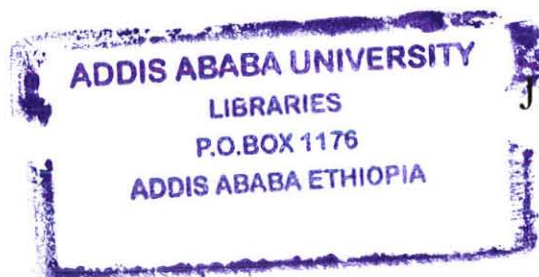


Addis Ababa University  
College of Education and Behavioral Studies  
Department of Educational Planning and Management  
School of Graduate Studies

***AN ASSESSMENT OF PRIMARY SCHOOLS PRINCIPAL  
SELECTION IN OROMIA REGIONAL STATE:  
POLICY GUIDELINE VERSUS IMPLEMENTATION***

By Mamo Bogale



June 2011



s Ababa  
Degree of

ne 2011

**AN ASSESSMENT OF PRIMARY SCHOOLS PRINCIPAL  
SELECTION IN OROMIA REGIONAL STATE:  
POLICY GUIDELINE VERSUS IMPLEMENTATION**

A Thesis Submitted to the School of Graduate Studies of Addis Ababa  
University in Partial Fulfillment of the Requirements for the Degree of  
Masters of Arts in Educational Policy and Planning

By Mamo Bogale

Approved by Board of Examiners

Yekunoamlak Alemu (PhD)

Chairman, Department of Graduate

Zeida Dume

Advisor

Ayalew Shimbeshi

Examiner

Yekunoamlak Alemu

Signature

15/7/2011

Signature

15/7/2011

Signature

### **ACKNOWLEDEMENTS**

*I am indebted to my advisor, Dr. Jeilu Oumer for his scholarly support, encouragement and advise he offered me from the beginning to the completion of this study. Had it not been for his valuable support, my work might not have been successfully completed. I would like to thank my friend Ato Kabtamu Ayel for his unreserved comment and support to the success of my work. Lastly, but not least, I am indebted to my family members particularly my child Natnael Mamo for his moral support and relentless care during my study.*



## ***Abstract***

*This study has examined the practices of primary schools principal selection procedures in Oromia Region. For this purpose a descriptive research method was employed and three zones were selected as target study area using lottery method. Moreover, stratified random sampling technique was employed to select out samples of the study. The data gathering instruments for this study was self-report questionnaire, interview and document analysis check list. In such a manner data was collected from 307 teachers, 18 supervisors and 6 woreda education official. Primarily, four leading questions were designed to be addressed in this study. Based on these leading questions, literature was reviewed, questionnaires and an interview checklist were developed, pilot tested and administered to teachers, CRC supervisors and Woreda educational officials. As supplementary data source, pertinent document analysis was also conducted. To analyze and interpret the data obtained through different methods, more of descriptive statistics and qualitative analysis were used. Information obtained through the open-ended items and document analysis was qualitatively analyzed and interpreted based on the frequency and recurrence of the information. The finding of the study showed that there seem to be encouraging indicators of a favorable out look on the part of sample teachers and supervisors to wards primary school principal selection. However, the study showed that the principal selection procedures were by and large a political appointment in most schools. Thus, the study uncovered that electoral procedures were sparingly practiced, and the upper decision was given by political leaders in most areas. On the other hand, teachers stressed that the selection process suffers from openness. The criteria, and technical assessment stated on the guideline were not implemented properly. Furthermore, they reported that the selection criteria currently being used were inadequate to screen out appropriate school leaders. In general, based on the finding of the study, it has been concluded that the current school principal selection guideline was not implemented properly. On this basis, woreda education office involvement in primary school principals selection was not as indicated on the guideline. Based on the finding and the conclusions drawn, it was recommended that Woreda education officials should implement the policy guideline properly.*

## *Table of Contents*

	<i>Page</i>
<i>ACKNOWLEDGMENTS</i> .....	<i>i</i>
<i>ABSTRACT</i> .....	<i>ii</i>
<i>CONTENTS</i> .....	<i>iii</i>
<i>LIST OF TABLES</i> .....	<i>iv</i>
<i>ACRONYMS</i> .....	<i>v</i>
<i>1 INTRODUCTION</i> .....	<i>1</i>
1.1 <i>Background of the Study</i> .....	<i>1</i>
1.2 <i>Statement of the Problem</i> .....	<i>4</i>
1.3 <i>Objectives of the Study</i> .....	<i>6</i>
1.4 <i>Significance of the Study</i> .....	<i>7</i>
1.5 <i>Delimitation of the Study</i> .....	<i>7</i>
1.6 <i>Limitations of the Study</i> .....	<i>8</i>
1.7 <i>Definition of Terms</i> .....	<i>8</i>
1.8 <i>Organization of the Study</i> .....	<i>9</i>
<i>2 REVIEW OF RELATED LITERATURE</i> .....	<i>10</i>
2.1 <i>Historical Development of Principalship</i> .....	<i>10</i>
2.2 <i>School Management and the Role of Principals</i> .....	<i>12</i>
2.3 <i>Practices of Some Countries in Principal Selection</i> .....	<i>18</i>
2.4 <i>The Previous Trend of Selection of Principal in Ethiopia</i> .....	<i>20</i>
2.5 <i>The Prevalent Rule and Regulations on the Selection of Personnel         and/or Principal</i> .....	<i>21</i>
2.6 <i>Potential Transformation of Principal Duties in Ethiopia</i> .....	<i>23</i>
2.7 <i>The Current Guideline of Selection of School Principal in Ethiopia</i> .....	<i>25</i>
<i>3 RESEARCH DESIGN AND METHODOLOGY</i> .....	<i>29</i>
3.1 <i>Method of the Study</i> .....	<i>29</i>
3.2 <i>Data Sources</i> .....	<i>29</i>
3.3 <i>Samples and Sampling procedures</i> .....	<i>30</i>
3.4 <i>Instruments of Data Collection</i> .....	<i>30</i>

3.5	<i>Data Gathering Procedures</i> .....	31
3.6	<i>Methods of Data Analysis</i> .....	31
4	<i>PRESENTATION, ANALYSIS AND INTERPRETATION</i> .....	33
4.1	<i>Demographic Characteristics of the Study Group</i> .....	33
4.2	<i>Presentation of the Major Findings</i> .....	38
5	<i>SUMMARY, CONCLUSION AND RECOMMENDATIONS</i> .....	56
5.1	<i>Summary of the Findings</i> .....	56
5.2	<i>Conclusions</i> .....	60
5.3	<i>Recommendations</i> .....	62
	<i>Bibliography</i> .....	64
	<i>Appendices</i> .....	68
	<i>Appendix A: Teachers' Questionnaire (English Version)</i> .....	68
	<i>Appendix B : CRC Supervisors' Questionnaire (English Versions)</i> .....	74
	<i>Appendix C : Interview Scheme Woreda Education Officers (English Versions)</i> .....	77
	<i>Appendix D: Document analysis scheme (English Version)</i> .....	79
	<i>Appendix E: Teachers' Questionnaire (Afaan Oromoo Version)</i> .....	81
	<i>Appendix F : CRC Supervisors' Questionnaire (Afaan Oromo Versions)</i> .....	87
	<i>Appendix G : Interview Scheme (Afan Oromo Version)</i> .....	90
	<i>Appendix H: Document Analysis Scheme (Afan Oromo Version)</i> .....	92

## *List of Tables*

*Page*

<i>Table 1:</i>	<i>Teachers' Respondent Sex and Educational Level Across Zones .....</i>	<i>34</i>
<i>Table 2:</i>	<i>Teachers' Respondent Service/Experience by Years.....</i>	<i>35</i>
<i>Table 3:</i>	<i>Respondent Supervisors' Sex and Educational Level Across Zones.....</i>	<i>36</i>
<i>Table 4:</i>	<i>Respondent Supervisors' Service/Experience by Years.....</i>	<i>37</i>
<i>Table 5:</i>	<i>Primary Schools Principals' Selection Procedures/Practices Implemented by the Woredas.....</i>	<i>38</i>
<i>Table 6:</i>	<i>Principal Selection Methods Employed by the Woreda Education Offices .....</i>	<i>44</i>
<i>Table 7:</i>	<i>Current Primary School Principal Selection Practices in the View of the Respondents.....</i>	<i>46</i>
<i>Table 8:</i>	<i>Summary Table of Means on Primary School Principal Selection Procedures in the Three Zones .....</i>	<i>51</i>
<i>Table 9:</i>	<i>Summary Result of One Way ANOVA on Differences in Guideline Implementation Among the Three Zones .....</i>	<i>52</i>

## **ACRONYMS**

*AAU: Addis Abeba University*

*CPA: Central Personnel Agency*

*CRC: Cluster Resource Center*

*MoE: Ministry of Education*

*MoEST: Ministry of Education, Science and Technology*

*NAESP: National Association of Elementary School Principals*

*OEB : Oromia Education Bureau*

*PTSA : Parent- Teacher-Student Association*

*REB : Regional Education Bureau*

*TTC : Teacher Training College*

*UNESCO: United Nation Educational Scientific and Cultural Organization*

*UPA: University Press of America*

# **CHAPTER I**

## **1. INTRODUCTION**

This chapter deals with the problem and its approach. It contains background of the study, statement of the problem, objective of the study, significance of the study, delimitation, limitation and definition of terms used in the study.

### **1.1. Background of the Study**

Education is a continuous process that serves as a means of transforming knowledge, skills and best practices to the next generation. Its aim is to develop the capacities of human nature and to coordinate their expression for the enrichment and progress of the society by equipping the students with spiritual, moral and material knowledge (Farrant, 1980). Among other things, education enables individuals to become conscious subjects of their growth and help them to be responsible participants in a systematic process of creating a better world.

Despite the known fact that education has significant roles, the effectiveness and efficiency of the process relies up on many factors among which leadership is the prominent one. In today's climate of intense interest to maintain quality of education, leaders are in the hot seat to improve teaching learning. Scholars stressfully indicate that the effectiveness of schools in educating students is highly dependent up on the presence and nature of leadership in each individual school (Davis, *et. al*, 2005; Mulford, 2003).

Organizational success usually depends on the crucial necessity of effective leadership that implies cooperation of the members and simulation of group thinking on the real problem that confronts the

organization. Schools are the fundamental institutions where the teaching and learning process take place in an organized manner. Thus, schools are among the many institutions that require an apt organized leadership system (Clark, *et al*, 2009)

At the heart of school leadership scheme, principals play a vital and multifaceted role in setting the direction for school that are positive and productive work place for teachers, and vibrant learning environment for children (Davis, *et. al*, 2005). On one hand, school principals play a key role in improving school outcomes by influencing the motivation and capacity of teachers as well as the environment in which they work. On the other hand as interface between classrooms, individual schools and outside world, school principals share a great role to improve the efficiency and quality of schooling and making a success of educating the future generation. Thus, significant school wide change is impossible with out effective school principals.

Since recently, an increasing interest in examining the nature of school leadership, with particular attention to the role of principals, is observed in a range of different international context. A study conducted in Ghana and Tanzania, for example, revealed that the quality of leadership and management in basic education was poor (Oduro *et. al*, 2008).

Emphasizing on the role, evidence indicate that the knowledge, skills and disposition that a principal brings to leadership of a school affect many facts & the learning environment (NSVF, 2008). The evidence further indicates that school culture; teacher quality and retention, staff professional development, student behavior and parental satisfaction are all influenced by the principal. From this point of view, the role of principal is both demanding and challenging. Given these realities, principal selection, development and evaluation has been the subject of much attention and research in recent years.

In the local context, however, scientific research results on leadership selection, placement and professional development are rare. Never the less, some evidences indicate that the training of principals for primary schools dates back to the 1950's first abroad and later at the teacher training institute at Addis Ababa (Ayalew, 2000). A similar study by Teshome, (1975) showed that MoE higher officials started assigning secondary school principals from classroom teachers since 1960's. Subsequently, from 1970s – 1981, selection and placement of secondary school principals required qualification from higher education institution in a related field & studies.

Since 1986 E.C, a new procedure of principal selection and placement trend appeared. Based on the mandates given to regional states staff members used to nominate and select school principals in some regions, whereas local administrations use their authority to assign principals perhaps with little or no selection criteria.

The Ethiopian Government, cognizant of this fact, has clearly set a policy guideline implying how emphatically school leaders are trained, selected and placed to each individual school (MoE, 1994). With regard to school leaders, the 11<sup>th</sup> Ethiopian National Educational Conference held 14<sup>th</sup> November, (1994 E.C), at Adama, discussed the issue of school leadership and made important decisions. The conference decision Number 18 states that “to build strong leadership, the selection and placement of principals should base pertinent educational profile, apt experience and job posting and bidding procedure”

Recently, MoE has devised different policy guidelines and implementation strategies for the overall improvement of educational leadership. Almost three years ago the MoE has developed a clear policy

guideline on school leadership selection and placement issues (MoE, 2000). The document had been disbursed to each Region Education Bureaus and Oromia Education Bureau had adopted the guideline according to the context of the region and school principals are supposed to be selected based on the pre-portrayed criteria.

## **1.2. Statement of the Problem**

Educational change literatures consistently reveal that a significant school wide change is impossible without effective school leadership. Hargreaves, *et. al*, (2001) noted that school administrators are vital agents for creating the condition in which school reform can succeed. Indeed, education leadership has been called the “bridge” that can bring together the many different reform efforts in ways that nothing else can. Evidences suggest principals at school level are uniquely positioned to provide a climate of high expectation, a clear vision for teaching and learning and a means for every one in the system to realize the vision of change (WF, 2007).

The education world, particularly in developing countries, is in a state of revolution to bring about reform in the quality of education provided to the children. From this perspective, Elizabeth, & Allisan, (2005) depicted that the issue of quality in education has become critical in many countries that are expanding enrollments rapidly to achieve Education for All by 2015. In a search for the factors that promote quality, scholars increasingly emphasize teachers, schools and communities as the engines of quality with leaders’ quality identified a primary focus.

For every schools to achieve at their objectives, the demands placed up on principals are evolving and increasing as the roles they are expected to play are significant. Krug (1992) stated that the primary service that

schools offer is instruction and its success is determined by the nature and effectiveness of school leadership. This can be possible any when the school principals provide a common vision of what good instruction looks like, support teachers with the help and resources they need to be effective in their classroom, and monitor the performance at teachers and students to create a school environments in which all children can achieve to their full potentials.

Even if we are in an era of globalization, different countries have their own strategies for principal training selection, placement and professional development. Some countries follow conservative principles and select principals in opinion oriented recommendation (Morgan, *et al*, 1983). Some others select principals with out clear specification of the job to which they are appointing and use individual impressions at what they think is important.

In Ethiopia, the issue of principal training, professional development, selection and placement hadn't more than half century background (Teshome, 1975). Even these days, there is a wide range of differences among and within the regions with regard to principal selection criteria and procedures. Evidences indicate that there are various views regarding the criteria, the consistency of selection procedures among the regions.

Regardless of the previous inconsistencies, MoE had developed school principals and supervisors' selection, placement and professional development guideline (MoE, 2008). The general objective of the guideline was to create effective and sustainable school leadership system in each individual school. The Oromia Education Bureau (OEB), on its part, had recognized the value of the policy document, and had translated the

document into the regional language and disbursed to each district in the same year.

Nevertheless, practical observations show that principal selection and placement in the Oromia regional states suffers from objectivity to ensure the candidates to be good fit to the principal role. It is suspected that the way in which principals are selected, the nomination criteria, selectors practical and the general procedure are under remark whether they persist with the pre-designed guideline.

From this perspective, the general objective of this study is to investigate into the current primary schools principals' selection practices in Oromia regional state. On the basis of the policy document disbursed to each district in 2008, the extent to which district education office leaders rely on the guideline while selecting principals for each school are assessed. To this end, the following leading questions are formulated to be addressed in this study.

1. To what extent do Woreda Education Office leaders depend on the guideline in selecting principals for primary schools?
2. What other pertinent techniques and procedures are used for the selection of primary school principals?
3. What are the potential shortfalls of the current primary school principals selection practices in the region?
4. Is there any significant difference among Zones on the implementation of policy guideline while selecting primary school principals?

### **1.3. Objectives of the Study**

The main objective of the present study is to assess the primary schools principal selection practices in Oromia regional state from the point of view of pre-designed selection criteria. Then it is intended to

investigate the cases that hinder Woreda education offices from explicitly implementing the guideline during principal selection practices. Also the study identify the major problems of the procedure, potential shortfall and significant differences between the Zones in the selection of primary school principals.

#### ***1.4. Significance of the Study***

The study is expected to have certain contributions to managerial and academic disciplines. Selecting the right people who takes the leadership role is a process worthy of investing time and money, so that the candidates are fit for the intended position. It is important for an organization to begin with a clear guideline depicting the pre-requisite skill and talents necessary for a principal to be successful.

Accordingly, the study gives some insights as to whether pre-designed principal selection guideline is being implemented or not. It also gives new information regarding the factors that hinder the woreda education office leaders from relying on the pre-designed criteria while selecting principals for each individual school. Moreover, the study provides valuable evidence to the Oromia Education Bureau on the major optional criteria and procedures that Woredas used on principal selection and the potential shortfall of depending on such in consistent methods.

#### ***1.5. Delimitation of the Study***

There are eighteen regions in Oromia Regional State. Since it was difficult to include all the Regions the study was delimited to only three Regions. The study was also delimited to government primary schools only.

## **1.6. Limitations of the Study**

The limitation to the study was the difficulty which occurred in getting the necessary information on time from education officials: some of them were resigned to other organization, and some of them were not willing enough to provide information genuinely. Hence, the researcher engaged to devote more time and effort.

## **1.7. Definition of Terms**

**Application form:** In this study application form refers to record for collecting educational and other personnel data of candidates seeking to be admitted to principal position (Good 1973)

**Assessment:** to guess or decide the amount or value of something.

**Leadership:** a state of leading, guiding, directing and influencing.

**Policy guideline:** an official written document by Ministry of Education indicating how directors should be selected, placed and promoted.

**Primary School:** refers to school system established to offer primary education courses to students from grade 1-8 (MoE 1994).

**Principal :** in this study, principal refers to head teachers or school director.

**Procedure:** is a series of related steps or tasks expressed in a chronological order for a specific purpose, principal selection in this study..

**Selection:** the standard method of performing planned selection activities. It is a guide for action rather than thought: It is states exactly how a certain activities should be done. Essentially it sets forth the chronological sequence required for action. (Rue and Byars,1992).

**Selectors:** refers to appraisers, which means that the component of committee, that has responsibility for comparing the candidates for specific position. The term is used as appraiser and they are interchangeably used with the term selection (Morgan, et. al, 1983).

**“Woreda”:** in this study ” Woreda “ refers to Administrative division in the Zone with known geographical demarcation.

**Zone :** in the study, Zone refers to sub regional administration with known geographical demarcation (Oromia Regional State has 18 Zones)

### **1.8. Organization of the Study**

The study is divided in to five chapters. The first chapter deals with the problem and its approach in which background of the study, statement of the problem and basic question: significance, delimitation and limitation of the study: and definition of the key terms used are involved. The whole of the second chapter deals with the review of related literature, the third chapter is on the research design and method and the fourth chapter is on presentation and analysis of the findings. Finally, summary, conclusion and recommendations are presented in chapter five.

## **CHAPTER II**

### **2. Review OF Related Literature**

This chapter provides a theoretical framework for the study. Some related studies and literatures have been examined under this section. To this effect, after briefly introducing historical development of principalship, theoretical concepts of school management and the role of the principals, basic issues on strategies for selection of school principals were reviewed. It was also attempted to go through some of the components of principal selection procedures, historical development of the Ethiopian practices of school principal selection, and policy guidelines related school principal selection are presented.

#### **2.1. Historical Development of Principalship**

School administration predates school administrators. As school expanded a second teacher was employed. At this point, the semblances of school administrator begin to evolve. It has been an established concept that when two people ride a horse, one has to ride in front. Just so, when two teachers were appointed to the same school, one was called 'the head teacher' or later the principal teacher. The basic administrative functions of the early days were less complex. Their duties were ill defined consisting mostly of records reports and the necessities of keeping teachers and students in class room (Baron in Morgan, et al, (1983, p. 6). However, the accelerating complexity of the society expanded administrative duties at previous data: the base of organization leadership and administration of the four perennial segments of the school process (construction, personnel management, finance and public relation) confronted the school administrators with a host of new emergencies (Stoops, *et al*, 1981). As cited by Kochhar, (1991, p. 126), since ages, society has been making heavy demands on the school

principal that he/she should be a man of character, an excellent organizer, a skilled administrators and model teacher.

The learning which takes place in the schools must be constantly adapted and improved so as to take account of the aspirations and changing needs of the society. This requires constant revision of curriculum of school. Experimentation must be an accepted practice. In this respect, the principal can exercise his/her influence in a number of ways: encourage the attitude of inquiry help the staff to understand better what the schools accomplish and participate in curriculum programs conducted by various agencies (Gorton, 1987)

In addition to internal changes, the external ones are more clearly defined powers for governing bodies, and for parents, to have an account of school policy and examination results for heads or principals, the times have changed dramatically: they are no longer on a pedestal (MoEST, 2000). These changes have combined to school principalship much more concerned with running of the school as a complex organization and with the political management of the array of professional and public interest groups desire a right to be heard school policy.

However, studies conducted by Ozigi, (1995, p.1), Georglades and Jones (1989, p.18) stressed that in developing countries such as Thailand, Indonesia and Malaysia, very few instructions of higher learning offer recognized professional training courses for school managers, although organization and management is part of the curriculum of teacher education programs in some of the aforementioned countries.

Similarly, Stoops, *et al*, (1981, p. 265) argued that, selection of principals is closely related to professional training. The principal only then can he/she wins and hold the real respect of the staff as well as the

community. According to Kochhar, (1991), the principal should be able to take intelligent interest in the work of all teachers and be able to give suggestions. Without specialized training in the line proper leadership is not possible. The principal should have adequate professional training to make him/her conversant with administration technique. Kochhar further described that “No one would dream of allowing an untrained individual to pilot a jet airlines, nor would it be reasonable to expect productivity from untrained person assigned to operate a bulldozer or drill press” (Kochhar, p. 148).

In short, wise and effective leadership and skilled management are essential requirements of the educational service to make a full contribution to the life of people and development of the country. Thus, the recruitment of these executives needs special attention. No two individuals are alike in all respects. There are physical differences. There are differences in intelligence interest and personality traits. The process of selection training motivation communication and leadership draw heavily on these individual differences (Palcker, 1988, p. 343).

Accordingly, as the internal and external partners are more involved in the management of educational enterprise many school leaders would be going to be distressed by their own inadequacies to cope with situations. To prevent this difficulty and keep the quality of education offered by schools of tomorrow, the selection of these important executives should keep the dynamism of school management.

## **2.2. School Management and the Role of Principals**

Educational literature published in United Kingdom and other European countries, covers a wide range of questions concerning major theoretical concepts of school management as well as fears and reservation expressed in different educational crisis. (NSVF, 2008; Jones, S.2002,

TWF,2007). There are various perspectives that comprise different ways of seeing problems. Accordingly, several theories may be valid simultaneously. Teachers and managers usually exercise the practice of choosing one perspective and excluding the other ways of understanding events, through practically all perspectives could offer useful insight (Hamalainen & Wieringen, 1994).

One of the essential problem of school management is a disagreement about whether the management of school is different from the management of other organizations. According to John and Hunt (1992), the extent to which general management theory can be applied to schools has been considered on number of occasion. One stand of opinion asserts that school management can be applied to all organizational settings. The other view is that management of educational institution is very different. The third stand of opinion which could be named as intermediate, admits that all organization have common features, but the distinctive qualities of schools and colleges limit the validity of approaches borrowed from industrial or commercial bodies.

This view of educational management may be articulated with regard to the selection of school principals. There is still a view that emphasizes on the management aspects over and above academic standards. Conversely, there is a view which emphasizes on personnel qualities. Therefore, amateurism can be observed in the selection process of school principals (MoEST, 2000; Ozigi, 1995)

According to the above authors, amateurism can be attributed in part to the culture of education which tends to see practice out side education as in applicable to education stress the importance of personality and rejects particular notions of education on a management and a reliance

on intuition or 'feel' as basis for judgments about the suitability of candidates.

In line with this, Hamalainen & Wieringen (1994) raised interesting question which states as; are schools in essence just like other organizations? It is mostly the subjective feeling of school teachers that they are different if not unique, and need their own set of theories and percepts. According to UPA (1986), teachers would like to concentrate on teaching and keep the managerial element to a minimum if they could. Management in school is clearly seen as a disruptive occupation if there is some thing else to do. Teachers are teachers and managers when they have to be. Teaching, after all, is what they are supposed to do.

The other assumption behind the promotion structure in schools is that the best teachers make the best managers. Career success means moving up wards to an increasingly managerial role. Do schools take management talent for granted, assuming that it comes as naturally as driving a car to any competent educated person? Or are they making a deeper assumption that a good teacher has to be good manager? Hughes in (Hamalainen and Wieringen, 1994), articulated that in many important respects the task of heads is very similar to chief executives in other types of work organization. Another stand of opinion is totally opposite to the above authors view. UPA (1986) claimed that educational institutions differ along crucial dimensions from other kinds of organizations and accordingly administration of education is fundamentally different from the administration of other activities and require technical knowledge in the field of education, and they concluded that training for educational administrators should predominantly be provided in relation to their particular area of managerial activity.

A principal is an individual who directs and monitors the academic and non academic activities within a school environments. He is the individual who plans and implements the daily routines within an educational setting. The principal has many general responsibilities which he/she must carry out on a daily basis. First and foremost, the principal is the head of the educational setting. This individual provides guidance not only for the teachers but for the students as well. The principal must monitor all activities within their school and be the leader of it all, so to speak.

Some of earlier implementation research identified the role of the principal as central to promoting or inhibiting change, but it did not examine the principal's role in any depth or perspective. During the 1980s research and practice focusing on the role of the principalship, vice-principalship, and other school leaders mounted, resulting in greater clarity, but also greater appreciation of the complexities and different paths to success.

Principalship is the kind of job where you're expected to be all things to all people. Evidences indicate that early on, if you're successful, you have gotten feedback that you are able to be all things to all people. And then you feel an obligation to continue to do that which in your own mind you are not capable of doing. And that causes some guilt (Duke, 1988, p. 309).

Because of the nature of the work, principals work together with a supportive base of parents, teachers, and community members to mobilize initiative. Their efforts broadly focused along two major dimensions: first, reaching out to parents and community to strengthen the ties between local school professionals and the clientele they are to serve; and second, working to expand the professional capacities of

individual teachers, to promote the formation of a coherent professional community, and to direct resources toward enhancing the quality of instruction (Bryk, et al, 1998, p. 270).

According to the above authors, successful principals have inclusive or facilitative orientation, institutional focus on student learning, efficient managerial skills and combined pressure and support. They have a strategic orientation using school improvement plans and instructional focus to "attack incoherence". In schools that are improving, teachers are more likely to say that once a program has begun, there is follow-up to make sure it is working and there is real continuity from one program to another.

It's always the thinking leader who blends knowledge of local content and personalities with new ideas from the outside who is going to best. Brighthouse and Woods (1999, p. 84) when stressed on this idea they said "No matter how you cut it, effective leaders are energy creators".

McLaughlin and Talbert, (2001, p. 110) asserted that principals with low scores [on leadership as perceived by teachers] generally are seen as managers who provide little support or direction for teaching and learning in the school. Principals receiving high ratings are actively involved in the sorts of activities that nurture and sustain strong teacher community.

Day and his colleagues (2000, p.1), wrote a book on the leadership roles in twelve schools, all of which had consistently raised student achievement levels in this sense they were improving schools and all the head teachers were recognized as being instrumental in this and in the overall success of the schools.

The vision and practices of the effective heads were organized around a number of core personal values concerning the modeling and promotion

of respect (for individuals), fairness and equality, caring for the well-being and whole development of students and staff, integrity and honesty (Day, *et al.* 2000, p. 39).

These school leaders were: relationship centered, focused on professional standards, outwards looking in (seeking ideas and connections across the country), and monitoring school performance.

In summarizing, Day, *et al.* (*ibid*) conclude that within the study, there was also ample evidence that people were trusted to work as powerful professionals, within clear collegial value frameworks which were common to all. There was a strong emphasis upon teamwork and participation in decision-making (though heads reserved the right to be autocratic). Goals were clear and agreed, communications were good and everyone had high expectations of themselves and others. Those collegial cultures were maintained, however, within contexts of organization and individual accountability set by external policy demands and internal aspirations. These created ongoing tensions and dilemmas which had to be managed and mediated as part of the establishment and maintenance of effective leadership cultures.

These findings are reinforced in Donaldson's, (2001), new book in which he claims that effective school leadership mobilizes for moral purpose, through fostering, open, trusting, affirmative relationships, a commitment to mutual purposes and moral benefit, and a shared belief in action-in-common.

Similarly, Leithwood and his colleagues, provide numerous case studies, and cross case synthesis to show that school leaders at both the elementary and secondary levels concentrate on fostering the conditions for school growth by helping to obtain and target resources, developing collaborative cultures across subgroups of teachers, supporting and

pushing teacher development, creating facilitative structures, and monitoring teacher commitment as an indicator of organizational capacity (Leithwood, et al,1999, Leithwood, 2000). So, on the base of these logical condition giving more attention for selection of principal is inevitable.

For all achievements discussed above, if the selection of school principal didn't get attention, the implementation of the education quality improvement package will face problem. In considering the above issue Sammons (1999) said in her major review " I know of no improving school that doesn't have principal who is good at leading improvement. Almost every single study of school effectiveness has shown both primary and secondary leadership to be a key factor. Also Elmore, (2000) discussed that, it should be absolutely clear that school improvement is an organization phenomenon and therefore the principal, as a leader, is key for better or for worse. On top of this, if the process of selection of school principal didn't happened properly wishing school improvement would be only a dream, which is not practical.

### **2.3. Practices of Some Countries in Principal Selection**

According to Fidier, (1995), innovative organizations have open-door policies that all members have access to ask any question and even to criticize. Bearing this in mind, assumption and perhaps the association of schools are supposed to be the pedagogical and instructional center with open and transparent management in its cultural milieu. Luckily, some countries are capable of combining the technical preparation of leaders that play instructional leadership and community representatives (Mello & Silva, 1993).

A case in point, the Brazil "comparative selection of school principals" is a good practice can be taken as an example. The country's traditional

practice, above all in more background states, was to select school principals through political recommendations without the school community being consulted or involved and without any designed criteria.

This authoritarian patronage method simply added to the problems in education and brought no solution to lack of commitment, absence of accountability and the internal authoritarianism.

However, they introduce the new procedure designing the general objective that the applicants ought to be assessed in terms of knowledge, professional ability and leadership competencies in order to raise the standard of school management. In such practices, it is needed to revise the traditional practices of appointing principals under the patronage system. In other words, it calls for effective participation of the community to set for standards of services, and guarantee for some aspect of management.

Similarly, the practice of Republic of Kenya may also be taken as an important transitional patronage system of school principal selection process. MoEST, (2000), indicated that prior to all the selection of inspectors and school principals is made on the identification of successful teachers and head teachers who are excellent in their subject areas (for principalship position) as well on administration (for inspection). Interestingly, the recruitment of all inspectors and principals is prerogative of public service commission. Posts are advertised and short listing carried out, short listed candidates are then interviewed by the public service commission. The Education Bureau usually sends experts as a representative. Those who go through the interview are appointed and deployed as inspectors and principals. The modalities of identifying potential candidates based on the task record of applicant, in

relation to previous and present; performance, the level of education of the applicant (they should at least be graduates or equivalent with at least three years experience) and evidence of training courses in relevant to fields identification of good practice in the field through his offices. Then this system encouraged competent and committed teachers to come to school principalship position On top this it is possible to conclude that as it is a good way of selecting school principals.

## **2.4. The Previous Trend of Selection of Principals in**

### **Ethiopia**

Past realities or literature on selection of principals in Ethiopia is generally scarce. The previous trend of school principal selection showed that school principals were appointed through public advertisement on the basis of merit. There was a shift practice concerning selection of school principal mean while. At the earlier period of the education reform, assigning principal directly from Zone and /or District education offices was common. After a while, the other practice followed and colleagues elect principals among the teacher in the same school they are teaching. As cited by MoE (1994), there were uncertainties in following procedure, criteria to be used in the selection process.

Ironically enough, this trend indicated most likely a position for school leadership that require little or no training. As it was observed, at most principals may attend a one or two-month in-service training on school management. Surprisingly, no evidence could be found compensation /or career ladder scheme with selection and placement of principal that was in use.

In line with this issue no formal study or document that introduce the previous “electoral procedure” of school principal in Oromia Region.

Conversely, the available evidence indicated that there was a need to replace the previous mixed selection procedure of principals with the widely known and practiced procedures at that time. On this basis, the issue has been discussed at National Annual Educational Conferences frequently. On the conference convened in Dire Dawa, in 1991 E.C, the selection and placement of principals and the training of these chief executives were some of the debatable agenda. Though, there was no strong corrective action.

The education reform and policy in Ethiopia has brought major focus in the professionalization of educational management. The policy acknowledges that educational leadership shall be professional, democratic and efficient (MoE. 1994).

The 11<sup>th</sup> National Annual Education Management Conference held at Adama in 1994 E.C raised the issue again and discussed it thoroughly. One of the important points which the conference passed decision regarding school principals was that the selection should be through competition and merit based. Even though the conference delegated committee constitutes, the Oromia and Addis Abeba Education Bureau, MoE had taken the vanguard activity and forward a policy direction regarding school principal training, placement and other related issues.

## **2.5. The Prevalent Rule and Regulations on the Selection of Personnel and/or Principal**

Traditional period of educational reform, rule and directives of the guideline for educational organization and management (MoE, 1980E.C.) introduced not only the job description but also requirements to be teacher and a school principal. Accordingly, school principal position requires relevant discipline in school administration (priority to be short

listed) and relevant experience. The guideline prepared by MoE (1988 E.C) revised the job description of school principals to match with education reform. Simultaneously, directive have been launched for establishment of Education and Training Board at Woreda level. Nevertheless, the requirement for school principal remain unstated. On top of this, the Federal Civil Service commission (1984 E.C.) introduces personal management guideline underline detail procedure of placement. The procedure of recruitment, selection, promotion and transfer of employees are clearly identified.

According to the guideline (p.15) the objective of internal promotion is primarily to improve the management and performance of employee, internal promotion would be allowed if the following prediction were filled. The organization should have vacancy with respective budget for compensation purpose. Requirements to perform the job must suit the guideline of the commission (CPA). The candidate performance evaluation should be high and above average as per the criteria indicated by the commission. The candidate should receive higher rank by the organization officials.

More over, the advancement first, should provide basic facts, which allows the teacher to see whether the post is of interest, or not. Secondly, the advancement should publicize career opportunities. Thirdly, requirements including experience to perform the job, and closing date should be clearly stated. According the every criterion (education, experience, professional training, evaluation and personnel record or file) had been given fixed weights.

Besides, the selection committee members are listed; the potential representatives of personnel and immediate supervisor (heads) of the vacant position are allowed to be involved in the selection process.

Proclamation No 262 /2002 has been referred for the purpose of the discussion as a representative document. As pre the revised charter, the provisional government shall recognize the offices and public enterprises the city government and shall reassign, hire and dismiss employees in accordance with organizational structure it provides, perhaps, it might be one of the reasons that school principalship selection and placement through teachers nominate candidate's procedure to review and practice in wide scale.

## **2.6. Potential Transformation of Principal Duties in**

### **Ethiopia.**

The decentralized educational system in Ethiopia, among other things, has currently over loaded school principals with several duties and responsibilities. Although the 1988 revised guideline on educational organization and management had magnified the duties and responsibility of school principal, the 1994 guideline particularly delegate more authority to school principals than others.

The most important unique feature of the guideline was the commitment that MoE indicated the responsibility of school principals to be accompanied with the resources; non salary recurrent budget offered to be allocated on a block grant as per level and size of school. On the other hand school principal has been "empowered" in making decisions on staff members based on proclamation No 282 /article 65 (the article allow to pass decisions to the extent to of dismissing employees).

Moreover, the guideline prepared by MoE in 1994 states, educational organization, and community participation and finance demands the school principal more communication skills. Parent Teacher Association (PTA) at school level (school surrounding administration) Education and

Training Board and District Capacity Building Office (where the District Education Office accountable) has been established recently.

The school principal, therefore, is expected to be competent to run the going transformation of managerial activity. As a result of this justification, it may be deduced that at this time, duties and responsibility of school principal might demand more professional skill. To accomplish the growing responsibilities, Sandara and Morphy (1989) indicated that these principals need to be dedicated, well educated and professionally developed.

According to these authors the collective participation in educational administration does not hide its complexity. Evidences suggest that here are at least four ways in which school leadership is complex, the changes we are seeking are deeper than we first thought, there are a number of dilemmas in deciding what to do, one needs to act differently in different situations or phases of the change process, and advice comes in the form of guidelines for action, not steps to be followed.

As it is observed in the practical world, unless the role of each partner or participant is identified clearly and exercised through critical follow up, there may be overlap and perhaps conflict between their task and responsibilities.

Morgan, *et at*, (1983, p.136) To prevent the challenges educational administration should be technically prepared to carry out professional role with political responsiveness and cultural relevance. Lack of technical competence of educational administration can seriously jeopardize the political and cultural role, while compromising the interest and aspiration of educators, students, administrative support personnel and community citizens.

## **2.7. The Current Guideline of Selection of School Principals in Ethiopia.**

Of the several organizations people are engaged in, educational organizations are the most critical and crucial social infrastructure without which our modern science and technological products are hardly managed for the use of our society. So our schools must be organized not on traditional and lay man leadership, which was the core problem of our school system. Thus, to change the educational system emphasizing on teaching and learning process, it is obvious that professionally well educated, competent, experienced and effective teachers are encouraged to aspire to come to school management or leadership.

Recently, there has been change in selecting and assigning subject area teachers to school management position to provide leadership according to the educational guideline issued by the Ministry of Education in 1995, which constitutes the New Education and Training Policy embracing teachers career structure and approached by civil service commission in the same as mentioned above.

The guidelines were tested in the practical environment of teaching-learning and problems observed and brought to the attention of regional education office after which a number of identified problems discussed at conferences held at different times, where the 1995 guideline was prepared as revised form in 1996 that directed on the assignment of assistant directors.

Recently, in 2008 a new guideline was developed in a manner to overcome all problems related to school leadership selection.

The guideline was prepared by Ministry of Education and passed to Regional Bureaus of Education as of February, 2008 and Oromia Education Bureau, had adapted to the prevailing conditions of the region and presented to be approved by the Regional State Council. After successful deliberation by the various concerned stake holders, it was taken as working document as of April 2008.

According to this guideline, selection criteria has two phases for pre-selection and post-selection. Those candidates who are aware of the country's constitution, education and development policies and guiding rules are predominantly selected. Competent teachers who are respected, hard-working, ethical and likely to be professional models for their colleagues are considered.

Besides the above professional qualities, patriotism, uphold a sense of responsibility, democratic values and principles, experience in resolving differences through democratic principles are registered. According to this school principal selection guideline, the candidates who fulfill the above screening criteria were short listed for written exam and interview. Regarding the criteria set for selecting prospective government employees, the process of picking out the fit is conducted on an impersonal basis as follows:

1. Vacancy is officially publicized to invite competent individuals having the required qualification, experience and other relevant personal testimonies to compete for the position.
2. Proficiency performance result two to four rounds - accounting for 50%.
3. Written examination and interviews accounting for - 35% (Written exam. 25% and Interview - 10%)
4. Related work experience and professional development account for 10%

5. File quality before this competition, five-year back evaluation of each candidate's personal file quality /status account for 5%.

All this is to make sure that all the necessary conditions are accomplished. Thus, the guidelines are aimed at to ensure:

- that school leadership and administration is run by academically and professionally mature individuals
- that a demounted working climate is being established.
- that all the six-pillars of education quality assurance package are being implemented in the desired direction
- the ideal conditions are being created for the implementation of educational quality assurance package.
- the professionals with relevant educational background and personnel are assigned to the positions described.

In general, effective leadership in education is vital to the overall instructional efficacy at each school and classroom level. If a principal becomes an effective leader, it affect the lives of many teacher, and by this it will affect lives of many students and help them ultimately become leaders as well. The school principals are likely to be the key change agent to ensure that such change are introduced and sustained. Michael Fullan, (1991) described that the school principal is responsible for identifying the expectations placed on the school, ensuring that ministry and school direct guidelines are being met, and for developing the overall teaching skill of the staff. In addition, the principal's role has become decidedly more daunting, more complex, and more meaningful for those who learn to lead change, and are supported in that role.

Thus, if schools are turned to offer effective education, it is obvious that well educated, competent, committed and experienced and

professionally developed individuals are encouraged to aspire to come to school principal position.

## **CHAPTER III**

### **3. Research Design and Methods**

In this chapter under research design and methods; the method of the study, data sources, samples and sampling procedures, instruments of data collection, data gathering procedures and methods of data analysis are discussed briefly which has been employed for carrying out the present study.

#### **3.1. Method of the Study**

Since the study was aimed at examining and describing major problems incurred in school principal's selection, a descriptive method was employed. Furthermore, the data collection procedure was designed in such away as to provide a description of the current state of the problem and practices. It was also assumed that the nature of the problem needed wider description and investigations.

#### **3.2. Data Sources**

The population of the study in compasses all primary schools teachers in government schools in the three target Zones. Specially, the direct information sources of the current study were primary school teachers, cluster rescores center supervisors and education officials. The major sources of information for this study were primary school teachers, because of they were supposed to be the front stakeholders of the issue. The second and the third groups (supervisors and education officials) were included for the purpose of gathering information that would enrich the findings of the study. In addition to obtain information and top authority's view, interview was constructed for education officials. To ensure the objectivity of the information document analysis was conducted

### **3.3. Samples and Sampling Procedures**

Because of the geographical width of the Oromia regional state, only three Zones were selected by using stratified random sampling for the present study. In addition by using lottery method, West Harerge, South West Shawa and East Wollega Zones are identified to be the focus of the current study. From each Zones two Woredas were selected randomly and from each Woredas three schools were selected using lottery method. All the teachers in these three schools were used as sources of information.

Because of the importance of the information they are supposed to provide, education officials, specially, teacher and principal development work process performers of the selected Woredas were involved in the study. Woreda education officials teachers and principal development work process performers are supposed to be the core person for the implementation of educational policies in that Woredas. More over, the Cluster Resource Center (CRC) supervisors are responsible to offer all leadership and instruction related supports to the schools they supervise. In consideration of this fact, all Cluster Resource Center (CRC) supervisors of the selected schools had been included in the study. Totally, 307 primary school teachers, 18 supervisors and 6 education officials were involved in this study.

### **3.4. Instruments of Data Collection**

The data gathering instruments for this study were self-report questionnaire which consisted of closed and open ended items and interview. In addition to this, document analysis check list was also used as data gathering tool. All these instruments were developed locally after reviewing related literature. Prior to the actual study, the instruments were translated in to the local language, "Afaan Ormoo" by a professional in the language area and commented by professionals in the area of

leadership. The instruments were pilot tested on two primary schools (Kattaa and Bole) in Bishoftu town. On the pilot test, 18 teachers and two Assistant Principals were participated and some vague items were modified and some were removed to keep the reliability of the item. As far as the participant comment content validity was secured. More over, it was computed that the internal consistency of the rating scale was .67 at alpha level.

### **3.5. Data Gathering Procedures**

Because of the nature of the study, the samples of the study are represented at different stages. Thus, the data gathering procedure was adjusted to the convenience of the respondents. As far as all the principal selection related documents were at the Woreda office level, document analysis was conducted according to the schedule the researcher designed. All the pertinent information was collected from school teachers and CRC supervisors in a schedule convenient to the respondents against their regular work schedule.

The Woreda Education officials and specially, teachers and principal development work process performers were interviewed by the time of document analysis in their respective offices.

### **3.6. Methods of Data Analysis**

To analyze and interpret the data obtained through different methods, more of descriptive statistics and qualitative analysis were used. However, mean, standard deviation, median and simple percentage were used to analyze the collected information quantitatively too. Moreover, mean comparison was employed using One Way ANOVA to check whether there was difference among Zones on implementation of policy guidelines while selecting principals. All the raw data was feed into SPSS software and every analysis was carried out in such away.

Information obtained through the open-ended items and document analysis was qualitatively analyzed and interpreted based on the frequency and recurrence of the information. In some cases frequencies of percentages were set in rank-order. For some data of a continuous nature (High, moderate, low) frequencies were converted in to rating scales (3, 2, 1) respectively.

## **CHAPTER IV**

### **4. PRESENTATION, ANALYSIS AND INTERPRETATION**

This chapter is comprised of two major parts: Part one presents the characteristics of the sample population involved in the study. Hence the study groups teachers and supervisors discussed in terms of sex, age, years of service and academic background.

Part two of this chapter deals with analysis of the findings of the study. In this point, the findings are analyzed based on the response obtained from teachers, cluster resource center supervisors and education officials. In addition the collected data analyzed and interpreted through different methods, more of descriptive statistics and qualitative analysis were used. Information obtained through the open-ended items and document analysis was qualitatively analyzed and interpreted. Based on this overall interpretation are presented.

#### **4.1. Demographic Characteristics of the Study Group**

Initially, the questionnaire was distributed to 326 teachers but 19 questionnaires had incomplete information and discarded from the study. Thus, 307 questionnaires (94.17 %) were appropriately filled in and returned. In addition, 18 CRC school supervisors filled in and returned questionnaire. Similarly, the selected Woreda Education Officials were interviewed. Based on the responses obtained from teachers, the characteristics of the study group were examined in terms of sex, age, years of service and academic background. The demographic characteristics of the study group is presented as follows.

**Table 1: Respondent Teachers' Sex and Educational Level Across Zones**

Zone	Sex	Educational Level				Total	
		12/ 10 +1	12 +2	10+ 3	BA/ BSC	No	%
W.Hararge	Male	13	14	22	3	52	16.93
	Female	12	7	8	2	29	9.44
	Total	25	21	30	5	81	26.39
S.West Shewa	Male	29	19	31	4	83	27.03
	Female	4	9	9	-	22	7.16
	Total	33	28	40	4	105	34.20
East Wollega	Male	--	22	40	28	90	29.31
	Female	--	3	21	7	31	10.09
	Total	--	25	61	35	121	39.41
Total	Male	42	55	93	35	225	73.28
	Female	16	19	38	9	82	26.71
	Total	58	74	131	44	307	100.00

As indicated in Table 1, 225 (73.28%) of the teacher respondents are male. Unfortunately, female representation in this study was only, 82 (26.71 %). In Oromia, the proportion of female primary school teachers is 34.28%. Accordingly, the proportion of their representation in this study would obviously take similar pattern.

In addition, Table 1 shows educational level of the respondents across the Zones they represent and their sex. Accordingly, the figure indicates that 58 (18.89%) of respondents are at certificate level, 205 (66.77 %) are at diploma level (both 12+2 and 10 +3) and only 44 (14.33 %) are degree holders. It would therefore, be possible to generalize from these data that such a relatively education level might have supported to express various issues and problems of school principal selection in primary schools.

**Table 2: Respondent Teachers' Service/Experience by Years**

Zone	Sex	Respondents' service by years					Total	
		1-5	6-10	11-15	16-20	21-25	No	%
W.Hararge	Male	26	16	7	3	-	52	16.93
	Female	9	9	1	7	1	28	9.44
	Total	35	25	8	10	1	80	26.39
S.West Shewa	Male	47	27	1	3	5	83	27.03
	Female	9	5	5	2	2	23	7.16
	Total	56	32	6	5	7	105	34.20
East Wollega	Male	12	32	-	10	36	90	29.31
	Female	5	9	-	7	10	31	10.09
	Total	17	41	-	17	46	121	39.41
Total	Male	85	75	8	16	41	225	73.28
	Female	23	23	6	16	13	82	26.71
	Total	108	98	14	32	54	307	100.00

With regard to their service, it is indicated in table 2 that about 62.87 % of the respondents have teaching experience of more than 6 years. On the other hand, only about 35.17 of the respondent had teaching experience 1-5 years.

**Table 3: Respondent Supervisors' Sex and Educational****Level Across Zones**

Zone	Sex	Educational Level			Total	
		12 +2	10+ 3	BA/ BSC	No	%
W.Hararge	Male	2	1	2	5	22.77
	Female	0	1	-	1	5.55
	Total	2	2	2	6	33.33
S.West Shewa	Male	-	2	4	6	33.33
	Female	-	-	-	-	-
	Total	-	2	4	6	33.33
East Welega	Male	4	1	1	6	33.33
	Female	-	-	-	-	-
	Total	4	1	1	6	33.33
Total	Male	6	4	7	17	94.44
	Female	-	1	-	1	5.55
	Total	6	5	7	18	100.00

In a similar manner, table 3 shows the sex distribution of the sample population of supervisors. As clearly indicated in table 3, 17 (94.44 %) of the respondents were males. Surprisingly, female representation in this study was only 1 (5.55%).

With regard to their educational level, table 3 shows that 11 (61.11 %) of the supervisor respondents had diploma, whereas 7 (38.88 %) of them had reported to have first degree. It would therefore, be possible to generalize from these data that such a relatively education level might have supported to express various issues and problems of school principal selection in primary schools.

**Table 4: Respondent Supervisors' Service/Experience by****Years**

Zone	Sex	Respondents' service by years					Total	
		1-5	6-10	11-15	16-20	21-25	No	%
W.Hararge	Male	1	2	1	1	-	5	22.77
	Female	-	1	-	-	-	1	5.55
	Total	1	3	1	1	-	6	33.33
S.West Shewa	Male	-	-	4	2	-	6	33.33
	Female	-	-	-	-	-	-	-
	Total	-	-	4	2	-	6	33.33
East Wollega	Male	1	1	2	1	1	6	33.33
	Female	-	-	-	-	-	-	-
	Total	1	1	2	1	-	6	33.33
Total	Male	2	4	7	4	1	17	94.44
	Female	-	1	-	-	-	1	5.55
	Total	2	5	7	4	1	18	100.00

Table 4 shows the respondent supervisors' service /experience by years. As indicated in the table 4, 16(88.89) percent of the respondent services' have been in the teaching profession for more than six years. It would therefore be, possible to generalize from these data that such a relatively medium service in education system might have support to suggest the issues and problems of school principal selection in primary school.

Similarly, six education officials, all male, were interviewed on the issue. Among these respondents, two of them had diploma level of qualification whereas the remaining four had BA level of qualification. With regard to their experience, three of them had served 11-18 years and three of them have above 26 years of service. It was also found that 50 % of them have above 26 years experience. It was known that 2 (33.33 %) of Woreda Education Officials had diploma qualification whereas 4 (66.66 %) of them had first degree. It would be therefore, possible to infer from these

data that such highest service in education system and modest educational qualification might have various opportunities and problems on principal selection and implementation practices for primary schools.

#### **4.2. Presentation of the Major Findings**

School principal selection methods presented under this part of the analysis are cases pertaining to strategies or preliminaries for selection of school principal held in educational organizations. Based on few statements related to primary schools principals' selection used in the study, the result is summarized in the following table.

**Table 5: Primary Schools Principals' Selection Procedures/  
Practices Implemented by the Woredas**

S.N	Statement	True		Sometimes true		Un decided		Not True		Total	
		N	%	N	%	N	%	N	%	N	%
1	The school communities have clear information on principal selection and placement criteria.	12	3.9	26	8.5	95	30.9	174	56.7	307	100
2	School principal selection guideline has been distributed to each school in advance to school	39	12.7	38	12.4	73	23.8	157	51.1	307	100
3	The selection team had announced tangible vacancy to select competent school principal.	41	13.4	100	32.6	72	23.5	94	30.6	307	100
4	School principal selection criteria were announced in advance.	41	13.4	82	26.7	78	25.4	106	34.5	307	100
5	Referring to the vacant position in each school, there was a detailed notice comprising selection criteria fixed in relevant places?	33	10.7	72	23.5	78	25.4	124	40.39	307	100
6	All those who were supposed to meet the criteria, had the chance to compete for the school principal position	20	6.5	74	24.1	43	14.0	170	55.37	307	100
7	The current school principal selection considers performance appraisal results taken from two to four rounds, calculated out of 50%?	42	13.7	72	23.5	91	29.6	102	33.22	307	100
8	While selecting principals, relevant written exam was prepared, conducted and the result was taken for each candidate out of	41	13.4	84	27.4	81	26.4	101	32.89	307	100
9	While selecting principals, there was interview conducted out of which 10% was considered.	47	15.3	76	24.8	83	27.0	101	32.89	307	100
10	While selecting principals, educational background of the candidate is considered as criteria.	21	6.8	57	18.6	71	23.1	158	51.46	307	100
11	As criteria, earlier principalship and leadership experiences are taken into consideration.	32	10.4	71	23.1	53	17.3	151	49.2	307	100

The figures in the table 5 indicate the opinion of respondent. These figures were divided in to four parts. The first one indicates the number of respondents those accept the statement as it is always true. The figure in the second column indicates the number of respondents those agree as the concerned condition some times happened. The third column shows the number of respondents those who weren't sure whether the

condition is happened or not. The last column indicated the number of respondents those who didn't agree with the statement.

As depicted in the Table 5, responses given to item 1 indicates that most of the teachers (56.7%) reported that the school communities have no information about principal selection criteria in the context of their school. Likewise, 30.9% of respondents were undecided whether the school communities are aptly informed about principal selection criteria or not. Similar to the teacher respondents, half of the supervisors participated in this study reported similar idea that the local communities hadn't clear information about principal selection.

Responses given to item 2, as summarized in table 5, show that 51.1% of the teachers reported as school principal selection guideline hadn't distributed in advance. From this response, it could be deduced that teachers might have little or no clear information on selection guideline, the selectors' role, elimination process, technical assessment of candidates and the selection process at large. The student-researcher observed that the current guideline was not available in the sample schools. Thus, as cited by Monday, *et.al*, (1983), it would be realized that teachers and education officials might have little or no mutual agreement or shared goal on the requirements needed by the person and the selection process at large.

On the other hand, responses given to item 3, as summarized in table 5, show that 23.5% of the respondents were not sure or did not know as the selection team had announced tangible vacancy to select competent school principal. Moreover, 30.6 % of them indicated that no vacancy was announced for any school leadership position to their best level of knowledge. In one way or another, it was known that the majority of school teachers (54.1%) had no information on how and based on what

criteria their school principals were selected. At guideline level, ministry of education had clearly indicated that principal selection procedures and criteria should pass through defining the detailed nature and scope of the job descriptions, the professional profiles required for the position and the type of competencies required to effectively performing the task.

Contrary to such policy ground, about 34.5% of the respondents indicated that the principal selection criteria hadn't announced in advance. This implies that competent teachers who probably suit to the leadership position weren't got chance to compete for the vacant position.

Besides data summarized in table 5, the student-researcher has accessed various important information and had known that job description is not introduced to each school knowingly or unknowingly. However, the job of school principals is described clearly in the educational organization, Community Participation and Finance Guideline. With respect to vacancy announcement in principal selection process, responses given to item 5 reveals that vacant positions in each school are rarely filled after announcing selection criteria fixed in relevant place. 40.39% of the respondents indicated that they have never seen any posted principal selection notice to invite competent professionals towards the vacant position. It is also known that 25.4% of the respondents are uncertain of the issue.

Thus, the majority of the teacher-respondents, 66.3%, had not seen any notice announced intended to select principals. On this basis, it has been indicated by these respondents that the implementation of the guideline are less adequately exercised and the process of screening and final competition held to recruit competent professionals for the positions had faced problems. Consequently, those who were supposed to meet the criteria had no chance to compete for the school principalship position. A

point in evidence is that 55.37% of the respondents showed that those who are supposed to meet the criteria could not get the chance to compete for the position. Similarly, 14 % of the respondents gave their witnesses negatively or as they have no clear information about the issue.

The guideline clearly states that performance appraisal results are considered as selection criteria. From this perspective, the attempt aimed at soliciting information whether teachers know this issue resulted in that 33.22% of the teachers revealed that performance appraisal has never been used as criteria to select school principals. Almost equivalent number of respondents, 29.6 % also indicated that they hadn't information on the current school principal selection whether performance appraisal results taken from two to four rounds, calculated out of 50% or not. However, the document analysis conducted showed that performance appraisal results seem to be considered but it was found incomplete and inconsistency among the sample districts. It was also discovered that the process was less open and exposed to subjectivity.

Conceptually, the guideline prepared by ministry of education portrays that relevant written exam administered and the result would be accounted of 25% of the total point. Practically, however, 32.89% of the respondents didn't agree with this idea whereas 26.4% of them indicated that they have no clear information whether written exam was administered or not, while selecting school principals. Despite the respondents' unfamiliarity, some examination results were seen in the files of some selected school principals. The document analysis study uncovered that this was highly irregular among the Woreda. More over, it was known that the items of the exams were more of unrelated to professional competencies.

The other principal selection criteria described in the guideline was interview comprising 10 %. With regard to this practice, 32.89 % of the respondent disclosed that this was not true of their school reality. 27% of the respondents indicated that they didn't have clear information whether it was considered or not. From teacher respondents' perspective, it would therefore be possible to infer that the written exam found in the files were not genuine and could not assess leadership related knowledge and skills.

For principals' effectiveness, leadership related educational background is paramount. With this respect, responses given to item 10 in table 5 shows that 51.46% of the teacher-respondents reported that educational background of the candidate was not considered as criteria while selecting principals. Similarly, 23.1% of the respondents indicated that they didn't have clear information whether educational background was taken into account for principal selection. These responses were cross checked through document analysis and found that the majority of current primary school principals had studied academic subjects that are not related to leadership. In contrary, those who studied school administration and pedagogy were working as subject teachers. Such misplacement of professionals indicates how much the implementation process is trapped with hindrances and irregularities. Besides, resources invested in training of school management might have been wasted.

With regard to leadership effectiveness, a comparative study of principal ship performance between education administration and subject area graduates in primary schools in Oromia was conducted by Duble, (1997) and the findings showed that most of principals with no training have fewer skills than graduates in school administration. Thus, the current principal selection is found to be against this research finding.

Besides educational background, earlier leadership experience is supposed to predict the latter on job effectiveness of the candidate. However, observing the implementation process, 49.2% of the respondents witnessed that earlier leadership experience was not considered at all. Similarly, 17.3% of the teachers indicated that they hadn't information whether experience was valued in principal selection or not. Thus, the study indicates that the selection criteria do not invite teachers who have experience as department heads, unit leaders and principals. Some of the current principals also share this idea. Moreover, it was also observed that the majority of the principals were assigned to be principals with little or no experience of school management matters. On top of this, the respondents rated the current school principal selection criteria being implemented in the schools to be low. Among the teacher respondents, 66.4% of them indicated that the current criteria that used locally is poor in bringing up competent leaders that could improve the teaching learning process in the school system.

Generally, the summary result depicted in table 5 disclosed that school principal selection practices are irrespective of the implicit criteria given in the guideline. The majority of teacher-respondents reported that no vacancy is announced in advance to invite competent candidates to the position. Moreover, they indicated that all the selection process and procedures lack transparency and fairness. It was known from this summary that major selection criteria clearly indicated in the guideline such as performance appraisal, leadership experience, interview, written exam are scantily considered practically.

**Table 6: Principal Selection Methods Employed by the Woreda, Education Offices**

S.N	Statement	Always True		S/times True		I ma not sure		Never true		Total	
		N	%	N	%	N	%	N	%	N	%
1	Principals appointment by officials	67	21.8	39	12.7	41	13.4	160	52.1	307	100
2	Teaching staff nomination of the candidates for the approval of selectors.	12	3.9	16	5.2	16	5.2	263	85.7	307	100
3	External sources such as political leaders' nomination and selection of school principals.	219	71.3	53	17.3	26	8.5	9	2.9	307	100

The figures in the table indicate the opinion of respondent. These figures were divided in to four parts. The first one indicates the number of respondents those accept the statement as it is always true. The figure in the second column indicates the number of respondents those agree as the concerned condition some times happened. The third column shows the number of respondents those who weren't sure whether the condition is happened or not. The last column indicated the number of respondents those who didn't agree with the statement.

The guideline prepared by MoE (2000) outlines that principals would be selected through transparent vacancy announcement. Regardless of this fact, as showed on Table 6, 21.8% of teachers reported that the trend of selection of primary school principal in Oromia Region was taken over officials' appointment. Besides this, a considerable number of

respondents reported that the current selection of primary school principals is assumed as it is political appointment especially at woreda level. Most of the supervisors and Woreda Education officials also shared this idea.

As depicted in table 6, a considerable number of the teachers commented that the current selection practices were designed as to the convenience of some woreda education office heads and political leaders didn't paid attention for over all commitment of the candidates'. Most of the supervisors and woreda education officials involved in this study also shared this idea.

However, many literatures, including MoE directives, sate that parents teachers, students and community members would give every one a sense of participation in the over all educational activities. The current study indicates that the guideline that states advertising vacant jobs for merit-based competition is abandoned and new procedures were put in place.

It was intended in this study to investigate the major actor of principal selection process. Accordingly, the respondents uncovered that as political leaders nominated and assign school principals. As indicated in table 6, 71.3% of the teachers reported that the external forces such as political leaders nominated and assigned school principals. Based on this evidences, we can deduced that the current selection of primary school principals in most areas is being carried out in an arbitrary and amateur ways and lacks merit based sprit irrespective of what is indicated in the guideline.

Parallel to the teachers response, all the CRC supervisors and most of woreda education officials also revealed that the guideline is not properly

implemented. The guideline shows that the political leaders have role only at pre-selection stage. However, the data collected from most of study group proved that as the procedure of primary school principals selection didn't implemented as it was stated in the guideline.

**Table 7: Current Primary School Principal Selection Practices in the View of the Respondents**

S.N	Item	Strongly agree		Agree		Undecided		Strongly Disagree		Total	
		N	%	N	%	N	%	N	%	N	%
1.	Every stage of selection process was open to school community	11	3.6	42	13.7	56	18.2	198	64.5	307	100
2.	The selection decision most likely matches with teacher proposal of candidates	19	6.2	45	14.7	52	16.9	191	62.2	307	100
3.	Acknowledge teachers role of decision- making.	8	2.6	45	14.7	26	8.5	228	74.3	307	100
4.	Dominated with favoritism and nepotism.	211	68.7	28	9.1	19	6.2	49	16	307	100

The figures in the table indicate the opinion of respondent. The figures were divided in to four parts. The first one indicates that the number of respondents those who were strongly agreed or completely accepted the statement as it is always true. The figures in the second column indicate the number of respondents those accepted the idea. The third column shows the number of respondents those who hadn't enough information about the condition and the figures in the last column indicate the number of respondents those who didn't agreed with the statement.

For the question that was designed to investigate the extent of woreda education offices depend on the guideline in selecting principals for primary schools the respondent suggested detail. The principal

selection guideline prepared by MoE, (2000) clearly states that the local community will have a share in principal selection procedures. However, teachers commented that the school community was not well informed about the current guideline. The respondents stressed that school teacher have no role in principal selection process. As it is indicated in the above table, 57.8% of the teachers claim that principal selection was completed with out their awareness. Similarly, some supervisors participated in the study also revealed that the local communities were not active to be involved in the principal selection processes

As it is indicated in the above table, 64.5% of the teachers reported that principal selection procedure has no room for teachers' suggestion or comment. Similarly, 16 (88.88 %) of CRC supervisors indicated that the school community hadn't role in the principal selection process. Woreda education officials, on the other hand, argued that every teacher, even the candidates who have complaints regarding the selection decisions, can appeal to the committee to compete for the post hadn't got response. However, the officials also, admitted that no principal was selected in such a manner as indicated in the guideline.

Some of the items in this study were constructed to investigate whether there are the loop holes in the new guideline that caused hindrances to meet the target. With this regard, 51% of the teachers witnessed that the guideline is effective and the problem emanates form implementation and poor follow up, not from the policy document. The majority of the teachers comment that the selection decision was apolitical imposition rather than merit- based competition.

With the assumption of identifying teachers' involvement in the selection process, the teachers were asked whether the Woreda Education Office

acknowledges teachers' roles. Unfortunately, 73.4% of the teachers reported that the decision-making role was alien. Moreover, they indicated that principals' selection is perceived as if not teachers concern. Thus, Woreda Education Offices consider teachers contributions as simple and rarely influencing selectors' decisions in selecting school principals.

As far as pertinent techniques and procedures used for the selection of school principals, the teachers stressfully suggested that the principal position is considered as purely a political appointment at the woreda level and no role is given to the local community.

In this study, it was also planned to investigate the optional principal selection procedures used by the woreda education office leaders if they fail to use the criteria in the current guideline. Accordingly, about 70.6% of teachers and most supervisors indicated that the selection procedures currently used are informal, extremely confidential and unfair. The study group stressed that it is basically carried out based on personal relationships or personal proximity, favoritism and nepotism. Furthermore, the process was found to be unfair because the vacant positions are not advertised properly, the detailed requirements given in the guideline are not addressed at least at minimal level. Thus, they extended that such kind of 'close door' nature of the work is liable to corruption, favoritism and nepotism.

For the selection process is non-transparent, it is suspected to be staffed with subjectivity. As most of (68.7%) of teachers reported that favoritism and nepotism are highly reflected while selecting school principals. Most supervisors and all Woreda Education Officials also slightly indicated that most selection procedures are not in accordance with the guideline and as a result of unfair decisions, inappropriate persons were selected.

Nevertheless, had it been properly utilized, the guideline could serve as blue print to overcome those problems. As cited in the literature review, such problems can occur, if the selection procedure is arbitrary or ambiguous criteria were used. Consequently, the result would create unhealthy condition affecting the work motivation of all the teaching staff (Morgan, *et .al*, 1999).

For the problem of potential shortfalls of the current school principal selection the samples of this study, the teachers, the supervisors and the woreda Education officers, all together argued that significant decision is made by the political leaders regardless of the current guideline benchmarks. Respondent suggested the major problem is that the principal selection is assumed as it is political appointment around political leaders to the opposite aspect of the guideline.

Moreover, it was known that the principals those who were competent and experienced were rejected from their position at any time with out formal procedure. Because of this, it was found that principals lack confidence on their empowerment and failed to make significant decisions on their job. The investigator had interviewed some school principals who had been overthrown in such way. The respondents uncovered that the principals' delegation and allegation lack consistency and suffer from objectivity.

Regardless of educational background, proper experience and performance appraisal, some teachers are assigned to be principal position directly, with out any selection procedure. Most of CRC supervisors and Woreda Education officials also agree with this idea.

They indicated that there are competent, experienced and qualified teachers with leadership background, but could not get the chance to come to principal position because of unfairness of selection. As cited in

the literature review if the competent ,experienced and qualified teachers do not come to the principal position, it is not possible to improve school, because of schools doesn't have a principal who is good at leading improvement.

In addition, some teachers argued that the short falls are on system of follow up, less involvement of teachers' association in selection committee and absence of direct or indirect participation of the school community in the process. Irrespective of this idea, some supervisors and all Woreda Education Officials commented that the guideline itself has not empowered woreda education offices and mismatches with the concept of BPR.

One of the basic questions in this study was related with differences among the three Zones in implementation of the guideline during principal selection. Based on primary school principal selection procedure statements, a total comparison of means were carried out and summarized as follows.

**Table 8: Summary Table of Means on Primary School Principal Selection Procedures in the Three Zones**

No	Zones	No of participants	Mean	Std.dev.
1	West Harerge	81	33.7	8.07
2	South West Shewa	105	28.72	7.77
3	East Wollega	121	35.8	7.15
	<b>Total</b>	<b>307</b>	<b>32.81</b>	<b>8.2</b>

Table 8 shows the number of participant, the mean and standard deviation across the Zones. It indicates the significance between the Zones in implementing primary school principal selection guideline

**.Note:** The higher mean indicates the lower connection with the guideline.

As indicated in the above table, there is a slight difference of means among the three Zones .It is calculated that the maximum expected mean is 44. Because of the type of number representation used in the questionnaire, i.e. (1 = True, 2 = Sometimes True, 3 = Undecided/uncertain and 4 = Not True ) the higher mean indicates the lower level implementation of selection procedure according to the guideline. Thus, table 8 indicates that East Wollega (X = 35.8) is a Zone where the guideline is least implemented. Inversely, it is found that South West Showa is a Zone where the guideline is relatively well implemented. Even if table 8 shows a mean difference among the Zones in guideline implementation, it was attempted to test whether this difference was statistically significant or not. Accordingly, analysis of Variance (One Way ANOVA) was computed and the summary result is indicated as follows.

**Table 9: Summary Result of One Way ANOVA on Differences in Guideline Implementation Among the Three Zones.**

Variables	Sum of Squares	df	Mean Square	F	Sig
Between Groups	2889.592	2	1444.796	24.920**	0.000
Within groups	17624.825	304	57.976		
Total	2051.417				

As indicated in the above table, there is a statistically significant difference in guideline implementation in the three Zones (F = 24.920\*\*, Sig =.000). The higher mean is computed in East Wollega Zone and it justifies that relatively better attention is needed there.

From general point of view, the respondents rated the implementation of the current school principal selection guideline in bringing up competent professional principals and improving the teaching-learning process to be below average. Evidently, 66.4% the teachers indicated as the implementation of school principal selection guideline was low, and 25.4% of them considered its implementation as it is moderate. In addition, teachers were asked to comment on the overall current primary school principal selection decisions. The teachers, supervisors and even woreda education officials indicated as they are not happy with primary school principal selection in general.

Evidences indicate that mature educational leadership plays a significant role in improving education quality. In order to secure school leaders who act as bridge to the implementation of educational reform, priority should be given to competent, experienced and qualified teachers with leadership background.

The other frustrating factor identified was instability and frequent change of principals spontaneously. The principals those who came to position in merit-based competition should be stayed on the position for a given period of time except for disciplinary issues.

With regard to females' participation in leadership, the respondents indicated that there is no encouraging means to attract females to the principal position.

Furthermore, the respondents had given immense constructive inputs regarding the current principal selection practices in their woredas. Most of the comments forwarded by these respondents are worthy of discussion and the analysis is presented as follows:

1. The teachers' level of satisfaction with the current school principal selection procedure is found to be below average (47.1 %). It was

indicated that teachers' involvement in the selection procedure is perceived as complete imposition rather than empowerment. On the other hand, it is found that teachers are not consulted or involved in matter that can affect the teaching learning atmosphere. It might also be inferred that teachers' mistrust would be drawn from the mismatch of selection decision with the selection guideline.

2. The most preferred method of school principal selection, as described by teachers was promotion through merit-based competition being consistent to the current selection guideline. It has been noted in the literature review that unless there is a reason to believe that vacancies best be filled through competition from outside, it is most likely to be fair to facilitate internal promotion. Thus, it was identified in this study that the promotion process should involve advertising vacant job, competitive examinations rating devices, seniority plan qualifications, individual candidate file and other important principles of merit promotion
3. The respondents uncovered that the educational standard and related experience of leadership for each level should be in accordance with the guideline. Besides, it is better if the school community is well informed about the guideline and the overall procedure.
4. The respondents indicated that there are competent, experienced and qualified teachers with rich leadership background but such individuals didn't get the chance to leadership position because of unfair selection procedures. If overall change is expected from the schools, priority should be given to those competent, experienced and qualified teachers with leadership background.
5. Besides this, those principals who came to position in merit-based competition should be guaranteed to stay on position for a given

time. So that they could bring a significant change on the school. Except in case of the disciplinary conditions and others urgent work related failures they should stay on their position fully empowered.

6. Correspondingly, the participants asserted that principal selection is considered as pure political appointment at the woreda level. Such kind of practice has partially affected the academic activities for only politically committed people may not be competent in leadership. Furthermore, the study has revealed that the procedure was criticized for not being open. Moreover, the respondents proved that the selection is not on merit-based competition.
7. It was found in this study that, female participation in leadership is less than expected. Thus, it was stressed that females should be encouraged for the principal position
8. As indicated, in this study the selection procedure should be in accordance with the guideline, it means it should be based on commitment, competency and good performance. Congruent with what was cited in the literature review section, the current practice of principal selection in primary schools of Oromia Regional State is found to be held without considering school context and without adequate acceptance and commitment of the school community. Hence, the overall selection procedure had resulted in mistrust of the school community up on the selected school principals and this in turn leads to unhealthy communication among the working staff and has affected the over all activities in teaching profession.
9. As the other important point, the respondents pointed out that impact analysis should be conduct with Oromia Education Bureau and all the necessary improvements should be made.

## **CHAPTER V**

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

This chapter of the thesis deals with the summary of the major findings of the study. Besides these major findings of the study, conclusions and recommendations are forwarded.

#### **5.1. Summary of the Findings**

In Ethiopia, school principal selection procedure was one of the debatable agenda for years whether it pursues prescribed procedures. However, the selection of principals in government schools is an issue that has recently gained considerable public attention. As a result, the guideline prepared by Ministry of Education in 1999 E.C, and adopted by Oromia Regional State in 2000 E, C supports promotion through merit-based competition. This guideline was distributed in advance to each Zone and Woreda Education Offices for implementation.

However, the current study uncovered that the selection procedure in Oromia Region, is still under immense criticism. In this regard, as assigning principals through elector procedure is relatively new concept, no study has been conducted so far in our primary school context. This study was intended, therefore, to investigate the issue addressing the following basic questions.

1. To what extent do Woreda Education Office leaders explicitly depend on the guideline document while selecting principals for primary schools?
2. What other pertinent techniques and procedures are used for the selection of primary school principals?
3. What are the potential shortfalls of the current primary school principal selection practices in the region?

4. Is there any significant difference among Zones on the implementation of policy guideline while selecting primary school principals?

To deal with these research questions, a questionnaire was administered with the aim of gathering primary data from teachers and CRC Supervisors. In order to obtain information and authority's view, structured interview was constructed for Woreda education officials. Supplementary information was also collected through document analysis and informal discussions. Because of the geographical width, only three Zones of the region are selected for the present study. Using lottery method, West Harerge, South West Shawa and East Wollega Zones were identified to be the focus of the current study. Fortunately, these Zones have completely different geographical features and it is supposed to provide vital information that may help to generalize for other similar Zones too.

The sample size of the study was set by stratified random sampling technique. Initially, 326 teachers were made to fill out the questionnaire but 307 of the questionnaire were appropriately completed. Out of the total teacher respondents, 225 (73.28 %) were males where as the remaining were females. In addition to the teacher respondents, supervisors working in CRC centers were the other participants of the study. Accordingly, 18 supervisors among which only 5.5% were females completed the questionnaire. Furthermore, six Woreda Education Officials working in the 6 sample Woreda Education offices and 18 schools were involved in the study.

In analyzing the finding of the study, percentage and simple qualitative descriptions, mean comparison (one way ANOVA) were used to analyze the responses based on frequency counts. Such kind of analysis was found to be an appropriate and cost effective method as it clearly showed the needed information. Further more, information obtained through the

open-ended items and document analysis was qualitatively analyzed and overall interpretation was forwarded. Data obtained and analyzed in such away has shown the following implication;

1. The majority (64.5%) of the respondents revealed that no discussion is held in between education officials and school community concerning the method of school principal selection. They further claimed that the selection strategy has no relationship with the already prepared guideline and it suffers from lack of objectivity.
2. Furthermore, a large number (66.4%) of the study groups confirmed that the selection processes completely mismatches with the policy guideline for little attention is given to competency, skills, experience and professional qualification. Consequently, most of appointed principals are commonly seen being ineffective in decision making, lack the general essence of leadership qualities.
3. The majority (66.3%), of the respondents, hadn't seen any notice announced intended to select principals. In addition, the document analysis conducted showed that performance appraisal results seem to be considered in some target areas, but it was found incomplete and inconsistency. As far as written exams it was known that the items of the exams were more of unrelated to professional competencies.
4. The majority (51.46%) of the teacher-respondents reported that educational background of the candidate was not considered as criteria while selecting principals. These responses were cross checked through document analysis and found that the majority

of current primary school principals had studied academic subjects that are not related to leadership.

5. The majority (64.5 %) of teacher respondents rated their level of satisfaction with the current principal selection procedures and found it to be below average. Opposite to this, the majority of the teachers showed their preference for formal advertisement of vacant position and promotion through merit-based competitions as per described in the guideline.
6. Most of (71.3%) the teachers and most of the supervisors and woreda education officials uncovered that the political leaders nominate and assigned school principals. The study has revealed that the political leaders extremely depend on political appointment methods to select principals for the schools. It was known that such kind of procedure is highly subjective, non-transparent and unfair. As a result, competent and experienced teachers fail to get chance to compete for the principalship position.
7. There for among the teacher respondents, 66.4% of them indicated that the current criteria that used locally is poor in bringing up competent leaders that could improve the teaching learning process in the school system.
8. 51% of the teachers witnessed that the guideline is effective and the problem emanates from implementation and poor follow up, not from the policy document.
9. About 70.6% of teachers and most supervisors indicated that the selection procedures currently used were informal, extremely confidential and unfair. The study group stressed that it is

basically carried out based on personal relationships or personal proximity.

10. The majority (68.7%) of the respondents perceived that the selection decisions reflect favoritism and nepotism.
11. Comparison of means showed a significant difference among the three Zones on their level of relying on the guideline while selecting principals. Among the three Zones East Wollega is the least one in implementing the guideline while selecting school principals. Where as South West Showa is relatively better one and West Hararge is in between.

## **5.2. CONCLUSION**

All things considered, the current primary school principal selection procedure is found to have no space for teachers' participation in discussion on the job description or on the overall selection procedure. The overall analysis of the study in this regard showed that the selection practice is not credible on behalf of the teaching staff for the policy guideline is not being implemented as the expected level. Thus, it would be concluded that the teachers and the other local community weren't well informed about the current principal selection guideline. .

The study uncovered that the local officials have devised their own locally made selection criteria against the guideline predominated with biases and unnecessary interferences. It is markedly reported that such kind of selection not measurable and considerably weak to attract qualified professionals as little attention is paid to job related commitment. On top of this, the study finding uncovered that most of the assigned principals were graduates in academic subjects that are less related to leadership subjects. On the contrary, those teachers who graduated in education management and pedagogies are working as subject teachers. From this

perspective, although it is observed that qualified school managers are scarce, the current principal selection practice implies that school leadership related graduates are being de-professionalized and all resources invested in training of school leaders seem wastage. Obviously, training alone might not ensure leadership capacity. However, its potential advantages should not be undermined.

In the final analysis, the current study indicated that the over all electoral procedure lacks two way communication, predominated by one sided representation of selectors (pure political commitment), divergent from the selection criteria portrayed in the guideline and not related to professional efficiency. As a result, the teachers are less interested in the decisions passed by the selectors and the overall procedure. If change is expected on the overall school condition, the respondents directed that school principal selection has to be carried out with the transparent procedure as the current guideline indicate.

Generally, the current study evidently reveals that the selection procedures weren't transparent, the selectors' roles weren't clearly specified and the selection criteria weren't job related. Meaning, the selection procedure couldn't attract qualified professionals. All together, the respondents indicated that the selection criteria should be related to the schools contexts and the over all process and procedures should be systematically designed in a transparent way. Specifically, the school principal selection should stick to the current guideline.

### **5.3. RECOMMENDATIONS**

- I. The current primary school principal selection procedure suffers from openness, fairness and consistency. Thus, it is recommended that the constituencies of selectors should include representatives of parents, teachers, students, experts from education offices and board of education. The responsible committee for school principal selection needs to be trained in cascading system as to develop basic knowledge of job analysis and use measurable selection instruments as indicated on the guideline.
  
- II. Analysis of the current finding revealed that the selection criterion currently employed is completely different from what is listed in the guideline because it is pure political appointment. Because of this, the procedure is found not only distrusted by teachers but also regarded as unfair. Hence, it is recommended that the selection criteria and procedures should be viewed from professional direction and conducted on open, fair and consistent merit-based competition. With this regard, the following are recommended.
  - a) For the problem that the current principal selection procedure didn't attract competent experienced and qualified professionals is the way or procedure of vacant advertised. Vacant principalship positions should be advertised in order to facilitate merit based competition and invite qualified candidates for the position.
  - b) To avoid unnecessary techniques and procedures, principal selection mandate is given to Woreda Education Offices.
  - c) To feel the gap of potential shortfalls of the current school principal selection, it is recommended that emphasis should be given to technical requirements or job related criteria, the use of predictors

such as testing and interviewing and involvement of professionals in the selection processes. The best candidate selected in such a way can be given an in-basket of activities or programs that gives real sense of their approach to the job.

- III. In order to avoid corruption, favoritism and nepotism, the selection procedure should be administered and/or approved by Oromia Education Bureau.
- IV. The study has disclosed that there are differences among Zones on the level of depending on the guideline while selecting school principals. Thus, to avoid differences among Zones it recommended that the Oromia Education Bureau should follow up the selection process in all Zones and assure similarity among Zones as per described in the guideline.
- V. Finally, many educational researchers claim that it is apparent that research has not yet brought available definite selection procedures of school principals, but rather the selection process can be improved if continuous attention is paid to systematic development of selection procedures and instruments. Therefore, it was recommended that researchers give due attention to this educational issue and provide innovative ideas.

## BIBILOGIRAPHY

- Ayalew Shibeshi. (2000). **Theories of Educational Management**. Addis Ababa: University published teaching material.
- Bryk, A., Sebring, P., Kerbow, D., Rollw, S. and Easton, J. (1998). **Charting Chicago School Reform**. Boulder. Co.: West View Press.
- Clark, D., Mantorel, P. & Rockott, J., (2009). **School Principals and School Performance**. Washington. DC: CALDER, The urban Institute.
- Coul, L. (1996). **Methodology of Educational Research**. Delhi: Vikas House pvt, Ltd.
- Davis, S., Darling-Hammond, L., Lapointe, M. and Meyerson. D., (2005) School Leadership study: **Developing Successful Principals**. Stanford: Educational Leadership Institute.
- Day, C. Harris A., Hadfield, M., Toley. H. and Beresford, J. (2000). **Leading Schools in Times of Change**. Buckingham: Open University press.
- Donaldson, G. (2000). **To Lead a School: A Collaborative Leadership Model of Teachers and Principals**. Newyork: Teachers College Press.
- Dubale Erget (1997). **A Comparative Study of Principalship Performance Between Educational Administration and Subject Aria Graduates in Oromia Secondary School**. Addis Ababa University: Unpublished MA thesis.
- Duke, D.L. (1988). **Why principals Consider quitting?** Phi Delta: Kappan.
- Elizabeth, Leau. (2005). **Quality of Education and Teacher Learning: A review of the Literature**. U.S. : Agency for International Development.
- Farrant, J.S. (1980). **Principals and Practice of Education**. (New Edition). Langman Group: UK.
- Federal Democratic Republic of Ethiopia (FDRE) (2003). **Federal Civil Servants Proclamation "Federal Negarit Gazeta"**, No 18<sup>th</sup> year No 8: Addis Ababa : Birhane Selan Printing Enterprise.
- Fidler L, (1995). **School Organization Management Leadership**. 15 (2); PP:145-189.

- Georglades and Jones, (1989). **A Review of Research on Head Master and School Principals in Developing Countries**. No. 89/11 Washington DC: World bank.
- Gorton, Richard A. (1987). **School Leadership and Administration**. Washington: WM,C. Brown publisher, USA.
- Hamalainen, K. and Wierengen F. (1994). **Reforming Educational Management In Europe**. Academic book center, ABC, Delier,Nether lands.
- Hargreaves, A., Earl, L., Moore, S. & Manning M., (2001). **Learning to change: Teaching Beyond Subjects and Standards**. San Francisco: Jossey-Boss.
- John and Hunt (1992), **Management People at Work A Manager's Guide to Behavior in Organization**. Great Britain: Mc Graw Hill Book Company Europe.
- Kochhar S.K. (1991). **Secondary School Administration**. New Delhi: Stering Publishers pvt, Ltd.
- Krug , S.E. *et at*, (1992). Instructional Leadership: a constructive perspective; **Education Administration Quarterly**. 28 (3); PP430-443.
- Leithwood, K. (ed) (2000). **Understanding School as Intelligent System**. Stanford: JAI press.
- Leithwood, K., Jantzi, D. and Steinback, R., (1999). **Changing Leadership for Chaging Times**. Buckingham; Open University.
- Macmeil, N., Cavanagh, R. and Silcox.s. (2003). **Beyond Instructional Leadership: Towards pedagogical Leadership**. Auckland: Paper submitted for presentation at the 2003 Annual conference for the Australian Association for Research in Education.
- Mclaughlin, M. and Talbert, J., (2001). **Professional Communities and the Work of High School Teaching**. Chicago: University of Chicago Press.
- Mello and Stra, (1993). Increasing and Improving the Quality of Basic Education: **Comparative selection of school principals**. Monograph No 11,pp 1-33.
- MoEST ,(2000). **Hand book for Inspection of Education of Institutions**. Nairobi; Ministry of Education Science and Technology.

- Morgan, Colin, et. al, (1983). **The Selection of Secondary School Head Teachers.** London : Open Univesity Press.
- Mulford, B. (2003). School Leaders: **Changing Roles and Impact on Teacher and School Efectiveness.** (Accessed on 12 October, 2010 from [www.Occd.Org/ledu/teacher policy.](http://www.Occd.Org/ledu/teacher%20policy))
- New schools Venture Fund (2008). **Principal Development: Selection, Support and Evaluation.** San Francisco: New schools Venture Fund.
- Oduro, G.K., Dachi, N., and Fentig, M. (2008). **Educational Leadership and quality Education in Disadvantaged Communities in Ghana and Tanzania.** A paper presented at the common wealth in council for educational administration and Management conference. International convention center, Durban, South Africa: 8<sup>th</sup> - 12<sup>th</sup> September, 2008.
- Ozigi A.O. (1995). **A Hand Book on School Adminstration and Management.** London: Macmillan Education Ltd.
- Plakar, G. P. (1998). **Industrial Organization and Management.** Bombay; Himaliya publication House.
- Sandera, B. and Murphy, P. (1989).**Administration and Management of Education: The challenge faced.** Booklet:No.2, XXV<sup>th</sup> Anniversary work shop (IIEP ); UNESCO; Paris.
- Stoops , Emery et. al., (1981). **Hand Book of Education Administration.** USA : Allyn and Bacon, Inc.
- Teshome Bishaw (1975).**The Secondary School Principalship in Ethiopia.** London: Colombia University
- ትምህርት ሚኒስቴር (1994) “የትምህርት አደረጃጀትና አመራር የህብረተሰብ ተሳትፎ ውሳኔዎች. አዲስ አበባ;ት:መ:ማ:ድ: . የፋይናንስ መመሪያ“ .አዲስ አበባ; ብርሃንና ሠላም ማተሚያ
- \_\_\_\_\_ (1980). የትምህርት አደረጃጀትና አመራር መመሪያ.አዲስ አበባ; የትምህርት አደረጃጀትና አመራር .

\_\_\_\_\_ (1988) “የትምህርት አደረጃጀትና አመራር መመሪያ፣ አዲስ አበባ፣ ትምህርት ሚኒስቴር

UNESCO. (1987): **The Role of School Principals in School Based Management**. IIEP, Paris.

\_\_\_\_\_ (1989). **Contribution of school principals for school objectives**, IIEP, Paris.

University press of America, (1986). **Research and Thought In administrative theory: Developments in the field of Educational administration**. London, UPA.

Wallace Foundation (2007). **Education Leadership A Bridge to School Reform**. The Wallace Foundations National Conference. New York: October 22-24, 2007.

የመንግሥት ሰራተኞች አስተዳደር ኮሚሽን (1984). **ፕሮሶኔል አስተዳደር መመሪያ**” አዲስ አበባ.

የትምህርት ሚኒስቴር (1991). 11ኛው የትምህርት ጉባኤ ማጠቃለያ ግንዛቤዎችና አደረጃጀትና አመራር; አዲስ አበባ፣ ትምህርት ሚኒስቴር

## APPENDIXES

### ***APPENDIX A: Teacher Questionnaire (English Version)*** **ADDIS ABEBA UNIVERSITY SCHOOL OF GRADUATE Studies**

#### **FACULTY OF EDUCATION**

#### **DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT.**

#### **Questionnaire to be filled in by Primary School teachers.**

#### **Dear participants!**

The purpose of this questionnaire is to solicit information on primary school principal selection and placement practices in the Oromia regional state. The study is aimed at providing research evidence for leaders and policy makers so that the necessary improvement could be made on principal selection and placement issues in the region. The response you give for each item makes a significant difference on the effectiveness of the study.

Thus, you are kindly requested to read each item carefully and respond honestly. No item is 'right' or 'wrong'. Feel free to respond from your own school experience point of view. The information you delivery will be kept confidential and even the researcher does not know who you are. ***Do not write your name on any part of this paper.***

Thank you very much.



**Anchor**

1 = True

2 = Sometimes true

3 = Undecided (uncertain)

4 = Not True

S.N	Item	1	2	3	4
1	The school communities have clear information on principal selection and placement criteria.				
2	School principal selection guideline has been distributed to each school in advance to school principal selection.				
3	The selection team had announced tangible vacancy to select competent school principal.				
4	School principal selection and placement criteria were noticed to in advance.				
5	Referring to the vacant position in each school, there was a detailed notice comprising selection criteria fixed in relevant places?				
6	All those who were supposed to meet the criteria, had the chance to compete for the school principal position				
7	The current school principal selection considers performance appraisal results taken from two to four rounds, calculated out of 50%?				
8	While selecting principals, relevant written exam was prepared, conducted and the result was taken for each candidate out of				
9	While selecting principals, there was interview conducted out of which 10% was considered				
10	While selecting principals, educational background of the candidate is considered as criteria				
11	As criteria, earlier principal ship and leadership experiences are taken into consideration.				

**PART THREE- Please indicate the method selection of school principal in your school by putting a check mark (✓) in one of the boxes provided to each possible method.**

**1** = Always true

**2** = Usually true

**3** = Some times true

**4** = Never true

No	Item	1	2	3	4
1	School principals are appointed by officials				
2	The teaching staff nominate candidate for the approval of selectors.				
3	External sources such as political leaders nominate and select school principals.				

4. Who select/recruit the principals other than the above

---



---



---

**PART IV : JUDGEMENT**

III. Listed below are few statements that may described results of primary school principal selection and placement. Please indicate your agreement of disagreement by checking a mark (✓) in one of the boxes provided corresponding to each statement:

**Anchor**

1 = Strongly agree

2 = Agree

3 = Undecided (uncertain)

4 = Disagree

No.	Item	1	2	3	4	5
1	Every step of selection process was open to school community comment					
2	The placement decision most likely matches with the criteria mentioned in the guideline.					
3	The over all selection/recruit process acknowledged by teachers.					
4	Favoritism and nepotism have dominated while filling the position					

5. Who make the decision

---

---

---

**PART-V. Please, give brief short answer about primary school principals selection being carried out from policy guideline point of view.**

1. If the selection procedures used did not take into consideration the criteria in the current guideline, what other selection criteria were resorted too?

---

---

---

2. What are the loop holes in the new guideline that caused hindrances for hitting its target?

---

---

---

3. What were the problems regarding the overall current school principal selection decisions please specify

---

---

---

4. In general, how do you rate the implementation of current school principal selection guideline in bringing up competent and professional leaders and improving the teaching-learning process?

1. High
2. Moderate
3. Low

THANK YOU AGAIN

***APPENDIX B: CRC Supervisor Questionnaire (English Versions)***

**ADDIS ABEBA UNIVERSITY SCHOOL OF GRADUATES  
FACALITY OF EDUCATION DEPARTEMENT OF EDUCATIONAL  
PLANNING AND MANAGEMENT.**

**Questionnaire to be filled in by Primary School ( CRC Supervisors ).**

**Dear participants!**

The purpose of this questionnaire is to solicit information on primary school principal selection and placement practices in the Oromia regional state. The study is aimed at providing research evidence for leaders and policy makers so that the necessary improvement could be made on principal selection and placement issues in the region. The response you give for each item makes a significant difference on the effectiveness of the study.

Thus, you are kindly requested to read each item carefully and respond honestly. No item is 'right' or 'wrong. 'Feel free to respond from your own school experience point of view. The information you delivery will be kept confidential and even the researcher does not know who you are. ***Do not write your name on any part of this paper.***

Thank you for your cooperation



2. Were every step of the primary school principal selection process was open to school community comment?

---

---

---

3. Do you assume that the primary school principal selection decision most likely matches with the criteria mentioned in the guideline?

---

---

---

4. What are the loop holes in the implementation of new primary school principal selection that caused hindrances to hitting the guideline target?

---

---

5. If the selection procedures used did not take into consideration the given criteria,

What other selection criteria were resorted too? \_\_\_\_\_

---

---

6. In the process of screening and final competition held to identify competent professionals for positions mentioned in each school; did the target hit? Please, explain briefly.

---

---

---

7. If you there is any problem regarding the overall current primary school principal selection and placement decisions, please specify

---

---

THANK YOU AGAIN

***APPENDIX C : Interview Scheme To Woreda Education  
Officers ( English Version)***

**ADDIS ABEBA UNIVERSITY SCHOOL OF GRADUATES  
FACALITY OF EDUCATION DEPARTEMENT OF EDUCATIONAL  
PLANNING AND MANAGEMENT.**

**An interview scheme to the District/ Wereda Education Officers.**

This interview scheme is administrated to gathering first hand information on issues related to the current selection and placement of primary school principal.

The study is aimed at providing research evidence for leaders and policy makers so that the necessary improvement could be made on principal selection and placement issues in the region. The response you give for each item makes a significant difference on the effectiveness of the study. Thus, you are kindly requested to read each item carefully and respond honestly.

- You do not need to write your name.
- The information you delivery will be kept strictly confidential.

Thank you for your cooperation.

## **I. General Data**

1. Age                       2. Sex                       3. Service
4. Level of Education \_\_\_\_\_
5. Position \_\_\_\_\_

## **II. An Interview Scheme**

1. Was the procedure of school principal selection in your district based on current guideline? Would you tell me how?
2. Were all those who supposed to meet the preconditions, had the chance to compete for the school principal ship position in your district ?
3. If your answer for question No 2 is "No" what is your reason to do so?
4. How well do you think is that, the current selection and placement of principals serving the education objective ?
5. If the selection procedures used did not take into consideration the criteria in the current guideline, what other selection criteria were resorted too? If any please explain
6. If the current school principal selection guideline did not take into Consideration, as far as your district, what factors were impose you not to implemented it

Thank you Again

**APPENDIX D : Document Analysis Scheme ( English  
Version)**

**ADDIS ABEBA UNIVERSITY SCHOOL OF GRADUATES  
FACALITY OF EDUCATION DEPARTEMENT OF EDUCATIONAL  
PLANNING AND MANAGEMENT.**

**Document analysis scheme to the District/Wereda Education  
Offices.**

This document analysis scheme is administrated with the aim gathering supplementary information on issues related to the current selection and placement of primary school principal.

The purpose of this document analysis is to solicit information on primary school principal selection and placement practices in the Oromia regional state, that will have no any negative effect on you and your organization. The effectiveness of the study is depend on your genuine objective response.

- You do not need to write your name.
- The information you delivery will be kept strictly confidential

Thank you in advance for your cooperation.

**I. General Data**

1. Zone \_\_\_\_\_
2. Ditrict/Wereda \_\_\_\_\_
3. Number of elementary Schools in Wereda \_\_\_\_\_
4. Number of CRCs \_\_\_\_\_

## II. Document Analysis Scheme

S.N.	statement	Type of document available	Ample document	Few Document	No Document
1	Is there any document that shows the composition of selection team organized				
2	Is there any copy of detailed notice comprising selection criteria fixed in relevant places?				
3	Is there any copy of document on performance evaluation of each candidate taken from two to four rounds, calculated out of 50%				
4	Is there any copy of the written exam, checked exam and result documents taken for each candidate out of 25%? ?				
5	Was there any copy of interview document conducted out of which 10% ?				
6	Is there any document on evaluation points given to background study and closely work related qualification multiplied by 0.27?				
7	Were the evaluation points on professional development and work related experience considered out of 10%?				
8	Were candidates personal file status evaluated out of 5%?				

9. If the current selection guideline did not take into consideration, what other selection criteria were resorted too? If any document regard to this? \_\_\_\_\_

\_\_\_\_\_

10. If the current school principal selection guideline did not take into Consideration, as far as your district, what factors were impose you not to implemented it? Is there any document that shows the consensus of the selector committee ?

THANK YOU AGIN

**Appendix E: Teacher Questionnaire (Afan Oromoo Version)**

**Yunivarsitii Finfinneetti Faakaaltii Barumsaa Muummee  
Karoora fi Bulchiinsa Barnootaa Sagantaa Barumsaa  
Digrii 2<sup>ffaa</sup>**

**Miilto A**

**Gaafannoo Barsiisota Sadarkaa Tokkoffaan Guutamu**

Kabajamtoota Barsiisotaa: Kaayyoon gaafannoo kanaa raawwii hojiirra oolmaa qajeelfama filannoo daarikteroota manneen barnootaa sadarkaa tokkoffaa Naannoo Oromiyaa irratti qorannoo gaggeessuun gara fuula duraatti fooyya'iinsi barbaachisaa akka dhufu gochuudha.

Kanaaf deebiin qabatamaa fi sirrii ta'e isin kennitan milkaa'ina qorannoo kanaaf gumaacha ol'aanaa qaba. Haala kanaan mana barumsa keessan bu'uura godhachuun odeeffannoon isiin kennitan icciitiin isaa kan eegamu ta'uu isaaf maalummaa keessan qorataan kun illee kan hin beekne ta'uu beeksifna. Kanaaf maqaa keessan fuula kami irratti iyyuu barreessuun isin irraa hin eegamu.

Baay'ee isin galateeffanna.

- Mallattoo (✓) yookiin deebii ifa ta'e iddoo barbaachisaa ta'e irratti kennaa.
- Gaaffi gosa tokkoof deebii tokko qofatu barbaadama.

## **Kutaa Tokko: Odeeffannoo Dhuunfaa**

**1. Iddoo hojii** \_\_\_\_\_

### **2. Umurii**

- |                        |                       |
|------------------------|-----------------------|
| 1. Waggoota 25 fi gadi | 2. Waggoota 26-35     |
| 3. Waggoota 36-45      | 4. Waggoota 46 fi oli |

**3. Saala** 1. Dhiira 2. Dubara

### **4. Sadarkaa Barumsaa**

- |           |         |          |
|-----------|---------|----------|
| 1. 12+1   | 2. 12+2 | 3. 10 +3 |
| 4. BA/BSc |         |          |

### **5. Tajaajila**

- |          |          |                       |
|----------|----------|-----------------------|
| 1. 1-5   | 2. 6-10  | 3. 11-15              |
| 4. 16-20 | 5. 21-25 | 6. Waggoota 26 fi oli |

## **Kutaa Lama: Adeemsa raawwii filannoo daarikteeroota sadarkaa**

### **1ffaa**

I. Armaan gaditti raawwii filannoo daarikteroota sadarkaa tokkooffaa qajeelfama waliin walbira qabamee yoo ilaalamu haala mana barumsa keessaniin maal akka fakkaatu mallattoo ibsame (✓) kana iddoo barbaachisaatti agarsiisuun deebii kennaa.

## **Hiika Agarsiisotaa**

- 1=** Baayee sirrii
- 2 =** Sirrii dha.
- 3=** Hin beekamu.
- 4=** Sirrii miti.

<b>Lak</b>	<b>Qabxiilee Gaafannoo</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	Hawaasni mana barumsaa qajeelfama filannoo daarikteerootaa irratti hubannoo gahaa argateera.				
2	Qajeelfamni filannoo daarikteerootaa manneen barnootaa hundatti raabasameera.				
3	Gareen filannoo yeroo dorgommiin daarikterootaa raawwate iddoo duwwaa daarikteera manneen barnootaa irratti beeksisa ifa ta'e baaseera.				
4	Beeksisa ba'e irratti ulaagaan filannoo sirriitti ibsameera.				
5	Beeksiisni ulaagaa guutuu qabate iddoo argamuu danda'u hundaatti maxxanfameeraa.				
6	Namoonni ulaagaa guutan hundi carraa dorgomii argataniiruu.				
7	Dorgomicha keessatti qabxiin madaallii hojii marsaa lamaa hanga afurii 50% keessaa qabameeraa.				
8	Dorgomicha keessatti qorumsi barreeffamaa 25% keessaa qabameera.				
9	Dorgomicha keessatti gaaffiin qomaa 10% keessaa qabameera.				
10	Dorgomicha keessatti gosa barumsa hooggansa barnootaa waliin walqabatuuf xiyyeeffannaan kennameera.				
11	Dorgomicha keessatti muuxannoo hooggansaaf xiyyeeffannaan kennameera.				

**KUTAA SADII; Haala mana barumsa keessan irratti hundaa'uun mala filannoo daarikterootaa ilaalchisee mallattoo (✓) iddoo barbaachisaa ta'etti guutaa.**

**Hiika Agarsiisotaa**

- 1 = Yeroo hunda sirrii
- 2 = Yeroo baay'ee sirrii
- 3 = Yeroo tokko tokko sirrii
- 4 = Gonkumayyuu sirri miti

Lakk	Qabxiilee Gaafannoo	1	2	3	4
1	Daarikteroonni manneen barnootaa ogeessota waajjira barnootaan filamu				
2	Kaadhimmamtoonni daarikterootaa dursa barsiisotaan eeramanii koreen filannoon mirkaneessa				
3	Qaamota mana barumsaan ala jiraniin (qaama siyaasaa fi bulchiinsaan) filatamu.				

4. Qaamota armaan olitti ibsamaniin ala fiannoo daarikterootaa haalli itti gaggeefamu  
yoo jiraate haa ibsamu.

---



---



---

**KUTAA AFUR:- Murteessuu**

II. **Himootni armaan gaditti ibsaman bu'aa raawwii filannoo daarikteeroota sad. Tokkooffaa kan ibsanidha. Kanaaf dhimmicha irratti waliigaltee qabdan murteessuun mallattoo (✓) iddoo barbaachisaatti guutuun agarsiisaa.**

**Ibsa Agarsiisotaa**

- 1= Baasy'eetti sirrii
- 2= Sirrii
- 3= Hinbeeku
- 4= miti

<b>Lakk</b>	<b>Qabxii Gaafannoo</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	Sadarkaaleen adeemsa filannoo daarikteerootaa hawaasa mana barumsaaf ifa ta'aa tureera.				
2	Murtoon filannoo daarikteerootaa darbe irratti kenname ulaagaa qajeelfamicha irratti ibsameen kan wal simudha.				
3	Adeemsi filannoo daarikterootaa barsiisota biratti fudhatama kan argate dha.				
4	Adeemsi filannichaa walbeekumsaan, naannummaa fi firoominaan kan raawwatamedha.				

5. Adeemsa filannoo daarikterootaa keessatti murtoo kan kennu eenyure?

---



---



---

**KUTAA SHANAFFAA - Qajeelfama ba'een walqabsiisuun deebii ifaafi gabaabaa kennaa.**

1. Filannoo gaggeeffame ulaagaa filannoo qajeelfama keessatti ibsame irratti kan hin hundoofne yoo ta'e, ulaagaan biroo ittiin raawwatame maalidha?

---

---

---

2. Akka qajeelfamni filannoo daarikterootaa galma hin geenye kan godhe qajeelfamicha keessa qaawwi jiru maali?

---

---

---

---

3. Murtee fi raawwii adeemsa filannoo daarikterootaa sadarkaa lffaa ilaalchisee komii qabda yoo jiraate ibsaa.

---

---

---

---

4. Walumaagalatti, qajeelfamni haaraa filannoo daarikterootaa hooggantoota cimoo ogummaa bulchiinsaa qaban hojii kanatti fiduu fi adeemsa baruu fi barsiisuu fooyyeessuuf yaadamee ba'e kun hangam hojiirra ooleera jettu?

1. Ol'aanaa
2. Giddu-galeessa
3. Gadi-aanaa

Irra deebinee isin galateefanna.

## **Appendix F: CRC Supervisor Questionnaire (Afan Oromomo Versions)**

### **Gaafannoo Supervizaroota CRCn Guutamu**

Kabajamtoota Supervizarootaa: Kaayyoon gaafannoo kanaa raawwii hojiirra oolmaa qajeelfama filannoo daarikteroota manneen barnootaa sadarkaa tokkoffaa Naannoo Oromiyaa irratti qorannoo gaggeessuun gara fuula duraatti fooyya'iinsi barbaachisaa akka dhufu gochuudha.

Kanaaf deebiin qabatamaa fi sirrii ta'e isin kennitan milkaa'ina qorannoo kanaaf gumaacha ol'aanaa qaba. Haala kanaan manneen barumsaa CRC keessan bu'uura godhachuun odeeffannoon isiin kennitan icciitiin isaa kan eegamu ta'uu isaaf maalummaa keessan qorataan kun illee kan hin beekne ta'uu beeksifna. Kanaaf maqaa keessan fuula kami irratti iyyuu barreessuun isin irraa hin eegamu.

Baay'ee isin galateeffanna.

- Mallattoo (✓) yookiin deebii ifa ta'e iddoo barbaachisaa isaatti kennaa.
- Amma barbaachisaa hin taanetti gaaffi gosa tokkoof deebii tokko qofatu barbaadama.

### **Kutaa Tokko: Odeeffannoo Dhuunfaa**

#### **1. Umurii**

- |                        |                       |
|------------------------|-----------------------|
| 1. Waggoota 25 fi gadi | 2. Waggoota 26-35     |
| 3. Waggoota 36-45      | 4. Waggoota 46 fi oli |

#### **2. Saala**      1. Dhiira                                      2. Dubara

#### **3. Sadarkaa Barumsaa**

- |           |         |         |
|-----------|---------|---------|
| 1. 12+1   | 2. 12+2 | 3. 10+3 |
| 4. BA/BSc |         |         |

**4. Tajaajila**

1. 1-5                      2. 6-10                      3. 11-15  
4. 16-20                    5. 21-25                    6. Waggoota 26 fi oli

**Kutaa : II Adeemsa Filannoo Daarikteroota Sadarkaa Tokkoffaa  
Raawwii filannoo daarikterootaa qajeelfama isaa waliin wal bira  
qabuun deebii gabaabaa kennaa.**

1. Qajeelfama filannoo daarikterootaa haaraa ba'e irratti hawaasni mana barumsaaf hubannoon gahaa kennameera?

---

---

---

---

2. Adeemsa filannoo daarikterootaa sadarkaa tokkoffaa irratti hawaasni mana barumsaa akka yaada irratti kennu banaa turee?

---

---

---

---

3. Filannoo daarikterootaa dhiyeenya gaggeeffame irratti murteen kenname ulaagaa qajeelfama ba'e irratti kan hundayedhaa ?

---

---

---

---

4. Akka qajeelfamni filannoo daarikterootaa galma hin geenye kan godhe qajeelfamicha keessa qaawwi jiru maali?

---

---

---

---

5. Filannoon gaggeeffame ulaagaa filannoo qajeelfama keessatti ibsame irratti kan hin hundoofne yoo ta'e, ulaagaan biroo ittiin raawwate maalidha?

---

---

---

6. Waldorgomii daarikterootaa gaggeeffame kanaan dorgomtootni cimoo ogummaa bulchiinsa qaban gara hooggansaatti fiduuf kaayyoon ture galmaan ga'eera jettuu?

---

---

---

---

---

---

6. Raawwii filannoo daarikterota sadarkaa tokkoffaa dhiyeenya gaggeeffame irratti rakkoon jira jettan maalidha ?

---

---

---

---

---

---

---

---

Irra deebinee isin galateeffanna.

## Appendix G: Interview Scheme to Woreda Education Officers (Afan Oromo Version)

### **Gaaffii fi Deebii Hojii Raawwattoota W/B/Aanaa Waliin Taasifame.**

Kabajamtoota hojii raawwatootaa: Kaayyoon gaafannoo kanaa raawwii hojiirra oolmaa qajeelfama filannoo daarikteroota manneen barnootaa sadarkaa tokkoffaa Naannoo Oromiyaa irratti qorannoo gaggeessuun gara fuula duraatti fooyya'iinsi barbaachisaa akka dhufu gochuudha.

Kanaaf deebiin qabatamaa fi sirrii ta'e isin kennitan milkaa'ina qorannoo kanaaf gumaacha ol'aanaa qaba. Haala kanaan manneen barumsaa keessan bu'uura godhachuun odeeffannoon isiin kennitan icciitiin isaa kan eegamu ta'uu isaaf maalummaa keessan qorataan kun illee kan hin beekne ta'uu beeksifna. Kanaaf maqaa keessan fuula kami irrattuu barreessuun isin irraa hin eegamu.

Baay'ee isin galateeffanna.

- Mallattoo (✓) yookiin deebii ifa ta'e iddoo barbaachisaa isaati kennaa.
- Amma barbaachisaa hin taanetti gaaffi gosa tokkoof deebii tokko qofatu barbaadama.

### **I. Ragaa Waliigalaa**

1. Umurii \_\_\_\_\_
2. Saala \_\_\_\_\_
3. Tajaajila \_\_\_\_\_
4. Sadarkaa barumsaa \_\_\_\_\_
5. Gahee Hojii \_\_\_\_\_

## II. Sagantaa Gaaffii fi Deebii

1. Raawwiin filannoo daarikterootasadarkaa tokkoffaa Aanaa keessanii qajeelfama irratti kan hundaaye dha? Akkamiin akka raawwate ibsaa.
2. Namoonni ulaagaa haal-duree filannoo guutan hundi dorgomiif dhiyaachuuf carraa argataniiruu.
3. Gaaffii 2<sup>ffaaf</sup> deebiin keessan "miti" yoo ta'e kana gochuuf sababni isin dandeessise maali?
4. Akka yaada keessanitti filannoon daarikteraa kun hangam kaayyoo barnootaa galmaan ga'uuf gargaara?
5. Yoo ulaagaalee qajeelfamicha keessatti ibsaman hin fayyaddamne ta'ee ulaagaan isin itti fayyaddamtan/dabalatan maalidha?
6. Akka aanaa keessanitti dhimmoonni qajeelfamicha gutumaaguututti hojiirra akka hin oolchine isin dirqamsiisan maal fayi?  
Qajeelfamicha jijjiiruun ilaalchisee kan koreen filannoo irratti waliigale ragaan jiraa?

**Appendix H: Document analysis scheme (Afan Oromo Version)**

**Wajjira Barnoota Aanaatti Ragaa Filannoo Daarikteera sadarkaa tokkoffaa Sakkatta'uu.**

**I. Ragaa Waliigalaa**

1. Godina \_\_\_\_\_ 2. Aanaa \_\_\_\_\_
3. Baay'ina M/B Sad. 1<sup>ffaa</sup> \_\_\_\_\_
4. Baay'ina CRC \_\_\_\_\_

<b>Lakk</b>	<b>Qabxiwwan Gaafannoo</b>	<b>Sirritti jira</b>	<b>Gahaa dha</b>	<b>Xiqqaa dha</b>	<b>Hin jiru</b>
1	Koreen filannoo haala qajeelfamichaan hundaa'uu isaa ragaan agarsiisu jiraa?				
2	Beeksisni waldorgommii ulaagaan filannoo ittiin ibsame maxxanfame jiraa?				
3	Qabxiin madaallii raawwii hojii kan marsaa lamaa hanga afurii 50% keessaa qabamuu isaa ragaan agarsiisu jiraa?				
4	Qorumsa barreeffamaa kenname, sorooramee fi qabxiin isaa qabame ragaan agarsiisu jiraa?				
5	Gaaffiin qomaa gaggeeffamee qabxiin isaa 10% keessaa qabamuu isaa ragaan agarsiisu jiraa?				
6	Gosti barumsaa hooggansa waliin walqabatu qabxiin 0.27 n baay'atee qabameeraa?				
7	Muuxxannoon hojii hooggansaaf qabxiin kennamee 10% keessaa qabameeraa?				
8	Faayilli dorgomtootaa sakatta'amee 5% keessaa qabxiin kennameeraafii				

9. Yoo ulaagaalee qajeelfamicha keessatti ibsaman hin fayyaddamne ta'ee ulaagaan isin itti fayyaddamtan/dabalatan maalidha?  
Dhimma kana irratti ragaa qabdan kooppii isaa otoo nuu kennitanii

10. Akka aanaa keessanitti dhimmoonni akka qajeelfamicha Gutumaaguututti hojiirra akka hin oolchine isin dirqamsiisan maal fayi?  
Qajeelfamicha jijjiiruun itti fayyaddamuu ilaalchisee kan koreen filannoo irratti waliigale ragaan jiraa?

Galatoomaa

Bachoo

Lakk \_\_\_\_\_

Guyyaa \_\_\_\_\_

## ***BEKSISAA***

Wajjiri Barnoota Aanaa Bachoo iddoo duwwaa qabu itti gasafatamtoota mana barumsa sadarkaa lffaa 1-4 manneen barnoota Aanaa keenya keessa jiranif dorgomsisee ramadu barbada kanaafuu ulagaaleen barbachisuu.

1. Tajajila hojii muuxannoo wagga 5 fi ol kan qabu
2. Sadarkaa barumsa Dhabbatta leenjiibarsiistoota.
3. Hojii kanaaf fedhii qabachuf iyyataan beeksiftu.
4. Mindaa ji'a qarshii 1287%
5. Guyyaa beeksifni ba'u 4/13/2001
6. Guyyaa beeksifni turee 4/13/2001-5/1/2002
7. Guyyaa galmee 6/1/2002-8/1/2002
8. Iddoo galmee Waajjira barnoota kutaa lakk. 9
9. Dorgomtoonii qaaman dhiyatani dorgomu qabu.
10. Iddoo Waajjir ramadeetti hojjachuu kan danda'auu
11. Guyyaan calalli 11/1/2002



Shiyaa taan kaan dastawaa

Mozza Gursum	Waxii jawaabka	+/ ka	Mozza Gursum	Waxii faay
<u>Supp</u>	100%		1-4	100%
Muhammad Jamal	67.5	1	Baayisa Garmamee	71.46
Taddasa Barqalo	65.7	2	Taskaama Caumayaa	75.74
Muhammad Isayyee	68.14	3	Warfinkii Kabbada	70.62
Sisayyadh Katama	62.79	4	Karsayeg Tarraxaa	66.57
Nadii Infidoo	62.69	5	Shambal Zifayee	66.24
Madaalaa Shimalee (Eg)	61.01	6	Daxalony Raqadna	69.13
<u>Duree 5-8</u>			7. Addisu Faayisa	68.67
Geetahun dilahun	65.54	8	Taddalaa Dhaabaa	69.22
Lamma Indalee	68.72	9	Guummaa Gishuu	67.43
<u>Duree 5-8</u>			10. Taddayee Fiqadna	68.05
Immabset Isheetuu	70.49	11	Jumaraa Guddataa	67.74
Tamiru Toldaa	66.98	12	Kadir Kamal	66.8
Manfistuu Shifaruuu	70.99	13	Firdesro Daxalony	69.24
Arasaa Seered	60.24			
Addisu Morkaa	65.5			
Tifist Fiqaduu	60.24			
Hiyoot Haaytiyu	64.97			
Kabbuu Haayyee	68.56			
Muuxataa Kadir	69.18			
Muqadde Gontaa	63.63			
Toldaa Barxuu	67.34			
			<u>Eegfahota (1-4)</u>	
		1	Zannabaa Aradhaa	65.71
		2	Alamagga Taddasaa	65.68
		3	Qadda Mammaa	64.84
		4	Habibi Muqadde	64.00
		5	Sintayro Shimalee	63.07
		6	Zakariyya Hussien	60.27

## DECLARATION

I the undersigned, declare that this thesis is my work and that all sources of material used for the thesis have been duly acknowledged

Name Mamo Bogale

Signature 

Place and date submission: Addis Ababa

June, 2011

