculum. Staff involvement is essential if curriculum improvement is to become a reality (Telfer, 2010). The school administrator who fails to recognize this concept will in fact fail to provide the instructional program to meet the challenge of the changing social, political, and economic order of modern times.

School principals need to collaborate with parents and the community. Sanders (2001) found that school-community partnership activities were variously used as strategies for student and family support, school improvement, and community development. Flath (1989) in his research on effective schools indicates that the principal is pivotal in bringing about the conditions that characterize effective schools. If our goal is to have effective schools, then we must look at different ways to emphasize instructional leadership, which is strongly linked to school improvement.

School principals further described by the internal directives of the school management and administration (MOE, 1980) that the principal is responsible in setting educational plans, organizing the activities of the school for teaching and learning activities, leading the teaching and non-teaching staff for effective work, coordinating the activities of different committee of the school, and managing the staff to be able to control the organizational activities.

Therefore, in order for schools to achieve their objectives by way of providing a suitable environment of teaching and learning, principals play a crucial role. However, as preliminary investigation in Horo Guduru Wollega Zone suggested, principals do not seem to be facilitating teaching and learning process since teachers were not provided with adequate materials, supervisory support, and similar assistance so essential to create a learning environment suitable to teach students better and achieve more.

Therefore, there was a gap in support provided by principals and inadequate level of leadership performed since principals did not provide adequate supervisory support for teachers, organize effective continuous professional development, involvement of the community in diverse activities, supply adequate resources for teachers on a timely basis, make adequate attempts to enrich the curriculum and make it relevant to local school situations and work to create a conducive school environment as expected in preparatory school of Horo Guduru Wollega Zone. As a result, the students' higher education entrance examination scored in grade twelve was slightly decreased in preparatory schools of the zone under the study from 2004-2006E.C year. Therefore, the problem was about the low level of support provided by principals and inadequate level of leadership performed which needs to be studied in the light of their effectiveness in facilitating the teaching and learning process at Horo Guduru Wollega zone.

In light of the above sensitive issues, the researcher initiated to fill the gap and conduct in depth exploration of the problem with reference to preparatory schools in Horo Guduru Wollega Zone, Oromia regional state. As the purpose of the study was to investigate the effectiveness of principals in facilitating teaching and learning process in preparatory schools of Horo Guduru Wollega Zone, attempts would be made to answer the following basic research questions.

1. To what extent do school principals create a positive teaching and learning environment?
2. To what extent do school principals supervise and evaluate instructional activities?
3. To what extent do school principals promote continuous professional development?
4. To what extent do school principals engage in curriculum development activities?
5. To what extent do school principals link school to community?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of the study was to investigate the effectiveness of school principals in facilitating teaching and learning in preparatory schools of Horo Guduru Wollega Zone.

1.3.2. Specific Objectives

The specific objectives of the study were to:

- Examine how school principals created a positive teaching and learning environment.
- Investigate what was done by principals to support teaching and learning by way of providing supervisory and evaluative support.
- Assess the mechanisms with the help of which principals promoted continuous professional development of teachers.
- Examine how school principals were engaged in curriculum development activities.
- Explain how school principals engaged in linking school and community.

1.4 Significance of the Study

The importance of the study lies in what it does to help improve the situation in preparatory schools so that they would be more effective in creating a suitable teaching and learning environment. In more specific terms, it contributes in the following ways:

- Creating awareness about effective teaching and learning process on the part of principals, woreda and Zonal Education Offices and other stake holders.
- Illuminating the ways for principals to be more effective in supporting teaching and learning through improved instructional, administrative and community related efforts.
- Supporting teachers in the effort they make to create a conducive teaching-learning environment.
- Improvement of the situation for students to learn better and achieve more.
- Serving as a stepping stone for future studies on the area.

1.5. Delimitation of the Study

The study area was Horo Guduru Wollega Zone. The zone was selected because of the geographical location of the zone was easily accessible for the study to reduce time and financial constraints. Preparatory schools were selected for the study since they were the ones, that directly related to researchers' job level and they were suffering from inadequacies of principals. The point of investigation was the effectiveness of principals in facilitating the

teaching and learning process. This is because the role of principals is immense in this regard and what is central to schools is teaching and learning led by principals.

1.6. Limitations of the Study

Shortage of time and material resource and financial constraints were limit the effort made to investigate the area and complete the study as scheduled. Also lack of willingness on the part of subjects of the study to respond for the questions properly and timely by some respondents was a source of limitation.

1.7 Organization of the study

This study was organized in five chapters. The first chapter consists of the introduction part: back ground of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, organization of the study and definition of operational terms. Chapter two is concerned with review of related literature. The third chapter deals with research methodology and procedure and contains research design, sources of data, samples and sampling procedures, and instruments and procedures of data collection. Chapter four is about analysis and interpretation of data. The fifth chapter presents summary, conclusion and recommendations. That is followed by references and appendices in last part of the study report.

1.8. Operational Definition of Terms

-Effectiveness: the degree to which objectives are achieved in terms of high educational outcome (high achievement of students/ students pass rate to higher institutions and student discipline) and the extent to which problems are solved.

Facilitating: The activities that made to help bring about or to make easier the teaching and learning process in the school.

Preparatory Schools: Educational institutions which consist of grades 11 and 12 and are supposed to prepare students for higher education in Ethiopia.

Positive School climate: is the physical, social, and academic environment which is suitable for teaching learning as perceived by teachers and supervisors as well as students.

Supervision: is the regular classroom visits paid by principals and the feedback they provide afterwards.

Curriculum development: is what principals do to examine and adapt the existing curriculum to the prevailing school conditions as perceived by teachers and supervisors.

Continuous Professional Development: is a career-long process of improving knowledge, skills, and attitudes centered on the local context and particularly classroom practice.

CHAPTER TWO

2. Review of Related Literature

This chapter deals and examine major theoretical concepts and outcomes of studies related to the effectiveness of principals in facilitating teaching and learning.

2.1. Duties and Responsibilities of School Principals

The school principal is the person most responsible for the activities of the school. He/she is expected to organize schools in such a way that instructional programs can be carried out effectively and efficiently. In an attempt to facilitate the smooth functioning of school activities he/she needs to play certain roles. These roles include, among many others, maintaining staff development, providing and improving professional development of teachers and creating conducive atmosphere in the school (Nwankow, 1982).

2.1.1. Instructional

Jenkins (1991) suggested that effective principals have to focus in facilitating learning and teaching activities since it is a key for ensuring effectiveness of the school. They should do a lot in that regard for the purpose of motivating staff and help them work to the successful achievement of the goals of the school (Nwankwu, 1982). Glanz (2006) argues that effective instructional leaders need to be able to do three things: Supporting teachers by providing resources to improve instruction, Emphasizing on academics by setting high expectations and standards for student learning and improving instructional practices by conducting instructional conferences with teachers, providing staff development, and developing teacher reflection.

Bennis (2003) argues that leaders create and communicate a vision as one of his four critical characteristics of effective leadership. People are often drawn to leaders because of their ability to be a visionary. Leaders of the future will also engage in creative collaboration. Collaborative teams will rally around the vision and be guided toward the collective goals of the organization.

2.1.2. Administrative

Horn by (2001), defined administration as the activities that are done in order to plan, organize and run a business, school or other institutions. However, administrative is connected with organizing the work of business or an institution. In other words, an effective principal is also responsible in assigning subjects or courses to his academic staff according to their disciplines or areas of specialization. This would lead to efficiency and productivity in the school. It

implied effectiveness of the principal. The principal administrative role may extend to interpersonal relationship, which may usher conducive climate in the school as incentive for productivity or achievement as Besong (2001) noted that effectiveness of head teachers is instrumental in accomplishment of objectives through cooperative action born by the administrative prowess of the principal. Besong (2001) related principal's administrative effectiveness to human ability to achieve the objectives of his school through human relationship.

As managers of educational institutions, principals are required to have adequate managerial knowledge and skills. Since they occupy key positions in schools, and have a bulk of duties and responsibilities to accomplish, principals should have intensive and specialized professional trainings in the area of school management and leadership. The basic managerial skills or competencies required for persons leadership positions including school principals based on the classifications made by Katz (as cited in Robbins, 2000:4) include technical, human and conceptual skills.

2.2. Effectiveness of School Principals

Blanchard (1997), carried out a study of leadership effectiveness of school principals. He tested his hypotheses according to Fiedler's methodology, which included assessing the leaders' situational control and subsequently correlating the leaders' leadership style with the measure of effectiveness. Effectiveness is measured in terms of high educational outcome (high achievement of students/ students pass rate to higher institutions) and observed practices and changes that can be seen by using documents and other related evidences. Effectiveness is measured in terms of the perception of participants of the study. Blanchard found that the higher the situational control, the more effective a principal. His research could not however confirm principals' effectiveness as a function of leadership style. Rather the work affirmed that principals' effectiveness was a function of situational variables, which he identified as experience on the job, position power, leader-member relations, and knowledge. This finding was in agreement with Fiedler's contingency model. Blanchard concluded that for effectiveness to be increased, the principal must increase situational control, meaning that leader-member relations should be improve, and that knowledge and experience on the job and position power should be expanded.

In the context of this study, principals' leadership effectiveness refers to the ability of the school principals to effectively carry out administrative tasks related to instructional programming, staff personnel administration, student personnel administration, financial and physical resources, and school-community relations toward achieving the school goals and objectives.

2.2.1. Factors Affecting School Principal Effectiveness

There are so many factors beyond any one person's control that can strip school effectiveness. The truth is that the majority of teachers and administrators do the best they can with what they are given. Each school is different. There are schools that unquestionably have more limiting factors than others when it comes to the overall effectiveness. There are several factors that many schools deal with on a daily basis that strip school effectiveness. Some of these factors can be controlled, but all will likely never entirely go away. The effectiveness of school principal is affected by skill and knowledge of principal, qualification, experience etc. Okolo's (2001) research on primary school head teacher's performance, however, showed that experience tended to affect the head teachers' administrative performance. Older head teachers had generally spent more years on the job, attended more seminars, and participated in relevant professional discussions that exposed them to new techniques of administration.

2.2.2. Major Practices related to School Principal Effectiveness

Principals as the school chief educational leader play a major role in shaping the nature of the school organization. In supporting this argument, Ministry of Education, Govt. of Ethiopia (2005:16) commented that: "Principals as educational leader play a pivotal role in the success of the school. In the successful school, leaders; create a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members: monitor students learning progress and closely work with parents, and community members." From the above one can understand that without effective educational leaders, it is impossible for schools to attain their educational outcomes.

In today's world, effective principals are expected to be effective instructional leaders. Generally, the following are among the core tasks to be accomplished by a principals/an instructional leader: Staff development activities, Communicating goals, Providing resources, Providing incentive to teachers (as a scheme of motivation), Supervision and evaluation of instruction, Curriculum development activities, Conducting research (action research), Development of a positive school climate, and Creation of links between school and the community

2.3. Effectiveness of School Principals in Facilitating the Teaching and Learning process

One of the areas that need attention is the effectiveness of the principal in school setting, particularly his/her acts and influences for the success of the teaching – learning process. To support this, Campbell, Corbay and Ramsayer (1962:215) stated that;

Each school is directed towards the accomplishment of the teaching- learning objectives. In any particular area the achievement of the objectives of a given school depends on the standards by which people evaluate the actual results of the school. Therefore, in making teaching and learning more effective, the preparatory school principal is the chief responsible person.

A key administrative position in the public school is that of principal. As the “man-in-the-middle” posed between central administration and the teaching staff, the principal must put in to operation the policy of the school district while, at the same time, he/she must meet personal and professional needs of teachers (Daniel. E.Griffiths, 1966).

The position of the principal in school demands experience, training and qualification. Hence, in such complex organization, the managerial function of the principal is very essential (peters, 1976:11) Now a day's principals act as a leader as well as a manager (managerial and leadership functions are activities of principal in the school). Concerning the activities of principal, Zewdneh(1987:235) explained that the principal should be the most concerned person in the school. He/she is in charge of knowing where the strong and weak activities of the school lie, giving solutions to problems, managing and sharing the feeling of the staff and developing harmonious relationship between teaching and non- teaching staff with in the school is, to a great extent, determined by the skill and ability of the principal.

The skill and ability of the principal is essential to facilitate teaching and learning. The leading ability of principal is reflected on the activities he/she performs in the school. The ability of the principal in managing the staff determines the effectiveness of the total activities of the school (Nwanko, 1982:71).

2.3.1. Factors Affecting School Principal Effectiveness in Facilitating Teaching

The effectiveness of school principal in facilitating teaching is affected by a number of factors. The skill of principal, qualification, experiences and styles are some major factors in facilitating teaching for school principals.

2.3.1.1. Conceptual, Technical, Human Relations and other related Knowledge and Skills factors

The basic managerial skills or competencies required for persons leadership positions including school principals based on the classifications made by Katz (as cited in Robbins, 2000:4) include technical, human and conceptual skills. Lacks of those skills and other knowledge are affecting principal effectiveness in facilitating teaching.

Conceptual skill: It is true that school principals' utmost responsibility and accountability regarding the overall achievement of their respective schools. As a result, they are required to have clear understanding about the activities carried out in their schools. Principals with appropriate conceptual skills can have the ability to view the school, the district in which they work, the total education policy, programs and objectives at national level as well as their interdependence in process of achieving common goals.

According to Robbins (2001:5) conceptual skill refers to "...the mental ability of the manager to analyze and diagnose complex situations". Therefore, School principals as educational managers are required to have conceptual skills that enable them operate in the process of organizing schools for the cooperative action, become well informed about the changes and development introduced in the education system as well as develop and enhance best practices that suit the teaching and learning activities in the schools. The impact of conceptual skill can influence the principal effectiveness in facilitating teaching at school level. This result in lack of generating new ideas that helps in facilitating teaching.

Technical skills: Even though, preparatory school principals are not expected to master each and every field of studies to provide appropriate support to the teaching staff, they have required as managers to have technical skills in planning, organizing, Coordinating, decision making, leading and appraising the school activities in their respective schools. According to Sergiovanni(1980:3) school principals in general and secondary school principals in particular, are required to have brief understandings and proficiency in the overall methods, processes, procedures and techniques of education through extensive formal training program. The managerial skill in the areas of financial planning and budgeting, purchasing and maintenance are also as equally important as the skills in the instructional activities (Stephen,et.al, 1996:232 and Okumbe, 1998:183). These indicate that technical skill of principal influence the teaching process in the school. Lack of technical skill of principal affect the activities to plan, organize, coordinate, lead, and appraising.

Human Relations skill: The human relation skills of principal are highly affect the effectiveness in facilitating teaching. Since education in most cases is labor intensive activity, school principals as they closer to the real school work situations and with direct responsibilities for the overall school effectiveness should be better qualified by training and experience. They should also be well versed in the human relations skill. Sergiovanni and Carver (1980:13) have described human skill as "...the school executives (principals) ability to work effectively and efficiently both in groups and individually". Hence, human skills require principals' ability to deal with people, communicate their thoughts without causing offensives, respect the value of all staff, motivate and stimulate the school community to strive for the realization of the school goals.

Therefore, school principals as they are required to accomplish their school tasks through other people must acquire skills and ability to work with other people, promote cooperation and team work, and foster a more collaborative culture in their respective schools, show respect and concern about the needs and feelings of their staff.

2.3.2. Major Practices related to School Principal Effectiveness in Facilitating Teaching

2.3.2.1. Teaching

2.3.2.1.1. Concept and Effectiveness

Definitions for teaching effectiveness abound, which makes it difficult to identify any one as definitive. We have defined it by asking those concerned (teachers, students, and administrators) what the term means to them. The definition extracted from descriptions of teachers nominated for teaching awards used these words: approachable, presents material well, makes subject interesting, helpful, and knowledgeable (Maryellen Weimer; 2013).

Effectiveness is equivalent to achievement muted by incumbent administrator or principal of secondary school. It implies that, it is an antecedent of function or role's achievement of the principal. Ipaya (1996) cited by Besong (2001) noted in his study of effectiveness, that effectiveness is a part of function assumed by someone, a set of specific responsibilities, assumed by a professional in a setting. The implication is that when a principal maintains high morale discipline and decorum among his staff and also students, he exhibits a personality of effectiveness worthy of emulation. Principal's ability to monitoring performance regular staff meeting, interaction, encouraging staff participation in decision-making is an evident of effectiveness but when the principal is all-wise, seems more knowledgeable, there is bound to be a disparity in the school at such, the staff may not be productive.

2.3.2.1.2. Factors influencing Effectiveness

Principal as educational leader influences teachers and staffs for successful operations of teaching and learning in the school. Head teachers play a crucial role in creating the factors, which affect the organization health of the school (Healy, 1994:64). This implies that the school principals are the most visible and directly accessible representatives of the school who highly influence the job performance of teachers. Thus, teachers' job performance in the school system can positively or negatively be affected by their principals' leadership style. Leadership style is the patterns of behaviors which a leader adopts to influence the behaviors of his/her followers. Strengthening this idea, Kinard, (1988: 326) wrote that "leadership style is a behavior pattern, which a leader exhibits in directing the behavior of the employees toward the attainment of personal or organizational goals." Also teachers and school related factors are influencing principal effectiveness.

2.3.2.1.2. 1. Teacher-related: Qualification, Experience and Motivation

Teachers' qualification, experiences and motivations are some teacher-related factors which influence teaching effectiveness. In many countries teacher qualifications that are considered to be related to student learning have become desirable targets of teacher education reform. Some of these reforms call for the professionalization of teacher education by making it longer, upgrading it to graduate programs, and regulating it through mechanisms of licensure, certification, and promotion aligned with standards (Darling-Hammond, 1998, 1999).

Studies on the effect of teacher experience on student learning have found a positive relationship between teacher effectiveness and their years of experience, but not always a significant or an entirely linear one (Kitgaard & Hall, 1974; Murnane & Phillips, 1981). The evidence currently available suggests that while inexperienced teachers are less effective than more senior teachers, the benefits of experience appear to level off after a few years (Rivkin, Hanushek, & Kain, 2000).

The study of transformational leadership theory (Bass, 1998), emphasizes principals work to inspire and motivate, develop commitment to a common vision, and work collaboratively. Recent studies, however, have tended to find very small effects of transformational leadership behaviors, particularly as compared to instructional leadership (Leithwood & Janttzi, 2005; Robinson et.al, 2008), reinforcing instructional leadership as the main lens through which to consider principal effectiveness.

2.3.2.1.2. 2. School-related: Principal Support and Resources

Principal Support by providing resources, supervision etc are school-related factors that influence teaching. In order to facilitate teaching schools should full of resource and principals support and engage teachers by frequent supervision. Principals build trust by supporting and nurturing teacher development by providing feedback that helps teachers to improve. This is more likely to occur when principals exercise the collegiality of leadership. Additionally, principals are in the best position to help teachers improve in areas of weakness and can accomplish this through observations and dialogue that shows respect for teachers as professionals (Cooper, Ehrensall, & Bromme, 2005).

Financial planning will be helpful to secure effective use the school funds. To make teaching-learning process more effective the principal ought to involve the staff in budget building.

In elaborating this idea, Campbell Roald F. (1962:118) state that at initial stage of budget building it is important to involve those who actually take part in performing the school activities. Because staff members such as teachers are essential to forward materials that are needed for effective instructional program.

2.3.2.2. Development of a Positive School Climate

School climate is an important ingredient that relates to the productivity and well-being of staff members, parents or guardians, and students. The principal, more than any other individual is responsible for the climate in the school. As an instructional leader, he is the key figure in promoting an academic learning environment within the school that is conducive to student learning. Promoting an academic learning climate, according to Murphy (1990), has to do with the behaviors of the principal that influences the norms, beliefs, and attitudes of the teachers, students, and parents. Since good teacher morale and high student achievement go hand in hand, the school principal has to make the school environment conducive and motivate teachers on their job to indirectly promote students' achievement and bring about school improvement.

2.3.2.2.1. Communicating School Goals and Vision

School principals communicate school goals or visions in many different ways. Among these are communicating goals through faculty meetings and Departmental chair meetings. They communicate them through individual meetings such as follow up conference to classroom observations. Frequent communication of school goals by instructional leaders promotes accountability, a sense of personal ownership and instructional improvements. Skillful leaders focus attention on key aspects of the school's vision and communicate the vision clearly and convincingly. The function of communicating school goals refers to the ways the principal expresses importance of the school goals to staff, parents and students. With regard to the communication of school visions and goals, Hoy and Hoy (2003) explain that principals have to communicate clear vision on instructional excellence and continuous professional development. This is one of the instructional leadership practices at school level.

Sheppard (1996) made it clear in his study that communication of school goals by the principal has a significant positive relationship with teacher classroom innovativeness, which in turn can contribute to school improvement. He found out that, at the high school level, communication of school goals by the principal accounted for the largest amount of variance in classroom innovativeness. The communication of school goals by the principal gives confidence to

teachers to use more reflection, which may lead to teachers adjusting their instructional techniques to address different learning needs of students (Blasé & Roberts, 1994).

2.3.2.2.2. Promoting Collaborative Problem-Solving

Creating a collaborative environment has been described as the “single most important factor” for successful school improvement initiatives. Virtually all contemporary school reformers call for increased opportunities for teacher collaboration. Student achievement is likely to be greatest where teachers and administrators work together, in small groups and school-wide, to identify sources of student success and then struggle collectively to implement school improvement. Creating and sustaining change requires creating a critical mass of educators within the school who are willing and able to function as change agents.

2.3.2.3. Planning and Implementing Instructional Support System

2.3.2.3.1. Allocating and Providing Resources

Among the roles played by the school principal is the allocation of resources to the instructional activities. Those who work in schools as teachers and associate staff, school premises, furniture, books and equipment all provide some of the means by which we transform our hopes and aspirations for student’s education into daily learning opportunities and experiences and, beyond that, into the longer-term outcomes of schooling (Thomas and Martin, 2003). As indicated earlier, the prime and crucial activity of a principal should be instruction or teaching and learning. Hence, school principals are expected to exercise their responsibilities for resource management by giving due attention to the instructional aspect.

Lack of resources may hamper teachers not to use different instructional strategies in their strive to bring about quality education. If this is the case, principals also face challenges and may not achieve their objectives for school improvement.

Providing resources is viewed by teachers as effective leadership by principals (McGhee and Lew, 2007). That is to say, those principals who gave more attention to instruction in the provision of resources were viewed by teachers as strong instructional leaders. Similarly, Smith and Andrews (1989) discovered that majority of strong instructional leaders were given positive ratings as resource providers.

2.3.2.3.2. Supervising and Evaluating Instruction

The supervision of instruction by the school principal is among his roles/practices as an instructional leader. As an instructional leader, he needs to follow up the day to day activities of teachers and supervision is the major instrument for this. The instructional leader's repertoire of instructional practices and classroom supervision offers teachers the needed resources to provide students with opportunities to succeed.

A study of primary school effectiveness in Burundi documents a strong and significant relationship between the frequency of teacher supervision by the school principal and student achievement: student test scores rose as the number of times the school principal visited the classroom increased (Sindhvad, 2009). Frequent teacher supervision improved the punctuality of teachers and their adherence to the curriculum, which in turn produced higher scores (Eisemon, Schwille, & Prouty 1989).

2.3.2.3.3. Promoting the Conduct of Action Research

Unlike the traditional approach of acquiring knowledge using various means like insightful observation, experience, and intuitive learning (all of which are unscientific), the contemporary approach to problem solving relies on the collection, analysis and interpretation of data. Action research is one of those terms that we hear quite often in today's educational circles. Typically, action research is undertaken in a school setting. It is a reflective process that allows for inquiry and discussion components of the "research."

Action research provides teachers and administrators with an opportunity to understand what happens in their school. This process establishes a decision-making cycle that guides instructional planning for the school and individual classrooms. Creating the need for research and establishing an environment for conducting classroom action research is the responsibility of a school administrator. A principal's support of any new initiative is crucial in order for the practice to be sustained and influence student learning.

Often, action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement. In a school environment, the term action research is the research that teachers carry out to examine their teaching processes and the results of these processes with the primary focus of improving their instruction. As one of their major roles, principals need to promote the practice of research in general and that of action research in particular.

2.3.2.3.4. Promoting Continuous Professional Development

Teachers are required to do many activities, besides teaching and learning. To mention few, organizing and leading classroom, mentoring fellow teachers, participating in CPD planning process, communicating with parents, and so on. Regarding the changing roles of teachers, Gerhard (2010) pointed out that the roles and tasks of teachers have changed and more pressure is put on them. Moreover, highly heterogeneous classes require more differentiation and a variety in teaching approaches and methods. Promoting teachers' professional development, according to Sheppard (1996) is the most influential instructional leadership behavior at both the elementary and high school levels. Among the role of an instructional leader is promoting school wide professional development. If the intention of the principal is to get school improvement programs implemented and if his/her target is to provide quality education for all students, one of the major and most important concerns should be promoting school-wide continuous professional development (CPD). Hence, a school principal as an instructional leader needs to motivate all individuals who are eligible to take part in CPD program and work with them.

According to the Ethiopian Ministry of Education (MoE, 2009), the aim of CPD is to improve teachers' performance in the classroom in order to raise student achievement and learning because, directly or indirectly, there is a link between students' result and teachers' performance. CPD is a career long process of improving knowledge, skills, and attitudes centered on the local context and particularly classroom practices. Therefore, attracting, retaining, and developing teachers across the professional life cycle have become policy priorities in many countries (Organization for Economic Co-operation and Development/OECD, 2005).

2.3.2.3.5. Engaging in Curriculum Development Activities

Curriculum development is among the major activities of an instructional leader. Research has shown that the most important role of the principal centers on curriculum and school improvement. The school principals should know that the existing curriculum is in agreement with the needs of the students or the community. They need to assess this on a regular basis. Curriculum can be defined as the total learning experience of pupils under the auspices and guidance of the school. Tanner and Tanner (1995) define curriculum as “plan or program of all experiences which the learner encounters under the direction of a school” (p.158). Generally, it is the totality of the experiences of children for which schools are responsible. It consists of an interrelated set of plans and experiences which a student completes under the guidance of the school. From the definitions, it can be deduced that curriculum is a planned activity comprising content and the experience of the learner. This valuable experience should be designed and developed jointly. It is a cooperative process involving all, who have an influence on the instruction. Hence, school principals need to involve staff members, pupils, parents and appropriate lay citizens in the development of curriculum at the school level. Staff involvement is essential if curriculum improvement is to become a reality (Telfer, 2010). The school administrator who fails to recognize this concept will in fact fail to provide the instructional program to meet the challenge of the changing social, political, and economic order of modern times.

2.3.2.3.6. Engaging in Consolidating School-Community Linkage

One of the major tasks of an instructional leader is creating a good linkage with the local community because schools exist in the heart of each community. Adelman and Taylor (2008) concede that schools are more effective and caring places when they are an integral part of the community. This contributes to enhanced academic performance, fewer discipline problems, higher staff morale, and wide use of resources. School-community links are mutually beneficial relationship in which the principal can play a leading role. The nature of the relationship between the school and the community ultimately has an impact on the learning that takes place in the school and the community. If properly approached, community members can do a lot for school. For instance, they take part in school management functions, in contributing resources, in recruiting volunteers, in contributing their ideas and labor.

Parents and the community can take part in different school committees like parent teacher association, school improvement committee, school fund raising committee, school day program coordinating committee and the likes. Schools can hardly meet their target without involving the community in school activities. Good school principals use community partnership as a strategy for school improvement. The report of the study conducted by Sanders and Harvey noted that high performing schools make use of their communities and reach out beyond the schools' walls. The community can also help the school by contributing financial and material resources. This is particularly the case in some rural areas where the government's budget is minimal to support schools. Experienced principals use community as a source of resource for their schools and find various means to attract them to the school compound. However, what should not be overlooked is that school-community relation is bidirectional. That is to say, schools should not solely seek support from the community. They should also be ready to support the community in their day-to-day life. Community members can also contribute their own labor and ideas for the betterment of the school. In some local areas (Example Ethiopia) parents and the community assist with constructing schools, repairing classrooms, constructing houses for teachers and so on. Hence, in order to ensure the provision of proper instruction and implement the school improvement program, school principals need to collaborate with, parents and the local community. Sanders (2001) also found that school-community partnership activities were variously used as strategies for student and family support, school improvement, and community development.

2.3.3. Factors Affecting School Principal Effectiveness in Facilitating Learning

There are a number of factors that affect principal effectiveness in facilitating learning. The knowledge and skill of principal in facilitating learning, community support, supervision, positive school climate, action research etc are major factors of principal effectiveness in facilitating learning.

2.3.3.1. Conceptual, Technical, Human Relations and other related Knowledge and Skills factors

Conceptual skill: principals' conceptual skill influences the learning process negatively or positively. Sergiovanni and carver (1980:13), on their part, defined it as "...the school executive ability to see the school, the district and the total education program as a whole". conceptual skills are the ability to work with ideas and concepts. Whereas technical skills deal with things

and human skills deal with people, conceptual skills involve the ability to work with ideas. A leader with conceptual skills is comfortable talking about the ideas that shape an organization and the intricacies involved. He or she is good at putting the school's goals into words and can understand and express the economic principles that affect the school. Lack of conceptual skills influence school principals' in facilitating learning that comes from lack of creating new ideas that help to develop new methods for learning.

Technical skill: lack of technical skill of school principal can affect effectiveness in learning. Technical skill is knowledge about and proficiency in a specific type of work or activity. It includes competencies in a specialized area, analytical ability, and the ability to use appropriate tools and techniques (Katz, 1955). Ayalew (2000:3), in his part, has also elaborated the technical skill required for managers as "...a skill all about specialized knowledge, understanding and analytical power in the use of tools and techniques of the specific discipline." School principals, as managers of educational institutions should, therefore, be proficient enough in the techniques and methods as how to manage the school activities. Absences of technical skill for school principal affect the effectiveness in facilitating learning.

Human Relations Skill: Human skill is knowledge about and ability to work with people. It is quite different from technical skill, which has to do with working with things (Katz, 1955). Human skills are "people skills." They are the abilities that help a leader to work effectively with subordinates, peers, and superiors to accomplish the organization's goals. Human skills allow a leader to assist group members in working cooperatively as a group to achieve common goals. Therefore school principals without human skill cannot work with different stakeholders. Since learning process requires collaborative activities, effectiveness of principal in facilitating learning influenced by human skill relations.

2.3.4. Major Practices related to School Principal Effectiveness in Facilitating Learning

2.3.4.1. Learning

2.3.4.1.1. Concept and Effectiveness

Learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something: the activity of someone who learns: knowledge or skill gained from learning. Effectiveness is the ability to plan, organize and coordinate many and

often-conflicting social energies in a single organization so adroitly (Adams 1963), cited in Besong (2001). It implies that, it is the right and duties attached to an individual irrespective of the gender of the incumbent. It could be identified as a plan proposed in advance and accomplished later but within a stipulated time or duration of school. Uche (2002) identified effectiveness in a series of his studies related to effectiveness, that it is a symbol of good administrative style of the incumbent, team work, morale or motivation of staff, good teaching conducive social climate and counseling as well as rules and regulations. The principal's ability to control and maintain school facilities, initiates projects and completes both the new ones and also those abandoned by his predecessor(s) is exemplary of effectiveness.

2.3.4.1.2. Factors influencing Effectiveness

The effectiveness of learning is more influenced by teacher-related and school-related factors. A positive attitude toward teaching style leads to higher achievement and learning performance (Dunn et al., 1990; Paswan and Young, 2002; Young et al., 2003). A higher degree of pedagogical affect leads to higher perceived learning. These indicate that teachers teaching approach and the school facilities lead learner achievement to the higher rate.

2.3.4.1.2. 1. Teacher-related: Qualification, Experience and Motivation

Teachers related factors such as qualification, experiences and motivations are some factors that affect the effectiveness of learning. Learning is facilitated effectively when teachers are more qualified, experienced and motivated.

Teachers have a major influence in molding student values, especially through their instructional approaches (Willemse et al., 2005). Pedagogical affect refers to students' positive thoughts about or feelings toward the instructional methods used in class. Students tend to prefer instructional methods that are more experiential and interactive (Frontczak, 1998; Matthews, 1994), encourage understanding, emphasize application, integrate theoretical and practical knowledge, and produce more transferable knowledge (Frontczak, 1998; Karns, 1993; Tynjala, 1999). Educators must understand the learning process to design and implement teaching methods that align with students' needs and enhance learning (Hsu, 1999). When teachers use instructional methods that are in line with students' preferred learning styles.

learners develop more favorable attitudes toward their teachers' pedagogical attributes. This is a pedagogical affect (Richard et al., 2000).

Motivation has a direct impact on how an individual learns. The affects of motivation is normally far reaching because it increases an individual's energy level, determines the persistence in reaching a specific goal, affects the types of learning techniques used and an individual's thinking processes. According to human development professionals, there are two types of motivation, extrinsic and intrinsic. Extrinsic is determined by the individual's outside surrounding and specific tasks. Intrinsic motivation can be found within the individual since the task can be viewed as valuable. Therefore, when applying the affect that motivation has on the learning process, it is clear that people learn better based on the perceived value of the task, subject matter, personal goals, financial incentives and wide array of different factors.

2.3.4.1.2. 2. Learner-related: Ability, Interest and Effort

Ability is the ease with which an individual is able to perform a movement or routine. We often call these individual gifted or talented as they often show ease and precision when executing a skill. Ability can also be seen in the way in which an individual is able to learn and implement new skills. Ability incorporates a range of factors, such as sense of acuity, perception, reaction time and intelligence, which combine to allow the individual to do readily what is intended.

Student interest reflects input into the course, such as attention level in class, interest in learning the material, perception of a course's intellectual challenge, and acquired competence in the field. Student interest facilitates effective teaching and creates a more favorable learning environment (Marsh and Cooper, 1981). Students reject a learning environment that runs contrary to their preferences (Hsu, 1999). When learners are more interested, they perceive themselves as learning more (Tynjala, 1999), and this will reflect their overall evaluation of the learning process. Higher student interest leads to higher perceived learning.

When satisfactory success in a cognitive task is perceived to be challenging but probable and attainable, learners with low expertise would invest more cognitive effort. Less effort would be invested if the task is perceived to be either unchallenging or improbable and unattainable. In a relevant study by Schnotz and Rasch (2005), low expertise students demonstrated low performance in learning with animated pictures when they found a given task too easy. As the

animation made the task unchallenging, they did not have to engage in more cognitive processing to construct mental representations on their own. Cooper et al. (2001) also confirmed that the presentation of animation usually lead low-expertise students to exert less cognitive effort and less time to construct mental representations and learn.

2.3.4.1.2. 3. School-related: Principal Support and Resources

Effectiveness of learning can be affected by principal support and resources provided. Nothing in the principal's role is more important for ensuring successful student learning than effective instructional leadership. School principals who focus on a vision for their schools nurture the leadership capabilities of their teachers. Additionally, if their schools are moving in the right direction, they model effective leading and learning.

Effective principals make student success pivotal to their work and, accordingly, pay attention to and communicate about instruction, curriculum, and student mastery of learning objectives, and are visible in the school. Learning needs to occur throughout an organization and principals need to become participants in the learning process in order to shape and encourage the implementation of effective learning models in their schools. To illustrate, effective principals don't just arrange for professional development; rather, they participate in staff training provided to their staffs. Additionally, good principals foster the idea of working together as a valuable enterprise because they understand that this kind of collaborative learning community ultimately will build trust, collective responsibility, and a school wide focus on improved student learning (Prestine & Nelson, 2003).

Among the roles played by the school principal is the allocation of resources to the instructional activities. Those who work in schools as teachers and associate staff, school premises, furniture, books and equipment all provide some of the means by which we transform our hopes and aspirations for student's education into daily learning opportunities and experiences and, beyond that, into the longer-term outcomes of schooling (Thomas and Martin, 2003). As indicated earlier, the prime and crucial activity of a principal should be instruction or teaching and learning. Hence, school principals are expected to exercise their responsibilities for resource management by giving due attention to the instructional aspect that highly affect the learning process.

2.3.5. Effectiveness of School Principals in Facilitating Teaching and Learning: Experiences from the World, Africa and Ethiopia

According to the National Governors Association/NGA (2003), effective principals bring to their schools innovative individuals and innovative ideas, programs, and instructional strategies that can improve teaching while maintaining a coherent reform agenda. They also engage teachers, parents, and community members as collaborators and leaders in school improvement efforts.

Different writers have also expounded on the relationship between instructional leadership and school effectiveness/improvement. For instance, as to Findley and Findley (1992), the improvement observed in a school is directly or indirectly linked to principal's leadership roles, particularly in the area of instruction. In the words of Flath (1989, p. 20), "Research on effective schools indicates that the principal is pivotal in bringing about the conditions that characterize effective schools". If our goal is to have effective schools, then we must look at different ways to emphasize instructional leadership, which is strongly linked to school improvement.

In Ethiopia, a School Improvement Program (SIP) was initiated on a pilot base in 2006 as part of the General Education Quality Improvement Program (GEQIP), as indicated in ESDP IV (MoE, 2011). Following the educational decentralization system in the country, high emphasis has been given to lower levels. Authority for making decisions for school improvement is devolved to the school-level which puts unprecedented pressure on school principals to be accountable for the quality of education provided by their school.

Evidence suggests that principals' attitudes and behaviors play a large role in shaping how schools create a context in which students can effectively learn. There is a growing consensus regarding the knowledge, skills, and dispositions commonly found among effective principals (Leithwood et al., 2004). Facilitating and supporting teaching and learning and implementing strategies that focus on ongoing school improvement have become centrally important elements of both the emergent professional standards that guide administrative development and practice and the increasingly diverse range of principal preparation and professional development programs nationwide. However, little is known about how to help principals develop the capabilities to influence how schools function or what students learn. Most empirical literature in the field tracks the structures, processes, and methods used to prepare prospective

administrators and relies heavily on self-reports, individual perceptions, and personal testimonies (Murphy & Vriesenga, 2004).

In Africa, study shows Principals skill and school effectiveness are related. Akinola Oluwatoyin Bolanle(2013) find out the leadership skills possessed by Principals of public secondary schools and the relationship between these leadership skills and school effectiveness in terms of student academic achievement.

School effectiveness is the extent to which the set goals or objectives of a school programme are accomplished. A school would be regarded as effective if “school processes result in observable positive outcomes among its students, consistently over a period of time” (Iyer, 2011, p.4).

The parameters for measuring the effectiveness of a secondary school include the level of discipline tone of the school, school climate, teachers’ performance and the number of students who successfully pass their school leaving certificate examinations (Purkey and Smith, 1983; Hargreaves,1995

Educational leadership has been found to be an important characteristic of school effectiveness (Andrews & Soder, 1987; Kythreotis, Pashiardis & Kyriakides, 2010). This leadership is portrayed by the leadership skills the principal as the educational leader of the school exhibits. A skilled and competent principal is one who facilitates the use of the inputs to the school, in order to ensure the achievement of desired goals. She/he is the one who oversees all the processes involved in the running of the school for overall effectiveness. Leadership skills are “the learned ability to bring about pre-determined results with maximum certainty often with minimum use of time..., energy or both” (Knapp, 2007, p.1).Educational reform efforts in developed countries, have focused on the significance of the leadership role and skills of the principal for the achievement of school effectiveness (Sergiovanni, 1994; Short and Greer, 1997; Kochamba and Murray, 2010). Principals as leaders who are in a position to influence others must have the skills that will make them take advantage of that position (Schlechty, 1990). We can therefore conclude that school effectiveness would depend on the competence of a principal. To be competent as school leaders, principals need the requisite leadership skills.

2.4 Summary of reviewed literature

This literature part consist the concept of effective school principals in facilitating teaching and learning process. Different outers and studies discusses on the principals role and effectiveness

to facilitating teaching and learning process. Duties and responsibilities of principals were stated in terms of instructional and administrative wise. Effectiveness of school principal in facilitating teaching and learning process, factors affecting effectiveness and practices related school principal effectiveness were discussed. School principals are responsible for all school activities. Schools are places where people are trained and shaped to become useful citizens. In order to realize the goals of schools, school principals play an important role. They facilitate teaching and learning process and coordinate efforts of staff exerted towards achieving goals. According to Flath, (1989), the core tasks of school principals are implementing staff development schemes, communicating goals, providing resources, motivating staff, supervising and evaluating instruction, enriching curriculum, conducting research (action research), developing positive school climate, establishing and consolidating links with community. Those literature serve the study as a base by providing detail understanding about principals role and responsibility as well as their effectiveness. Moreover, it used down questions and interpret the findings in light of the reviewed literature.

CHAPTER THREE

3. Research Methodology and Procedure

3.1. Design of the Study

The main objective of this study was to investigate the effectiveness of principals in facilitating teaching and learning in preparatory schools of the Horo Gudru Wollega Zone. The design chosen for the study was descriptive since the purpose was describing what happened currently. Descriptive research design helps to describe and interpret the current condition (Best and Kahn 2003). Best and Kahn (2003) state that descriptive research is also concerned with conditions or relationships that exist, opinions that are held, processes that are going on, and effects that are evident or trends that are developing. Moreover, in order to collect more in-depth information on the area under investigation, both quantitative and qualitative data gathering method was used by employing questionnaires, interview and focus group discussion.

3.2. Sources of Data

In this study, primary and secondary sources of data were used to investigate the issue under consideration. The sources of primary data were school principals, department heads, teachers, supervisors, PTA heads and woreda education heads. Sources of secondary data were a school document which shows student results or students pass rate to higher education.

3.3. Samples and Sampling Procedures

The Oromia National Regional State has 18 zones. Out of this, one zone, Horo Gudru Wollega Zone was selected for the study. This was because, the zone geographical location was easily accessible for the student researcher's job occupation and in order to minimize time and financial constraints.

Horo Gudru Wollega Zone has 10 preparatory schools which are found in 10 woredas. 5 of the schools were selected for the study since it would provide the data and information required to generalize for the population. Since one school was found in one woreda, the schools were selected from 5 woredas. Because the schools have more or less similar characteristics, simple random sampling technique was used to select the 5 sample preparatory schools. With regard to this, Cress well, (2005:133), states that, in a simple random sampling technique, every

individual has equal chance of being selected and the chance of one individual does not affect the chance of another individual. Accordingly, the preparatory schools found in Horo, Jimma Rare, Guduru, Shambu and Hababo Guduru woredas were selected for the study using drawing lots.

The subjects of the study were school principals. Since there were 5 principals and 7 vice principals in the 5 schools, one principal and vice-principal were selected by availability sampling technique from the 5 schools adding up to 10. The vice-principals for academic affairs were purposively selected for inclusion in the study considering that the study is more about facilitating teaching and learning.

In order to consolidate data obtained about the role principals play in facilitating teaching and learning, supervisors, department heads, teachers, PTA heads and woreda education heads were used. The total number of supervisors in the 5 woredas was 5. Thus, all the 5 supervisors working in the 5 woredas where the sample schools were found were taken as samples by using availability sampling techniques. Also all the 5 PTA heads and 5 woreda education heads were the sample schools were found were taken as samples by using availability sampling techniques.

Each of the schools selected for the study has 4 departments which add up to 20 in total. Considering the smaller size of departments and in order to obtain much richer data and information, all the 20 department heads were taken as respondents by using availability sampling method for the study.

The total numbers of teachers in the five schools were 22, 23, 45, 44 and 27 in Sekela, Wayu, Kombolcha, Shambu, and Dadu schools respectively. Stratified sampling technique was used to select samples from the schools by sex and area of specialization. This sampling technique was used because of what it does to obtain representative samples from teachers coming from different departments, sexes, and areas of specialization. Accordingly, 30 from 61, 24 from 45, 19 from 40, 7 from 15 teachers were selected from the stratum language, Natural science and maths, social science and others area of specialization respectively followed by simple random sampling techniques. Also from sex strata, 6 female from 10 and 74 male from 151 teachers were selected by simple random sampling techniques. Totally 11, 11, 23, 22 and 13 teachers were selected from Sekela, Wayu, Kombolcha, Shambu, and Dadu schools respectively. The

percentage of teachers taken for the study was 50 that help to obtain more data and information from the population.

Table 1: The stratified teachers by sex and area of specialization and participant selected

Strata	Sex and Area of specialization	Number of teachers and sample selected from each school	Sample Schools					
			Shambu	Kombolcha	Dadu	Sekela	Wayu	Total
Sex	Male	No. of teachers in each school	41	42	25	22	21	151
		Sample selected from each school	20	21	13	10	10	74
	Female	No. of teachers each school	3	3	2	-	2	10
		Sample selected from each school	2	2	1	-	1	6
Area of specialization	Language	No. of teachers in each school	20	16	9	8	8	61
		Sample selected from each school	10	8	4	4	4	30
	Natural science & Maths	No. of teachers in each school	11	14	8	5	7	45
		Sample selected from each school	6	7	4	3	4	24
	Social science	No. of teachers in each school	9	11	7	7	6	40
		Sample selected from each school	4	6	3	3	3	19
	Others	No. of teachers in each school	4	4	3	2	2	15
		Sample selected from each school	2	2	1	1	1	7

In general, a total of 125 respondents participated in the study. Out of 125 respondents, 80 teachers and 20 department heads participated in filling questionnaires. While 10 principals, 5 PTA heads and 5 woreda education heads took part in interviews. And the 5 supervisors participated in focus group discussion. This was done by obtaining permission from supervisors and bringing together on the center through appointment voluntarily. The population and samples of the study are shown as follow.

Table 2: Population and Samples of the Study

Type	Population	Sample	Percentage	Sampling techniques
Principal	20	10	50	Availability
Department head	40	20	50	Availability
Teacher	257	80	31.1	Stratified followed by simple random
Supervisor	10	5	50	Availability
PTA Head	10	5	50	Availability
WEH	10	5	50	Availability
Total	347	125	36	

3.4. Instruments and Procedures of Data Collection

Since the study used both quantitative and qualitative methods, data were collected using questionnaires, interview and focus group discussions. Employing multiple instruments of data collection help to combine, strengthen and amend some of the inadequacies and triangulate data (Cress well, 2005).

3.4.1. Instruments of Data Collection

Questionnaire

Questionnaire was an instrument of data collection that used to collect data from large population to collect more information from the sample. Questionnaires are written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al.,2007).The questionnaire was the most widely used type of instrument in education. Questionnaire was selected as an instrument since it helps to collect data in an effective and manageable way from a relatively large population. As suggested by Morrison et al (2000), questionnaire is a most widely used and useful instrument for collecting survey information, providing structured, often numerical data, which may administered without the presence of the researcher.

Questionnaire was used to collect information from teachers and department heads and was developed in English based on the basic research questions of the study. The questionnaire

included both open and closed ended items. The source of the items was literature and previous similar studies. The questionnaires have two parts: respondents' personal characteristics and items relevant to effectiveness of principals in facilitating teaching and learning in preparatory schools.

As regards validity, before the questionnaire was administered to respondents, it was submitted to a panel of judges which consist of 6 members. The member of panel of judge provided comments on some items (eg. item 7 of table 5, item 5 of table 6, item 6 of table 7 and item 7 of table 8) to be modified. After obtaining their opinions, the researcher modified those items and other necessary changes were introduced.

As far as reliability was concerned, pilot test was conducted in Harato Preparatory School (Jimma Geneti woreda), which was not selected as a sample of the study. This helped to examine and make necessary corrections and improvement on the questionnaire items. In this regard 10 respondent teachers were selected for pilot testing. The Reliability of the instruments was checked by using Cronbach's Alpha. Because Cronbach's α was used as a (lower bound) estimate of the reliability (internal consistency) of the instrument. Accordingly, the reliability of the items yielded a value of Cronbach's Alpha 0.728, which indicates high reliability coefficient. After the reliability was checked, the questionnaires were distributed for respondents.

Interview

Interview was selected as an instrument since it permits the exploration of issues which might be too complex to investigate through questionnaires and also justified as it allows better chance to explain more explicitly what the interviewee knows on the issue (Best and Kahn, 2003). Interview was used to collect information from school principals, PTA heads and woreda education heads.

The interview was developed based on the basic research questions. The questions included 9 items. The source of the items was literature and previous similar studies. The interview had two parts: the interviewees' personal characteristics and items relevant to effectiveness of principals in facilitating teaching and learning in preparatory schools. The items were given to a

panel of judges in order to obtain their opinions and make necessary amendments. The panel of judges provided suggestions for improving items 3, 4 and 5 which were modified to suit the purposes for which the instrument was used.

Reliability was determined by comparing results of the researcher and an assistant after administered the interview with a principal not included in the study. The results were more or less comparable and, thus, no significant corrections were made to the instrument.

Focus Group Discussion

Focus group discussion was selected as an instrument since it helps to collect a large amount of comparatively in-depth information from a larger number of discussants. As suggested by Krueger, R.A. (1988) a focus group discussion (FGD) is a good way to gather people from similar backgrounds or experiences to discuss a specific topic of interest. The group of participants is guided by a moderator (or group facilitator) who introduces topics for discussion and helps the group to participate in a lively and natural discussion amongst them.

Focus group discussion guiding questions was developed based on the basic research questions. 9 unstructured questions were prepared for the discussion. The source of the items was literature and previous similar studies. The focus group discussions were used to collect information from supervisors and the instrument was first validated by a panel of judges. Since items were similar to interview guide questions amendments were done accordingly.

3.4.2. Procedures of Data Collection

Questionnaires were distributed and collected by the researcher. To do this, first permission was secured from the schools and then time and place fixed. Then after, the questionnaires were administered and collected on the spot. Interview was conducted by the researcher. To do this, the interviewees were asked to suggest the place and time of their convenience. Then after, interviews were conducted and information gathered. Focus Group Discussion was conducted and information collected by the researcher. This was done by obtaining permission from the supervisors involved.

3.5. Procedure of Data Analysis and Interpretation

After the data were collected, they were checked, classified, arranged and organized according to their classes to intend to the basic research questions and objectives. Then after, they were analyzed and interpreted by using quantitative and qualitative research analysis techniques.

The data obtained through questionnaires from teachers and department heads were tallied, analyzed and interpreted quantitatively by using percentages. Qualitative data obtained using interviews, focus group discussion and open-ended questions from principals, supervisors, PTA heads and woreda education heads as well as teachers and department heads were analyzed and interpreted qualitatively using descriptive narration.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This chapter deals with presentation, analysis and interpretation of the data obtained employing questionnaire, interview and focus group discussion. The chapter is categorized in two major parts. The first part presents personal information (characteristics) of the respondents and the second part deals with the analysis and interpretation of the effectiveness of principals in facilitating teaching and learning.

Questionnaires were distributed to the selected five preparatory school teachers and department heads. Out of a total of 100 questionnaires distributed to 80 teachers and 20 department heads, 76(95%) teachers and 19(95%) department heads properly filled and returned. This may be taken as sufficient to conduct the study..

4.1. Demographic Characteristics of Respondents

Description of the characteristics of the respondents gives some basic information about the samples selected for the study. The following tables show the general characteristics (sex, age, qualification, work experience and field of study) of the respondents.

Table 3: Participants by Sex and Age

Variable	Category	Teacher		Department Head		Principal		Supervisor		PTA Heads		W EH	
		No	%	No	%	No	%	No	%	No	%	No	%
Sex	M	72	94.7	19	100	10	100	5	100	5	100	5	100
	F	4	5.2	-	-	-	-	-	-	-	-	-	-
	Total	76	100	19	100	10	100	5	100	5	100	5	100
Age	21-25	19	25	-	-	-	-	-	-	-	-	-	-
	26-30	32	42.1	9	47.3	4	40	-	-	-	-	-	-
	31-35	15	19.7	5	26.3	3	30	2	40	-	-	-	-
	36-40	5	6.5	2	10.5	1	10	1	20	3	60	2	40
	41-45	1	1.3	2	10.5	1	10	2	40	2	40	2	40
	>45	4	5.2	1	5.26	1	10	-	-	-	-	1	20
	Total	76	100	19	100	10	100	5	100	5	100	5	100

Table 2 indicates that while about 95 percent of teacher respondents were male, the remaining 5 percent was accounted for by female teacher respondents. However, all department heads, principals, supervisors, parent teachers' students' association (PTA) heads and woreda education office heads were male. This shows that the essential data was mainly obtained from male respondents. Moreover, this suggests that the degree of involvement of females is low in teaching while being none in school administration positions as principals, supervisors, department heads, PTA heads and woreda education office heads.

While about 67 per cent of teachers are at or below the age of 30, the remaining 33 per cent are above the age of 30. This suggests that most teachers are comparatively younger which may be useful for being energetic and working hard enough to help schools achieve their goals. While about 47 per cent of department heads are at or below the age of 30, the remaining 53 per cent are above the age of 30. This suggests that most department heads are old enough to have the maturity to work with all the school community and facilitate teaching and learning for the achievement of the goals of the school.

While 4 of the 10 principals which constitute almost half of the principals involved in the study are at or below the age of 30, the remaining are above that age. It is good if principals are old enough to have the maturity, patience, and perseverance needed to work with all the school community and facilitate teaching and learning thereby contributing for a better achievement of school objectives. When it comes to supervisors, PTA heads and woreda education office heads all are above the age of 30 which seems to be good for the task. This implied that, they were matured enough and can express ideas related to the study consistently and with better understanding. Therefore, their judgments and opinions can be taken as more acceptance to the study.

Table 4: Qualifications and Work Experience of Participants

Variables	Categories	Teacher		Department Head		Principal		Supervisor		PTA Heads		W EOH	
		No	%	No	%	No	%	No	%	No	%	No	%
Qualification	Diploma	3	3.9	-	-	-	-	-	-	-	-	-	-
	BA/BED/BSC	62	81.5	17	89.4	5	50	5	100	5	100	5	100
	MA/MED/MSC	11	14.4	2	10.5	5	50	-	-	-	-	-	-
	Total	76	100	19	100	10	100	5	100	5	100	5	100
Work Experience in Years	≤5	23	29.1	2	10.5	-	-	-	-	-	-	-	-
	6-10	29	38.1	6	31.5	3	30	-	-	-	-	-	-
	11-15	15	19.7	7	36.8	3	30	2	40	-	-	-	-
	16-20	3	3.9	-	-	1	10	-	-	2	40	2	40
	21-25	1	1.3	2	10.5	3	30	3	60	2	40	3	60
	26-30	3	3.9	2	10.5	-	-	-	-	1	20	-	-
	≥31	2	2.6	-	-	-	-	-	-	-	-	-	-
	Total	76	100	19	100	10	-	5	100	5	100	5	100

Qualification and work experience of school personnel are among the factors that contribute to the achievement of the goals of schools. The great majority of teachers (about 86 per cent), and department heads (about 89 percent) do not hold the minimum qualification to work at the preparatory school level, that is, MA/MSc or Med as determined by the Ministry of Education (MoE, 2009) while half of the principals have second degree. The possession of such qualification helps principals to have the readiness to promote teaching and learning while it assists teachers to have the same readiness to take advantage of the support provided by principals. Supervisors who have the required qualification also have the readiness needed to understand what should be done by principals to facilitate teaching and learning and what should also be done by teachers to engage in proper teaching and learning activities. Seen from that perspective, most of the participants of the study do not have the qualification required to work at the preparatory school level.

Regarding work experience, about 67 percent of teachers have 10 or less years of experience. Although there seems to be no agreement on the number of years of experience needed to be more effective in teaching and utilizing the support provided by principals, the higher the number of experiences the better it is. Seen from this angle, most teachers are not enjoying higher years of experience. However, most of the heads of departments (11 out of 19),

principals (7 out of 10) and all of the supervisors, PTA heads and woreda education office heads have years of experience equal to or more than 10 years of experience suggesting their having had better years useful to understand the situation and provide services essential to facilitate teaching and learning in schools. This showed that adequate number of respondents can provide better and recent information on the effective teaching and learning process at school level on the study area.

Table 5: Areas of Specialization of Respondents

Areas of Specialization	Teacher		Department Head		Principal		Supervisor		PTA Heads		W EH	
	No	%	No	%	No	%	No	%	No	%	No	%
Languages	29	38.1	8	42.1	1	10	3	60	1	20	1	20
Natural Science and Math	23	30.2	6	31.5	3	30	1	20	-	-	-	-
Social Sciences	19	25	5	26.3	2	20	-	-	-	-	1	20
Educational Planning and Management	-	-	-	-	4	40	1	20	-	-	1	20
Others	5	6.5	-	-	-	-	-	-	4	80	2	40
Total	76	100	19	100	10	100	5	100	5	100	5	100

The participants of the study come from different areas of specialization which is beneficial to obtain more and diverse information and data for the study.

4.2. Effectiveness of Principals in Facilitating Teaching and Learning

4.2.1. Creating Positive school climate

To facilitate teaching and learning and to promote higher degrees of achievement, principals should create a suitable learning environment. They should make sure that teachers and students are provided with materials, facilities and other needed support essential for them to teach and learn.

Table 6: Degree of Creating a Positive Teaching-learning Environment

No	Items	Degree	Degrees									
		Respondent	Very high		High		Moderate		Low		Very low	
			No	%	No	%	No	%	No	%	No	%
1	Availability of teaching and learning materials such as texts, teacher guides, etc	Teacher	23	30.26	27	35.5	14	18.4	11	14.47	1	1.3
		Department Head	7	36.8	7	36.8	1	5.2	2	10.5	2	10.5
2	Availability of materials and chemicals, etc. in laboratories	Teacher	7	9.2	15	19.7	11	14.47	21	27.6	22	28.94
		Department Head	1	5.26	4	21.05	4	21.05	5	26.3	5	26.3
3	Availability of water, lighting in classrooms, lavatories, etc	Teacher	4	5.2	23	30.26	23	30.26	15	19.7	11	14.47
		Department Head	-	-	9	47.36	3	15.78	5	26.3	2	10.5
4	Availability of recreational facilities such as gardens, football and other playgrounds, etc	Teacher	6	7.89	16	21.05	15	19.7	24	31.57	15	19.7
		Department Head	-	-	7	36.8	4	21.05	8	42.1	-	-
5	Availability of furniture in classrooms for teachers and students	Teacher	11	14.47	26	34.2	14	18.4	20	26.3	5	6.57
		Department Head	4	21.06	4	21.06	5	26.3	3	15.78	3	15.78
6	Organizing remedial classes for those in need	Teacher	7	9.2	22	28.9	19	25	20	26.3	8	10.5
		Department Head	1	5.26	10	52.6	1	5.26	5	26.3	2	10.5
7	Creating occasions for teachers, students, and parents to come together and exchange ideas, etc	Teaches	6	7.89	15	19.7	20	26.3	24	31.57	11	14.47
		Department Head	3	15.78	6	31.57	-	-	7	36.8	3	15.78

In so far as availability of teaching and learning materials is concerned, about 84 percent of teachers and 79 percent of department heads agreed that materials are available to moderate or higher degrees suggesting that principals made sure that material was available for teaching and learning. Interviews conducted with principals, PTA heads and woreda education heads suggested that they supplied adequate material for teaching and learning process. Results of focus group discussion with supervisors also suggested that school principals ensured an adequate supply of materials for teaching and learning. Providing resources/ materials is viewed by teachers as an element of effective leadership by principals (McGhee and Lew, 2007).

As regards laboratory materials, while about 44 percent of teachers and 47 percent of department heads replied that they are available to moderate and better degrees, the remaining reported to lower degrees. However, interviews conducted with principals, PTA heads and woreda education heads and focus group discussion conducted with supervisors suggested that principals did not ensure the presence of laboratory materials to satisfactory levels. They even argued that due to absence of laboratory materials, the rooms are closed or serve other purposes.

A positive teaching and learning environment requires the availability of adequate supply of water, light and lavatories, etc. About 65 percent of teachers and 64 percent of department heads agreed that these were made available through principal efforts to moderate or higher degrees. Interviews conducted with principals, PTA heads and woreda education heads and focus group discussion conducted with supervisors suggested that these were available to make the school environment more attractive for teaching and learning process.

About 49 percent of teachers and 60 percent of department heads agreed that recreational facilities were available to adequate levels while the remaining 51 percent of teachers and 40 percent of department heads argued that they were not available to adequate levels. As a whole, more than a half of respondents replied that it was moderate or higher. Interviews conducted with principals, PTA heads and woreda education heads and focus group discussion conducted with supervisors suggested that most schools had the may be taken as sufficient levels of availability of recreational facilities as a result of the effort made by principals.

About 67 percent of teachers and 68 percent of department heads agreed that furniture were available for students to medium or better levels. Interviews and focus group discussions

conducted with principals, supervisors, PTA heads and woreda education heads suggested that principals ensured an adequate supply of furniture for teachers and students.

As regards organizing remedial classes for those in need was concerned, while about 63 percent of teachers and department heads replied that they were organized to a moderate or high degrees, the remaining reported to a low degree suggesting that the job was done to a satisfactory degree. Interviews conducted with principals, PTA heads and woreda education heads and focus group discussion conducted with supervisors suggested that principals carried out the task to a better degree.

With regard to creating occasions for parents, teachers and students to come together and exchange opinions, while about 54 percent of teachers and 48 percent of department heads replied that principals carried this task out to a moderate and better degrees, the remaining 46 percent of teachers and 52 percent of department heads replied that the job was done to a low degree suggesting that the responses are equivocal and need to be further investigated. However, interviews conducted with principals, PTA heads and woreda education heads and focus group discussion conducted with supervisors suggested that principals created occasions for parents, teachers and students to come together and exchange opinions in moderate rate.

On the whole, while the principals' contribution to the creation of a conducive teaching and learning environment remains to be better in 5 counts, low in one counts and it remained to be equivocal in one count suggesting that principals exhibited better levels of performance in this in creating positive school climate in the zone. This implied that principals effort to made conducive school environment were appreciable in the study area. Collaborative environment has been described as the "single most important factor" for successful school improvement initiatives. According to Bass (1998), principals work to inspire and motivate, develop commitment to a common vision, and work collaboratively.

4.2.2. Planning and Implementing Instructional Support System: Supervision

In facilitating teaching and learning, one of the most important things is to supervise classroom instruction in the school. Conducting classroom supervision during instruction by principals helps teachers to learn better ways of improving teaching. The instructional leader's repertoire

of instructional practices and classroom supervision offers teachers the needed resources to provide students with opportunities to succeed.

Table 7: Degree and usefulness of Supervision conducted by Principals

No	Item	Respondent	Very high		High		Moderate		Low		Very low	
			No	%	No	%	No	%	N o	%	N o	%
1	Provision of professionally useful comments after supervision	Teacher	16	21	32	42	12	15.78	9	11.8	7	9.2
		Department Head	7	36.84	5	26.3	1	5.26	5	26.3	1	5.26
2	Duration of principals' stay in classrooms for supervision	Teaches	8	10.5	9	11.84	19	25	31	40.78	9	11.84
		Department Head	3	15.78	4	21	2	10.5	7	36.84	3	15.78
3	Frequency of principals supervisory visits	Teacher	5	6.5	17	22.36	4	5.2	25	32.89	25	32.89
		Department Head	1	5.26	5	26.3	2	10.5	5	26.3	6	31.57
4	Amount of time spent by principals on providing feedback	Teacher	3	3.9	6	7.89	17	22.36	18	23.68	32	42.1
		Department Head	1	5.26	2	10.5	1	5.26	6	31.57	9	47.36
5	Provision of useful feedback	Teacher	8	10.5	6	7.89	16	21	20	26.3	26	34
		Department Head	2	10.5	9	47.36	1	5.26	4	21	3	15.78
6	Encouragement of teachers to supervise each other/peer supervision/	Teacher	12	15.78	28	36.84	18	23.68	10	13.15	8	10.5
		Department Head	5	26.3	6	31.57	1	5.26	5	26.3	2	10.5
7	Promotion of experience sharing through classroom supervision	Teacher	9	11.84	34	44.7	14	18.4	12	15.78	7	9.2
		Department Head	7	36.84	6	31.57	2	10.5	2	10.5	2	10.5
8	Assessment and provision of feedback on student-teacher interaction in classroom	Teacher	15	19.7	40	52.6	7	9.2	11	14.47	3	3.94
		Department Head	2	10.5	9	47.36	3	15.78	3	15.78	2	10.5
9	Arrangement of pre-classroom observation program with teachers	Teaches	6	7.89	15	19.7	11	14.47	30	39.4	14	18.4
		Department Head	-	-	6	31.57	1	5.26	7	36.8	5	26.3

Respondents were asked to give their opinions on the degree and usefulness of supervision conducted by preparatory school principals in their respective school in Horo Guduru Wollega

zone. With regard to the provision of professionally useful comments after supervision, about 79 per cent of teachers and 68 per cent of department heads agreed that principals provided professionally useful comments after supervision to a moderate or higher degree. This suggests that principals provided professionally useful comments following supervision. Similarly, about 76 and 63 per cent of teachers and department heads agreed that principals encouraged teachers to supervise each other to a moderate or higher degree suggesting that principal support in this direction was good. Besides, principal promotion of experience sharing among teachers following classroom supervision was also appreciated by teachers (about 74 percent) and department heads (about 79 percent). In addition to that, most teachers (81 percent) and department heads (73 percent) agreed that principals assessed and provided feedback on student-teacher interaction in the classroom to high or moderate degree which is very important for improving teaching and learning.

When it comes to the sufficiency of the duration of stay of principals in classrooms for supervisory activities, about 53 per cent of teachers and department heads claimed that the stay was not sufficient while about 47 percent of teachers and department heads supported the claim suggesting that principals did not spend sufficient time in the classroom for supervisory activities which is not good for improving teaching and learning.

As far as frequency of visit is concerned, it is only 34 per cent of teachers and 42 per cent of department heads who agreed that the frequency of principals' supervisory visit was medium. The rest asserted it was of low frequency suggesting that the frequency was not high enough to be of value. Frequent teacher supervision improved the punctuality of teachers and their adherence to the curriculum which in turn produced higher scores (Eisemon, Schwille, & Prouty 1989).

Regarding principals' spending of sufficient time to provide feedback, a larger percentage of teachers (about 66 percent) and department heads (about 79 percent) perceived that it was low and not sufficient. This suggests that principals did not spent sufficient time providing feedback after supervision that could have some implication on the effort made to make further improvement. While about 60 percent of the teachers and 37 per cent of department heads agreed that principals provided useful feedback to a low degree, the rest disagreed on the point. Since it is teachers who are more on the receiving end of the feedback, one may use data from

them to suggest that useful feedback were not provided to a adequate levels. Normally it is teachers who are expected to provide a more objective assessment of the support provided for them by principals rather than department heads who are not the recipients of the support. Since the outcome throws doubt on the objectivity of the assessment by department head, it remains to be equivocal and needs to be further examined. The outcome of interview and focus group discussion with principals, supervisors, PTA heads and woreda education heads suggested that the provision of useful feedback was low. Principals build trust by supporting and nurturing teacher development by providing feedback that helps teachers to improve. Additionally, principals are in the best position to help teachers improve in areas of weakness and can accomplish this through dialogue when it is done properly and to adequate levels (Cooper, Ehrensals, & Bromme, 2005).

Principals are supposed to arrange for pre-classroom observation meeting with teachers for most if not all of the time. However, this is not supported by most teachers (58 percent) and department heads (63 percent) suggesting that this was not carried out adequately.

The afore-mentioned analysis indicates that in 5 of the 9 counts, principals failed to provide the needed support for teachers through classroom supervision. The literature on the area shows that there is a strong and significant relationship between the frequency of teacher supervision by the school principals and student achievement. Student test scores rose as the number of times the school principal visited the class room increased (Sndhus, 2009). Records of students who took exams suggested that the number increased every year although the rate of promotion decreased that might possibly be attributed to failure on the part of principals to supervise and provide adequate support to improve teaching and learning (Appendix D).

Although most principals interviewed claimed that they supervised classes and some teachers and department heads agreed that principals supervised class room by taking sufficient time and providing some feedback for teachers, the practices and outcomes of supervision do not seem to have been appreciated by most respondents and in many counts suggested that principals failed to be effective in facilitating teaching and learning thorough providing supervisory support. This is also supported by the views of supervisors who claimed that the frequency of supervision was low and thus inadequate for contributing to the improvement of student achievement in the zone. The achievement of students also decreased slightly as the record of

students show from 2004-2006. The researcher was not able to find in most schools any documents showing plans prepared for classroom supervision by principals.

4.2.3. Promoting Continuous Professional Development by Principals

The purpose of promoting professional development in the school is to update the skill and knowledge of teachers related to student learning. School principals support and motivate teachers in different ways to develop their profession.

Table 8: Degree to which Principals Promoted Continuous Professional Development

No	Item	Respondent	Very high		High		Moderate		Low		Very low	
			No	%	No	%	No	%	No	%	No	%
1	Encouraging teachers to do action research	Teacher	6	7.89	11	14.47	10	13.15	35	46	14	18.4
		Department Head	3	15.78	2	10.5	2	10.5	9	47.36	3	15.78
2	Motivating teachers to provide mutual professional support	Teacher	12	15.78	34	44.7	14	18.4	13	17.1	3	3.94
		Department Head	5	26.3	8	42.1	1	5.26	2	10.5	3	15.78
3	Arranging various types of in-service training	Teacher	9	11.84	22	28.9	5	6.57	19	25	21	27.6
		Department Head	3	15.78	2	10.5	3	15.78	8	42.1	3	15.78
4	Rewarding competence and commitment in teaching	Teacher	15	19.7	26	34.2	15	19.7	16	21	4	5.26
		Department Head	4	21	7	36.8	1	5.26	4	21	3	15.78
5	Facilitating material and financial support for teacher professional development	Teacher	12	15.57	14	18.4	8	10.5	30	39.47	12	15.57
		Department Head	4	21	3	15.78	2	10.5	5	26.3	5	26.3

Principals are expected to encourage teachers to engage in conducting action research. However, while about 36 percent of teachers and 38 per cent of department heads claimed that principals motivated teachers to do research to a moderate or better degrees, the remaining larger percentage replied in the negative suggesting that school principals did not encourage teachers in doing action research adequately. Besides, while about 45 percent of teachers and

about 47 percent of department heads agreed that principals facilitated material and financial support for teacher professional development to moderate or higher degrees, the rest did not agree on that suggesting that principals did not seem to contribute much on that count.

When it comes to motivating teachers to support each other professionally, most teachers (about 78 percent) and department heads (about 73 percent) agreed that principals motivated teachers to support one another to moderate or higher degrees suggesting that principals facilitated professional development in this direction. Similarly, most teachers (about 73 percent) and department heads (about 63 percent) perceived that principals rewarded competence and commitment in teaching to moderate or higher degrees.

Regarding contribution for better in-service programs, 48 percent of teachers and 43 percent of department heads agreed that principals arranged various types of in service training to moderate or higher degrees, while 52 percent of teachers and 57 percent of department heads replied to a low degree. The marginal difference in teacher perception (48 versus 52) makes it difficult to conclusively claim that principals supported teachers in that part of professional development.

The discussion above indicates that principals were perceived as having supported professional development in two counts, did not support on two counts and the support remained equivocal in the remaining one count suggesting that the contribution of principals in helping teachers continuously develop professionally does not seem that adequate and significantly high. The opinions expressed in the answers given to open-ended questions also support that principals were not doing enough due to lack of training, experience, and human relations skills. The interviewed principals, PTA heads and woreda education heads confirmed that continuous professional development efforts were not adequately made. However, the outcomes of the FGDs conducted with supervisors suggested that although principals made some efforts, teachers were not able to exert the effort necessary since most remained interested not on updating activities but on upgrading ones. This might have led to ineffectiveness of principals and schools as a whole. The MOE made it clear that the aim of continuous professional development is to improve teachers' performance in the class room in order to raise student achievement and learning because, directly or indirectly, there is a link between students' result

and teachers' performance (MOE, 2009). Thus, the perceived failure might have had some reflection upon student learning and achievement as well.

4.2.4. Curriculum Development activities by Principals

Tasks carried out in relation to developing and contextualizing curriculum are central to what the principal does to facilitate teaching and learning in schools. Preparatory secondary school principals need to engage in curriculum development activities in order to facilitate teaching and learning and improve outcomes.

Table 9: Degree of Engagement in Curriculum Development Activities

No.	Item	Degree	Very high		High		Moderate		Low		Very low	
		Respondent	No	%	No	%	N o	%	N o	%	N o	%
1	Guiding teachers to study curricular materials for future improvement of the current one	Teacher	9	11.84	13	17.1	15	19.7	17	22.36	22	28.94
		Department Head	3	15.78	2	10.5	3	15.78	10	52.6	1	5.26
2	Guiding teachers to adapt the curriculum to the conditions of the local environment	Teacher	6	7.8	10	13.15	15	19.7	20	26.3	25	32.8
		Department Head	2	10.5	3	15.78	2	10.5	11	57.89	1	5.26
3	Providing support for teachers to develop supportive teaching materials	Teaches	8	10.5	29	38.15	12	15.78	15	19.73	12	15.78
		Department Head	3	15.78	9	47.3	2	10.5	3	15.78	2	10.5
4	Guiding teachers to develop diverse plans so as to implement the curriculum in the school	Teacher	21	27.6	27	35.5	9	11.8	14	18.4	5	6.57
		Department Head	4	21	7	36.8	5	26.3	2	10.5	1	5.26
5	Engaging in evaluating text books and teachers guides for improving the curriculum	Teacher	11	14.47	5	6.57	14	18.42	14	18.4	32	42.1
		Department Head	2	10.5	2	10.5	3	15.78	11	57.89	1	5.26
6	Assisting School Curriculum Committee to adapt the curriculum to local conditions	Teacher	6	7.89	9	11.8	17	22.3	21	27.6	23	30.26
		Department Head	1	5.26	2	10.5	4	21	7	36.8	5	26.3
7	Designing and organizing co-curricular clubs and activities to enhance teaching and learning	Teacher	16	21	28	36.8	14	18.4	12	15.78	6	7.89
		Department Head	3	15.78	6	31.5	5	26.3	4	21	1	5.26

As regards principals' role of guiding teachers to study curriculum materials in order to improve the current curriculum, while about 49 percent of teachers and 39 percent of department heads replied that they did to a moderate and better degree while the remaining 51 percent of teachers and 61 percent of department heads replied that the job was done to a low degree suggesting that on the aggregate principals tended not to provide adequate levels of guidance for examining curriculum materials for the purpose of improving the current one. Interviews conducted with principals, PTA heads and woreda education heads suggested that the task was not done satisfactorily by them. The outcomes of focus group discussion suggest that most principals did not guide teachers to study curriculum materials because of lack of training and experience. School principals need to involve staff members, pupils, parents and appropriate lay citizens in the development of curriculum at the school level (Telfer, 2010). And, developing the curriculum, in turn, needs to include efforts made to examine the current one. That is why principals should guide teachers to study curriculum materials and become more effective.

In relation to guiding teachers to adapt the curriculum to the conditions of the school, while 41 percent of teachers and 38 percent of department heads agreed that principals helped teachers in their effort to adapt the curriculum to make it more dynamic to a moderate or higher degree, the remaining reported to a low degree suggesting that principals were not successful in this regard. Interviews conducted with principals, PTA heads and woreda education heads suggested that guiding teachers to adapt the curriculum to the condition of the school was not exercised by principals. The focus group discussion conducted with supervisors indicated that the task was not done suggesting that school principals did not do much to guide teachers to adapt the curriculum to school conditions. Curriculum development requires close interaction with local practice and those who actually use the product (Thijs and van den Akker, 2009).

As far as providing support for teachers to develop supporting teaching materials is concerned, while about 65 percent of teachers and 74 percent of department heads agreed that principals did that to a moderate or higher degree, the remaining reported to a low degree suggesting that the task was done to a satisfactory degree on the minimum. Interviews conducted with principals, PTA heads and woreda education heads suggested that principals provided adequate support for teachers to develop supportive teaching materials to enhance teaching and learning. Similarly, the result of focus group discussion suggested that most teachers developed supportive teaching

materials with help from principals. For instance, Chart of periodic tables, maps, models of globe and microscope, cylinder, cones etc are produced in all sample schools.

As far as guiding teachers to develop plans to implement the curriculum is concerned, while about 76 percent of teachers and 86 percent of department heads agreed that principals did that to a moderate or higher degree, the remaining reported to a low degree suggesting that the task was done to a satisfactory degree. Interviews conducted with principals, PTA heads and woreda education heads and focus group discussion made with supervisors suggested that principals guided teachers to develop annual, semester and other plans which are important to implement the curriculum.

As regards principals' role of engaging in evaluating textbooks and teachers' guides to improve the curriculum, while about 40 percent of teachers and 38 percent of department heads replied that they did to a moderate and better degree while the remaining teachers and department heads replied that the job was done to a low degree suggesting that principals tended not to carry out the function to a satisfactory level. Interviews conducted with principals, PTA heads and woreda education heads and focus group discussion conducted with supervisors' suggested that principals did not engage in evaluating text books and teachers guide to a satisfactory level so as to introduce improvements in teaching and learning.

As far as assisting school curriculum committee to adapt the curriculum to local conditions is concerned, while about 42 percent of teachers and 37 percent of department heads agreed that principals did that to a moderate or higher degree, the remaining about 58 percent of teachers and 63 percent of department reported to a low degree suggesting that the task was not done to a satisfactory degree. Interviews conducted with principals, PTA heads and woreda education heads and focus group discussion conducted with supervisors suggested that school principals did not assist school curriculum committee to adapt the curriculum to local conditions adequately. As a result, they claimed that the schools under study did not adapt the curriculum to school conditions to help the learner and the school as a whole.

In so far as designing and organizing co-curricular activities is concerned, about 78 percent of teachers and 74 percent of department heads agreed that principals did that to a moderate or higher degree suggesting that the task was done to a satisfactory degree. Interviews conducted with principals, PTA heads and woreda education heads and focus group discussions conducted

with supervisors suggested that principals organized co-curricular clubs and activities to enhance teaching and learning to some extent. Co-curricular activities support teaching – learning activities which were conducted in classroom. However, it does not facilitate teaching and learning processes alone.

On the whole, while the principals' engagement in curricular activities for the purpose of enhancing teaching and learning is moderate or better in three counts, it remained to be lower in four counts suggesting that principals did not seem to have exhibited better levels of performance in this regard. The outcome of interview and focus group discussion with principals, supervisors, PTA heads and woreda education heads suggested that principals' engagements in curriculum activities to improve the teaching and learning process were not sufficient.

One of the major tasks of preparatory school principal was to enrich the curriculum. This is supported by Jenkins(1991) who argued that the principal is responsible for providing the necessary leadership and establishing the type of situations in which he/she and teachers can work cooperatively to design and carry out the desired type of instructional program for students. However, it does not seem to have been the case in the study area

4.2.5. Promoting School-Community Relationship

In order to enhance the effort made to facilitate teaching and learning, community participation plays a crucial role. Community provides financial, material and other resources essential for schools to function smoothly. Therefore, the role school principals play in linking schools with communities is immense. Table 9 presents responses of respondents in relation to that role.

Table 10: Degree to which Principals promote School-Community Relationship

No	Item	Respondent	Very high		High		Moderate		Low		Very low	
			No	%	No	%	No	%	No	%	No	%
1	Encouraging parents and the community to visit the school regularly	Teacher	4	5.26	14	18.4	10	13.15	28	36.8	20	26.3
		Department Head	2	10.5	4	21	2	10.5	6	31.57	5	26.3
2	Encouraging the community to participate in school affairs	Teaches	6	7.89	16	21	15	19.7	22	28.9	17	22.36
		Department Head	3	15.78	2	10.5	4	21	5	26.3	5	26.3
3	Communicating to the community the policies, programs and achievements of the school	Teacher	7	9.2	15	19.7	12	15.78	23	30.26	19	25
		Department Head	1	5.26	4	21	2	10.5	5	26.3	7	36.8
4	Engaging government organizations to provide support for the school	Teacher	11	14.47	32	42	13	17.1	13	17.1	7	9.2
		Department Head	3	15.78	5	26.3	3	15.78	6	31.57	2	10.5
5	Engaging non-government organizations to provide support for the school	Teacher	10	13.1	15	19.7	11	14.47	21	27.6	19	25
		Department Head	2	10.5	2	10.5	5	26.3	5	26.3	5	26.5
6	Organizing events for the community to visit and interact the school	Teacher	7	9.2	23	30.26	22	28.9	14	18.4	10	13.15
		Department Head	2	10.5	4	21	5	26.3	4	21	4	21
7	Mobilizing the community to provide resources for the school	Teacher	10	13.15	16	21	10	13.15	18	23.68	22	28.9
		Department Head	1	5.26	4	21	3	15.78	7	36.8	4	21
8	Engaging the school committee in implementing school activities	Teacher	9	11.8	18	23.68	14	18.4	20	26.3	15	19.7
		Department Head	2	10.5	6	31.57	3	15.78	6	31.57	2	10.5

As regards encouraging parents and the community to visit the school regularly, while about 37 percent of teachers and 42 percent of department heads replied that they did to a moderate and better degree while the remaining 63 percent of teachers and 58 percent of department heads replied that the job was done to a low degree suggesting that on the aggregate principals tended to encourage parents and the community to visit schools regularly to a low degree. It is good if parents and the community are encouraged by principals to visit schools regularly. Failure is

highly likely to deprive principals of obtaining the support needed to facilitate teaching and learning and improve student learning outcomes. Interviews conducted with principals, PTA heads and woreda education heads suggested that though principals tried to encourage parents and the community to visit the school regularly, parents and other members of the community did not visit their school due to unwillingness and low motivation. However, the outcome of focus group discussions with supervisors suggested that principals did not encourage parents and community members as expected due to lack of skill and ability to mobilize them. Although, Corbally et.al (1961:116) state that "The principal is in a unique position to influence education. He/she stands as no other person does in a pivotal relationship between people and school", it does not seem to have been the case in the study area.

One of the purposes of encouraging parents and community members to visit schools is to pave the way for their participation in school affairs. In relation to encouraging the community to participate in school affairs, while 52 percent of teachers and 53 percent of department heads agreed that principals encouraged the community to a low degree, the remaining reported to a high or moderate degree suggesting that the marginal difference makes the outcomes equivocal and debatable. However, interviews conducted with principals, PTA heads and woreda education heads suggested that the community was not encouraged to participate in school affairs adequately. Focus group discussions with supervisors suggested that principals did not encourage community to participate in school affairs as expected. This suggested that principals failed to encourage community to participate in school affairs properly to improve teaching and learning activities. Although Sanders (2001) indicated that school-community partnership activities were variously used as strategies for student and family support, school improvement, and community development, this does not seem to have been done adequately by principals in the area under study.

Similarly, while 45 percent of the teachers and 37 percent of department heads agreed that principals communicated to the community the policies, programs and achievement of the school to a moderate or higher degree, the remaining 55 percent of the teachers and 63 percent of department heads reported to a low degree suggesting on the aggregate that principals did not communicate to the community the policies, programs and achievements of the school to a satisfactory level. Interviews conducted with principals, PTA heads and woreda education heads

suggested that efforts were not adequately made by them in that regard. Discussants of the FGDs also supported the inadequacy of the efforts of principals altogether suggesting that principals did not sufficiently communicate with the community.

With reference to encouraging government organizations to support schools, while about 74 percent of teachers and 58 percent of department heads agreed that principals encouraged government organizations to a moderate or higher degree suggesting that the government organizations provided support for schools.

Interviews conducted with principals, PTA heads and woreda education heads suggested that government organizations such as regional, zonal, and woreda education offices, Finha sugar factory, Finha hydroelectric power and Woreda administrative offices were approached to support schools and manpower, books, computers, teaching materials, financial and building blocks of support were obtained. Supervisors also supported the claim. Those support provided were serve the schools at all to achieve their goals and help principals to create conducive environment and provide resources to facilitate teaching and learning by solving problems of classroom shortage, student seats, stationary materials, school fences and etc.

When it comes to encouraging non-government organizations to support schools, while about 48 percent of teachers and department heads agreed that principals encouraged non-government organizations to moderate and better degrees, the remaining 52 percent reported to a low degree suggesting that the outcome is not conclusive.

Interviews conducted with principals, PTA heads and woreda education heads and discussions with supervisors suggested that non-government organizations such as Orthodox, Protestant and Muslim religious organization, Homa construction plc, Oromia Development Association etc. were approached to support schools although no sufficient support was obtained. As a result of the lack of support of non- government organizations for schools, problems like library materials, laboratory equipments and chemicals, sport materials, etc were not solved as needed. Due to those problems principals failed to facilitate teaching and learning processes at large.

As far as organization of events is concerned, while about 68 percent of teachers and 58 percent of department heads agreed that principals did that to a moderate or higher degree, the remaining reported to a low degree suggesting that the task was done to a satisfactory degree on

the least. Interviews conducted with principals, PTA heads and woreda education heads suggested that most of time principals organized events for the community participate such as School day ceremonies, school planning, and bazaar. However, principals claimed that the objectives of the events were not achieved as expected due to low level of turnout of members of the community and leaving all to be done by representatives of the community mostly. The outcome of focus group discussion with supervisors suggested that participation of the community was lower.

As far as mobilizing the community to provide resources is concerned, while about 47 percent of teachers and 42 percent of department heads agreed that principals did that to a moderate or higher degree, the remaining about 53 percent of teachers and 58 percent of department heads reported to a low degree suggesting that the task was not done to a satisfactory degree on the minimum. Interviews conducted with principals, PTA heads and woreda education heads suggested that even though they tried to mobilize the community to provide resources for the schools, the objectives were not achieved properly and adequately.

The outcome of focus group discussion with supervisors suggested that though community mobilization helps to obtain more resources to school, both principals' ability to mobilize and community willingness to provide resources made it difficult for schools to obtain needed assistance such as labor, financial, and material resources. As the resource provider, the principal leads the school by providing the necessary resources to achieve the desired vision and goals and As the instructional resource, the principal facilitates good teaching by staying abreast of the latest instructional strategies and techniques (Smith & Andrews, 1989).

With regard to engaging the school committee in implementing school activities, while about 54 percent of teachers and 58 percent of department heads agreed that principals did that to a moderate or higher degree, the remaining about 46 percent of teachers and 42 percent of department heads reported to a low degree suggesting that task was done to a satisfactory level. Interviews conducted with principals, PTA heads and woreda education heads suggested that the school committee engaged in implementing school activities. Also the result of focus group discussion with supervisors indicated that the level of committee engagement in implementing school activity was high. Different school committees are implementing different school activities with teachers, parents, students and principals to decide on various school issues,

provide resources, participate in school planning etc that helped to improve the teaching and learning conditions.

The discussion above indicates that principals were perceived as having supported school-community relationship in three counts and did not support on five counts, suggesting the principals failed to promote school-community relationship to satisfactory level.

The opinions expressed in the answers given to open-ended questions also support that principals were not doing enough due to lack of training, experience, and human relations skills. The interviewed principals, PTA heads and woreda education heads confirmed that school-community relation efforts were not adequately made. The outcomes of the FGDs conducted with supervisors suggested that although principals made some efforts, community were not able to exert the effort necessary. School-community links are mutually beneficial relationship in which the principal can play a leading role. The nature of the relationship between the school and the community ultimately has an impact on the learning that takes place in the school and the community. If not properly approached, community members cannot do a lot for school. For instance, they cannot take part in school management functions, in contributing resources, in recruiting volunteers, in contributing their ideas and labor. Schools can hardly meet their target without involving the community in school activities. Although Fullan (2001, p.5), indicate that relationships are essential in all successful change initiatives. If relationships improve, things get better. If they remain the same or get worse, ground is lost. Thus school leaders must be consummate relationship builders with diverse people and groups.

4.2.6. Providing Resources

One of the areas of responsibilities of school principals is availing and providing resources required by teachers. Table 10 presents data with respect to this task.

Table 11: Magnitude of Provision of Resources

No	Item	Respondent	Very high		High		Satisfactory		Low		Very low	
			No	%	No	%	No	%	No	%	No	%
1	Providing material resources	Teaches	8	10.5	9	11.8	19	25	31	40.7	9	11.8
		Department Head	3	15.7	4	21	3	15.7	7	36.8	2	10.5
2	Providing financial resources	Teacher	5	6.5	25	32.8	4	5.2	17	22.3	25	32.8
		Department Head	1	5.2	5	26.3	2	10.5	5	26.3	6	31.5

As regards what was done by schools principals to avail materials required by teachers, while about 47 per cent of teachers and 53 percent of department heads reported that it was satisfactory or better, the remaining teachers and department heads reported that it was low or worse. This tends to be equivocal and needs to be further investigated. However, interviews conducted with principals, PTA heads and woreda education heads and focus group discussion conducted with supervisors suggested that there were scarcities in the provision of both material and financial resources and principals made inadequate efforts to mobilize resources both from the community and other donor agencies.

When it comes to financial resources, while about 45 per cent of teachers and 42 percent of department heads agreed that financial resources were available to satisfactory or better degrees, the remaining disagreed and reported it was to a lower or worse degree. Taking into consideration that it was a larger percentage of participants who reported that it was lower, it may be taken that the effort of school principals to avail financial resources was not satisfactory. The analysis above indicates that principals were perceived as having contributed to the provision of resources to degrees that could not be taken as satisfactory.

4.2.7. Promote Conducting Action Research

Action research provides teachers and administrators with an opportunity to understand what happens in their school. This process establishes a decision-making cycle that guides instructional planning for the school and individual classrooms. Creating the need for research and establishing an environment for conducting classroom action research is the responsibility of a school principal. A principal's support of any new initiative is crucial in order for the practice to be sustained and influence student learning. Haileselassie W/Gerima, (2011:10) in his instructional leadership for principals module, state that, Action research is a study the teacher carries out to examine their teaching processes and the result of these processes with the primary focus of improving their instruction.

Table 12: The degree to which principals promote conducting action research

No	Item	Respondent	Very high		High		Moderate		Low		Very low	
			No	%	No	%	No	%	No	%	No	%
1	Encouraging teachers to conduct action research	Teacher	6	7.89	11	14.47	10	13.15	35	46	14	18.4
		Department Head	3	15.78	2	10.5	2	10.5	9	47.36	3	15.78

The data in Table 11 indicate that about 36 percent of teachers and 38 per cent of department heads claimed that principals encourage teachers to conduct action research to moderate or better degrees while the remaining larger percentage replied in the negative suggesting that school principals did not encourage teachers in doing action research adequately. The outcome of interview conducted with principals, PTA heads and woreda education heads and focus group discussion conducted with supervisors suggested that principals did not promote the conduct of action research as expected at school level. Principals can promote action research in their schools not only by supporting teachers to do action research but also by doing action research and becoming exemplary to others. Research and reflection allow teachers to grow and gain confidence in their work. Although, Ferrance (2000) explains that action research projects influence thinking skills, sense of efficacy, willingness to share and communicate, and attitudes toward the process of change, that seems not to have been done adequately.

CHAPTER FIVE

5. Summary, conclusions and Recommendations

5.1 Summary of the findings

The purpose of the study was to investigate the effectiveness of school principals in facilitating the teaching and learning process in preparatory schools of Horo Guduru Wollega Zone. The study focused on answering the following research questions.

1. To what extent do school principals create a positive teaching and learning environment?
2. To what extent do school principals supervise and evaluate instructional activities?
3. To what extent do school principals promote continuous professional development?
4. To what extent do school principals engage in curriculum development activities?
5. To what extent do school principals link school to community?

The study was carried out in five preparatory schools of five woredas in the zone under study. 76 preparatory school teachers, 19 department heads, 10 principals, 5 supervisors, 5 PTA Heads and 5 Woreda education Office heads which add up to 120 participants were involved in the study. The study employed descriptive research design that helps to describe and interpret the current principals' effectiveness in facilitating the teaching and learning process in the study area. Both qualitative and quantitative data analyzing approaches were employed in the study. Data were collected from the respondents by using questionnaire, interview and focus group discussion. From the study, the following findings were obtained.

1. Concerning the sex composition and age category of respondents, the degree of involvement of females is low (only 5.2%) in teaching while being none in school administration positions as principals, supervisors and department heads. The ages of most teachers are comparatively younger which may be useful for being energetic and working hard enough to help schools to achieve their goals. Most department heads and half of the principals are also in ages which may be useful for being energetic (at or below the age of 30) and working harder which is instrumental for the achievement of the goals of the school. The remaining are above that age (30) those are old enough to have the maturity, patience, and

perseverance needed to work with all the school community and facilitate teaching and learning.

2. Concerning qualification, most of the respondents (84%) do not hold the minimum qualification to work at the preparatory school level, that is, MA/MSc or MEd as determined by the Ministry of Education. The possession of such qualification helps principals to have the readiness to promote teaching and learning as well. Seen from that perspective, most of the participants of the study do not have the qualification required to work at the preparatory school level.
3. Regarding work experience, most teachers (67%) are not enjoying higher years of experience (<10 years). However, most of the head of departments, principals and all of the supervisors having had better years useful to understand the situation and provide responses helpful to examine better methodology of teaching and learning process.
4. To facilitate teaching and learning and to promote higher degrees of achievement, principals should create a suitable learning environment. This study showed that principals exhibited better levels of performance in creating positive learning environment since about 71 percent of participants' responses were better in the principals' contribution to the creation of a conducive teaching and learning environment.
5. The study revealed that principals did not ensure the presence of laboratory materials and chemicals to satisfactory levels that influence the teaching learning process more practical.
6. Conducting classroom supervision during instruction by principals helps teachers to develop better ways of improving teaching. Concerning supervision conducted the study showed that the principals failed to provide the needed support through frequent supervisory visits, amount of time spent on providing feedback, provision of useful feedback, duration of stay in classrooms for supervision and the like for teachers through classroom supervision to facilitate teaching and learning process due to lack of experiences.
7. The school principals were expected to promote continuous professional development to enhance the performance of teachers for effective teaching and learning. The study showed that the school principals failed to promote continuous professional development as could be expected from them to arranging various types of in-service training, facilitating material and financial support for the teachers to carry out professional development, encouraging teachers to do action research and etc due to lack of their experience and human relations

- skills. This seemed not to have been carried out effectively as there were not many programs organized for updating and upgrading teachers' qualification and degree of readiness to become better teachers.
8. School principals need to engage in curriculum development activities in order to facilitate teaching and learning. This study shows that school principals' engagement in curriculum activities (evaluation of textbooks, relate the content to local condition and so on) and encourage teachers to modify the school curriculum to school condition to increase the teaching and learning process were at low degree. This suggested that they were ineffective in curriculum development activities.
 9. School principals did not effectively involve staff members, pupils, parents and appropriate lay citizens in the development of curriculum at the school level. Curriculum should support teachers in developing their schools, increasing access to all students and raising the quality of the learning-teaching process.
 10. In order to facilitate teaching and learning process, community participation plays a crucial role. Community provides financial, material and other resources essential for schools to function smoothly. The study result revealed that the principals failed to promote school-community relationship as could be expected since it counts five of eight was done to a low degree and the community interest were very low that lead principals to do only with community representative. This was due to lack of experience and human relations skills.
 11. The study reveals that principals failed to encourage community to participate in school affairs properly to improve teaching and learning activities. In spite of the support that comes through establishing closer relationships with the community, principals did not do much to promote school-community relationship.
 12. Concerning resource providing, principals made inadequate efforts to mobilize resources both from the community and other donor agencies. The study indicated that principals were perceived as having contributed to the provision of resources to degrees that could not be taken as satisfactory.
 13. School principals were ineffective in promoting action research to solve schools problem and to facilitating the teaching learning process as well as they did not encourage teachers in doing action research adequately in the study area.

5.2 Conclusions

Based on the above findings the following conclusions were drawn:

- 1 As indicted in the findings of this study female involvement in the preparatory school teacher is very low and no females are posted in school administrative positions. Though most of teachers, department heads and half (50%) of principals are younger which may be useful for being energetic and working hard enough to help schools achieve their goals, they are not old enough to have the maturity, patience, and perseverance needed to work with all the school community and facilitate teaching.
- 2 As determined by the Ministry of Education (MOE, 2009), the minimum qualification to work at the preparatory school level is MA/MSc or MED holder. The study shows most of the teachers, principals, and supervisors' qualification are below the standard set and most teachers have low (<10) years of experiences. The researcher concludes that these may hinder principals to promote the teaching and learning process as expected.
- 3 The principal, more than any other individual is responsible for the environment in the school. School principals need to promote positive school environment by communicate school goals or visions with different stake holders, creating collaborative problem solving environment, motivate teachers and etc to make learning environment more attractive. Regarding to this the school principals of the study area were done in better way to facilitate the teaching and learning process and they are effective.
- 4 One of principals' roles to facilitate teaching and learning was ensuring the availabilities of laboratory materials and chemicals in the school to make conducive environment. The study revealed that principals did not ensure the presence of laboratory materials and chemicals to satisfactory levels that influence the teaching learning process more practical.
- 5 School principals are responsible to conduct classroom supervision in order to provide useful comments, feedback, and experience sharing for effective teaching and learning process. Effective principals were providing adequate supervisory support regularly to facilitate teaching and learning. The study concludes that principals are ineffective to provide an adequate supervisory support to facilitate teaching and learning process.
- 6 Among the role of an instructional leader one is promoting school wide professional development. To get school improvement programs implemented and to provide quality

education for all students, one of the major and most important concerns of principals should be promoting school-wide continuous professional development (CPD). From this study the researcher conclude that due to lack of training on CPD, experience and human skill relations principals done to a low level in promoting continuous professional development that show they are ineffective in this regard.

- 7 Curriculum development at school level is one way of improving instruction. The school Principals engagement in curriculum development activities at school level and involvement of others was highly expected to facilitate teaching and learning. But they were performed to low degree. The researcher concludes that they are ineffective to facilitate teaching and learning in this regard.
- 8 The school principals were persons who have responsibilities to link school with community for school improvement. Community provides support with material, financial and other resources to facilitate teaching and learning process. The researcher conclude that in the study area the school principals effort to link school-community and to attract community attitude and interest towards the schools was low that indicate they were ineffective in this regard.
- 9 One of the responsibilities of school principals was availing and providing resources required by teachers and engage in conducting action research to solve school related problems. From the study the researcher concludes that the school principals in the study area did not contributed to the provision of resources to satisfactory degrees and also they did not conduct action research that solve school problems as expected level.

Generally the researcher concludes, the principal, more than any other individual is responsible for the environment in the school. School principals need to promote positive school environment by communicating school goals to different stake holders, creating collaborative problem solving environment, and motivating teachers and etc to make learning environment more attractive. In these regards, principals did a lot and contributed to the improvement of teaching and learning. However, they were not able to do much in the way of providing adequate supervisory support, promoting continuous professional development, engagement in curriculum development, linking schools with communities, providing adequate resources and conduct action research in schools. In view of their lower level of performance in many of the activities expected of them and the low level of achievement exhibited on the part of students, it

may be concluded that principals were not effective in facilitating teaching and learning in the preparatory schools of Horo Guduru Wollega Zone.

5.3. Recommendations

In the light of findings and conclusions, the following recommendations are forwarded.

1. The Ministry of education and Regional education bureau should pay attention for the female teachers' participation at preparatory school level and should develop their skill to use their knowledge and ability which have great contribution for the achievement of educational objectives at national level.
2. The possession of required qualification helps principals to have the readiness to promote teaching and learning. Since most of the respondents of the study do not have the qualification required working at the preparatory school level, Ministry of education and Regional education bureau should provide in-service training program for preparatory school teachers, principals and supervisors to solve the problem. Also Woreda educational office should assign experienced principals and supervisors those who can see things critically.
3. The school principals create conducive learning environment in better way in this study. It is good if the regional, zonal and woreda education offices encourage and motivate them for more achievement of preparatory school principals in this regard. Moreover it is better if principals ensure the presence of laboratory chemicals and materials to make more attractive and more practical the teaching and learning process.
4. Principals' classroom supervisions are important in facilitating teaching and learning, to guide teachers and increase student achievement. Supervision should be more of help and assistance than directive administrative. Lack of interest and understanding about the objective of supervision hindered the development of instructional program. Thus, in order to gain the needed performance towards the desired end, it is important for Regional education bureau and zone educational office to initiate principals' and teachers' interest and enhance their skills through training, workshop, etc. Also since principals' qualification was under the minimum requirements, it is better to assign qualified principals or adjust in-service training program to fulfill the required minimum qualification MA/MSc/MEd.

5. Due to lack of interest, experience, skills and qualification principals' performance towards promoting professional development was ineffective. Thus, it is better if woreda, zone education office and regional education bureau incorporate aware and train principals towards continuous professional development to support teachers at schools level.
6. Regional education bureau, zonal and woreda education offices should train and aware school principals to develop school curriculum and involve others in curriculum materials evaluation and adapt the curriculum to the school conditions.
7. As indicated in the conclusion part of this study, the activities of school principals to link schools to community was very low because of lack of human relation skills and community awareness towards the school. So, it is strongly recommended that the Ministry of education, regional education bureau, zonal and woreda education offices should train principals to develop their skills and aware society through different mechanisms (eg. different mass media, local administrators etc) to support and participate in school affairs. Also the school principals should work hard to mobilize the community towards school relation. School Parent Teachers Association (PTA) recommended mobilizing and linking the society to participate actively in school affairs.

Generally the school principals were able to contribute in some ways towards creating conducive teaching and learning environment. These have to be strengthened. The Zone and Woreda education office should support efforts made by principals to contribute to more effective learning and teaching process. However, they were not able to contribute to more effective learning by failing to significantly engage in many of the activities expected of them (such as classroom supervision, school curriculum development, professional development, community relations, provision of resources and others school activities). Thus, it is important for the zone and woreda education office to identify the reasons for their inability to discharge their duties more effectively. Also, it is important for the principals to be provided with appropriate support for them to be more effective in facilitating teaching and learning in the zone under the study.

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Appendix A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Preparatory School Teachers and Department Heads

The major purpose of this questionnaire is to gather essential information on the effectiveness of principals in facilitating teaching and learning in preparatory schools of Horo Guduru Wollega Zone, Oromiya National Regional State. The information collected through this questionnaire will be used only for academic purpose and it would not affect any one in any way. Rather, the results of the study are believed to be used as an input to improve the effectiveness of principals in facilitating teaching and learning in preparatory schools of Horo Guduru Wollega zone.

Therefore, your genuine and timely response is very important for the success of this study. Thus, I kindly request your cooperation in completing the questionnaire honestly and responsibly.

Gedefa Regassa

Graduate Student, Department of Educational Planning and Management

College of Education and Behavioral Studies

Addis Abba University

Note

- It is not necessary to write your name.
- For questions with alternative choices put an "x" mark inside the box.
- Write your opinion briefly for open ended questions on the space provided.

Thank you in advance for your cooperation!

Part I. General Information

1. Personal Background Information

1.1. Name of the School _____

1.2. Name of the Woreda _____

1.3. Sex: Male _____ Female _____

1.4. Age in years: 21-25 _____ 26-30 _____ 31-35 _____
36-40 _____ 41-45 _____ over 45 _____

1.5. Qualification

MA/MED/MSC _____ BA/BED/BSC _____ Diploma _____ any other _____

1.6. Work Experience in years

A. For a teacher

1-5 _____ 11-15 - _____ 21-25 _____ 31& over _____
6-10 _____ 16-20 _____ 26-30 _____

B. For a department head

1-5 _____ 11-15 _____ 21-25 _____
6-10 _____ 16-20 _____ 26 and over _____

1.7. Area of Specialization

Major _____ Minor _____

Others _____

Part II: Effectiveness of Principals in Facilitating Teaching and Learning

Direction: Kindly indicate the level of degree of your opinion to the issues presented by putting "X" mark in the space provided corresponding to each item under scales that represent your opinion. Against each item, there are rating options ranging from 1 to 5, where 5 stands for=Very high, 4=High, 3=Moderate, 2=Low, 1=Very Low

1- The Degree to which Principals create a Positive Teaching-learning Environment

No.	Activities carried out by Principals	Scale				
		5	4	3	2	1
1.1	Availability of teaching and learning materials such as texts, teacher guides, etc					
1.2	Availability of materials and chemicals, etc. in laboratories					
1.3	Availability of water, lighting in classrooms, lavatories, etc					
1.4	Availability of recreational facilities such as gardens, football and other playgrounds, etc					
1.5	Availability of furniture in classrooms for teachers and students					
1.6	Organizing remedial classes for those in need					
1.7	Creating occasions for teachers, students, and parents to come together and exchange ideas, etc					

1.8 What are the main activities in which principals are engaged in order to create positive school environment?

1.9 List some of the factors that prevent principals from creating a conducive learning environment.

1.10 List some of the factors that help principals create a conducive learning environment.

2. Degree and usefulness of Supervision conducted by Principals

No	Activities carried out by Principals	Scale				
		5	4	3	2	1
2.1	Provision of professionally useful comments after supervision					
2.2	Duration of principals stay in classrooms for supervision					
2.3	Frequency of principals supervisory visits					
2.4	Amount of time spent by principals on providing feedback					
2.5	Provision of useful feedback					
2.6	Encouragement of teachers to supervise each other/peer supervision/					
2.7	Promotion of experience sharing through classroom supervision					
2.8	Assessment and provision of feedback on student-teacher interaction in classroom					
2.9	Arrangement of pre-classroom observation program with teachers					

2.10. What do you think are the major factors that hinder principals from providing adequate levels of supervisory support for teachers in your school?

2.11. What do you think are the major factors that help principals to provide adequate levels of supervisory support for teachers in your school?

3- The Degree to which Principals promote Continuous Professional Development

No	Activities carried out by Principals	Scale				
		5	4	3	2	1
3.1	Encouraging teachers to do action research					
3.2	Motivating teachers to provide mutual professional support					
3.3	Arranging various types of in-service training					
3.4	Rewarding competence and commitment in teaching					
3.5	Facilitating material and financial support for teacher professional development					

3.6. What is that principals have been doing to promote teachers continuous professional development in yours school? _____

3.7. What do you think are the major factors that hinder principals from promoting continuous professional development in your school? _____

4- The Degree to which Principals engage in Curriculum Development Activities

No.	Activities carried out by Principals	Scale				
		5	4	3	2	1
4.1	Guide teachers to regularly study curricular materials for future improvement of the current curriculum					
4.2	Provide adequate support for teachers to develop supportive teaching materials					
4.3	Engage in evaluating text books and teachers guides for improving the curriculum and syllabuses					
4.4	Guide teachers to adapt the curriculum to the conditions of the local environment					
4.5	Assist School Curriculum Committee to adapt the curriculum to local conditions					
4.6	Guide teachers to have sound lesson plan which support the implementation of current curriculum in the school					
4.7	Design and Organize co-curricular clubs and activities which enhance teaching-learning					

4.8 What are the factors that hinder the principals' engagement in school curriculum developing? _____

5- The Degree to which Principals promote School-Community Relationship

No.	Activities carried out by Principals	Scale				
		5	4	3	2	1
5.1	Encouraging parents and the community to visit the school regularly					
5.2	Encouraging the community to participate in school affairs					
5.3	Communicating to the community the policies, programs and achievements of the school					
5.4	Engaging government organizations to provide support for the school					
5.5	Engaging non-government organizations to provide support for the school					
5.6	Organizing events for the community to visit and interact the school					
5.7	Mobilizing the community to provide resources for the school					
5.8	Engaging the school committee in implementing school activities					

5.9. In what ways are members of the community participating in school affairs?

5.10 What are the factors that hinder the participation of community in school issues?

5.11 What are the factors that promote the participation of community in school issues?

6. The Magnitude Provision of Resources

No.	Activities carried out by Principals	Scale				
		5	4	3	2	1
6.1	Providing material resources					
6.2	Providing financial resources					

6.3. What is that principals have been doing to avail and provide adequate resources in yours school? _____

7. The degree of action research conducted

No.	Activities carried out by Principals	Scale				
		5	4	3	2	1
7.1	Encouraging teachers to conduct action research					

7.2. What is that principals have been doing to promote the conduct of action research in yours school? _____

Appendix B

Interview Guide for Preparatory School Principals, PTA heads and Woreda Education heads

The purpose of this interview is to collect relevant data on the effectiveness of principals in facilitating teaching and learning in preparatory schools. The information that you provide determines the quality of the study. Rest assured that the information provided will be used only for academic purposes.

Part-I: Background Information

- 1.1. Name of the woreda _____
- 1.2. Name of the school _____
- 1.3. Sex _____ 1.4 Age _____
- 1.5. Number of years of experience -----
- 1.6. Highest academic degree held (qualification) -----
- 1.7. Area of specialization _____

Part II- Questions related to Effectiveness of Principals in facilitating Teaching and Learning

1. To what extent do principals create a positive teaching-learning environment?
2. How do you comment on the degree and usefulness of supervision conducted by principals?
3. To what extent do principals promote continuous professional development?
4. To what extent do principals engage in curriculum development activities?
5. To what extent do principals promote school-community relationship?
6. What factors influence the effort principals make to facilitate teaching and learning?
7. What factors hinder the effort principals make to facilitate teaching and learning?
8. To what extent principals provide resources to facilitate teaching and learning?
9. To what extent principals promote action research conducted in the school?

Appendix C

Focus Group Discussion

Questions for Discussion with Supervisors

The purpose of this discussion is to collect relevant data on the effectiveness of principals in facilitating teaching and learning in preparatory schools. The information that you provide determines the quality of the study. Rest assured that the information provided will be used only for academic purposes.

I- Questions related to Effectiveness of Principals in facilitating Teaching and Learning

1. To what extent do principals create a positive teaching-learning environment?
2. How do you comment on the degree and usefulness of supervision conducted by principals?
3. In what ways and to what extent do principals promote continuous professional development?
4. In what ways and to what extent do principals engage in curriculum development activities?
5. To what extent do principals promote school-community relationship?
6. What factors influence the effort principals make to facilitate teaching and learning?
7. What factors hinder the effort principals make to facilitate teaching and learning?
8. To what extent principals provide resources to enhance teaching and learning?
9. To what extent principals promote action research conducted in the school?

Appendix D

Student record

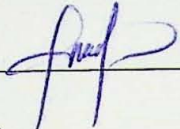
The data shows three years (2004-2006 E.C.) grade 12 students those took higher education entrance exam and promoted to higher education in five selected preparatory school.

school	year								
	2004			2005			2006		
	No. of students took exam	No. of students passed	% of students passed	No. of students took exam	No. of students passed	% of students passed	No. of students took exam	No. of students passed	% of students passed
Shambu	576	499	86.6	653	335	51.3	527	277	52.56
Kombolcha	420	372	88.5	392	166	42.3	660	505	76.5
Wayu	254	174	68.5	215	128	59.5	437	201	45.9
Sekela	166	108	65	207	138	66.6	194	114	58.7
Dedu	214	127	59.3	192	119	61.9	256	143	55.8
Total	1630	1280	78.5	1659	886	53.4	2074	1240	59.78

Declaration

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

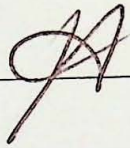
Name: GEDEFA REGASSA

Signature: 

Date of Submission: _____

This thesis has been submitted for examination with my approval as a university advisor.

Name: Dennis Zeyan

Signature: 

Date of Submission: _____