

**The Role of School Leadership in Implementing Satellite TV
Instruction: With Special Reference to Government Secondary
Schools of Addis Ababa**

By

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This is to certify that the thesis prepared by Aschalew Kelecha entitled: The Role of school leadership in implementing satellite TV instruction with special reference to Government Secondary schools of Addis Ababa. Submitted in partial fulfillment of the requirements for the Degree of Master's Arts (Educational Leadership) complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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Abstract

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The purpose of this study was to assess the role of school leadership in implementing satellite Television instruction (STVI). It also aimed to investigate the major advantages and impact of STVI on the teaching learning process. The study further examined the major administrative and technical problems that were encountered by school principals in utilizing STVI in government secondary schools of Addis Ababa. To achieve the above objectives, data were collected from seventeen sample government secondary schools of Addis Ababa, where plasma TV lessons were carried out. Sample was taken from school principals, department heads, and teachers respectively. In this study, both quantitative and qualitative methods were used. Data were gathered through questionnaire and interview. In addition to this, plasma lesson classes were observed and relevant documents were analyzed. The data gathered through questionnaires were quantitatively analyzed using frequency count and percentage and interpreted. Whereas the data gathered through interview were qualitatively analyzed and triangulated with the quantitative data. Besides, information obtained through observation was also used to complement the quantitative and qualitative data. Accordingly, the data analysis revealed the following major findings; only few of school principals were found Educational Planning and Management graduates. Besides, most of them were found under standard in their education level as the standard requires Master's degree for secondary schools. Moreover, the study disclosed that most of the principals did not take any training on ICT. As a result, most of the principals lacked to model ICT use in their school, and also they failed to provide professional development opportunities for teachers regarding ICT. In addition, they failed to manage in creating awareness in teachers and students. Moreover, the supporting and monitoring mechanisms on plasma lesson also rated poor by most of the respondents of the study.

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Acronyms and Abbreviations

CEICT =	Center for Educational Information Communication Technology
ETP =	Education and Training Policy
MoE =	Ministry of Education
ICT=	Information Communication Technology
ICTD =	Information Communication Technology Department
STVI=	Satellite Television Instruction
TSSA=	Technology Standards for School Administrators
TV =	Television
UNESCO=	United Nations Educational, Scientific and Cultural Organization

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CHAPTER ONE

1. Introduction

This chapter deals with backboard of the study, statement of the problem, general and specific objectives of the study, significance of the study, delimitation and limitation of the study, conceptual definitions and organization of the study.

1.1 Background of the Study

Education is a means to overall development of a country. It has a direct effect in deciding the destination of people and individuals. In other words, we cannot think of development unless we have effective and efficient education system.

According to Education and Training Policy (ETP, 1994:1), "Education is a process by which man transmits his experiences, new findings, and values accumulated in his struggle for survival and developments though generation." It is, therefore, the education system should be organized and managed in such a way that to satisfy the needs of the learner, society, and the nation. Nevertheless, a recent trend shows that most of the time school principals pass their time in performing routine managerial and administrative activities rather than the core mission of the school teaching and learning process requires. But school principals' role is beyond managing the routine school activities. It is, thus, the instructional leadership is an emphasis nowadays from principals being manager or administrator for to instructional or academic leaders.

The shift was influenced largely by research which found that effective schools usually had principals who stressed the importance of instructional leadership Brookover and Lezotte

(1982) in Aboneh (2011). Similarly, Ayalew (2003) supported the above idea: A school leadership to be competent, it should comprise passion, humor, courage, integrity, trust, energy, vitality, enthusiasm, building a team, setting priorities, creativity and vision. Therefore, this time demands for school principals to avoid the traditional ways of school leading i.e being engaging in routine activities so as to maintain the status quo and adjust oneself to take the right track to be an instructional leader.

As it is obviously known, the advancement in the use of Information Communication Technology (ICT) all over the world during the past decades played a significant role for the development of states and changing individuals lives. As a result, new technological innovations are integrated to education system to maintain effective and efficient teaching and learning. Lafrance (1961) in Fathe (2007) has reported that "... the entire universe finds place in the school curriculum, many teachers, especially in rural regions are grateful to this techniques of communication for breaking the world in to their classrooms."

Realizing the importance of the technology for teaching and learning process, the existing government introduced Satellite TV instruction in September 2004 throughout the country. The programme was launched to selected government secondary schools. Recently, the number of schools using Satellite TV instruction raised to 1517 and 13,002 plasma TV sets are distributed to government secondary schools. In other words, sixty-five percent of government secondary schools offer satellite TV instruction in some selected subjects (MoE, 2011). Nevertheless, the road to the implementation of the program does not seem smooth. Rather, it seems to be entangled with several constraints. One possible reason may

be the lack of capacity of school principals in providing of appropriate leadership in the use of ICT for instruction.

In this regard, UNESCO (2009:124) stated that,

It is vital that school directors understand and support teachers' efforts to integrate technology into the classroom. For too often school directors minimize the time and effort required for teachers to develop the skill and knowledge required to use technology, effectively, and in many cases, directors actively oppose teachers' efforts to use technology in innovative ways. For this reason, it is strongly recommended that all school directors participate in the introductory professional development workshops in the pedagogical application of technology....So school directors understand that technology requires us to be both learners and facilitators of the learning of others.

To sum up, leading a school is not an easy matter; rather it needs all rounded knowledge in order to be competent to be an instructional leader. Thus, the purpose of this research is to investigate how school principals are discharging their role in effective use of satellite TV instruction in Addis Ababa government secondary schools.

1.2 Statement of the Problem

It has been eight years since satellite TV instruction was launched in government secondary schools of city government of Addis Ababa. Currently, there are fifty-four government secondary schools in the city. Out of which fifty-one (94.44) percent are beneficiaries of the program. According to the information obtained from Addis Ababa Education Bureau (2011), it has spent a huge investment for utilization of satellite TV instruction. Consequently, by supplying 2700 plasma TV sets, the program is under practice despite its

problems in the implementation process. One of the major problems may be lack of school leadership with ICT knowledge to lead the program effectively and efficiently. For this reason, the following statements may support the researcher's hypotheses.

According to Information Communication Technical Department (ICTD:2007) evaluative study on Satellite TV instruction implementation regarding school leadership (2007), the following major problems were identified:

It is, therefore, the way how school principals lead the needs to be strictly assessed and remedial solution should be sought in order to succeed the program.

It is obvious that, the practice of Satellite TV instruction could contribute to solve the problem of equity and can support the education system if it is handled wisely. One of the major factors that affect the implementation of satellite TV instruction may be lack of effective and efficient school leadership. The success or failure of any school is linked to its leadership. In light of this, Tinio (2002) stressed that, for ICT integration Programs to be effective and sustainable, principals themselves must be competent in the use of technology, and they must have a broad understanding of the technical, curricular, administration, technical and social dimension of ICT use in education. Thus, if the school leadership is effective, negative attitudes might be reversed though they require rigorous efforts. School leaders should have the ability to clearly define the mission, goals and objectives of the school. The leadership should always be ready to acquaint itself to new innovations in order to cope up with the new educational technologies.

Shortage of supportive materials, lack of accountability, shortcomings about the program due to lack of training, and negative attitude towards the program due to lack of awareness

about the advantages of the program were the main problems which were identified by the study group.

Strong (1988) in Abonech (2011), observed that “if principals are to be heed the call from educational reforms to become instructional leaders, it is obvious that they must take on a dramatically different role.” UNESCO (2009) also stated, “School directors need to see the potential of technology to be a catalyst for more effective learning. They also need to understand (and empathize with) the process and the time required to tap this potential.”

In addition, the researcher himself had his own background knowledge about the program. He has taught using plasma TV for a few years and by now he is giving a supervision support for secondary schools in Addis Ababa. It is, therefore, he had experienced most of the limitations school principals in leading the program.

In the end, to the researcher’s current knowledge, no study has been conducted in similar topic in Addis Ababa city government so far. Hence, the main purpose of this research is to investigate how government secondary school principals are discharging their roles in effective use of satellite TV instruction.

Thus, the following basic questions were the main focus of the study:-

1. Do school principals: - work experience, area of specialization, knowledge of ICT relate with effective use of satellite TV instruction?
2. How do school principals support and monitor the utilization of satellite TV instruction?

3. How do satellite TV instruction classes are handled to ensure proper utilization of the program?
4. What are the major problems encountered by school principals in effective implementation of satellite TV instruction?

1.3 Objectives of the Study

1.3.1 General Objective

The purpose of the study is to investigate the effect of school principals role on Satellite TV instruction and to identify the problems associated with putting the program into practice.

1.3.2 Specific Objectives of the Study

1. To investigate whether school principals: work experience, area of Specialization, knowledge of ICT relates with effective use of satellite TV instruction.
2. To assess the way how school principal support and monitor satellite TV instruction.
3. To explore the status of satellite TV instruction classes.
4. To identify the major problems encountered by school principals in implementing satellite TV instruction.
5. To recommend some practical means for the successful utilization of Satellite TV instruction based on the findings of the study.

1.4 Significance of the Study

The researcher hopes that the results of the study are of paramount importance to various stakeholders for the following major reasons.

1. By identifying government secondary school principals' tasks in relation to the new technology, the study may add value in creating awareness to better understanding and developing capabilities of school principals in the implementation of satellite TV instruction.
2. Center for Educational Information Communication Technology (CEICT) may get feedbacks out of it in order to improve or strengthen the programs.
3. Policy makers and who work in the area of education may get relevant information.
4. As the technology is relatively a recent practice in Ethiopia, and to the knowledge of the researcher no study has been conducted in the current topic so far. Thus, as it is a fresh topic, it may contribute to the review of literature for those who are interested to conduct further study.

1.5 Delimitation of the Study

The study will attempt to assess the role of government secondary school principals towards the implementation of satellite TV instruction at Addis Ababa level. The study is delimited to four sub-cities¹⁷ government secondary schools in the city where satellite TV instruction is offered. The study is delimited to only school principals, vice-principals department heads and teachers which plasma lessons are offered (English, Maths, Civic and Ethical education, physics, and Chemistry, Biology) as time and resources will not allow going further. To make the study manageable, the study is designed to focus on school principals roles in relation to Satellite TV Instruction implementation.

1.6 Limitation of the study

The following are some of the major problems that the researcher wants to mention as limitations to the study. First, there was lack of adequate time to accomplish the study in a smooth manner. Secondly, the researcher faced lack of adequate literature related to the topic under study which could have supported the researcher to enrich the paper. Thirdly, lack of adequate financial support affected the coverage of the study as well. Finally, it may be because of the increasing number of researchers from time to time, most of respondents seem bored of entertaining the researcher's questions. In this regard, the researcher faced a big challenge from his subjects.

1.7 Conceptual Definition

Government school: refers to schools which offer education without school fee and fully granted by government.

Instructional leadership: is a central activity of principals that directed at promoting a student's learning growth and development (glatter,1998)

Satellite TV instruction: is programming that has its own purpose to the achievement of specified instructional objectives by the students in school setting. It is a programming that formally incorporated into particular courses of study and presented to intact classes or group of trainees, or students (Jonassen, 1996).

School principal: refers to management of the school that includes school directors and assistant director.

Secondary school: is a structure of educational system that includes general secondary education (9-10) and college preparatory education.

Utilization: is the extent to which satellite TV instruction services are used in the school.

1.8 Organization of the study

This study is framed in to five chapters. The first chapter deals with the background of the study, statement of the problem, significance of the study, and definition of terms. The second chapter presents the review of the related literature from different books and internet. The third chapter contains the methodology and procedures employed to collect data for the study. The fourth chapter discusses about the presentation and analysis of the study. Finally, the fifth chapter contains the summary, conclusion and recommendations for the identified problem.

CHAPTER TWO

2. Review of the Related Literature

In consideration of the research questions that guide the study, a review of related literature and selected studies are presented in this chapter. The literature part examines the role of school leadership (principals) in implementing satellite TV instruction and issues concerning media with school leadership.

2.1 Nature and Concept of Leadership

The nature and concept of leadership have been key issues among scholars in the field since long ago. According to Burndett, et.al (2003), it used to be the case that leadership was thought of wholly in terms of the head teacher or principal. But this is not so nowadays, with prevailing view that leadership is permeable process that is widely distributed throughout the school. Indeed many talk about it as an empowering process enabling others in the school as to exercise leadership. Adesina (1999) in Abraham (2011), elaborates the concepts of leadership as:

In theories of leadership the emphasis has moved from the leader to the group and the extent to which the leader is able to enlist group support, cooperation and confidence to ensure that the overall goals of the system, organization or institution are achieved. The earliest form of leadership was authoritarian and more in keeping mechanistic interpretation of leadership. Mechanized leadership in which tells the group what he wants and forces them to comply is regarded today as old fashioned.... Theories of leadership have shifted considerably from viewing the members of the group as machines to viewing them as human beings.

It is, thus, according to Adesina (1999), the success or failure of any school or organization is highly dependent on the nature of the leadership that the leader plays. Koontz and Weihirch (1990) in Alemu (2011) as well stated that leadership is an important aspect of management. The ability to lead effectively is one of the qualities of being an manager. Organizations like school involve, human efforts need some kind of leadership that bring together the human and material resources. As John (1997) in Alemu (2011) expresses, it will be wise to have a wise, a close and a serious study of the kind of leadership in the school to this effect. Thus, scholars who have been specialized in the field seem sleepless to identify the nature and concept of leadership and its importance for the success of school or organization.

2.2 Educational Leadership

Educational leadership especially principals' activity is the major decisive role in teaching-learning process. They act with full potential and power to improve educational goals and objectives. Instructional leaders must be knowledgeable about teaching learning theory, effective instruction and curriculum are the power within the educational force. In addition, instructional leaders must be able to communicate and represent to students, teachers, and parents what is of important and value in the school. Moreover, instructional leaders must be skilled in the actual to be a leader in school settings. (Sergiovani, 1984)in Alemu (2011). Day, et. al. (2009), as well set the following seven strong claims about successful school leadership:

1. School leadership is second only to classroom teaching as an influence on pupil learning.

2. Almost all successful leaders draw on the same repertoire of basic leadership practices.
3. The ways in which leaders apply these basic leadership practices not the practices themselves-demonstrate responsiveness to, rather than dictation by, the contexts in which they work.
4. School leaders improve teaching and learning indirectly, and most powerfully through their influence on staff motivation, commitment and working conditions.
5. School leadership has a greater influence on schools and students when it is widely distributed (density and depth).
6. Some patterns of distributions are more effective than others.
7. A small handful of personal traits explain a high proportion of the variation in leadership effectiveness.

As clearly shown by Glatter (1998), instructional leadership is a central activity of principals that directed at promoting a students' learning, growth and development. It focuses on creating a high performance learning community. According to him, specially school principals as instructional leaders are expected to: have clear vision to their school, provide strong leadership and definite sense of direction to the school, encourage quality teaching, keep abreast with new initiative and development, translate national education policies in to school based teaching and learning objectives in targets, motivate their staff, improve knowledge and skills of teachers, conduct a fair appraisal of staff, mobilize and efficiently utilize school resources, and involve staff in developing school objectives and policy making decisions.

According to Gray (2006) in Alemu (2011), to perform the roles of school principals it requires professional competence and variety of skills such as conceptual, human as well as technical. As to him, school principals need to have the following personal characteristics to become an effective instructional leader. These are: the accurate identification of instructional problems, the possession of educational vision, the kind of need the principal possess, strong commitment to improve instruction, the possession of a high energy level, the willingness to take risks, and the ability to work well with people.

2.3 ICT for Education

Nowadays, the role of ICT in education is becoming a key domain all over the world. Realizing the current situation about the importance of ICT in education, the government of Ethiopia is trying its all level best for its implementation. In this regard, Ethiopia country report (2007), states the importance the government of Ethiopia has placed on education for national development is evident from the urgency with which the transitional government adopted the Educational and Training Policy in 1994. The document outlined the mission and goals for the education system of Ethiopia to achieve the present and future national economic and social development goals. It has been the foundation of all the sector policies that have followed, including ICT in Education Implementation Strategy and Action Plan. The ICT in Education Implementation Strategy and its corresponding Action plan are components of a wider Ethiopian National e-education initiative. This initiative forms one of the pillars of the ICT for the development 2010 plan and ICT in Education Implementation strategy recognize ICT as an enabler for widening access to education for the Ethiopian population, for supporting literacy education, and for facilitating educational delivery and training at all levels.

UNESCO (2009), also stated about the use ICT for education as education will not be a location anymore, but an activity as: a teaching and learning activity, a highly interactive, synchronous and asynchronous, multimedia learning experience between distance locations over vast national and international networks, allowing learners to obtain simultaneous distance learning services from their geographically dispersed schools, and other colleagues.

Therefore, school leadership (principals) should give due attention for ICT as it is a remedy for access and equity in education especially for under developing countries. Thus, the experience of Ethiopia in this regard needs to be researched.

2.3.1 The Use of ICTs

Different ICTs have the potential to contribute the different facets of educational development and an effective learning. These are: expanding access, promoting efficiency, improving the quality of learning, enhancing the quality of teaching, and improving the quality of the management system. ICTs also offer possibilities in long life learning. Planning for effective use of ICTs in education necessitates an understanding of the potential of technologies to meet different educational objectives, and consequently, to decide which of these objectives will be pursued. The decision affects the choice of technologies and the modalities of use. (UNESCO, 2009).

2.3.1.1 Improving Quality

According to UNESCO (2009), in many schools, teachers are not well qualified to translate the curriculum into teaching and learning activities or to be chief mediators between

knowledge, and learners. Their initial training, often the only one they have received, generally does not include the preparation of teaching materials or the use of contemporary technologies for teaching. Thus, as UNESCO, ICTs (2007) used well in classrooms have the potential to:

1. bring abstract concepts to life;
2. provide for access to worldwide information resources;
3. be the most cost-effective means for bringing the world into the classroom;
4. allow materials to be presented in multiple media for multichannel learning; and
5. offer (Via the Internet) teachers and students as a platform through which they can communicate with colleagues from distant places, exchange work experiences, develop research, and function as if there were no geographical boundaries.

2.3.1.2 Improving Management

A key feature of contemporary leadership is commitment to computer technology as integral and embedded part of learning and teaching, and of school decision-making. Leaders need to be conversant with the capabilities and potentialities of technology. They aim to achieve the twin goals of access for all, and integration across the whole curriculum (Burndette, 2009).

2.4 Learning from Satellite Television Broadcast

In the last two decades of the 20th century, the managing of different technologies to produce a new discipline was made. The new discipline is called 'Telematics,' which is the coverage of several technologies, but notably telecommunications and informatics. Among

these, satellite TV data transmission aims to use Telematics-based technologies to establish network of innovation centers across all different areas. (Wheelers and Winders, 2001) in (Fathe, 2007).

Oxford, et. al. (2001) in Fathe (2007) also stated that:

The technologies wave is now driving major changes in the way education is produced and delivered. At the heart of this change is the convergence of the ones distinct media of image, sound, books, and computer networks into digital multimedia. This is making the world's knowledge base accessible anywhere on the planet through satellites, coaxial cable, fiber optic cable and conventional copper wire through new technologies to pump large amounts of information down the last mile.

Satellite TV transmission is among one of the recent instructional technologies developed and employed for educational purposes. Regarding this, Wang (1995) in Fathe (2007), explains that satellite TV transmission as one of major instructional tool, has often been mentioned in higher conferences in only about ten to fifteen years. Faculty members, school administrators, researchers, and students are really excited to have satellite communication systems developed and extend their distance learning programs and other educational programs.

Thus, learning from Satellite TV Broadcast has various advantages like making the teaching-learning processes to be easier in reaching larger number of students spread over an extensive geographical areas, simplifying laboratory experiments, for equity in education system, and managing the problems of shortage of qualified teachers respectively.

2.5 Integrating Leadership with Technology

As it is obviously known, it is a timely demand that school leadership should integrate itself with technology. Chris (n.d) based on his study findings offers ten lessons for school principals and other educational leaders as follows:

1. Principals and educational leaders must effectively and consistently model the use of the same technology tools and processes they expect teachers to use in their classrooms with the students. They absolutely must show and demonstrate how the vision and mission work while keeping their roles as managers and gatekeepers in the background. Effective, inspirational leaders are more often described as empowering and supportive and generally not characterized as controlling micro-managers. Your staff will watch very carefully to see whether you have the strength of your own convictions. If they see you that you are unwilling to “walk the talk” about integrating technology as a resource for teaching and learning it is all but certain there will be less willingness on the part of your staff to take risks or to do the extra work required to learn about implementing and integrating technology.
2. Principals and educational leaders need to make it crystal clear to the technology leaders that all decisions relating to learning technology will be made by educational leaders with input from the technology leaders. Not the other way around. In the balance between control of the technology and access for learning, the more important consideration must be access for learning. Experience shows that the surest way a school to fail in its goal of integrating technology as an effective resource for learning is to lock it down to ensure that it is perfectly safe.
3. Principals and educational leaders must support and empower early adopters and risk takers, allowing them to take reasonable risks as often and for a long as

possible. These are the kinds of teachers and attitudes a principal must acknowledge, encourage, and support. This can be done in a number of ways, based on the culture of the school.

4. Principals and educational leaders must do what ever it takes to ensure that all staff have early access to the very same digital tools that students will be using in the classrooms. Every staff member should have access to learn technology at least a year before they are asked to use these resources with students.
5. Principals and educational leader must provide significant appropriate professional development time and resource to support effective implementation of technology in the schools and classrooms. This is a key role of leadership that can not be underestimated or over looked.
6. Principals and educational leaders must be consistent in their decisions and expectations about integrating learning technology in the school.
7. The principal's and educational leader's communication about the pace and process of integrating learning technology needs to be clear and reasonable.
8. Principals and educational leaders must set and support the expectations that students work will be done and stored using technology.
9. Principals and educational leaders need to be sure that families and the public are kept informed about the school's goals and progress relating to its use of technology as a learning resource.
10. Principals and educational leaders must be active and public champions for all students, staff, and the school in moving the vision of fully integrating learning technology.

Thus, the lessons mentioned above for school principals and educational leaders indicate that how their role in implementing technology in school teaching-learning process is a key issue in order to be successful.

2.6 Roles of School Principal

2.6.1 Managerial Functions

Philips (2009) in Alemu (2011), states planning as it is the first and perhaps the most important role of school principal. The essence of planning is to prepare for and predict future events. According to him, planning goes beyond attempting to attain stated school objectives. Planning involves the development of strategy and procedure for effective realization of the whole plan. It also entails determination of control, direction, and methods of accomplishing the overall school objectives. It involves the establishment of objectives, strategies to achieve objectives and systematic determination of the activities and resources necessary to achieve them. Philips (2009) continues elaborating planning as a good plan is a precondition for a better result. It is also a pervasive and primary. Its pervasiveness originates from the fact that it is necessary for performing other key management functions, such as: organizing, directing, staffing, and controlling. Planning also helps to identify the organization's philosophy, policies, and program procedures practices and problems.

2.6.2 The Principal as Technology Leader

The principal's diverse roles are part of a long tradition of expectations and responsibilities. Of recent vintage is the role of principal as technology leader. The special challenge for the principal is being a technology leader as well as encouraging the development of teacher

and student technology leaders. Preparation of experiences for the principal's role as technology leader many are absent or fragmented. Often technology knowledge and skills are learned by doing.

The principal's role as technology leader includes the following tasks:

1. The principal makes his/her professional development a priority.
2. The principal should establish the vision and goals for technology in the school.
3. The principal should carry the technology banner in the school.
4. The principal should model use of technology. If he/she uses it, they use it.
5. The principal should support technology use in the school.
6. The principal should engage in professional development activities that focus on technology and integration of technology in student learning activities.
7. The principal should provide professional development opportunities for teachers and staff that emphasize use of technology and that facilitate integration of technology into student learning.
8. The principal should secure resources to support technology use and integration in the school.
9. The principal should be an advocate for technology use that supports student learning.
10. The principal should communicate the use and importance of technology in enhancing student learning experiences to the school's stakeholders.
11. The principal needs to be knowledgeable of technology standards and use them as a basis of action in the school.

Source: Technology standards for school Administrators collaborative (2010)www.nertc.org/pd/tssa/:pdf.

2.6.3 Administrative Support

Sufficient support from different levels of the school organization is one of the key elements needed for successful utilization of technology in education. Administrators should provide the conditions that are necessary to the successful integration of technology. The provision of support such as school wide policy, incentives and resources for their personnel and involving them in various aspects of technology usage is critical both at school and every level of office. (Fathe, 2007).

In technology mediated projects, two different types of expertise are required. The technical expertise related to the hardware employed, and the content expertise in using technology for educational purposes. Projects fail when planners invest heavily in hardware and software, but minimally in hiring and training competent people, thus, leaving the project without expert support and guidance results failure. Equipment failures are common, particularly in the initial stages of projects when the lack of familiarity with the technology increases the number of errors continuous glitches will hamper the flow of information, reduce students' motivation, and threaten the success of the project. A teacher with a good working knowledge of the technology may be able to solve the most common problems. However, not all teachers are technology savvy, nor all are technology problems are easily solved. Rarely do educational systems have the luxury to pay for a technician to support the instructors and ensure that the hardware is functioning appropriately. (UNESCO, 2009).

2.6.4 Monitoring and Evaluation

The overall purpose of monitoring and evaluation is the measurement of and assessment of performance in order to make more effectively manage the outcomes and outputs. Performance is a progress towards and achievement of results. The evaluation is to conclude an important activity that should be done in a professional and responsible manner, which focuses on a number of elements such as input factors, process, context, and product. Thus, evaluation helps to ascertain whether school objectives have been achieved if not, why not, and determine what actions should be taken to achieve objectives better in the future. Indabawa, (2006) in Alemu (2011).

2.6.5 Major Challenges to School Principals

In carrying their day-to-day tasks, school principals usually face challenges which hinder them to perform their activities effectively and efficiently to be influential in discharging their educational leadership responsibilities. Principals need to have skills and training that make them effective and efficient. McEwan (2003) in Debela (2011), states that while many institutions are restructuring their administration program to provide more opportunities to develop leadership in addition to academic knowledge, a gap remains between the academic and real world. Thus, lack of skills and training is the common impediment of the educational leadership. According to Glatter (1988), professional knowledge, skills, and attitude have great impact on the achievement of organizational goals and objectives and the lack of will create an impediment to principals. Bennars (1994) in Adem (2011) on his part describes that principals are selected from teachers and most of them have barely any leadership experience or prior training in school administration and management. Thus, suddenly a head teacher finds himself in a

leadership position which requires for a lot of commitment, dedication and tolerance. (Bennars 1994).

2.7 Technology Standards for School Administrators (TSSA). (Experience of America)

I. Leadership and Vision

Educational Leaders

- A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systematic technology plan to achieve the plan.
- C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D. use data in making leadership decisions.
- E. advocate for research-based effective practices in use of technology.
- F. advocate, on the state and national levels, for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. Learning and Teaching

Educational Leaders

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high level of student achievement.
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.

- C. provide for learner-centered environments that use technology to meet the individual and diverse needs for learners.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making and problem- solving skills.
- E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

III. Productivity and Professional practice

Educational Leaders

- A. model the routine, intentional, and effective use of technology.
- B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- D. engage in sustained, job-related professional learning using technology resources.
- E. maintain awareness of emerging technologies and their potential uses in education.
- F. use technology to advance organizational improvement.

IV. Support, management, and Operations

Educational Leaders

- A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- B. implement and use integrated technology-based management and operations systems.

- C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- E. implement procedures to drive continuous improvements of technology systems and to support technology replacement cycles.

V. Assessment and Evaluation

Educational Leaders

- A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- B. use technology to collect and analyzed data, interpret results, and communicate finding to improve instructional practice and students learning.
- C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personal decisions.
- D. use technology to assess, evaluate, and manage administrative and operational systems.

VI. Social, Legal, and Ethical Issues

Educational Leaders

- A. Ensure equity of access to technology resources that enable and empower all learners and educations.
- B. Identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.

- C. Promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property development with district resources.

Source: Technology Standards for School Administrators Collaborative (2010, pp 6-7), www.nersee.org/pd/tssa.pdf.

CHAPTER THREE

3. Research Design and Method

This chapter entertains the research method adopted for this study. It also presents sources of data, sample size and sampling techniques, data collecting instruments, procedures of data collection and method of data analysis.

3.1 Method of the Study

The researcher used a descriptive survey and co-relational research method. The reason for choosing these approaches was that, they were suitable in getting clear picture on the views the subjects under investigation. Best and Kahan (2003) also stated that “The survey is an important type of study. It must not be confused with the mere clerical routine of gathering and tabulating figures. It involves a clearly defined problem and definite objective.” It is, thus, the researcher found them an appropriate method to picture the current school principals and vice-principals reactions to their roles in implementing Satellite TV Instruction and other related issues.

3.2 Sources of Data

The study used both primary and secondary sources of data obtained directly from representative sample of the population under study. The subjects of the study were school principals, vice-principals, department heads, and teachers who teach on plasma TV respectively. It was because they were assumed to have exposure in Satellite TV Instruction program implementation as they were the top level school leaders and teacher who teaches on plasma TV were expected to have rich experience. Moreover, documents

and related literatures were reviewed and analyzed to support the data gathered from primary sources as well.

3.3 Data Gathering Instruments

The instruments for data gathering were: Questionnaire, Unstructured interview, observation checklist and documents to be analyzed.

i. Questionnaire

The main data gathering instrument was a questionnaire. The reason why the researcher chose this tool was that its appropriateness to collect information from a larger population.

The other reason was it helps to secure relevant information without possible bias. Moreover, it would help to obtain descriptive information to answer the basic questions of the study without possible confusion. The questionnaire was employed by using close-ended/ structured/, and open-ended /unstructured/ types of questions. The close-ended questions were thirty items categorized into four sections which require the respondents to show their “agreement” or “disagreement” to the statements that were designed in a likert scale type. The open-ended items were two and they were designed in such a way that the respondents reflect their views based on the questions. As the respondents of the study were school principals, vice-principals and department heads who could understand the contents of the questionnaire easily, it was prepared in the English language.

ii. Unstructured Interview

Interview was the other means to collect information from teachers who teach on plasma TV as they were the ones who were practicing the teaching-learning process. Unstructured interview questions were prepared and carried out in order to get the views of the

respondents. For effective communication between the interviewer and interviewee, the interview process was conducted in Amharic language and then translated back to English language for the analysis purpose. Assuming that using audio-equipment may discomfort, and to let them feel at ease rather than contemplating about the confidentiality while they were forwarding their free opinions, the researcher decided not to use it rather took only notes.

iii. Observation

Observation session was conducted by the researcher himself as it was a main supportive tool to gather information about the actual Satellite TV Instruction in some selected classrooms. The data was collected by means of a checklist.

iv. Document Analysis

Document analysis was the other method to collect data from relevant sources. It is concerned with the classification, quantification and comparison on the content of documents and their communication (Koul, 1996) in Atlaw, (2011). Thus, document assessment was given due attention as it was the most appropriate one. For this reason, each school's understudy strategic plan, ICT committee and club minutes were focused on and analyzed.

3.4 Pilot Testing

The student researcher could not conduct pilot testing it is because the research topic was disclosed very lately.

3.5 Sample Size and Sampling Techniques

3.5.1 Sample Size

There are fifty one government secondary schools in Addis Ababa city administration which offer plasma TV instruction. These schools comprise 51 principals, 102 vice-principals and 306 department heads. Thus, the total populations the study consisted were 459. Since taking the entire population for the study was not manageable, from four sub-cities 17 principals, 34 vice-principals and 102 department heads a total of 153 (33.33) percent subjects were selected using random sampling technique. The researcher had preferred to select the samples using this technique because it would give equal chance for the entire sub-cities population.

Thus, the total sample size for the questionnaire items was 153 respondents. The researcher assumed that the sample design would represent the population under study.

Regarding the selection of subjects for an interview, from each sample school one teacher who teach on plasma TV was selected using purposive sampling technique. For the observation, one section was selected using a lottery method from each sample school and observed to assess how the actual Satellite TV Instruction was going on using a check list as a tool.

Table 1:- Summary of Sample Population and Sampling Techniques

No	Respondents Category	Total sample Population	Sample size		Sampling Techniques
			No	%	
1	Principals	51	17	33.33	Availability Sampling
2	Vice- Principals	102	34	33.33	Availability Sampling
3	Department heads	306	102	33.33	Availability Sampling
Total		459	153	33.33	-

3.5.2 Sampling Techniques

The sampling technique used to select four sub-cities among ten sub cities of Addis Ababa was random sampling. Consequently, Arada, Addis ketema, Lideta and Kolefe Keranyo sub-cities got the chance. All the sample sub-cities school principals, vice principals, and department heads that plasma lesson offered were taken as a subject for the questionnaire. For the interview, seventeen i.e. one teacher from each sample school who teach on plasma TV were purposefully selected. They were selected because they had exposure for STVI and they would be able to give authentic information accordingly. The selection process was supported by department heads.

Regarding the classroom observation, lottery system was applied among grade 10 sections in each sample school.

3.6 Procedure of Data Collection

Prior to administrating the questionnaires, good rapport with respondents was made. They were well informed about the objective of the study and their important role for the success of the study. Questionnaires were developed in the English language and were administered

to the respondents by the researcher in collaboration with the sample schools principals. Interview with teachers was conducted face –to-face in Amharic. Amharic language was preferred for effective communication. Classroom observations and relevant document analysis were performed accordingly.

3.7 Variables of the study

After having analyzed the magnitude of the satellite TV instruction implementation (utilization), this study attempts to test the relationship between the dependent variable and independent variables.

The variables were:

1. **Independent variables:** the independent variables for the study were: sex, age, work experience, area of specialization, and knowledge of ICT, qualifications, current position, years of experience in the current position, training on ICT, and principals as technology leader, supporting mechanisms, monitoring mechanisms, and status (handling) of satellite TV instruction classes.
2. **Dependent variable:** for this study was satellite TV instruction implementation (utilization) is the dependent variable.

3.8 Methods of Data Analysis

Based on the nature of the basic questions and the data collected through different instruments, percentage and frequency were employed respectively.

CHAPTR FOUR

4. Data Analysis And Interpretation

This chapter deals with the presentation and analysis of data collected from the sample school principals and department heads of the seventeen government secondary schools taken from four sub-cities in Addis Ababa. The chapter consists of two major parts i.e part one, presents the characteristics of the sample respondents which were involved in the study, and part two deals with the analysis of the data collected.

4.1 Characteristics of Respondents

A total of 151 questionnaires were administered to school principals and department heads. They were 49 for school principals, and 102 for department heads. Out of these questionnaires, a total of 147 were correctly filled and returned. Out of the returned questionnaires 49 (100) percent were from principals and 98 (96.08) percent were from department heads. 4 (3.92) percent of the questionnaires distributed to department heads were not returned. In addition, interview was conducted with teachers who teach on plasma TV.

Table 2: Characteristics of Respondents

No	Item	Respondents					
		Principals		Department Heads		Total	
		No	%	No	%	No	%
1	Sex:						
	a. Female	4	8.2	16	16.32	20	13.61
	b. Male	45	91.8	82	83.68	127	86.39
	Total	49	100	98	100	147	100
2	Age (in years):						
	a. 25 and below 25	2	4.08	37	37.76	39	26.52
	b. 26-30	18	36.74	32	32.66	50	34.01
	c. 31-35	10	20.41	9	9.18	19	12.93
	d. 36-40	9	18.37	6	6.12	15	10.20
	e. 41-45	2	4.08	3	3.06	5	3.41
	f. 46-50	2	4.08	1	1.02	3	2.04
	g. Above 50	6	12.24	40	40.82	46	31.28
	Total	49	100	98	100	147	100
3	Qualification:						
	a. 1 st degree	46	93.87	94	95.92	140	95.24
	b. 2 nd degree	3	6.13	4	4.08	7	4.76
	Total	49	100	98	100	147	100
4	Field of study:						
	a. EdPM	4	8.16	1	1.02	5	3.40
	b. Others	45	91.84	97	98.98	142	96.60
	Total	49	100	98	100	147	100
5	Years work of Experience						
	a. 5 and below	7	14.29	62	63.27	69	46.94
	b. 6-10	12	24.49	14	14.29	26	17.69
	c. 11-15	10	20.41	4	4.08	14	9.53
	d. 16-20	7	14.29	4	4.08	11	7.48
	e. 21-30	1	2.04	3	3.06	4	2.72
	f. 26-30	6	12.24	5	5.10	11	7.48
	g. Above 31	6	12.24	6	6.12	12	8.16
	Total	49	100	98	100	147	100
6	Years of experience in the current positions						
	a. 5 and below 5	30	61.22	76	77.55	106	72.11
	b. 6-10	13	26.54	18	18.37	31	21.09
	c. 11-15	3	6.12	3	3.06	6	4.08
	d. 16-20	3	6.12	-	-	3	2.04
	e. 21 and above	-	-	1	1.02	1	0.68
	Total	49	100	98	100	147	100
7	Training taken on ICT						
	a. Yes	22	44.89	37	37.75	59	40.14
	b. No	27	55.11	61	62.25	88	59.86
	Total	49	100	98	100	147	100

As one can learn from table 3 of item one, only (8.2) percent of school principals were found to be females, and (91.8) percent were males. Regarding department heads, in the same item; only (16.32) percent were females, and (83.68) percent were males. One can easily deduce that the participation of women in school leadership is almost insignificant. For this reason, the affirmative action designed to enable women involve in the leadership positions could not practiced in this aspect.

Regarding respondents age, the majority (67.15) percent of the principals were in the age group of 26-30 years and 31-35 years respectively, and (18.37) percent ranges from 36-40 years. Therefore, it could be possible to conclude that, their age could enable them to shoulder the responsibility of the school leadership as they could be energetic. Concerning department heads, (70.42) percent were under the age category of 25 and below 25 years and 26-30 years respectively. The age in which they were now supposed to be appropriate to lead a school as a department head.

In item 3 of the same table, respondents were requested to respond about their level of education (qualification). Consequently, (93.87) percent of the principals were 1st degree holders and only (6.13) percent of them posses Master's degree. As per the standards of Ministry of education (MoE), secondary school principal's ship requires Master's degree. But what the data reveals is in the contrary. That is, almost all governments' secondary schools of Addis Ababa were administered under the required qualification. Regarding department heads, (95.92) percent were 1st degree holders and (4.08)percent of them posses Master's degree. In the case of department heads, the required standards of MoE is fulfilled for secondary schools (grade 9-10) but those department heads who are in preparatory

schools (grade 11-12) were below the standards required i.e. according to the standard, preparatory schools department head, and teachers should have Master's degree.

In table 2 of item 4, respondents were asked to respond about their field of study. As a result, (91.84) percent of school principals' field of study (area of specialization) found to be other than Educational planning and Management (EdPM), and only (8.16) percent of them were found as graduate of MdPM. MoE's criteria to be a principal requires Master's degree in Educational planning and Management. One can conclude that government secondary schools of Addis Ababa were led by principals who were not qualified in the field. In light of this, Bennars (1994), describes that "principals are selected from teachers and most of them have barely any leadership experience or prior training in school administration and management. Thus, suddenly a head teacher finds himself in a leadership position which requires for a lot of commitment, dedication and tolerance".

Concerning work experience, item 5 on the same table, the majority (44.90) percent of school principals had a total service year (experience) ranging from 6-10 and 11-15 years respectively. Thus, their years of work experience ranging from 5 and below 5 years. Therefore, it could be possible to infer that, the majority of department heads relatively had less experience to be secondary school department heads as they are a member of curriculum committee of their schools which requires accumulated experience to shoulder their responsibilities.

In item 6 of table 2, the respondents were requested to respond on their experiences (service years) in their current position. Accordingly, (61.22) percent of the principals and (77.55) percent of the department heads had service years in their current positions ranging 5 and

below 5 years respectively. Thus, the majority of the respondents seemed to be new (fresh) to their positions.

As shown on table 2 of item 7, regarding training on ICT (55.11) percent of the principals, and (62.25) percent of department heads reported that they did not take any training on ICT. Concerning the importance of ICT knowledge, Burdette (2009), stated that “a key feature of contemporary leadership is commitment to computer technology as integral and embedded part of learning and teaching, and of school decision-making. Leaders need to be conversant with the capabilities and potentialities of technology.” Thus, as knowledge of ICT is a timely demand for principals, due attention should be given to train them.

4.2 Data Analysis

Table 3: Regarding School Principals as a Technology Leader

No	Item	Respondents				
		Rating Scale	Principals N=49		Department Heads N=98	
			No	%	No	%
1	I establish vision and goals for satellite TV instruction	5	9	18.37	16	16.32
		4	21	42.86	18	18.37
		3	12	24.49	23	23.47
		2	1	2.04	27	27.55
		1	6	12.24	14	14.29
		Total	49	100	98	100
2	I model the use of satellite TV instruction	5	6	12.24	13	13.27
		4	21	42.86	18	18.37
		3	12	24.49	33	33.67
		2	6	12.24	20	20.41
		1	4	8.16	14	14.29
		Total	49	100	98	100
3	I integrate technology in students learning	5	9	18.37	6	6.12
		4	20	40.82	20	20.41
		3	15	30.61	23	23.47
		2	5	10.20	33	33.67
		1	-	-	16	16.33
		Total	49	100	98	100
4	I provide professional devolvement opportunities for teaches on use of satellite TV instruction	5	10	20.41	5	5.10
		4	12	24.49	22	22.45
		3	17	34.69	22	22.45
		2	9	18.37	23	23.47
		1	1	20.04	26	26.53
		Total	49	100	98	100
5	I secure resources to support technology use	5	12	24.49	13	13.27
		4	18	36.73	16	16.33
		3	14	28.57	25	25.51
		2	3	6.12	28	28.57
		1	2	4.08	16	16.33
		Total	49	100	98	100
6	I communicate on the use and importance of technology with stakeholders	5	12	24.49	10	10.20
		4	12	24.49	26	26.53
		3	17	34.69	28	28.57
		2	8	16.33	25	25.51
		1	-	-	9	9.18
		Total	49	100	98	100
7	I provide new technologies to teachers	5	6	12.25	8	8.16
		4	11	22.45	12	12.25
		3	12	24.49	23	23.47
		2	13	26.53	23	23.47
		1	7	14.29	232	32.65
		Total	49	100	98	100

NB.5= Almost always, 4=Frequently, 3= Sometimes, 2= Rarely, 1=almost never

Table 3 depicts the responses on school principals as a technology leader. Accordingly, in the first item of the table, respondents were asked about establishment of vision and goals for satellite TV instruction. As can be observed on the table, 21(42.86) percent of school principals responded that they frequently establish and 12 (24.49) percent replied sometimes and 6 (12.24) percent responded almost never establish vision and goals for STVI. On the other hand, for the same item 23(23.47) percent of department heads responded that principals some times establish vision and goals. On the contrary, 27 (27.55) percent of the department heads responded rarely establish and 14 (14.29) percent reflected almost never. From this one can conclude that principals should increase their efforts in establishing vision and goals for STVI. In this regard, Cheris (n.d)based on his study findings of ten lessons for principals stated that, school principals absolutely must show and demonstrate how vision and mission work while keeping their role as a managers and gatekeepers in the background. Thus, as establishing vision and goals are not a matter of choice, principals should not leave any room in this regard.

The 2nd item of the same table, was about principals being a model on the use of satellite TV instruction. As shown on the table, 21 (42.86) percent of the principals replied that they model frequently and 12 (24.49) percent answered rating sometimes and 6 (12.24) percent replied rarely they model technology use. Concerning department heads 33(33.67) percent replied principals model STVI sometimes and 20 (20.4) percent of responded they rarely model. In this regard, the responses of the principals and department heads were almost on the contrary. Concerning this issue in the interview conducted with teachers, the majority of them responded saying “School principals could not model satellite TV instruction.” In light of this, Chris (www.Christoy.net) described that principals and educational leaders

must effectively and consistently models the use of technology tools and process they expect teachers to use in their classroom with students.

In the 3rd item of the same table, respondents were requested to respond on integration of technology in students learning. As a result, 20 (40.82) percent of the principals replied that they frequently integrate technology and 15 (30.61) percent responded sometimes. On the other hand, 23 (23.47) percent of the department heads replied that principals integrate sometimes and 33 (33.67) percent answered rarely. The table depicts that there was remarkable differences in the responses of the two categories i.e principals and department heads. What one can learn from this is that principals lacked the integration of technology in the students learning. In light of this, UNESCO (2009), stated that, it is vital that school directors understand and support teachers' efforts to integrate technology into the classroom. For too often school directors minimize the time and effort required for teaches to develop the skill and knowledge required to use technology, effectively, and in many cases, directors actively oppose teachers' effort to use technology in innovative ways. Thus, it is found that the finding disagreed with the UNESO'S statements (2009).

Item 4 of table 3 was about providing professional development opportunities for teachers in use of satellite TV instruction. As we can learn from the table, 12 (24.49) percent of the principals responded frequently and 17 (34.69) percent replied they sometimes provide professional opportunities and 9 (18.37) percent answered rarely. Concerning department heads, the majority i.e 23 (23.47) percent responded providing professional development opportunities rating rarely. The majority of the interviewed teachers as well replied "Even though instructions were given, professional development opportunities for effective use of STVI were unsatisfactory." Therefore, one can deduce that principals lacked providing

professional development programs. In this regard, UNESCO (2009), stated the importance of providing professional development opportunities for teachers as it is strongly recommended that all school directors participate in the introductory professional development workshops in the pedagogical application of technology. Thus, school directors understand that technology requires us to be both learners and facilitators of the learning of others. It is, therefore school principals should facilitate the professional development opportunities for teachers on use of satellite TV instruction as it is a key issue.

Table 3 item 5, was about securing resources to support technology use 12 (24.49) percent of the principals replied almost always and 18 (36.73) percent of them responded frequently and 14 (28.57) percent answered sometimes respectively. In this case securing resources seem promising. But regarding department heads, 25 (25.51) percent replied principals secure resources sometimes and 28 (28.57) percent responded rarely. In this issue, the responses given by the principals and the department heads went apart. In this regard, Koontz and Weihirch (1990) stated that leadership is an important aspect of management. The ability to lead effectively is one of the qualities of being an effective manager. Organizations like school involve, human efforts need some kind of leadership that bring together the human and material resources. Thus, it seemed a lot is remaining according to the data observed by the respondents of the study.

In the sixth item of the same table, respondents were asked the frequency they communicate on the use and importance of technology with stakeholders. Consequently, 12 (24.49) percent replied sometimes and 8 (16.33) percent rarely. Concerning department heads, 26 (26.53) percent of the department heads supported the principals by rating

frequently. Whereas 28 (28.57) percent responded sometimes and 25 (25.51) percent replied rarely which went on against. As can be seen on the table, principals effort found to be less than expected of them. In the light of this Chris (n.d) described as principals and educational leaders need to be sure that families and the public are kept informed about the school's goals and progress relating to its use of technology as a learning resource.

Item 7 of the same table, was about providing new technologies to staff and teachers. As a result, 12 (24.49) percent of the principals answered sometimes and 13 (26.53) percent rarely. Concerning department heads, 23 (23.47) percent responded principals provide new technologies rarely and 32(32.65) percent replied almost never. Most of the teachers interviewed also confirmed that "There were no significant activities were provided by principals in providing new technologies to staff and teachers." Thus, one can deduce that in providing new technologies principals are lagging behind by far. According to finding of Chris (www.Christoy.net), principals and educational leaders must do whatever it takes to ensure that all staff have early access to the very same digital tools that students will be using in the classrooms. Every staff member should have access to learn technology at least a year before they are asked to use these resources with students. But what Chris Findings about Leadership and Effectively Integrating Educational Technology describe and the findings of this item were found to be almost on the contrary.

Table 4: Regarding Supporting Mechanisms of Satellite TV Instruction

No	Item	Respondents				
		Rating Scale	Principals N=49		Department Heads N=98	
			No	%	No	%
1	Adequate budget for satellite TV instruction is allocated	5	3	6.12	13	13.27
		4	21	42.86	17	17.35
		3	10	20.41	25	25.51
		2	11	22.45	27	27.55
		1	4	8.16	16	16.33
		Total	49	100	98	100
2	Awareness is created in teachers and students about the use of satellite TV instruction regularly	5	7	14.29	13	13.27
		4	18	36.74	19	19.39
		3	9	18.37	26	26.53
		2	11	22.45	27	27.55
		1	4	8.16	13	13.27
		Total	49	100	98	100
3	Training for new technologies is regularly facilitated	5	1	2.04	2	2.04
		4	12	24.49	20	20.41
		3	14	28.57	23	23.47
		2	14	28.57	28	28.57
		1	8	16.33	25	25.51
		Total	49	100	98	100
4	Plasma TV technician is assigned	5	20	40.82	23	23.47
		4	7	14.29	25	25.51
		3	9	18.37	17	17.35
		2	7	14.29	16	16.33
		1	6	12.25	17	17.35
		Total	49	100	98	100
5	Adequate accessories for plasma TV sets are available	5	9	18.37	17	17.35
		4	10	20.41	14	14.29
		3	8	16.33	18	18.37
		2	16	32.65	25	25.51
		1	6	12.25	24	24.49
		Total	49	100	98	100
6	Teacher's guide is available	5	12	24.49	30	30.61
		4	13	26.53	13	13.27
		3	6	12.25	12	12.25
		2	9	18.37	17	17.35
		1	9	18.37	26	16.33
		Total	49	100	98	100
7	Teachers are motivated in use of satellite TV intrusion	5	2	4.08	8	8.16
		4	17	34.69	26	26.53
		3	14	28.57	21	21.43
		2	10	20.41	24	24.49
		1	6	12.25	19	19.39
		Total	49	100	98	100

NB.5= Strongly agree, 4= Agree, 3=Undecided, 2= Disagree, 1=Strongly Disagree

Table: 4 depicts the responses on the supporting mechanisms of satellite TV instruction. Accordingly, in the first item of the same table, respondents were asked about allocation of adequate budget for the utilization of satellite TV instruction. As indicated, 21 (42.86) percent of the principals responded agree and 10 (20.41) percent replied undecided and 11(22.45) percent answered disagree respectively. On the other hand, concerning department heads, the majority 25 (25.51) percent responded undecided and 27 (27.55) percent replied disagree. According to the respondents' reflections based on the open questions given in the questionnaire to indicate the major problems that they encounter in the implementation of satellite TV instruction, most of the respondents reflected that, one of the major problems was shortage of budget. Therefore, it is possible to deduce that school principals did not give special attention to search for internal income generating process as budget is a life blood of any program to be utilized effectively.

In item 2 of the same table, the respondents were requested to respond to what extent awareness was created in teachers and students about the importance of satellite TV instruction. As it can be seen on the table, 18 (36.74) percent of the principals responded agree and 11(22.45) percent disagree. Regarding department heads, 26 (26.53) percent answered undecided and 27 (27.55) percent replied disagree. As awareness creation is a key role for implementation of any task a lot seem remaining that school principals should focus on. Interviewed teachers also consolidated the issue saying "school principals were not capable in creating awareness among teachers and students about the importance of STVI." In light of this, Fathe (2007), described that, sufficient support in awareness creation from different levels of school organization is one of the key elements needed for

successful utilization of technology in education. Principals should provide the conditions that are necessary to the successful integration of technology.

In the third item of table 4, the respondents were asked to respond to what extent new technologies were facilitated. Consequently, 14 (28.57) percent of the principals replied undecided and again 14 (28.57) percent answered disagree. In this regard, one can learn that even principals themselves confirmed that much of the tasks were not practiced. Concerning department heads, 28 (28.57) percent rated disagree and 25 (25.51) percent strongly disagreed. In the interview conducted with teachers also supported that, no attention was given to the issue. According to UNESCO (2009), in many schools, teachers are not well qualified to translate the curriculum into teaching and learning activities or to be a chief mediators between knowledge, and learners. Their initial training, often the only one they have received, generally does not include the preparation of teaching materials or the use of contemporary technologies for teaching. It is, therefore, the finding from the table and what was stated by UNESCO, strongly disagree.

In item 4 of table 4, respondents were asked to responded whether plasma technician was available in the school or not. As a result, 20 (40.82) percent of the principals responded strongly agree and 9 (18.37) percent replied undecided. On the other hand, 23 (23.4) percent rated strongly agree and 25 (25.51) percent agreed that plasma technicians assigned. On the contrary, 6 (12.25) percent of the principals and 17 (17.35) percent of department heads rated strongly disagree. As we can learn from the data, the availability of plasma technician was confirmed by the majority of principals and departments heads.

In the fifth item of the same table, respondents were requested whether adequate accessories for plasma TV sets were available or not. 10 (20.41) percent of the principals replied agree and 16 (32.65) percent rated disagree and 24 (24.29) percent responded strongly disagree. Concerning department heads, 25 (25.51) percent replied disagree and 24 (24.49) percent reported strongly disagree. One can deduce from the respondents responses that the availability of accessories for plasma TV sets was said to be poor.

Item 6 of table 4, was about availability of teachers guide. As indicated, 12 (24.49) percent of the principals replied strongly agree and 13 (26.53) percent agree. As far as department heads is concerned, 30 (30.61) percent responded strongly agree and 13 (13.27) percent rated agree. Most of the teachers who were interviewed also supported that teacher's guide is available. Therefore, one can conclude that the availability of teacher's guide is promising.

In item 7 of the same table, respondents were asked to respond on the issue that whether teachers were motivated in use of satellite TV instruction. Accordingly, 17 (34.69) percent of the principals replied agree and 14 (28.57) percent rated undecided and 24 (24.49) percent replied disagree. Regarding department heads 26 (26.53) percent replied agree and 24 (24.49) percent rated disagree. On the other hand, interviewed teachers also confirmed saying "teachers were not motivated in used of STVI though it should be." In light of this, Chirs (n.d) in his findings stated that, principles and educational leaders must support and empower early adopters and risk takers, allowing them to take reasonable risks as often and for long as possible. These are the kinds of teachers and attitudes a principal must acknowledge, encourage and support. Since motivation is a key factor to accomplish ones

tasks, it should be given due attention by principals. But as it can be observed from the table principals were not able to manage this core issue.

Table 5. Regarding Monitoring Mechanisms of Satellite TV Instruction

No	Item	Respondents				
		Rating Scale	Principals N=49		Department Heads N=98	
			No	%	No	%
1	Check list is set to Monitor Plasma Lesson Classes	5	5	10.20	14	14.29
		4	17	34.69	20	20.41
		3	9	18.37	15	15.31
		2	8	16.33	25	25.51
		1	10	20.41	24	24.49
		Total	49	100	98	100
2	Plasma lesson Classes are closely visited (Supervised)	5	3	6.12	10	10.20
		4	16	32.65	22	22.45
		3	12	24.49	17	17.35
		2	13	26.53	18	18.37
		1	5	10.20	31	31.63
		Total	49	100	98	100
3	Timely Feedback is given based on plasma lesson classes supervision.	5	4	8.16	7	7.14
		4	10	20.41	19	19.39
		3	17	34.69	15	15.31
		2	11	22.45	28	28.57
		1	8	16.33	29	29.59
		Total	49	100	98	100

NB. 5= Strongly agree, 4= Agree, 3= Undecided, 2= Disagree, 1= Strongly Disagree

The respondents in the table 5 of item one, were asked to respond whether a check list was developed to supervise plasma lesson classes or not. Accordingly, 17 (34.69) percent of the principals agreed and 10 (20.41) percent strongly disagreed 9 (18.37) percent were unable to decided about checklist preparation. On the other hand, 25 (25.51) percent of the department heads disagreed and 24 (24.49) percent strongly disagreed. Thus, the data observed reveals that principals failed to develop (set) check list to supervise plasma lesson classes.

In table 5 of item 2, respondents were requested to respond whether plasma lesson classes were supervised or not. In this regard, 16(32.65) percent of the principals agreed, 12(24.49) percent replied undecided and 13(26.53) percent disagreed. Concerning department heads, 22(22.45) percent agreed and 17(17.35) percent failed to decided and 18 (18.37) disagreed. It was also proved by teachers during their interview sessions that “There were not sufficient no supervision held by principals in order to support STVI classes.” Thus, one can infer that principals were not able to supervise plasma lesson classes.

Item 3 of the same table, was about feedbacks given for teachers. As a result, 17(34.69) percent of the principals failed to decided and 11(22.45) percent disagreed. Regarding department heads, 28 (28.57) percent disagreed and 29 (29.59) percent strongly disagreed. It is, therefore, principals did not give feedbacks for plasma lesson class teachers though it was a backbone for the teaching learning process.

Table 6: Regarding the Status of Satellite TV instruction Classes

No	Item	Respondents				
		Rating Scale	Principals N=49		Department Heads N=98	
			No	%	No	%
1	Teachers' commitment toward plasma TV lessons	5	6	12.25	5	5.10
		4	9	18.37	21	21.43
		3	16	32.65	31	31.63
		2	13	26.53	22	22.45
		1	5	10.20	19	19.39
		Total	49	100	98	100
2	Students' commitment towards plasma TV lessons	5	3	6.12	2	2.04
		4	10	20.41	17	17.35
		3	13	26.53	27	27.55
		2	18	36.73	27	27.55
		1	5	10.20	25	25.51
		Total	49	100	98	100
3	The extent to which plasma lessons transmissions flow	5	2	4.08	4	4.08
		4	14	28.57	18	18.37
		3	12	24.49	24	24.49
		2	16	32.65	26	26.53
		1	5	10.20	26	26.53
		Total	49	100	98	100
4	The quality o picture	5	13	26.53	29	29.59
		4	12	24.49	23	23.47
		3	10	20.41	16	16.33
		2	11	22.45	17	17.35
		1	3	6.12	13	13.27
		Total	49	100	98	100
5	The quality of sound	5	11	22.45	21	21.43
		4	20	40.82	27	27.55
		3	6	12.25	16	16.33
		2	10	20.41	23	23.47
		1	2	4.08	11	11.22
		Total	49	100	98	100
6	Condition of electric system (Sockets)	5	9	18.37	7	7.14
		4	17	34.69	28	28.57
		3	6	12.25	17	17.35
		2	10	20.41	29	29.54
		1	7	14.29	17	17.35
		Total	49	100	98	100
7	The status (handling) of plasma TV sets	5	15	20.61	15	15.31
		4	12	24.49	32	32.65
		3	7	14.29	12	12.25
		2	6	18.37	24	24.49
		1	6	12.25	15	15.31
		Total	49	100	98	100

NB.= Excellent, 4=Very good, 3= Undecided, 2 = Good, 1= Poor

Table 6 depicts the responses on the status of satellite TV instruction. Accordingly, in the first item of the table, respondents were asked about teachers' commitment towards plasma TV lessons. As indicated on the table, the majority 24(48.85) percent of the principals and 50(51.02) percent of the department heads responded that teachers' commitment was undecided and poor respectively. On the other hand, 15 (30.62) percent of the principals and 26 (26.53) percent of the department heads reported teachers' commitment was excellent and very good. Therefore, it is possible to deduce that as the majority of teachers' commitment was found undecided and poor, the school leadership should give special attention to change this situation.

Item 2 of table 6, was about students' commitment towards plasma TV lessons. In this regard, the majority 18(36.73) percent of the principals and 27 (27.55) percent of the department heads confirmed that students' commitment towards plasma TV lessons was good. On the other hand, 13(26.53) percent of the principals and 27 (27.55) percent of the department heads were unable to decide about students' commitment 10(20.41) percent of the principals and 17(17.35) percent of the department heads rated very well. The responses from interviewed teachers also revealed that students' commitment was found to be good. Thus, even though the percentage of the response undecided was good. Thus, even though the percentage of the response undecided was almost nearer to good, one can conclude that student's commitment towards plasma lessons found to be promising.

The respondents in table 6 of item 3, were requested to reflect on the extent to which plasma lessons transmissions flow. As show on the table, 16 (32.65) percent of the principals and 26 (26.53) percent of department heads proved that the transmission flow of

plasma lesson was good and 12 (24.49) percent of the principals 24 (24.49) percent of the department heads rated undecided. On the other hand, 16 (32.65) percent of the principals and 22 (22.45) percent of the department heads reported the transmission flow was excellent and very good respectively. On the contrary, 5 (10.20) of the principals and 26 (26.53) percent of the department heads replied the transmission flow was poor. Although the responses variation was so close each other, one can conclude that the transmission flow was found to be good.

As shown in table 6, item 4, the majority 36 (73.47) percent of the principals and 69 (70.41) percent of the department heads agreed that picture quality of plasma TV was excellent, very good and good respectively. On the contrary, 10 (20.41) percent of the principals and 16(16.33) percent of the department heads were unable to decide. Based on the responses, the picture quality of plasma TV was found to be very good.

In the fifth item of table 6, the respondents were requested to reflect on the sound quality of plasma TV. As we can see on the table, 41 (83.68) percent of the principals and 71 (72.45) percent of the department heads confirmed that the quality of sound was excellent, very good and good respectively. But 6 (12.25) percent of the principals and 16(16.33) of the department heads failed to decide. One can easily deduce that the sound quality of plasma TV was found to be very good.

As implied in table 6 of item 6.36 (73.47) percent of the principals and 64 (65.3) percent of the department heads agreed that the condition of electric system in plasma lesson classes was excellent, very good and good respectively. The information gained during classroom observation also supportive. Only a few 7 (14.29) percent of principals and 17 (17.35)

percent of department heads replied that the condition of electric system was poor. As the data depicted the condition of electric systems (sockets to be very good).

In item 7 of table 6, respondents were requested to respond on the handling of plasma TV sets. Consequently, the majority 36 (73.47) of the principals and 71(72.45) percent of the department heads agreed that the handling of plasma TV sets was excellent, very good and good. Therefore, one can concluded that the handling of plasma TV sets was found to be very good.

CHAPTER FIVE

5. Summery, Conclusions And Recommendations

This part of the study deals with the summery of the major findings of the study, the conclusions reached at, and the recommendation forwarded based on the findings.

5.1 Summary of Major Findings

The overall purpose of the study was to investigate the role of school principals in implementation of satellite TV instruction in government secondary schools of Addis Ababa. In order to achieve the objectives of the study, he following basic questions were attempted to answer:

1. How do school principles: work experience, area of specialization, knowledge of ICT relate with effective use of satellite TV instruction?
2. How do school principles support and monitor the utilization of satellite TV instruction?
3. How do satellite TV classes are handled to ensure the proper utilization of the program?
4. What are the major problems encountered by school principles in effective implementation of satellite TV instruction?

To entertain the raised basic questions, relevant instruments were designed to collect the data from the sample respondents of school principals, department heads and teachers. In addition to the questionnaires, interview, observation, and document analysis were designed to collect recent information for the study. The study was conducted in seventeen government schools from four sub-cities of Addis Ababa which were selected using simple sampling techniques. The sample random of the study were 51 principals, and 102

department heads for questionnaires, and 17 teachers who teach on plasma TV for the interview. The principals and department heads were selected using availability sampling techniques. Whereas, the teachers for the interview were selecting using purposive sampling method. The data gathered using questionnaires from the respondent were analyzed using frequency count and percentage respectively. Based on the results of the analysis, the following major findings are obtained.

1. As revealed in the study, only (8.16) percent of the principals were graduate of Educational planning and Management (Edpm. (91.84) percent of schools principals' area of specialization found to be other than EdpM.
2. The result from the finding indicated that only (6.13) percent of the principals posses Master's degree and (93.87) percent of them were 1st degree holders. As the standard of MoE requires to posses Master's degree to be a principal in secondary schools, almost all government secondary schools of Addis Ababa were found to be led by under the required qualification.
3. The finding also indicates that, years of work experience of principals ranging 6-15 years. Thus it can be taken as fairly adequate to be appointed as a principal.
4. The majority (61.22) percent of the principals service years in their current position found to be 5 and below 5 years. It is, therefore, the majority of them were new (fresh) to their principal position.
5. The results from findings indicated that, the majority (55.11) percent of school principals did not have any training related to ICT.
6. The overall result obtained from questionnaires and interview revealed that principals lacked to model ICT.

7. Responses from most of the department heads and teachers show that principals failed to provide professional development opportunities for teachers on use of satellite TV instruction.
8. Most of the principals, department heads and the teachers interviewed confirmed that school principals were not able to provide new technologies to staff and teachers.
9. The overall result obtained from respondents revealed that principals failed to create awareness in teachers and students on the use of satellite TV instruction.
10. Responses from most of the principals, and department heads indicated that, accessories for plasma TV sets found to be poor (inadequate).
11. The overall result obtained from department heads and teachers depicted that, teachers were not motivated in their use of satellite TV instruction at all.
12. The majority of principals, department heads and teachers disagreed that check list was not set to supervise plasma lesson classes, plasma lesson classes were not supervised and timely feedbacks were not given.
13. As revealed in the study teachers' commitment towards plasma lesson found to be poor. On the other hand, students' commitment towards plasma lesson rated well.
14. Some of the principals, most of the department heads and interviewed teachers proved that, the extent of transmission flow of plasma lesson found to be poor.
15. Most of the respondents of the study confirmed that the quality of picture and sound o plasma TV lessons were rated very good.

According to the open-ended questions that were given to mention the major problems encountered by principals while the utilization of satellite TV instruction, most of the principals, and the department heads mentioned the following as major problems:

1. Channels were not easily available;
2. Lack of awareness both in teachers and students;
3. Electric power interruption;
4. Generator was not available;
5. Some plasma TV lesson classroom teachers lack to prepare well;
6. Budget allocation for the program was not sufficient;
7. Lack of accessories for plasma TV sets;
8. Mismatch between the broadcast and texts;
9. Lack of remote control;

5.2 Conclusions

From the overall analysis and discussion made from the responses obtained in the seventeen sample government secondary schools, the study disclosed the following points as the major conclusions.

1. Even though satellite TV instruction has a remarkable importance in the teaching learning process, the impacts seem to be out weigh, the benefits. This might be most probably due to lack of knowledge, and skill based on leadership capacity of school principals in charge.
2. In implementing process of new technologies like satellite TV instructions in particular, providing frequent professional development opportunities to teachers and students to create awareness are not a matter of choice. Rather, they are a must

tasks to school principals. Nevertheless, as the study disclosed principals found inefficient in this aspect.

3. One of the tasks of school principals (leadership) rigorous effort in order to fulfill the necessary inputs to accomplish a project. Without sufficient inputs practicing and gaining positive results in most cases is unthinkable. In this regard, as the finding indicated, principals failed to fulfill resources like plasma TV accessories, generators and remote controls.
4. To be successful in ones career, designing how to support the particular activities and monitoring how activities are going in line with the objectives of the program should be the major tasks of school principals (leadership). Nevertheless, the study result showed that, school principals failed to design mechanisms to give support for the utilization of plasma TV lesson, and they were not able to give a timely feedback, which could in turn helped to evaluate the overall practice of the plasma lesson.
5. To be successful in accomplishing ones career, motivating implementers (teachers) who are performing their tasks in a better way should be given due attention and motivated by leaders (principals). As depicted in the study, principals could not able to motivate teachers who were performing their tasks well and this situation in turn, resulted the deterioration of the implementation of plasma lesson from time to time.

5.3 Recommendations

On the basis of the findings obtained and conclusions drawn, the following suggestions are forwarded.

1. For successful implementation of any work plan, assigning knowledgeable and skilled leaders to that specific field of work is no more a matter of choice. It is, therefore, for the successful administration of school activities in general, and the utilization of satellite TV instruction in particular, Ministry of Education and Addis Ababa Education Bureau should exert their efforts to maximize the training scheme of school leaders in order to meet the requirements like assignment of Educational planning and Management (EdpM) graduates who possess Master's degree and who have sufficient knowledge of ICT.
2. Whenever new technology is practiced, in some cases it seems natural to face resistance both from users and beneficiaries. Thus, one of the remedies to alleviate the problem is providing intensive training to create awareness among users and beneficiaries to change their attitude. Therefore, Addis Ababa Education Bureau, center for Educational Information Communication Technology (CEICT), sub city Education officers and schools (principals) should work jointly and closely in finding ways and means to facilitate adequate training.
3. Addis Ababa Education Bureau, which is responsible to fund budget for government schools of the city, should devise mechanisms to allocate the necessary budget to schools, to obtain the most crucial and necessary resources needed to smoothly carry out the teaching-learning process through plasma TV. With regard

to this, competent technicians, accessories for plasma TV sets, and generators are to be found the top priorities that call for immediate attention.

4. Finally, a the implementation of satellite TV instruction is young aged (fresh) in Ethiopia, the researcher recommends that it needs closer follow up, and the necessary adjustments should be made immediately. Moreover, a more detail and comprehensive investigation should be conducted in the same area so as to further strengthen the findings of this study, since the main task in this small survey was not to conclude rather it is a mere attempt to explore.

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Appendix- A
Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management
Stream: Educational Leadership

A questionnaire to be answered by Department heads.

Dear Department Heads:

The purpose of the study is **to investigate the effect of school leadership role on satellite TV instruction.**

The analysis of the relevant data obtained from the respondents of the questionnaire will serve to identify and measure the current school's achievement towards realizing the status of satellite TV instruction in relation to the objectives of Addis Ababa Education Bureau. The information provided in the questionnaire will be kept confidential and used for academic purpose only. Thus, your genuine contribution has a great value for the success of this academic study. It is therefore, you are kindly requested to respond carefully and honestly.

N.B * Please follow instructions given under each part.

* If you have any doubt, please do not hesitate to ask.

Thank you for your cooperation
The researcher

Section 1 Personal Information

Direction: Please answer the following questions accordingly.

- 1.1 Name of School _____
- 1.2 Name of Sub- City _____
- 1.3 Sex: Female ☐ Male ☐
- 1.4 Age: 25 and below 25 years ☐ 26-30 years ☐ 31-35 years ☐
36-40 years ☐ 41-45 years ☐ 46-50 Years ☐ above 50 years ☐
- 1.5 Qualification: MA/Msc/Med/ ☐ BA/Bsc/Bed ☐
- 1.6 Field of Study: Major _____
Minor _____
- 1.7 Years of work experience:
5 and below 5 years ☐ 6-10 years ☐ 11-15 years ☐
16-20 year ☐ 21-25 years ☐ 26-30 years ☐ above 31 years ☐
- 1.8 your current postion:
Principal ☐ Vice- Principal ☐
- 1.9 Years of experience in the current position:
5 and bellows years ☐ 6-10 years ☐ 11-15 years ☐
16-20 years ☐ 21 and above years ☐
- 1.10 Have you taken training on Information Communication Technology (ICT)?
Yes ☐ No ☐
- 1.11 If your answer for question 1.10 is 'Yes', for how long? _____

Section 2: The School Principals as a Technology Leader

2.1 Below are items about the roles which should be played by school principals as a technology leader in the implementation of satellite TV instruction. Please respond to these items by putting a tick (✓) mark against your choice in only one of the five spaces in the response column which represents your opinion using the point scale. The numbers indicate: 5= almost always, 4= frequently, 3= sometimes, 2= rarely, 1= almost never.

No	Item	Choice				
		5	4	3	2	1
1	I establish vision and goals for satellite TV instruction.					
2	I model the use of satellite TV instruction.					
3	I support technology use in school.					
4	I engage in professional development activities that focus on technology.					
5	I integrate technology in students learning.					
6	I provide professional development opportunities for teachers on use of satellite TV instruction.					
7	I secure resources to support technology use.					
8	I communicate on the use and importance of technology with stakeholders.					
9	I advocate for technology use that supports students learning.					
10	I provide new technologies to staff and teachers.					

Section 3: Supporting and Monitoring Mechanisms of Satellite TV Instruction Utilization

3.1 Below are items about **supporting and monitoring mechanisms** to be performed by **school principals in implementation of satellite TV instruction**. Please respond to these items by putting a tick (✓) mark against your choice in only one of the five spaces in the response column **which represents your opinion** using the point scale. The numbers indicate 5= strongly agree, 4= agree, 3 =undecided, 2 = disagree, 1= strongly disagree.

No	Item	Choice				
		5	4	3	2	1
A) Supporting Mechanisms						
1	Adequate budget for satellite TV instruction program is allocated.					
2	Awareness is created in teachers and students about the use of satellite TV instruction regularly.					
3	Training for new technologies is regularly facilitated.					
4	Plasma TV technician is assigned.					
5	Adequate accessories for plasma TV sets are available.					
6	Generator is ready in case of electric power interruption.					
7	Teacher's guide is available.					
8	Teachers are motivated in use of satellite TV instruction.					
B) Monitoring Mechanisms						
9	Checklist is set to monitor plasma lesson classes.					
10	Plasma lesson classes are closely visited (supervised).					
11	Timely feedback is given accordingly.					

Section 4: The Status of Satellite TV instruction Classes

4.1 Below are items designed to assess **how the teaching and learning processes of satellite TV instruction classes are handled?** Please respond to these items by putting a tick (✓) mark against your choice in only one of the five spaces in the response column **which represents your opinion** using the point scale. The numbers indicate: 5= Excellent, 4= very good, 3= undecided, 2= good, 1= poor.

No	Item	Choice				
		5	4	3	2	1
1	Teachers commitment towards plasma TV lessons					
2	Students commitment towards plasma TV lessons					
3	The extent to which transmissions flow					
4	The quality of picture					
5	The quality of sound					
6	Brightness of the classrooms					
7	Condition of electric system (sockets)					
8	The status of plasma TV sets					
9	Utilization of remote controls					

Section 5: As you are the most immediate responsible person in the school for the **implementation of satellite TV instruction**, you are expected to have a lot of experience gained through the utilization processes of the program. Thus, would you kindly answer the following questions responsibly?

1. What do you think are the **major advantages** of satellite TV instruction?

2. What do you think are **the major problems that hinder you** in the implementation of satellite TV instruction?

Appendix- B
Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management
Stream: Educational Leadership

A questionnaire to be answered by Department heads.

Dear Department Heads:

The purpose of the study is **to investigate the effect of school leadership role on satellite TV instruction.**

The analysis of the relevant data obtained from the respondents of the questionnaire will serve to identify and measure the current school's achievement towards realizing the status of satellite TV instruction in relation to the objectives of Addis Ababa Education Bureau. The information provided in the questionnaire will be kept confidential and used for academic purpose only. Thus, your genuine contribution has a great value for the success of this academic study. It is therefore, you are kindly requested to respond carefully and honestly.

N.B *Please follow instructions given under each part.

*If you have any doubt, please do not hesitate to ask.

Thank you for your cooperation
The researcher

Section 1 Personal Information

Direction: Please answer the following questions accordingly.

- 1.1 Name of School _____
- 1.2 Name of Sub- City _____
- 1.3 Sex: Female ☐ Male ☐
- 1.4 Age: 25 and below 25 years ☐ 26-30 years ☐ 31-35 years ☐
36-40 years ☐ 41-45 years ☐ 46-50 Years ☐
above 50 years ☐
- 1.5 Qualification: MA/Msc/Med/ ☐ BA/Bsc/Bed ☐
- 1.6 Field of Study: Major _____
Minor _____
- 1.7 Years of experience as a department head:
5 and below 5 years ☐ 6-10 years ☐ 11-15 years ☐
16-20 years ☐ 21-25 years ☐ 26-30 years ☐ above 31 years ☐
- 1.8 Have you taken training on Informaltion Communciation Techlogy (ICT)?
A. Yes ☐ B. No ☐
- 1.9 If your answer for queston 1.8 is 'Yes', for how long ? _____

Section 2: The School Principals as a Technology Leader

2.1 Below are items about the roles which should be played by school principals as a technology leader in the implementation of satellite TV instruction. Please respond to these items by putting a tick (✓) mark against your choice in only one of the five spaces in the response column which represents your opinion using the point scale. The numbers indicate: 5= almost always, 4= frequently, 3= sometimes, 2= rarely, 1= almost never.

No	Item	Choice				
		5	4	3	2	1
1	The principals establish vision and goals for satellite TV instruction.					
2	The principals model the use of satellite TV instruction.					
3	The principals support technology use in school.					
4	The principals engage in professional development activities that focus on technology.					
5	The principals integrate technology in students learning.					
6	The principals provide professional development opportunities for teachers on use of satellite TV instruction.					
7	The principals secure resources to support technology use.					
8	The principals communicate on the use and importance of technology with stakeholders.					
9	The principals advocate for technology use that supports students learning.					
10	The principals provide new technologies to staff and teachers.					

Section 3: Supporting and Monitoring Mechanisms of Satellite TV Instruction Utilization

- 1.10 Below are items about **supporting and monitoring mechanisms** to be performed by school principals in implementation of satellite TV instruction. Please respond to these items by putting a tick (✓) mark against your choice in only one of the five spaces in the response column **which represents your opinion** using the point scale. The numbers indicate 5= strongly agree, 4= agree, 3 =undecided, 2 = disagree, 1= strongly disagree.

No	Item	Choice				
		5	4	3	2	1
C) Supporting Mechanisms						
1	Adequate budget for satellite TV instruction program is allocated.					
2	Awareness is created in teachers and students about the use of satellite TV instruction regularly.					
3	Training for new technologies is regularly facilitated.					
4	Plasma TV technician is assigned.					
5	Adequate accessories for plasma TV sets are available.					
6	Generator is ready in case of electric power interruption.					
7	Teacher's guide is available.					
8	Teachers are motivated in use of satellite TV instruction.					
D) Monitoring Mechanisms						
9	Checklist is set to monitor plasma lesson classes.					
10	Plasma lesson classes are closely visited (supervised).					
11	Timely feedback is given accordingly.					

Section 4. The Status of Satellite TV instruction Classes

4.1 Below are items designed to assess how the teaching and learning processes of satellite TV instruction classes are handled? Please respond to these items by putting a tick (✓) mark against your choice in only one of the five spaces in the response column which represents your opinion using the point scale. The numbers indicate:

5= Excellent, 4= very good, 3= undecided, 2= good, 1= poor.

No	Item	Choice				
		5	4	3	2	1
1	Teachers commitment towards plasma TV lessons					
2	Students commitment towards plasma TV lessons					
3	The extent to which transmissions flow					
4	The quality of picture					
5	The quality of sound					
6	Brightness of the classrooms					
7	Condition of electric system (sockets)					
8	The status of plasma TV sets					
9	Utilization of remote controls					

Section 5: As you are the most immediate responsible person in the school for the implementation of satellite TV instruction, you are expected to have a lot of experience gained through the utilization processes of the program. Thus, would you kindly answer the following questions responsibly?

1. What do you think are the major advantages of satellite TV instruction?

2. What do you think are the major problems encountered by school principals in the implementation of satellite TV instruction?

Appendix-C

Observation Checklist

1. Name of the School _____
2. Sub- city _____
3. Class observed _____ Section _____ Date _____ Time _____
4. Observer _____

Direction: Indicate your response by putting a tick (✓) mark with respect to each statement in only one of the three alternatives indicated in the response column under.
(i.e. 3= Excellent, 2= Acceptable, 1= unsatisfactory).

No	Observation Items	Rating Scales		
		3	2	1
1	The visibility of the plasma TV to all students			
2	The audibility of the plasma TV to all students			
3	The picture quality of the program			
4	The sound quality of the program			
5	The safety of the plasma TV set			
6	The ventilation of the classroom			
7	The brightness of the classroom			
8	The condition of electric system (sockets)			

Appendix- D
Addis Ababa University College of Education
School of Graduate Studies Department of Educational Planning and
Management
Stream: Educational Leadership

Interview guide questions for teachers who teach on plasma TV.

The purpose of this interview is to collect data on the roles of school principals for the implementation of satellite TV instruction. Thus, you are kindly requested to contribute your own in providing responses responsibly.

1. Do you think that school principals in your school can be considered as a good example for plasma lesson implementation?
2. Does the school leadership (principals) facilitate timely professional development opportunities and awareness creation training for teachers?
3. Does the school leadership (principals) motivate teachers who perform well in plasma lessons implementation?
4. Do you think that sufficient budget is allocated for STVI?
5. Is there sufficiently trained plasma technician in your school?
6. Do you think that plasma TV sets accessories are sufficiently available?
7. How do you see the school principal's supervision to plasma TV classes and the feedback process?
8. How do you see your students' attitude towards plasma TV lessons?
9. How do you see the transmission flow of plasma TV lessons in your school?

Appendix – D

በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ጥናት ጥ/ቤት

የትምህርት ዕቅድና ሥራ አመራር ክፍል

ለት/ቤት መምህራን ቃለ መጠይቅ የተዘጋጀ መሪ ጥያቄዎች፡-

የቃለ መጠይቁ ዋነኛ ዓላማ ለፕላዝማ ትምህርት አተገባበር የት/ቤት ር/መምህራንና ም/ር/መምህራን ሚናን በተመለከተ መረጃ ለመሰብሰብ ነው፡፡ በመሆኑም የርስዎ ምላሽ ለጥናቱ ያለው አስተዋፅኦ እጅግ የጎላ ስለሆነ ለሚቀርብልዎ ጥያቄዎች ተገቢውን መልስ ኃላፊነት በተሞላበት ሁኔታ በመስጠት እንዲተባበሩ በአክብሮት እጠይቃለሁ፡፡

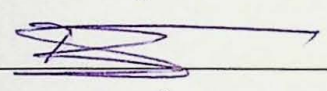
1. በርስዎ ትምህር ቤት ር/መምህራን ለፕላዝማ ትምህርት መተግበር መልካም አርአያ ናቸው ብለው ያምናሉ?
2. የት/ቤቱ አመራር (ር/መምህራን) ስለፕላዝማ ትምህርት አተገባበር ለመምህራን ተገቢውን የሙያ ማሻሻያና የግንዛቤ ማስጨበጫ ስልጠና በየወቅቱ ያማቻቻ?
3. የት/ቤቱ አመራር (ር/መምህራን) በፕላዝማ ትምህርት ትግበራ ሂደት ኃላፊነታቸውን በአግባቡ ለሚወጡ መምህራን ማበረታቻ ያደርጋሉ?
4. ለፕላዝማ ትምህርት ትግበራ በቂ በጀት ተመድቧል ብለው ያስባሉ?
5. የፕላዝማ ቴሌቭዥን ብልሽት ሲያጋጥመው ፈጥኖ ለመጠን የሰለጠነ የሰው ኃይል (ፕላዝማ ጥገና ባለሙያ) አለ?
6. የፕላዝማ ቴሌቭዥን መለዋወጫ በበቂ ሁኔታ ተይዟል ብለው ያስባሉ?
7. የት/ቤቱ ር/መምህሩ የፕላዝማ ትምህርት የሚሰጥባቸው ክፍሎችን በመከታተል ወቅታዊ የሆነ ግብር መልስ የመስጠት ሂደቱን እንዴት ያዩታል?
8. የርስዎ ተማሪዎች ለፕላዝማ ትምህርት ያላቸው አመለካከት እንዴት ይገልጹታል?
9. የፕላዝማ ትምህርት ስርጭት ፍላጎት እንዴት ያዩታል?

Declaration

I the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other University.

Name Aschalew Kelecha
Signature 
Date 11/6/2012

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

Name Getnetashen Debes
Signature 
Date 11/06/2012