

PRACTICES AND CHALLENGES OF SCHOOL LEADERSHIP IN IMPLEMENTING
SCHOOL IMPROVEMENT PROGRAM IN GOVERNMENT SECONDARY SCHOOLS OF
BOLE SUB CITY IN ADDIS ABABA CITY GOVERNMENT

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DECLARATION

I declare that this study, ‘Practices and Challenges of School Leadership in Implementing School Improvement Program in Government Secondary Schools of Bole Sub City in Addis Ababa City Administration’ is my own work and that all the sources that have used been indicated and acknowledged by means of complete list of references. Hence, this research had not been submitted for degree in this University or any other University. It was offered for the partial fulfillment of the Master Degree in school leadership.

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Abstract

The purpose of this study was to assess the practices and challenges of the school leadership in implementing school improvement program in government secondary schools of Bole Sub City in Addis Ababa City Government. To achieve this purpose, the study employed a mixed research method on the gap of school improvement program implementation. It was carried out in four Government Secondary Schools of Bole Sub City which were selected by using purposive sampling technique. The primary sources of data were school principals, teachers, supervisors, school improvement committee members, grade 10 classroom representative students and documents such as 3 years strategic plan, 1 year operational plan of school improvement and report were tested as secondary sources of data. Questionnaires, interview, focus group discussion, documents analysis and observation were instruments used to collect data for the study. From the total 250(187 males and 63 females) teachers, 84(33.6%) (54 males and 30 females) were selected using simple random sampling technique. 15 school principals, 4 supervisors, 28 SIP committee members and 36 grade 10 classroom representative students were included in the study by using purposive sampling technique. Data obtained from open ended questionnaires were entered into SPSS Version 20.0 software for analysis. Percentage, mean and standard deviation were tools employed to analyze the quantitative data, while the data obtained via open ended questionnaire; interview, focus group discussion, documents analysis and observation were analyzed using the qualitative research method. The major findings were lack of awareness creation for school communities during preparation stage, lack of participatory leading, lack of training for stakeholders, lack of commitment of stakeholders, lack of interest of students toward learning, less involvement of parents. Conclusions of the study were the problem sharing duties and lack of clear general guide line to address the accountability of the gap of the SIP implementation rather considering as the problem of the whole stakeholders. Based on the findings the following were recommended. Bole Sub City Education Office should fill the gap in the shortage of man power; school principals should create awareness for school communities about school improvement program via training and using participatory leading. Teachers should play their role in school improvement program implementation.

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Acronyms and Abbreviations

ACT	Australian Capital Territory
ARM	Annual Review Meeting
CIP	Curriculum Improvement Program
CPD	Continuous Professional Development
EFA	Education for All
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FGD	Focus Group Discussion
GEQIP	General Education Quality Improvement Package
ICT	Information Communication Technology
IQEA	Improving the Quality of Education for All
MOE	Ministry of Education
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
PTSA	Parents Teachers Students Association
SAF	School Self Assessment Form
SHN	School Health and Nutrition
SIC	School Improvement Committee
SIP	School Improvement Program
TDP	Teacher Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

This chapter describes background of the study, statement of the problem, objective of the study, significance of the study, delimitations of the study, limitations of the study, operational definition of the key terms and organization of the study.

1.1. Background of the Study

Education is a corner stone to the development and social stability of the nation as it helps to develop crucial humanitarian values like equity, tolerance and peace. It is an instrument on social change and development process itself. It enables individuals and society to make all round participation in development endeavors' by acquiring knowledge, ability, skills and attitudes (MOE, 1994:1). It improves the productive capacity of societies and their economic, political and scientific thinking. Therefore, quality education is the base for all rounded development of any nation (MOE, 1994).

Teaching and learning remain the core activities of any school, with the student as the main focus. Schools play a central role in realizing the purposes of education, as they are the scientific institutions where the formal teaching leaning activity takes place. Hence improving schools in a well designed manner is the only alternative of the nation in a globalized world.

School improvement means making school better places for learning. This relies on changes at both school level and within classrooms, which in turn depend on schools being committed to fulfilling the expectations children and their parents. In other words, school improvement refers to a systematic approach that improves the quality of schools. In 1975, plan began drafting basic guidelines for school improvement program (SIP), by taking in to consideration the lessons learned from supporting basic education programs in different regions of the world. (www.plan-international.org)

The major focus areas of the school improvement program are school leadership and management, parents and community partnership, students centered learning, professional development and collaboration and quality instructional program (MOE, 2005).

Global effort to improve the quality of education in developing countries include the adoption and implementation of system level polices promoted by international donor agencies as a

condition of external aid; as well as local and district level school improvement projects (SIPs) designed and supported by international non-government organization (NGOs) with the financial assistance of foreign aid agencies. As it has been shown in the UNESCO education for all (EFA) Global Monitoring Report, financing remains a significant challenge for all educational systems in the developing world. Most developing countries lack the physical infrastructure and experienced skills professionals needed to assure successful results.

It is on these backgrounds that one of the most successful school improvement projects in the UK entitled Improving the Quality of Education for All (IQEA) project acknowledged that without an equal focus on the development capacity or internal conditions of the school, innovative work will soon become marginalized, Harris (2002). The IQEA project works from the assumption that schools are most likely to strengthen their ability to provide enhance outcomes for all pupils' when they adopt ways of working that are consistent with their own and the current reform agenda (Harries, 2002). Peter Mortimore in Hopkins (2004) has recently described school improvement as, "the process of improving" the way a school organizes, promotes and support learning. In supporting this, Hopkins (2004) described school improvement as an appropriate response to the current pressures for educational reform that focuses both the learning needs of students and organizational setting in order to improve the students' achievement.

It is with the above theoretical and conceptual frame works, Ethiopia has been designed the General Education Quality Improvement Package (GEQIP). It has been designed to improve the quality of the general education in primary and secondary schools of the country. It consists of six pillars programs, namely, School Improvement Program (SIP), Teacher Development Program (TDP), School Leadership and Management, Civics and Ethical Education Program, Curriculum Improvement Program (CIP) and Information Communication Technology (ICT) Program (MOE, 2007).

SIP, as one component of GEQIP, the Ministry of Education is developed the national program in Ethiopia in 2006, to improve students' results in primary and secondary schools.

According to MOE (2007), the objectives of the school improvement program are improving the capacity of schools to prioritize needs and develop a school improvement plan; enhancing school and community participation in resource utilization, decisions and resource generation;

improving the government's capacity to deliver specified amount of school grants at the woreda level; and improving the learning environment by providing basic operational resources to schools.

To achieve these objectives, the Addis Ababa City Government, where this study is conducted, started SIP implementation in the year 2007 in all Government Primary and Secondary Schools of the City Government. The schools have been practicing SIP by formulating the three year strategic plan that helps them to implement the program.

The SIP implementation has four domains, that including teaching learning domain, safe and healthy school environment, school leadership and management, and community involvement, which are focuses on students' academic achievement and quality education (MOE, 2007). In the implementation of SIP, there are the strengths and weaknesses of school leaders in their practices.

1.2. Statement of the Problem

School improvement is a distinct approach to educational changes that enhances students' outcome, raising students' achievement focusing on teaching learning process and conditions that support it Hopkins in Harris (2005). It is a strategy for improving the schools capacity for providing quality education in times of changes.

To improve the quality of education via school improvement program implementation the strategies on ESDP IV focuses on guide lines MOE (2010). Efforts made to improve the quality of education are affecting by the greater push given to increasing enrolment. During ESDP III, greater emphasis will be given the quality enhancement. To this end, as part of the quality enhancement endeavor, a "school improvement program" will be implemented in the next five years. The major focus areas of the school improvement program will be: school leadership and management, parent and community partnership, student centered learning, professional development and collaboration and quality instructional program. To this end, a school improvement Guide will be developed. (MOE 2005)

Efficient school leadership and management will be established in schools to enhance the quality of instruction and learning achievements. Studies have indicated significant weaknesses in supervision, management and implementation capacity, especially at the level of the woredas and

schools (MOE 2005) and instruments on how to prepare a school improvement plan is prepared and distributed to schools, giving training for few woredas and regional Bureau experts to support schools and communities, and to extend the training to stakeholders at the school levels, particularly for principals, teachers and members of PTSA and school management communities. Now days, SIP is being implemented in all secondary schools of Ethiopia (MOE, 2006). The major activities that SIP requires from schools are preparation and collecting information, system survey, deciding performance level of school, designing SIP strategic plan, implementation of the plan, monitoring and evaluation as well as reporting (MOE, 2007). These are the practices that expect from the stakeholders of the school improvement program of the schools. In these practices the school leadership is expected to be on the front lines of the stakeholders.

According to MOE 1999/2000, principals need to have the necessary knowledge, skills and adequate experience in leading schools to bring about quality of education. So this is to play effective leadership role in school improvement program. According to Ministry of Education by the end of ESDP II no withstanding numerous achievements recorded regarding quality of education MOE, 2006. The quality education needs theoretical knowledge, practical skills, internal commitment and devotion of school principals, teachers, responsible government bodies and non government organizations should work in collaborative ways through creating conducive school environments.

Although, the implementation of General Education Quality Improvement Program (GEQIP) was stated in 2006, there are many problems with the achievement of educational qualities due to many reasons (MOE 2006). Some problems that exist with organizations are managerial education leadership, resource scarcity and other limitations of the package.

As other regions, here in Addis Ababa, General Education Quality Improvement Program (GEQIP) is implemented in general, SIP in particular. In the process of implementation of school improvement program (SIP), problems observed by the activities of different bodies as compared to the expected goal of performing and recording the effect of educational quality. The major reasons for these problems are lack of managerial leading skills of the school leaders, teachers, students, parents and local communities as well as lack of adequate staff and commitment of the stakeholders. These are shown, in General Education Quality Assurance Community Mobilization Manual of Regional Education Bureau (BGREB, 2012).

The SIP implementation consists of four domains, including teaching learning domain, safe and healthy school environment, school leadership and management and community involvement, which are focuses of students' academic achievement and quality education (MOE, 2007). Under each of these domains, there are elements and indicators that exist in school strategic plan.

The education system in Ethiopia has been suffering from quality and relevance, efficiency, educational leadership practices and organization problems (MOE, 2005). These problems caused dissatisfactions from stakeholders and suggestions and recommendations from the educators for change in the education system at national level. This condition in turn calls for reform or improvement at schools MOE (2007), suggested that is widely acknowledged that in general, achievements in access have not been accompanied by sufficient improvement in quality.

Marzan (2003) (as cited in Solomon) suggest in South Africa in the initiatives of SIP was faced with challenges such as lack of materials; limited capacity of educational leaders, poor participation and lack of safe of environment. In supporting to this idea, Harris in Hopkins (2002) has noted the difficulty to change school management, arrangement and working culture as challenge to impalement SIP in developing countries. As there were a gap on SIP implementation, studying the practices and challenges of School Improvement Program (SIP) is very decisive so as to help the implementation. All these are initiating the researcher to investigate the practices and challenges of school leadership in implementing SIP in Government Secondary School of Bole Sub City in Addis Ababa City Government.

Consequently, the researcher will try to answer the following basic research questions.

- 1) To what extent is adequate practices made by school leadership for effective implementation of SIP in Government Secondary Schools of Bole Sub City?
- 2) What are the challenges faced by school leadership in implementing SIP in Government Secondary Schools of Bole Sub-City?

1.3. Objective of the Study

1.3.1. General Objective of the Study

The general objective of this study is to assess the practices and challenges of school leadership in implementing of SIP in Government Secondary Schools of Bole Sub-City.

1.3.2. Specific Objective of the Study

- 1) To identify adequate practices made by school leadership for effective implementation of SIP in Government Secondary Schools of Bole Sub-City.
- 2) To point out the challenges faced by school leadership in implementing SIP in Government Secondary Schools of Bole Sub-City.

1.4. Significance of the Study

The result of this study will have the following contributions:

- Identifies the strengths and weaknesses of the practices of school leadership for SIP implementation in Government Secondary Schools of Bole Sub-City. It helps to solve the problems of school leadership in implementing SIP by searching alternatives mechanism to fulfill the weaknesses to implement SIP at Secondary Schools to take the corrective action.
- The findings might also provide important information for principals, teachers, PTSA members, policy and program makers, woreda and sub-city (zonal) education experts on how SIP activities are implementing in secondary schools.
- It may help other researchers those to initiative conduct further study in this area by giving the clues.

1.5. Delimitations of the Study

Even if SIP was being implemented in all Secondary Schools of Addis Ababa City Government, the Study was delimited to focus on four Government Secondary Schools of Bole Sub City purposively. This study will be conceptually delimited to areas related to practices and challenges of school leadership in implementing SIP. The study was also delimited to practices and challenges of school leadership in implementing SIP strategic plan from 2015-2017/18 years of the Government Secondary Schools that found in Bole Sub City.

1.6 Limitations of the Study

The limitation of this study could be the fact that the findings cannot be generalized for all government secondary schools of Bole Sub City because the study focused only on secondary schools (grade 9-10) excluding the primary and preparatory schools due to the shortage of time the study was restricted to four secondary schools. Again, due to lack of time all the teachers found in the four Government Secondary Schools of Bole Sub City were not included in the study. Moreover, there were the problems to get all the school improvement committee together at a time during focus group discussion.

1.7 Operational Definition of Key Terms

1. **School Improvement Program (SIP)** is a concept focused in increasing the academic performance of the students by conducting self-evaluation on various school domains by improving learning input and following process (MOE, 2006).
2. **Leadership** is the behavior of an individual directing the activities of a group toward a shared vision.
3. **Challenges** are difficulties to implement school improvement program.
4. **Practices** are the activities that performing school improvement program.
5. **Implementation** is an act or the process of making school improvement program active.
6. **Program** is a plan of action to accomplish school improvement program in the scheduled academic years.
7. **Secondary Schools** are the schools of the first cycle of two years general education (Grade 9 and 10) and the second cycle of two years general education (Grade 11 and 12)

1.8 Organization of the Study

The study was organized in to five chapters. The first chapter deals with the problem and its approach. The second chapter concerns with the review of related literature while the third chapter provides the readers with the research designs and methodology of the study. The fourth chapter contains presentation, analysis and interpretation of the data while the fifth chapter covers with the summary of the findings, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with, the concept of school improvement, historical development of school improvement, rationale of school improvement, principles of school improvement, the school improvement cycle and framework, school improvement committee, school improvement planning, components of general education quality package (GEQIP), domains of school improvement program, Countries experiences of school improvement implementation, the role of leadership in implementing school improvement practices and challenges of school improvement implementation.

2.1. Concept of School Improvement

School improvement is advanced beyond school improvement program, in that its dual emphasis on enhancing the school capacity for change (transforming the school interims of students' achievement) as well as implementing specific reforms, both of which have their ultimate goal of increasing in student achievement. Hence, school improvement is a process or continuous activity of fulfilling different inputs, upgrading school performance and bringing better learning outcomes at school level (MOE, 2006).

In supporting to this, Jeilu Omer (2010) states that a school improvement is an activity to improve the input and process in order to improve teaching and learning outcomes. In the same manner, Vein Hulpia and Valck (2004 as cited in Chaltu Sani: 2015) conceptualize the phase school improvement as a dynamic, planned rational change process with structural and cultural aspect. School improvement is a process that planned a long three phases known as initiation, implementation and institutionalization. This plan requires the creation of awareness to the stakeholders for the implement and monitoring the implementation from time to time.

In general, school improvement means reforming, transforming or upgrading school interims of the four school improvement program domains through the school capacity management change and create better place to students learn. As a result, there is a better student achievement and outcome.

School improvement has been defined in different ways by different scholars. According to Harris (2005), school improvement is defined as “a distinct approach to educational change that

enhances student's outcomes as well as strengthens the school's capacity for managing improvement initiatives".

Hopkins (in Macbeath and Mortimore, 1996) defined school improvement as "a strategy for educational change that enhances student outcomes as well as strengthening the school's capacity for handling change."

"School improvement" means making schools better places for learning. This relies on changes at both level and within classrooms, which in turn depend on schools being committed to fulfilling the expectations of children and their parents. In other words, school improvement refers to a systematic approach that improves the quality of schools. (www.plan-international.org): The school improvement program towards accountable and quality schools.

The School Improvement Program (SIP) is a national program, developed by the Ministry of Education (MOE) in 1999, to improve student results in primary and secondary schools.

2.2. Historical Development of School Improvement Program

According to (Reynolds et al., 1996), the historical background of school improvements, have discussed as follows. According to their explanation, there were two different sets of assumptions. These two assumptions are the 'top down' and 'bottom up' approaches to the school improvement.

They have discussed on the two approaches as follows. They have developed their explanations as in the 1960's and 1970's SI in the United States, the United Kingdom and worldwide displayed a number of paradigmatic characteristics.

In their 'top down' assumption, curriculum innovation was brought to schools from outside. The innovation were based upon knowledge produced by persons outside the school, the focus was on the school's formal organization and curriculum, the outcomes were taken as given and the innovation was more targeted at the school than the individual. The overall school improvement structure was depend on positivism.

The failure of this assumption to generate more than partial take up by schools of the curricula or organizational innovations became an established finding within the educational discourse of the 1970's.

After the failure of this assumption, the new school improvement paradigm came in the early 1980's, which is still observed in much of the writing in school improvement today. The new assumption, a 'bottom up' approach to school improvement, that attempts to be 'owned' by those school level; although outside school consultants or experts could put their knowledge forward for possible utilization. This approach tended to celebrate the 'folklore' or practical knowledge of practitioners rather than the knowledge based of researchers and focused upon needed change to educational process rather than school management. Hence, the improvement attempts was 'whole school' oriented and school based, rather than outside school or course based.

2.3. Rationale of School Improvement Program

School improvement is an important aspect of the school system. As suggested in MOE (2007) school improvement helps to create a learning environment to all learners. It enables teachers to be responsive to the diverse learning needs of students in their teaching-learning approaches. In addition, school improvement is essentials to enhance the involvement of the parents and the community in the school activities and to improve the effectiveness of the school's management.

Moreover, effective school improvement program minimizes wastage of educational resources by reducing class repetition, dropout and improving the learning capacity and academic achievement of students MOE (2006).

Generally, school improvement helps to realize the provision of quality education for all children by making the overall practices and functions of school more responsive to the diverse student's needs.

2.4. Principles of School Improvement

School improvement is a systematic approach that follows its own principles. Burg and Ornstein (1991) (as cited in Chaltu Sani; 2015) here listed the following "guiding principles that need to be owned in school improvement process (i) Schools should employ a set goals and missions which are easy to understand, (ii) Students' achievement must be continuously checked and evacuated, (iii) Schools need to help all students especially the low achievers need to be tutored and enrichment program should be opened for high talented students, (iv) principals and staff should be actively involved in continuous capacity building to update their knowledge, information and to develop positive thinking, (v) Every teacher needs to contribute to successful implementation of school improvement program, (vi) Teachers must involve in staff

development, (vii) school environment has to be safe and health, (viii) School relationship should be strengthened so that community and parents needs to involve in SIP implementation, and (ix) School leadership should be shared among staff, students and parents.

2.5. The School Improvement Cycle and Framework

Ministry of Education has developed school improvement cycle, a system consists of several tools and processes by which schools able to conduct self enquiry, develop strategic plan, implement the plan, monitor and control the progress and report to the stakeholders (MOE, 2010).The SIP framework identified that, the process of SIP is not only continuous, and cyclical but also modified on the basis of information obtained from both external evaluation and self-enquiry which the school itself conducted at the end of each year as well as at the end of the three years. The strategic plan of school improvement program covers three years. There are activities to be performed as per years.

The following figure briefly shows activities to be performed within three years.

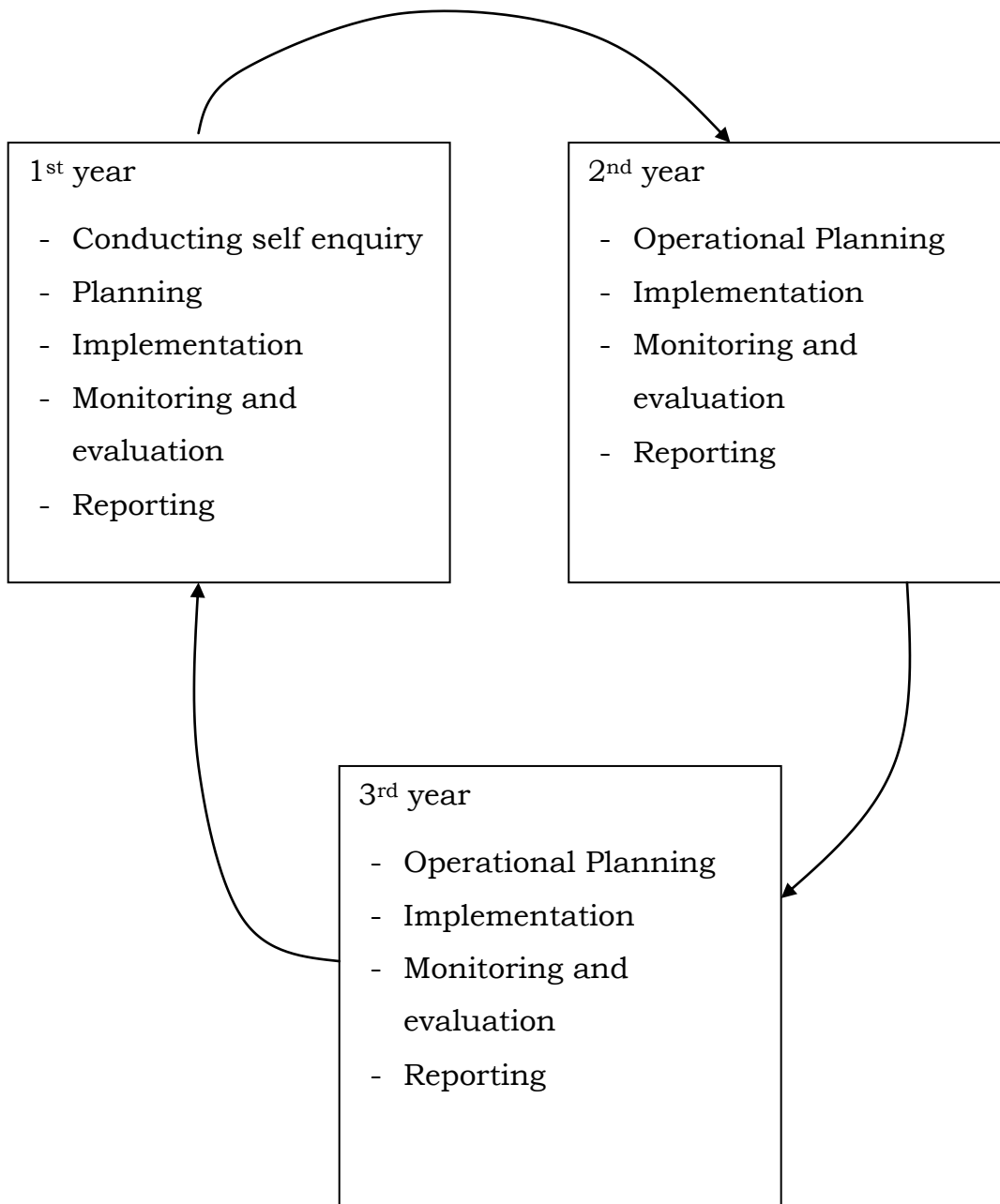


Figure1: School Improvement Cycle of Ethiopia

The major activities of first year are preparation, collection of information, system survey; deciding performance level of the school, designing SIP plan, and implementation of the plan, monitoring and evaluation as well as reporting are conducted by stakeholders. In the second year, schools evaluate the improvements achieved in line with the goal set and priorities identified.

At this stage, new issues or priorities that might be considered will be identified and modification of the plan will be made.

Some standards on which self enquiry were not conducted in the first year will be selected and report will be prepared. In the third year, while the implementation is on effect, schools monitor those improvements observed via self enquiry. In addition, external bodies evaluate the performance of schools and provide them with the feedback (MOE, 2010).

2.6 School Improvement Committee (SIC)

According to the MOE (2012), school improvement committee is a committee that set up from teachers, supportive staff members, students, parents and local communities to lead the school improvement program of the school. According to this document the head of the committee is school principal and the duration of the committee is three years.

The role and responsibility of the committee is participated in school improvement program starting from preparation to monitoring and evaluation by using school improvement guiding lines (MOE, 2010). They are expected to participate actively via school self-assessment, preparing adequate planning and follow up the implementation according to the plan.

2.7 School Improvement Planning

The school, under the leadership of the principals, is responsible for developing the school's improvement plan. The school improvement plan serves as a road map for the changes and results to the school strives to achieve. School improvement planning involves the collaboration of teachers and school administrators. School support staff and the school supervisors also have an important role in this process. Moreover, students, parents, and community representatives are involved in the planning and decision making process.

School improvement planning typically begins with self assessment that involves collecting and studying data/ evidence/ to help determine where the school appears to be effective and where

improvements are needed. This exercise establishes the school's strengths, challenges, needs, and wants, (comprehensive framework, 2013).

According to MOE (2007) the purpose of school improvement is about improving students learning and their learning outcome at higher level. Hence, schools primarily need to conduct self-enquiry on the weaknesses and strengths of their current performance. This gives them the actual current picture and a basic for future improvement. Self-enquiry is an essential means for schools to create a sense of responsibility and accountability for student learning and to practically show their accountability to their stakeholders, to assess the extent to which they are satisfying the needs of their students and the impact of their services as well as future directions of improvement.

The first stage of the school improvement planning process is establishing a school improvement planning team (school improvement committee). School principals play a crucial role in establishing school improvement committee. As once school improvement committee is established, the members of this committee will be responsible for assembling and assessing information about students achievement, the school environment and parents participation through a series self-assessment activities. According to MOE (2010), there are six self-assessment of data collection activities that including (1) Teacher interviews self-assessment, (2) Teaching observation self-assessment,(3) Student tests self assessment, (4) Parent's self-assessment, (5) Student's self-assessment and (6) School records self-assessment.

The school director is responsible for collecting the data under activity three and six.

Once the self-assessment data were collected, the next school improvement planning team has the task of analyzing data and information about the level of student achievement in the school, the effectiveness of the school environment, and the level of involvement of parents in their children's' education. Based on their analysis, the school improvement committee members make decisions about areas that need to be improved by giving priorities for each data and information.

After the school need assessment priorities are once identified SIP committee can design the three years school improvement strategic plan. The format includes, goals, objectives, priorities implementation strategies, timeline, responsibility for implementing strategies, monitoring and evaluation and ways of modification of the plan. The next stage is about organizing different task

forces that are responsible for the development of action plan for each domain to implementing the SIP plan.

The action plan takes force need to consider the revision techniques (MOE, 2007). This action plan is the base for classroom planning that is central to the school improvement as it is what teachers do in their classrooms which impact most directly on students' achievement (MOE, 2007).

2.8. Components of General Education Quality Improvement Package (GEQIP)

Ethiopia was implementing its plan for accelerated and sustained development to end poverty (PASDEP). The PASDEP's strategic vision was one of rapid and sustained growth primarily through large domestic investments and scaled up development assistance targeted at eliminating the poverty traps that have hindered the development of the country. To strengthening human resource capacity and achievement, education is a key element which is a corner stone of the government development strategy (MOE, 2008). The Government prepared the National Education and Training Policy (ETP) in 1994 and within the framework of the ETP launched the first five years Education Sector Development Program (ESDP) in 1997 as a part of a twenty year education sector plan.

The government's vision for education development was described in the PASDEP, with the ESDP III, giving high priority to quality improvement at all levels. Within the framework of the ESDP III, the MOE has developed a General Education Quality Improvement Package (GEQIP). The draft GEQIP (2007) shows that the reform package encompasses four key areas of the teacher development program (TDP), curriculum improvement, leadership and management and the school improvement program (SIP) and the complementary packages; civics and ethical education and information communication technology (ICT). A key recommendation of the education sector Annual Review Meeting (ARM) 2007 is that MOE and Development Partners (DPs) work together to implement the GEQIP through a pooled funding mechanism. The proposed program will support the implementation of the first four of the six components of the GEQIP, namely Teacher Development Program (TDP) including English Language Quality Improvement Program (ELQIP), curriculum, including text books, assessments and inspection and school improvement program (SIP) with a school grant sub component.

The main objectives of the components as improving the capacity of school to prioritize needs and to develop a school improvement program enhance school community participation in the resource utilization decisions and resource generations to contribute the overall quality improvement of the Ethiopian education system.

2.9. Domains of School Improvement Program

School improvement domains are key areas of concern for improvement activities in which its main focus is enhancing student learning outcome. The domains are found via the school self-assessment (the review where the school is being currently and identify the areas that the schools need to improve).

Throughout 2006-2007 the MOE developed a school self assessment form (SAF) with assistance from Regional Education Bureau (REBs) and teacher education institutions.

According to MOE (2006) and ACT (2009) school domains are categorized into four. The four school improvement domains are Learning and Teaching, Conductive Learning Environment, Leadership and Management and Community Involvement.

Each domain is consisting three elements as shown in figure 2 below

School Improvement Domains

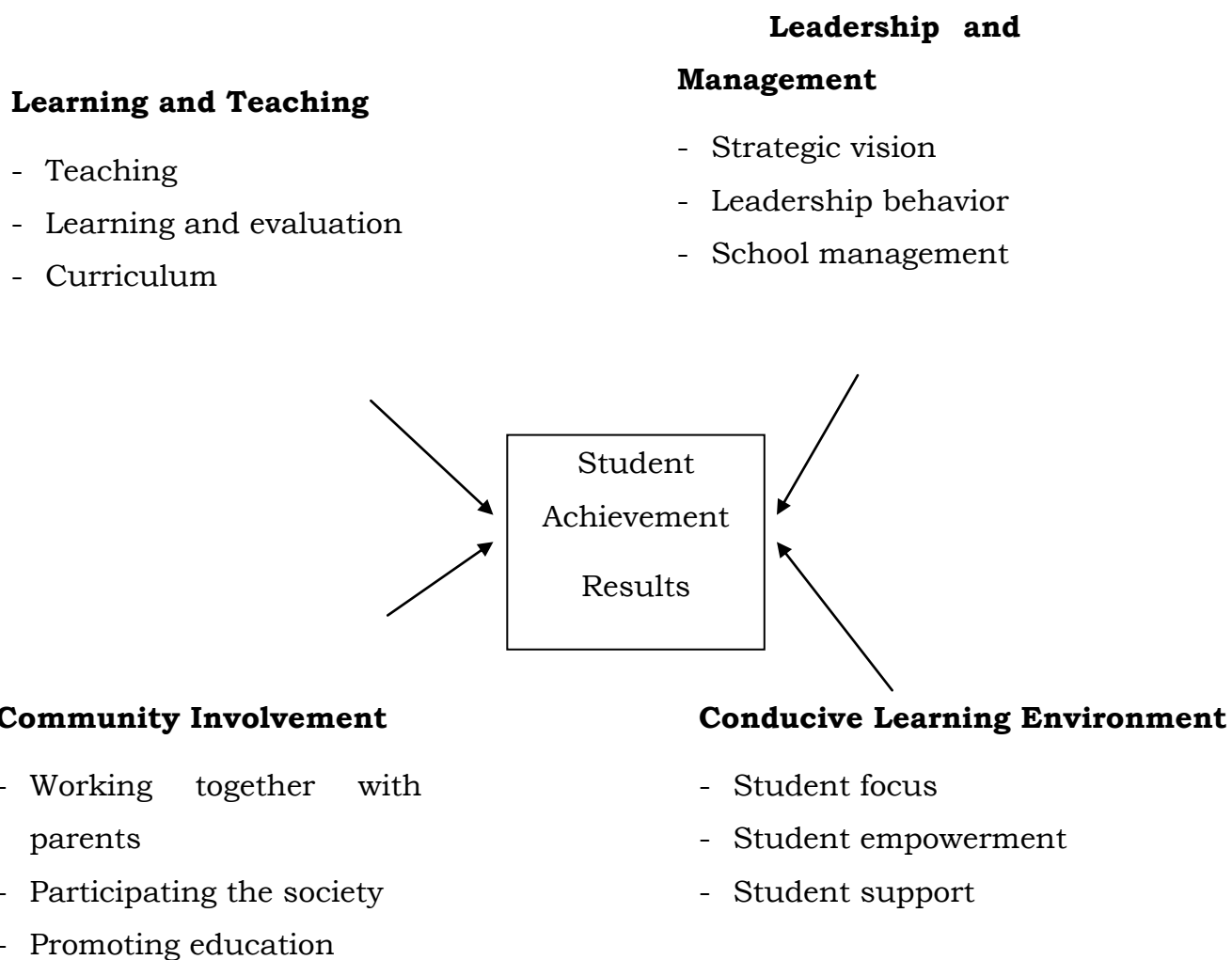


Figure 2: School Improvement Domains and their Elements.

2.9.1. Learning and Teaching Domain

The teaching and learning domain focuses on the roles and responsibilities of teachers since it where the actual students' learning takes place. In this domain, the students are expected to be with their all teaching materials and teachers are also expected to plan adequate preparation for the actual learning activities. Teachers academic qualification could fit with the level they are teaching through adequate trainings will be provided (MOE 2007). Even ongoing continuous professional development undertaken by teachers will have a positive impact on student results and they uses active learning methods in the classroom as well as teachers achieve measurable improvements in student results (MOE 2010).

In addition, teachers need to conduct timely and continuous assessment via observation, activities in discussion, class works, home works, tests, individual or group assignment works.

Teachers are expected to appreciate and treat their students without any biased toward age, sex, learning capabilities and special needs in their activities (MOE, 2007).

2.9.2. Leadership and Management Domain

The leading management domain is considered with communicating a clear vision for a school and establishing effective management structures. Leaders set direction guide the school community alignment of its purpose and practice.

MOE (2004) describes planning, decision making, coordination, monitoring, communication, motivation, managing conflict (grievance, supervision and evaluation as the most important function of leadership in education. Effective leadership within the school is collegial, student centered and teachers focus promoting a collective responsibility for school improvement.

Effective leaders should acquire and maintain valuable and essential ingredients to score high level of effectiveness in the process of leadership. According to different scholars views the most common elements of leadership are treated as follows:

- i. **Empowerment:** Different views were delivered by various writers that empowerment is an act which is performed by school leaders to share authority and responsibility with teachers on matters related to classroom instructions.

Ubben and Hughes (1997) stated the empowerment is giving teachers and even students a share in important organizational decisions giving them opportunities to shape organizational goals.

Every school leadership activity ultimately directed towards improving the quality of instruction taking place between teacher and students as well as students each other.

ii. **Schools Leaders as Change Agents:** leaders are key persons to introduce changes in schools. Hence, it can be viewed that school leaders should be indicators and agents of change. Accordingly, school leaders are able to introduce new culture and climate so as to be agents of change processes in schools. Gamage (2006) pointed that if the educational administrators' function as a change agent is taking the stuff with him/her; such a program will give the leader and the teachers more, not less control of the school program. Therefore, school improvement is a systematic and sustained effort aimed at change in the effect of students' broad outcomes.

iii. **Being a Visionary Leader:** An effective leader is highly expected to have ability to create and communicate his/her organizational vision. Because of the success of any organization depends on having a clear vision which accepted by the staff and other stakeholders. Cheng (2005) defined vision as an image of a future that the school staff wants to achieve or care about. This shows that an agreed vision is a stimulant to work hard towards the desired common goals. Cheng (2005) also stated that anyone who is aspiring to be a good school leader need to have some sense of what she or he values, something be committed.

iv. **Human Resource Development:** A process that uses developmental practices to bring about more quality, higher productivity and greater satisfaction among employees. It is a complex process and sometimes not a very well accomplished one often because of lack of focus on the part of heads. School leaders are personnel's in charge of supporting teachers in their profession.

In supporting to this idea, Harries (2005) confirms that school leadership must build the capacity of developing the school as a learning community.

2.9.3. Conducive Learning Environment Domain

Environment describes the promotion of positive and respectful relationships able, welcoming and inclusive in safe and productive learning environments strongly engaged and participate in the broad range of learning opportunities MOE (2006) states that school environment consists of

focus, students' empowerment and students support and decisive domain for the implementation of school improvement program.

The school is accessible for students with special needs and works collaboratively with community in order support the students. The school facilities like adequate teaching materials, reference materials, library, pedagogical center, separates laboratories, toilets for boys and girls separately and the like are important for students' learning MOE (2010).

2.9.4. Community Involvement Domain

The community involvement domain describes the development of quality, ongoing community partnerships and networks. The participation of parents are expected to discuss with school leaders and teachers as a whole and with home room teachers and each subject teachers as particularly on the issues of their students learning.

In addition, parents must follow up about their children discipline in different conditions like regularly visit the schools.

Community participation is a process through which stakeholders influence and share control over development initiatives and the decision.

Moreover, parents, community members as a whole and NGO's are expected to support the school improvement program financially or in kind.

In supporting to this idea, Kruger, A. G (1996) as cited in Dereje Hafosha (2012), has indicated the following activities as a means for parents to get involved in schools; helping children with home work, fund raising; maintenance building and grounds; transporting of pupil's; organizing functions at school helping with extracurricular activities and supporting school activities.

Mc. Nergney, et. al (2004) as cited in Chaltu Sani, (2015), indicates that good schools and good homes go together. Evidence suggests that connection between home and school help students adjust and learn parents boost their children's a academic achievement by exposing them to intellectually stimulating experiences, requesting information, and participating in school governance.

2.10. Countries Experience in School Improvement Implementation

2.10.1. United Kingdom

United Kingdom has a long history by exercising school improvement program to enhance the provision of quality education. Hopkins (1987), school improvement in the united kingdom which provided a context for more detailed of the four major themes that emanated from

International SIP: namely school based review for school improvement, the role of head teacher and internal change agents in school improvement, the role external support and the development and implement of the school improvement police by education authorities. Improvement of quality education for all (IQEA) is the result of international school improvement focuses program which of teaching-learning by improvement the main agents of the school. Hopkins (2002) has discussed the IQEA project is basically depend on central premises that without an equal focuses on development of capacity, or internal conditions of the school.

2.10.2. Australia

School improvement program in Australia has a large extent been due to state education system initiatives (Marsha, 1988) Australian Capital Territory (ACT, 2009), School Improvement Framework describes a four year cycle of school review. It engages students, teachers and school community in a process of continuous improvement. Between 2009 and 2013, school leaders and school communities will use the framework to reflect on the quality of their practices, identify strategic priorities and embed programs that are effective, challenging and engaging for all students.

The ACT Government is committed to raising the quality of educational outcomes and achieving excellence in all ACT public schools. In focusing on both quality and excellence, they will create better schools for their students.

2.10.3. Ethiopia

The Ethiopian Government's vision for education development is described in the Plan for Accelerated and Sustained Development to End Poverty (PASDEP), with the ESDP III, giving high priority to quality improvement at all levels in order to strengthening human resources capacity and achievement MOE (2008). By providing physical inputs such as teachers, textbooks and school health and nutrition (SHN) services are necessary if the quality of education is to be improved, creating incentives that lead to better instruction and learning are also vital. Hanushek and Wosessmann (2007) as cited in MOE (2008), identify three key factors that enhance the quality of education. These are choice and competition between schools, school autonomy and school accountability.

In addition, even if, there are achievements in access (not at all), the quality of education in Ethiopia has encountered serious problems. The evidence of these problems are the results of national learning assessment, in this concern assessment of ESDP III the national primary and secondary learning examination results were below average (MOE, 2005).

In spite of these achievements, still there are problems related to access, quality, equity, relevance as well as leadership and management that require critical interventions, if the education is to be an instrument for the realization of the goals set by the state (Frew Amsale, 2010).

Ministry of Education (ESDP IV, 2010) stated that the gains in access are of little meaning if they are not accompanied by improved student learning. If students do not acquire significant knowledge and skills, Ethiopia will not be able to compete in a global economy.

The school improvement approach starts with schools and their stakeholders undertaking a self-assessment to identify their goals, followed by development and implementation of a school plan. The school improvement methodology will be critical in strengthening the planning and utilization of the school grant 9 and other resources), which in turn will realize measurable gains in the school performance and the quality of the education MOE (2008).

2.11. The Role of Leadership in Implementing School Improvement

Within the unique characteristics of educational organization /schools/ (i.e. crucial, complex, open and sensitive intimacy or relationship, collegiality and directed by various stakeholders) especially in its complex operation in the 21st century, the school leaders play a vital role in bringing about school improvement. Schools are crucial since they are a training center for others and they are complex because they deal with human behavior. Through these complex operations of schools, the role of school leaders is central in the success or failure of the school system at school level, and it plays an important role in school improvement programs in the areas of managing resources, support staff and teachers for improving students' achievement Mpoksa and Ndaruhutse, 2008, cited in Abebe, 2012).

School leaders, together with teachers, have the most influence in the learning of students (UNESCO, 2013).

Effective and efficient instructional and administrative leadership is required to implement school improvement program processes (Worknesh and Tassew, 2013). This idea shows that school leaders facilitate the implementation of school improvement programs to enhance teachers' competencies for improving students' learning performance.

2.12. Practices and Challenges of School Improvement Implementation

2.12.1. Practices of School Improvement Implementation

At the **Preparation Stage**, According to Ministry of Education (MOE, 2010), there are the following stages of the school improvement program in practices.

School self-assessment is the practices that perform to collect information from different stakeholders by school improvement committee. After analyzing the data/ or information/ by giving the priorities, the school improvement committee can develop a three year school improvement strategic plan in the identified priority areas.

At the **Implementation Stage**; the practices should be taken place is the implement of school improvement of the strategic plan and action plan.

The other practices into account for school improvement is monitoring to the annual action plan.

In the Education Sector Development Program (ESDP II) in Secondary Schools, in order to enhance the quality of education at secondary level, ICT infrastructure were provided to schools to receive satellite education transmission (by using plasma) with the objective of improving quality education and supporting teachers. The objective of the school net program was to support the country's education system by providing schools to set up internet laboratories, organizing training for teachers, digitalization of existing video-based education (EDPS II, 2005:15).

2.12.2. Challenges of School Improvement Implementation in Ethiopia

The Ministry of Education (MOE, 2008), improving education quality could enable schools to become effective, focused for sustained school improvement in every aspect of schools. School improvement program is very complex that it might be hindered by various implements that challenge the implementation (Stoll and Fink, 1996). These challenges include “complexity of the program, mobility of teachers and principals, principals’ coordination problems and sustaining commitment, low support from the concerned offices and lack of involvement of the stakeholders.

According to Hussen and Postethwore (1994), challenges to the school improvement may vary in accordance with the variations with the unique features of schools as well as with the external environment in which schools are operating.

Harris (in Hopkins, 2002) has noted that the difficulty to change school management and working culture as a problem to the SIP in the developing country.

In the Education sector Development Program (ESDP III), the main challenges in the education sector were the failure of schools in addressing students' right to quality education. The factors that contributed to the low student achievement in secondary schools include: poor school organization and management, inadequate training on the subject mastery and pedagogical skills for teachers, inadequate school facilities, insufficient curricular and instructional materials, and large class size (ESDP: 2008).

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

A descriptive survey research design was employed because it enables the researcher to make investigations predication, narrowing of events and drawing the conclusions based on the data from large and representative samples of the target population and the findings of the study.

The research method that employed in this study was a mixed research method. The researcher was preferred this method because it helps to obtained relevant data from concerned respondents on practices and challenges of school leadership in implementing SIP in Government Secondary Schools of Bole Sub City and to get the detailed data from large number of respondents to drawing the necessary conclusion by using both quantitative and qualitative research methods. In addition, it had given a better and deeper understanding of a phenomenon which helps fact findings with adequate and accurate interpretation of the findings.

3.2. Sources of Data

Primary as well as secondary sources of data were used in the study. The sources of primary data were government secondary schools principals, teachers, supervisors, school improvement committee members, grade 10 classroom representative students. The reason with that these participants as a source of data was based on that they have a better information and experiences about practices and challenges of school leaderships in implementing SIP at Government Secondary Schools of Bole Sub City. In addition, documents such as 3years strategic SIP plan, 1year operational SIP plan and report related to practices and challenges of school leadership in implementing SIP were tested as secondary sources of data.

3.3. Sample Size and Sampling Techniques

A sample is the sub-set groups or elements of population to be studied. As mentioned in this paper there were four government secondary schools. These government secondary schools were Bole Community, Ayer Amba, Lem and Dr. Haddis Alemayehu. The total populations of the study were 4788 (4506 students, 250 teachers, 28 school improvement committee members and 4 supervisors) of the four Government Secondary Schools of Bole-Sub City in Addis Ababa City Government. The total SIP committee members of these four Secondary Schools were 28(22 Males and 6 Females).From total committee members 16 were principals (14 Males and 2 Females), 4 were teachers' representative (3 Males and 1Female), 4 were students' representative

(2Males and 2Females) and the rest 4 were PTAs representative (3Males and 1 Female). In 2017/18 academic year the total numbers of supervisors of these four Secondary Schools were 4 (3Males and 1Female) and their total numbers of teachers were 250 (187 Males and 63 Females). The total numbers of students of these Secondary Schools were 4506 (1789 Males and 2717 Females). Of these, students 1800 (805 Males and 995 Females) were grade 10 students and the rest 2706 (984 Males and 1722 Females) were grade 9 students.

The total sample size of the study were 152 (84 teachers, 28 school improvement committee members, 36 grade 10 classroom representative students and 4 supervisors) of the four government secondary schools of Bole Sub City.

The four Government Secondary Schools of Bole Sub City and their four supervisors who are offering supports schools from Bole Sub City (3 Males and 1Female) were selected by purposive sampling technique since all the government secondary schools and their supervisors have been taken as a part the study. Concerning student's respondents, the researcher took one class room representative of grade 10 students from each section of the selected government secondary schools by using purposive sampling technique. The researcher was used grade 10 students because this study was conducted on the SIP strategic plan of 2015/16-2018/19 academic years so that the first year implementation of SIP was made while they were in grade 9, the second year implementation was made by the research was being conducted and also using the classroom representative because relatively they were expected to have better experience and information of the practices and challenges of school leadership in implementing the SIP. In the selected four Government Secondary Schools there were thirty six (36) sections of grade 10 students. Hence, thirty six (36) classroom representative students were participating in this study as students' respondent.

Regarding teachers respondents, from the total population of 250 teachers (187 Males and 63 Females) 84(33.6%) (54 males and 30 Females) of them were taken as a sample by using simple random sampling technique. Because in this technique each member of the population has an equal and independent chance of being selected for the sample.

3.4. Instruments and Procedures of Data Collection

3.4.1. Instruments of Data Collection

In this study, the researcher used five types of data collection instruments such as questionnaires, semi-structure interviews, focus group discussion, observation and document review. The researcher believed in that he got the adequate information to assessing the practices and

challenges of school leadership in implementing of school improvement program in the four Government Secondary Schools of Bole Sub City.

Questionnaires

The questionnaires include practices and challenges of SIP implementation within the SIP plan academic years. Both open and close ended items of the questionnaires were developed to collecting the data. The questionnaires were prepared in English language for 11 principals and for those 84 selected teachers for the study. But the questionnaires were translated into Amharic for grade 10 classroom representative students for the purpose of clarity.

The closed ended questions were prepared in the form of Likert scale while the open ended questions were used in order to the respondents express their feeling on the practices and challenges of school leadership in implementing SIP without any bounded.

Interviews

The semi-structured interview questions were prepared for the principals and supervisors of the four selected Secondary Schools of Bole Sub City.

Focus Group Discussion (FGS)

The guiding questions of FGD were prepared for school improvement committee (SIC) members' parents' representative, teachers' representative and the students' representative of the four selected secondary schools.

Document Review

The document analysis by using the check list that preparing on the practices and challenges of school leaderships in implementing SIP from the preparation stage to the implementation activities.

Observation

The data were collecting by using observation from the selected secondary schools of about the toilets separation for males and females, tap water usage for the school communities and class room situations.

3.4.2. Procedures of Data Collection

To answer the research basis questions raised, to confirm, cross validate findings of the study, the researcher were passing via a series of data gathering procedures. The expected relevant data were gathered by using data collection instruments that mentioned under the instruments of data collection. The researcher was collected the data from each selected four Government Secondary Schools of Bole Sub City according to the schedule outlined.

3.5. Methods of Data Analysis

The data collected through closed ended types questions were tallied, tabulated and filled in to SPSS version 20.0 and the interpretation was made in different groups. In addition, these data were analyzing and interpreting with the help of descriptive statistics such as percentage, mean and standard deviation.

Whereas, the data obtained via observation checklist and document analysis, open ended questions, and semi-structured interview were analyzed and interpreting by using qualitative analysis (by giving a meaning from each respondents by the word).

3.6. Ethical Considerations

Ethical considerations were play a role in the research studies and the researcher must be aware of and attend to the ethical considerations relating to their studies. So in this study, the researcher was communicated with the selected secondary schools legally and smoothly. The purpose of the study was made clear and understandable for the participants by the researcher through using the principles of openness and honesty in order to get the truth data.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter discusses presentation, analysis and interpretation of the findings obtained from the field. Descriptive and inferential statistics have been used to discuss the findings of the study. The study targeted a sample size of respondents from which 131 filled in and returned the questionnaires making a response rate of 100%. This response rate was satisfactory to make conclusions for the study. Based on the type of data collected, the following statistical tools were employed to analyze the data gathered. Frequency and percentage was used to analyze the general characteristics of the respondents such as sex, age, educational qualification and work experience were analyzed.

In addition, mean and standard deviation values which were computed by SPSS (Version 20.0). This method simply compares the mean values of each item with the expected mean. Hence, the presentation and interpretation of the characteristics are presented in the table.

4.1 Demographic of Participants

In this section, the researcher gave a general demographic characterization of the respondents that participated in this study.

Table: 1 Gender of the Respondents

Variable	Male		Female		Total	
	No	%	No	%	No	%
Teachers	54	64.3	30	35.7	84	100
Principals	3	75	1	25	4	100
Vice principals	10	90.9	1	9.1	11	100
Supervisors	3	75	1	25	4	100
Students	16	44.4	20	55.6	36	100
School improvement committee	22	78.6	6	21.4	28	100
Total	108	64.7	59	35.3	167	100

As it shown from table 1, the study sought to determine the gender of the respondent and therefore requested the respondent to indicate their gender. The study found that majority of the respondents as shown by 64.7% were males whereas 35.3% of the respondents were females. This is an indication that both genders were involved in this study and thus the finding of the study did not suffer from gender bias.

Totally 152 (100%) respondents were participated in the study. Among these 84 teachers, 28 school improvement committee, 4 supervisors and 36 grade 10 classroom representative students

who participated in the study. In terms of sex revealed that 3 (75%) and 1 (25%) for both principals and supervisors were males and females respectively.

From this one can understand that, the number of principals and supervisors females was much lower compared to the males in the sampled government secondary schools of Bole Sub City. Similarly, 10 (90.9%) of vice principals were males and only 1 (9.1%) was the female. Therefore, it is possible to conclude that, females were under represented in the secondary schools of leadership and supervisor positions in the Bole Sub City. Hence, it clear that the participation rate of females in the school improvement program decision making process regarding of principals and supervisors position was very low.

In this study 22 (78.6%) of the school improvement committee were males and 6 (21.4%) of them were females. According to MOE (2010) SIP implementation guideline, it was stated that the proportion of female in the school improvement committee should be one third (1/3).

Hence, the sex distribution of school improvement committee's members of government secondary schools of Bole Sub City relatively to the principals and supervisors were found in the better condition.

Table 2: Age Distribution of the Respondents

Age Interval	Teachers		Principals		Vice principals		Supervisors		Students	
	No	%	No	%	No	%	No	%	No	%
14-15 years	0	0	0	0	0	0	0	0	1	2.8
16-17 years	0	0	0	0	0	0	0	0	18	50
18-20 years	0	0	0	0	0	0	0	0	17	47.2
18-30 years	38	45.1	0	0	0	0	0	0	0	0
31-40 years	26	31	1	25	1	9.1	0	0	0	0
41-50 years	15	17.9	3	75	8	72.7	1	25	0	0
50 +years	5	6	0	0	2	18.2	3	75	0	0

According to their occupation, the study requested the respondents to indicate their age category, from the findings, 45.1% of the respondents were aged between 18 to 30 years, 31% of the respondents indicated they were aged between 31 to 40 years, 17.9% of the respondents indicated were aged between 41 to 50 years, whereas 6 % of the respondents indicated that they were aged above 50 years for the teachers. From this one can see that 64(76.1%) of the teachers were below 40 years and 38(45.1%) of them were the youngest. Similarly, respondents with others occupation were well distributed in terms of their age.

Table 3: Respondents by their Educational Qualification

Variable	Teachers		Principals		Vice principals				Supervisor	
	No	%	No	%	In L.H		In N.L.S		No	%
					No	%	No	%		
Diploma	0	0	0	0	0	0	0	0	0	0
First degree	75	89.3	0	0	0	0	4	36.4	1	25
Second degree	9	10.7	4	100	4	36.4	3	27.3	3	75
Others	0	0	0	0	0	0	0	0	0	0
Total	84	100	4	100	4	36.4	7	63.6	4	100

The participants' levels of education were indicated in the table 3. From the findings it was established that 76.7% of the respondents indicated their highest level as first degree and 23.3 % of the respondents indicated their highest level of education as second degree. This is an indication that most of the respondents focused in this study had first degree of educational qualification. 7(63.6%) of vice principals were qualified in non leadership (N.L.S) professions. Hence, this had been its own effect on the implementation of SIP.

Table 4: Respondents by their Work Experience

Experience	Teachers		Principals		Vice principals		Supervisors	
	No	%	No	%	No	%	No	%
1-5 years	25	29.8	0	0	0	0	0	0
5-10 years	24	28.6	0	0	0	0	0	0
10-15 years	15	17.8	0	0	2	18.2	0	0
15-20 years	10	11.9	1	25	5	45.5	0	0
20 +years	10	11.9	3	75	4	36.4	4	100
Total	84	100	4	100	11	100	4	100

The study requested respondents to indicate the number of years they had served. From the findings the study established that 29.8% of the respondents had worked for a period of ranging 1 to 5years, 28.6% of the respondent indicated that they had worked for a period ranging between 5 to10 years, 17.9% of the respondents had served from 10 to 15 years, 16.2% of the respondents had served from 10 to 15 years and finally 20.4 % of the respondents indicated to had worked for a period of greater than 20 years. This implies that majority of the respondents had served for a considerable period which indicates that most of the respondents had vast knowledge which could be relied upon by this study.

4.2. Research Findings

4.2.1. Practices Made by School Leaders in SIP Implementation

This section was assessed the practices of school leadership in implementing the school improvement program. The school leaders' practices in the study were treated starting from the preparation stage of SIP to the implementation of SIP on the four domains were assessed and discussed as follows.

Teachers, vice principals and grade 10 classroom representative students response to items written to investigate the practices of school leadership in implementing school improvement program in government secondary schools of Bole Sub City were collected on five likert rating scales that consisting of ten (10) items for school improvement program preparation stage; Thirty four (34) items for four domains SIP implementation by leaders fourteen (14) items for teaching learning domain (7 items on the quality of teaching elements, 4 items on the learning and assessment element and 3 items on curriculum element), fourteen (14) items for leadership and management domain (3 of them on strategic vision element, 5 items on leadership behavior element and 6 of them were on the school management element), four (4) items on the conducive learning environment domain, two (2) items on the community involvement domain and ten(10) items for the major challenges of school leaders in SIP implementation.

The responses were converted into a numerical scales that assigned to each response was given as (Very Low= 1, Low = 2, Medium =3, High = 4 and Very High = 5). Then, the frequency distribution of each variable was calculated as well as the mean score and standard deviation by using the Statistical Package for the Social Science (SPSS Version 20.0) software.

The mean scores for each variable were determined by an averaging the scores for all survey items within each instrument. Hence, descriptive statistics including the mean and standard deviation were presented in the tables.

4.2.1.1. Preparation Stage / Ground Works/ of SIP

Teachers and vice principals were asked to rate the extent to which practices made by school leaders in the preparation stage of SIP. Questionnaires with five rating scales were dispatched to the respondents. The result was summarized in the table (5).

Table 5: Teachers Response on Preparation Stage (Ground Works)

Item	No	Mean	Stan. Dev
The extent to which school leaders create awareness to the school communities about school improvement (SIP)	95	2.21	.971
The extent to which the consensus /agreement/ building among school communities through awareness creation of SIP	95	2.54	1.156
The degree of the commitment of leaders for the initiatives of SIP	95	2.21	.971
The extent of school leaders practices to create organizational setting /organizing the school structure properly/	95	2.22	.970
The extent to which school leaders identify priority areas before planning adequate resources that are required for the SIP	95	3.32	1.539
The extent to which school leaders work with the school improvement committee during the preparation of the school improvement	95	3.15	1.713
The degree to which school leaders to articulate their own school visions and internalizing the visions with the school communities	95	3.00	1.407
The extent to which school leaders develop strategic plan of the school based on self evaluation	95	3.00	1.407
The extent of training provided on SIP planning for the staff	95	2.38	1.159
The extent of stakeholders (teachers, students and parents) participating in developing SIP plan	95	2.78	1.150
Response on Preparation Stage of SIP	95	2.68	1.243

Level of agreement: 0.50-1.50=Very Low, 1.60-2.40=Low, 2.50-3.40=Medium,

3.50-4.40=High and 4.50-5.00=Very High

As shown in the table 5, the mean value of the respondents' response of school leaders create awareness to the school communities about SIP was 2.21 which was low performance. Similarly, for the items of the consensus building among school communities and the extent of stakeholders participating in developing SIP plan were found with the mean values of 2.54 and 2.78 respectively with inserting the rating scale in to SPSS (Version 20.0) which were responding in the medium level. In items 3, 4, and 9 the degree of commitment of the leaders for the initiatives of SIP, the extent to which leaders practices to create organizational setting, the extent of training provided on the SIP planning for the staff respondents were asked to rating them. They were responding them in the low level with their mean values of 2.21, 2.22 and 2.38 respectively.

In supporting these findings the most vice principals from the open ended questionnaires, the most main principals and supervisors; from semi-structured interview had mentioned the following major activities / Practices/ that were expected from school leadership during the preparation phase of the SIP.

- Creating awareness about SIP within the school communities and evaluate their readiness.

- Carry out SWOT analysis (collecting related documents, analyze and organized the collected documents).
- Based on the analysis from the collected document /school domains/
 - Determine the actual level of the school and identify the strength and weakness.
 - Identify the school problems and set priorities.
- Establishing the implementation plan.
- Establishing the implementation strategies.
- Implementing according the action plan.
- Carryout monitoring and evaluation.
- Giving feedback on observation.

But in government secondary schools of bole sub city during the preparation phase of the SIP was not carried out according to the scientific procedure mentioned above. The participation of the stakeholders was not sufficient as much as required. Because of this, the output was not successful. Generally, in the case of preparation stage of school improvement program; the result revealed that practices made by the school leaders in Government Secondary Schools of Bole Sub-City were not sufficient.

4.2.1.2. **Teachers Response on the Teaching Learning Domain**

Table 6: Teachers Response on Teaching-Learning Domain

Item	No	Mean	Stand. Dev
Element 1: The Quality of Teaching			
The extent to which the teachers mastery of their subject contents and methodology	95	3.74	1.416
The extent to which teachers improve their methodology through in service training	95	3.04	.898
The extent to which teachers improve their methodology via in built supervision	95	3.52	1.494
The extent to which teachers treat their students learning at different rates	95	2.38	1.159
The degree to which teachers are role model for their students in different conditions	95	3.26	1.524
The extent to which school leaders provide adequate school facilities that help the teaching-learning process	95	2.28	1.119
The extent to which teachers encourage their students to use library frequently	95	2.38	1.159
Element 2: Learning and Assessment			
The extent to which teachers are committed to implementing continuous professional development (CPD)	95	3.45	1.359
The extent to which teachers are doing the action research	95	1.86	.833
The extent to which teachers are using the method of active learning	95	2.36	1.158
The extent to which teachers use continuous assessment to improve students' learning performance	95	2.38	1.159
Element 3: Curriculum			
The extent to which teachers use text books, teachers guide and syllabus properly	95	3.46	1.060
The degree to which leaders prepare learning program for students with equal participation	95	3.05	1.266
The extent to which teachers use the laboratories for students learning	95	2.83	1.449
Response on Teaching-learning Domain	95	2.83	1.708

Level of agreement: 0.50-1.50=Very Low, 1.60-2.40=Low, 2.50-3.40=Medium,

3.50-4.40=High and 4.50-5.00=Very High

In table 6 about 14 activities that were related to the teaching learning process. In item 1 of table 6 respondents were asked to indicate their ideas regarding the extent to which teachers' mastery of their subject contents. Accordingly, the mean score was 3.74 and its standard deviation was 1.416. This was shown that the majority of respondents were respond this item as high.

Item 2 of table 6, the extent to which teachers improve their methodology via service training were filled with the mean value of 3.04 and its standard deviation 0.898. The standard deviation was low; hence, each point was close to the mean value.

In item 3 of the table 6, respondents were asked about teachers improve their methodology via in built supervision. The mean of this item was 3.52 (high) and its standard deviation was 1.494.

In item 4 of table 6, respondents were asked the extent to which teachers treat their students learning in different rates. Accordingly, the mean value of this item was 2.38 which were low. Hence, the way of teachers were teaching students by identifying the students learning ability difference need the improvement.

Item 5 of table 6, respondent were asked the degree to which teachers are role model for their students in different condition was respond as moderate. Its mean value was 3.26 and its standard deviation was 1.524.

The mean value of items 6 and 7 in table 6 were 2.38 for each of them. Therefore, providing adequate facilities for teaching- learning process and encourage students to use library frequently were need effort to improve. Moreover, the data obtained from interview with main principals and supervisors show that the adequate school facilities should be fulfils in order to create better environment to students learning.

In focus group discussion (FGD) the idea raised that both school leaders and teachers encourage their students to use library frequently in order to develop the reading culture among the school communities.

In item 8 of table 6, respondents were asked about the extent to which teachers are committed to implementing CPD. Accordingly, the mean score value was 3.45 which indicated that the majority of the respondents agreed at high level.

In item 9 of table 6, respondents were asked to which extent teachers are doing the action research in order to solve the problem they faced in teaching-learning process scientifically. Accordingly, the mean score value 1.86 which was low. Hence, school leaders encourage teachers in order to develop how to solve the problem they faced in teaching-learning process by giving the adequate training and closing follow up in order to develop problem solving via action research as a culture among school communities.

In item 10 of table 6, respondents were asked the extent to which teachers are using the method of active learning. They were responding with the mean value of 2.36 which was agreed at low level. This was indicated that most teachers were not using the active method of teaching.

Similarly, item 11 of table 6 respondents were asked to the extent to which teachers use continuous assessment to improve students' learning performance. Accordingly, they were responding with the mean value of 2.38 which was low. Hence, most teachers do not use continuous assessment as to improve the students' learning performance rather considering it as a means of giving test.

In supporting to this, in FGD the issue of continuous assessment raised as almost half of the teachers do not use it as improving students learning performance instead of giving test and quiz as continuous assessment.

In item 12 of table 6, respondents were asked to the extent to which teachers use text books, teachers guide and syllabus properly. They were responding with the mean value of 3.46 which was agreed at high and its standard deviation 1.060 which was low.

In item 13 of table 6, respondents were asked to the degree to which leaders preparing learning program for students with equal participation. Accordingly, they were giving response with the mean value 3.05 which was moderate.

In item 14 of table 6, respondents were asked to the extent to which teachers use the laboratories for students learning. Accordingly, they were responding mean score 2.83 that was agreed at low. Hence, teachers use the laboratories for student learning need an improvement.

4.2.1.3 Practices of Leaders on School Leadership and Management Domain

Table 7: Teachers Response on Leadership and Management Domain

	No	Mean	Stand. Dev
a. Leadership and Management Domain			
Element 1: Strategic Vision			
The extent to which school leaders develop strategic plan based on assessment	95	3.14	1.172
The extent to which school leaders commit themselves to be role model for their followers	95	3.60	.961
The extent to which school leaders participatory leading to improve the students learning cooperatively with others	95	1.86	.833
Element 2: Leadership Behaviors			
The ability to which the leaders guiding others by sharing the duties	95	2.83	1.449
The degree to which the need to improve priorities are formulated together with school communities	95	2.94	.796
The extent to which managers articulate clear goals of the school	95	3.51	1.472
The extent to which leaders develop social relations among teachers	95	3.73	1.469
The extent to which leaders develop clear guidelines for the school	95	3.46	1.060
Element 3: School Management			
The extent to which leaders are capable of managing the school within changing /transforming/ environment	95	1.39	0.490
The extent to which leaders use the school grant budgets to improve students' achievement	95	2.94	1.112
The extent to which leaders share responsibilities among staff to facilitate teaching learning activities	95	1.86	.833
The extent to which school leaders have adequate capacity to implement SIP	95	2.56	1.252
The extent to which leaders solve conflict through discussion	95	3.23	.778
The extent to which leaders follow up the communication between teachers and students in your school	95	3.74	1.306
Response on Leadership and Management Domain	95	2.91	1.086

Level of agreement: 0.50-1.50=Very Low, 1.60-2.40=Low, 2.50-3.40=Medium,

3.50-4.40=High and 4.50-5.00=Very High

In item 1 of table 7, respondents were asked to indicate their perception regarding the extent to which school leaders develop strategic plan based on assessment. With this regard the mean value 3.14 which was moderate.

In item 2 of table 7, respondents were asked to which extent school leaders commit themselves to be role model for their followers. The mean scores of the response were found to be 3.60 which were high.

In item 3 of table 7, the respondent were asked to which extent school leaders develop students learning cooperatively with others. Consequently, the mean value of the respondents found to be

1.86 which was low and its standard deviation had to been 0.833. This was indicating that the gap among school leaders and others stakeholders in doing work with participatory leading to improve students' learning.

In item 4 of table 7, the respondents were asked to which extent the school leaders guiding others by sharing the duties for others. Accordingly, they gave response with the mean value of 2.83 that was response in moderate level.

In item 5 of the table the respondents were asked to the need to improvement priorities were formulated together with the school communities. The mean of this issue was responding to be 2.94 agreed in moderate level and its standard deviation 0.796 which was low showed that the responses were not far apart from the mean value.

In items 6 and 7 of table 7, respondents were asked to which extent the managers create clear school goals and to which extent develop social relation among teachers. Accordingly the mean value of the two issues had to been found 3.51 and 3.73 respectively which were high.

In item 8 of table 7, respondents were asked to which extent leaders develop clear guide lines for the school. It was respond moderately with its mean value to be found 3.46.

In item 9 of table 7, respondents were asked the extent to which leader were capable of managing the school within transforming or changing environment. Accordingly, the mean value was found to be 1.39 which was low and its standard deviation was also low.

This was indicated that school leaders are expected to work a lot for changing/ transforming/ the school environment.

In item 10 of table 7, respondents were asked to which extent leaders use school grant budgets to improve students' achievement. In this regard, the mean scores of the total respondents were found to be 2.94 which were in the moderate level.

In item 11 of table 7, respondents asked to the extent to which leaders share responsibilities among staff to facilitate teaching-learning activities. Accordingly, the mean score of the respondents was 1.86. That is, it was indicated the majority of the respondents agreed at low and its standard deviation was 0.833 which was in the low level.

Hence, school leaders share the responsibilities among staff to facilitate the teaching-learning activities need improvement. This shows that school leaders were expected to sharing duties and responsibilities for the staff members in order to improve students' learning.

In item 12 of the table, respondents were asked to the extent to which school leaders have adequate capacity to implement SIP. In this regard, the mean score of this item would be come to 2.56 which were agreed with moderate level.

In item 13 of the table, respondents were asked to which degree leaders solve conflict through discussion. Accordingly, the mean score was 3.23 that indicated the respondents respond this item in medium level. In item 14 of table 7, the respondents were asked to which leaders follow up the communication between teachers and students. They were responding as mean score found to be 3.74 which was high.

4.2.1.4 Practices of Leaders on Conducive Learning Environment Domain

Table 8 Teachers Response on Conducive Learning Environment Domain

Conducive Learning Environment Domain	No	Mean	Stand. Dev
Items			
The extent to which school leaders activities to improve environment for students learning	95	2.11	0.322
The degree to which leaders make school environment is free from disturbance to students learning	95	3.63	1.376
The extent to which toilet is allocated for male and female students separately in different places	95	1.86	.833
The extent to which leaders make the classrooms suitable for teaching learning process	95	3.49	.909
Response on Conducive Learning Environment Domain	95	2.77	0.860

Level of agreement: 0.50-1.50=Very Low, 1.60-2.40=Low, 2.50-3.40=Medium,

3.50-4.40=High and 4.50-5.00=Very High

In item 1 of table 8, respondents were asked to the extent to which school leaders' practices to create better environment for students learning. In this regard, the mean score of the total respondents was 2.11 which were low and its standard deviation was 0.322 which was in the low level. It was indicated that school leaders were expected to do a lot with participating others to create better environment for learning.

In items 3 and 5 of table 8, in addition to researcher observation, respondents were asked to extent school leaders' activities to improve school environment for students learning and leaders make classroom suitable for teaching learning process respectively. They were respond with the mean score values were 3.63 and 3.49 respectively that were in high level. In item 4 of the table, respondents were asked to the extent to which toilet was allocated for males and females students separately. In this regard, they had given the response with the mean score value of 1.86 which was low. There were the separations of toilets in Ayer Amba and Lem schools whereas there were not toilets separations for male and female students in Bole Community and Dr. Haddiss Alemayehu secondary schools. These were checked during observation.

4.2.1.5 Practices of Leaders on Community Involvement Domain

Table 9: Teachers Response on Community Involvement Domain

Community Involvement Domain	No	Mean	Stand. Dev
Items			
The extent to which parents involvement in school decision making about the students' learning	95	1.39	0.490
The extent to which leaders encourage NGOs to provide support in the implementation of SIP	95	3.12	0.682
Response on Community Involvement Domain	95	2.26	0.586

Level of agreement: 0.50-1.50=Very Low, 1.60-2.40=Low, 2.50-3.40=Medium,

3.50-4.40=High and 4.50-5.00=Very High

In item 1 of table 9, respondents were asked to the extent to which parents' involvement in school decision making about students learning. Accordingly, the mean score of the item was 1.39 which was in a very low level and with its standard deviation 0.490 which was at the low level. Hence, parents decision making about the students learning need improvement. That is, in order to improving the students learning performance and achieving the better result involvement of parents were very important.

In item 2 of table 9, the respondents were asked to which extent leaders encourage NGOs to provide support in the implementation of SIP. The mean score of this item was 3.12 which were found in the moderate level.

4.2.1.6 Students Response on Teaching Learning Domain

Table 10: Students Response on Teaching Learning Domain

Element 1: The Quality of Teaching	No	Mean	Stand. Dev
Items			
The extent to which the teachers mastery of their subject contents	36	3.53	1.108
The extent to which teachers teaching in different methods	36	2.11	0.309
The extent to which teachers sharing their method of teaching via in built supervision	36	3.11	1.369
The extent to which teachers treat students in their learning differences.	36	2.66	1.334
The degree to which teachers are role model for their students in different conditions	36	2.67	1.335
The extent to which school leaders provide adequate school facilities that help the teaching-learning process	36	2.11	0.322
The extent to which teachers encourage their students to use library frequently	36	2.66	1.334

Element 2: Curriculum	No	Mean	Stand. Dev
Items			
The extent to which teachers use text books, teachers guide and syllabus properly	36	3.14	1.290
The degree to which leaders prepare learning program for students with equal participation	36	3.11	1.304
The extent to which teachers use the laboratories for students learning	36	1.12	0.322
Students Response on Teaching Learning Domain	36	2.62	1.003

Level of agreement: 0.50-1.50=Very Low, 1.60-2.40=Low, 2.50-3.40=Medium,

3.50-4.40=High and 4.50-5.00=Very High

In item 1 of table 10, the students were asked to which extent teachers' mastery of their subject contents. In this regard, the mean score of the respondents was to be found 3.53 which were in high level. In item 2 of table 10, the students were asked to which extent teachers teaching in different methods. Accordingly, they were given the respond with the mean score of 2.11 which was low and with its standard deviation 0.309 that was in the low level. The low standard deviation was indicating that most of the respondents were given the response around the mean.

In item 2 of table 10, the students were asked to which extent teachers improve their methodology via in built supervision. The mean score of this item was 3.11 which were agreed moderately. In items 4-7 of table 10, the students were asked to which extent teachers treat their students learning in different rates, role models for their students, leaders provide school facilities and teachers encourage their students to use library frequently. They were responding with the mean score values respectively were 2.66, 2.67, 2.11 and 2.66 which were agreed at moderate. In item 1 of table 10, the students were asked to which extent teachers use text books,

teachers guide and syllabus properly. Hence, they were point out their response as 3.14 mean values that were agreed in the medium level.

In item 2 of table 10, the students were asked to which degree leaders prepare learning program for students with equal participation. Accordingly, the students respond in medium rate with mean value of 3.10. In item 3 of table 10, the students were asked to rate the degree to which teachers uses the laboratories for students learning. The respondents rated low performance with the mean value of 1.12 and with its standard deviation 0.322 that was in the low level. Thus, teachers were expected to use the laboratory in order to make the lesson practically tangibles and unforgettable for their students.

Table 11: Students Response on Conducive Learning Environment Domain

Items	No	Mean	Stand. Dev
The extent to which school leaders activities to improve environment for students learning	36	2.66	1.334
The degree to which school environment is suitable for students learning	36	3.17	1.320
The extent to which toilet is allocated for male and female students separately	36	2.11	0.309
The extent to which leaders make the classrooms suitable for teaching learning process	36	3.92	1.360
Conducive Learning Environment Domain	36	2.97	1.080

Level of agreement: 0.50-1.50=Very Low, 1.60-2.40=Low, 2.50-3.40=Medium,

3.50-4.40=High and 4.50-5.00=Very High

In items of 1 and 3 of table 11, the respondents were asked to which extent leaders practice to create better environment for student learning and allocated toilet for male and female students separately. They were responding their degree of agreement for the two items with the mean values of 2.66 and 2.11 which was medium and low respectively. In item 2 of table 11, respondents were asked to rate their degree of agreement on the school environment safe for students. In this regard, they were given the response with moderate mean value of 3.17.

In item 4 of table 11, respondents were asked to which extent leaders make the classroom suitable for teaching learning process. The students were given the high performance for the item with mean value of 3.92.

4.2.2 Major Challenges of School Leadership in Implementing SIP

Table 12: Teachers Response on Challenges

Items	No	Mean	Stand. Dev
The extent to which school leaders give training on SIP to other stakeholders during implementation	95	2.83	1.145
The extent to which the stakeholders participating in SIP implementation	95	1.86	.833
The degree in which teachers and other staff commitment to implement the SIP	95	1.12	0.322
The extent to which school leaders' are capable of creating good relation with the staff	95	3.68	1.132
The extent to which availability of man power in the school	95	2.11	0.309
The extent to which school leaders' make members of the school community participate in the SIP implementation	95	2.66	1.334
The extent to which students interest towards their learning	95	1.12	0.322
The extent to which teachers follow up their students learning	95	2.67	1.332
The degree to which teachers try to shape their students behavior	95	1.39	0.490
The extent to which parents follow up their children	95	1.86	0.833
Response on Challenges	95	2.13	0.805

Level of agreement: 0.50-1.50=Very Low, 1.60-2.40=Low, 2.50-3.40=Medium,

3.50-4.40=High and 4.50-5.00=Very High

In item 1 of table 12, the respondents were asked to which extent school leaders give training on SIP to other stakeholders during implementation. Accordingly, the respondents were given the medium performance with mean value 2.83 and its standard deviation 1.145. Thus, the school leaders were expected to give the technical training for stakeholders during the implementation of SIP. In item 2 of table 12, the respondents were asked to which extent the stakeholders participating in SIP implementation. The respondents were responding the low performance with mean value of 1.86 and with its standard deviation 0.833 which was in the low level. This was indicated that the participation of stakeholders in SIP implementation was very low.

Moreover, in supporting to this, the most vice school principals were raised in their responding of an open ended questionnaire as less commitment stakeholders, unwillingness to cooperate, and lack of knowledge how to implement SIP especially from the side of parents, resistance of teachers to support leaders to implement the SIP. Therefore, it need a lot effort (commitment) how to implement SIP in school level.

In item 3 of the table 12, the respondents were asked to which degree teachers and other staff commitment to implement the SIP. Consequently, the respondents were responding as very low

with the mean value of 1.12 and its standard deviation 0.322 that was in the low level. Hence, the commitment of teachers and other staff to SIP implementation need improvement.

In item 4 of table 12, the respondents were asked to rate to the extent which school leaders were capable of creating good relation with the staff. The respondents were giving rate at high level with the mean value of 3.68 and its standard deviation 1.132.

In item 5 of the table, the respondents were asked to which extent availability of manpower in the school. The respondents were responding the low level with the mean value of 2.11 and its standard deviation of low value which was 0.309. This was indicated the most of the respondents were giving response around the mean value.

In item 6 of the table, the respondents were asked to rate the extents to which school leaders make school communities to participate in the SIP implementation. Accordingly, the respondents were given the respond at the medium level with the mean value of 2.66 and its standard deviation 1.334 which was low. In addition to this two vice principals were raised in the open end questionnaire lack of awareness creation from the school leaders to motivate the stakeholder during the implementation of SIP.

In item 7 of table 12, the respondents were asked to which extent students' interest toward their learning. The respondents were responding at very low with the mean value of 1.12 and its standard deviation of 0.322. Besides to this at the FGD most school improvement committee had raised the students learning interest was low. They mentioned the root cause of this as economical problem, families' condition /background/, improper shaped from the beginning and not giving the proper values for education were observed from certain students.

In item 8 of table 12, the respondents were asked to rate to which extent teachers follow up their students learning. The respondents were given the rate at the moderate level with the mean value of 2.67 and its standard deviation of 1.332. Still teachers were expected to follow their students.

In item 9 of table 12, respondents were asked to which degree teachers try to shape their students behavior. The respondents were responding at the low level with the mean value of 1.39 and its standard deviation of 0.490 which was in the low level.

In item 10 of table 12, respondents were asked to rate the extents to which parents follow their children. The respondents were put their level of rate as low with the mean value of 1.86 and with standard deviation 0.833 which was in the low level.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presented the summary, conclusions and recommendations of the study. In this section, the major findings generalization and relevant suggestions forwarded to the major problems in the research findings were represented.

5.1. Summary

This research was designed to assess the practices and challenges of school leadership in implementing the school improvement program in Government Secondary Schools of Bole Sub City in Addis Ababa City Administration. The practices of school improvement program were measured as the practices perceived by school principals, teachers, students, supervisors, parents, PTSA and school improvement committee. The four school improvement program domains practices and the challenges of school improvement program for school leaders were measured through the perception of teachers, vice principals and grade 10 classroom representative students via using questionnaires. The data gathered from the questionnaires were measured through quantitative method. However, the data gathered through interview from main principals and supervisors and the data gathered via focus group discussion (FGD) from the school improvement committee and vice principals were measured through qualitative method.

The following basic research questions were asked:

1. To what extent is adequate practices made by school leadership for effective implementation of SIP in Government Secondary School of Bole Sub City?
2. What are the challenges faced by school leadership in implementing SIP in Government Secondary Schools of Bole Sub city?

To conduct this study, 131 copies of questionnaires were distributed to 84 teachers, 11 vice principals and 36 grade 10 classroom representative students of Secondary Schools of Bole Sub City. Semi- structured interview was carried out to, 4 supervisors and 4 main principals of Government Secondary Schools of Bole Sub City. Focus group discussion (FGD) was prepared for school improvement committee, PTSA and vice principals of the secondary schools of Bole Sub City. Moreover, document related to the SIP such as strategic plan of 3 years and operational plan of a year and physical observation about laboratories, libraries, toilets could be taken to conduct this research.

The data obtained were analyzed using percentage mean and standard deviation as statistical tools. Then the following major findings and conclusions were made based on the analysis.

1. From the total 152 (100%) respondents, 108 (64.7%) of them were males while the rest 59 (35.3%) were females. In terms of sex revealed that 3 (75%) and 1 (25%) for both principals and supervisors were males and females respectively. Moreover, 10 (90.9%) of vice principals were males while only 1 (9.1%) was the female. Hence, the females' participation in both principals and supervisors were less in the government secondary schools of Bole Sub City.
2. From the total 84 (100%) teachers, 75 (89.3%) of them were graduated with first degree where as the rest 9 (10.7%) were graduated with the second degree. Similarly from the total 15 (100%) principals, 12 (80%) of them were graduated with the second degree while 3 (20%) were graduated with the first degree. According to the MOE standard both teachers and principals qualification were fitted to the secondary schools.
3. The majority respondents were responding on the preparation stage of SIP with the overall mean value of 2.68 which was in a little bite medium level and with its standard deviation 1.243 which was low. In this regard, the extents to which school leaders create awareness to the school communities about school improvement were rated with mean value which was low.

Hence, school leaders were expected to giving the proper awareness about SIP and build common consensus among school communities.

In supporting to this, supervisors were put practices that expected from school leadership to implement the SIP at government secondary schools of bole sub city starting from preparation stage are:-

- Create effective awareness about SIP for the school communities
- Forming strong school improvement committee on evidence based
- Perform school self assessment on evidence based to enable the school to make judgments' about the domains of school improvement
- Set priorities based on the school domains
- Establishing the 3 years strategic plan
- Establishing the implementation operational plan
- Establishing the implementation strategies
- Implementing according to the plan
- Carryout monitoring and evaluation
- Giving the proper feedback on time

4. Generally, the data obtained from documents analysis showed that, during self-inquiry even if the stakeholders were participated in it until to the establishing the 3 years plan was somewhat good. Even though, the operational plan of the SIP implementation was prepared in 4 government secondary schools Bole Sub City, there was no proper awareness creation for the school communities. Hence there was no strong common consensus building among school communities.
5. The majority respondents pointed out that commitment of school leaders for the initiative of SIP implementation as well as others stakeholders especially teachers commitment were low with the mean value of 2.21. Hence, commitment of school leaders, teachers, parents, students' school improvement committee and PTSA representatives are very important to implement SIP.
6. The most respondents were given their response on leaders practices to create organizational setting in the low level with its mean value 2.21 and its standard derivation was 0.970
7. The majority respondents pointed out the training provided on SIP planning for the staff were in low level with the mean value of 2.38. Thus, training providing for the stakeholders during SIP planning as well as during implementation in order to narrowing the gap between them to implement the SIP.
8. The majority respondents of the teachers and vice principals pointed out their response in medium level on the teaching learning domain with the overall mean value of 2.83 as well as the students were responding in the medium level with the overall mean value of 2.62 and 1.003 standard deviation. This showed that the teaching learning domain needs an improvement.
9. The majority respondents of teachers and vice principals were given response on teachers treat their students learning in different rates as low with the mean value of 2.38. Similarly the students were responding as low for this item with the mean value of 2.66. In this regard teachers are expected to treat their students according to their learning ability difference.
10. The majority respondents pointed out that lack adequate school facilities that help the teaching learning process, less encourage teachers and leaders to their students to use library frequently, lack of using the method of active learning, lack of doing of action research to solve the problems faced on teaching- learning process by teachers as well

as principals, less usage of continuous assessment to improve students' learning performance, less usage of laboratories for students learning.

11. The majority respondents indicated that the school leaders participatory leading to improve the students learning cooperatively with others and sharing duties to others with responsibilities were given in the low level. Consequently most school principals were hold at the some others rooting administrative work.
12. The most respondents were point out the school leaders' practices to create better environment for students learning was low. There was a lack of toilet allocated for male and female students separately in different places.
13. The majority respondents were showed that the parents' involvement in school decision making about students learning and follow up their students in a very low level. This was indicated that parents follow up their students learning becomes to extremely down.
14. The majority respondents were point out the major challenges of school leadership in implementing SIP in low level with the average mean value of 2.13 and its standard deviation was 0.805. The major challenge were lack of stakeholders participating in SIP implementation, lack of commitments of teachers and other staff members to implement SIP, the low availability of manpower in the schools, lack of students interested toward their learning, less teachers follow up their students learning, less teachers performance to shape their students behavior.

Furthermore, the main challenges of school leadership to implement SIP at government secondary school of Bole Sub City was pointed out from the interview were:

- Inadequate performance of educational participatory leadership and management
- In adequate awareness about the SIP
- Lack of full commitment of the school leaders and others respective professionals from outsides the schools.
- Less monitoring and evaluation mechanism of the school leaders.
- Lack of budget and community participation
- In adequate agreement building with the school communities about SIP
- Additional works given from different sectors to be implemented in schools

5.2. Conclusions

Based on the basic research questions, the findings of the study and the summary of the study, the following conclusions were drawn.

1. The practices of school leadership to implement the SIP during the preparation phase of Government Secondary Schools of Bole Sub City were forming the school improvement committee, identifying the school need assessment by using students, teachers, parents, rosters and others related documents as the sources. After identifying the problems of the schools, they were giving the priorities and prepared the strategic 3 years plan and one year operational plan. But they were forming a SIP committee without any skill and knowledge consideration as the SIP committee proposed this idea during FGD. There was a lack of awareness creation from the principals to the stakeholders about SIP. So, there were no building common agreement/consensus/ about school improvement among school communities. Hence, there was a gap or the preparation phase of the SIP did not carried out according to the scientific procedures of practices /activities/ that mentioned in MOE (2010) guide line. Because of this the students' achievements and outcomes was not successful as the expected standard.
2. In the practices of school leadership to implement the SIP during the implementation of the teaching learning domain, teachers are the main actors among the stakeholders in school improvement in order to improve students' academic achievement and shape their behaviors. But due to lack of commitment and motivation of the teachers, lack of students interest toward learning, lack of proper training on SIP for teachers by school leaders/ supervisors/, lack of commitment of staff, less availability of manpower in school, lack of adequate school facilities, less encourage teachers and leaders to their students to use library frequently, lack of using the method of active learning, less usage of continuous assessment to improve students' learning performance, lack of well organized laboratories with the technicians, the teaching learning domain implementation was limited to some extent in Government Secondary Schools of Bole Sub City. Due to the awareness they do have and their own reason teachers did not solve the problems on teaching learning domain through action research.
3. In the practices of leaders on leadership and management domain to implement the SIP, there was a lack of participatory leading other stakeholders to implement the SIP for improving students' academic achievement. This was showing that there was the lack of

leading by sharing duties with responsibility and accountability of managing the school environment within a change to transforming the school.

4. In practices of leaders on conducive learning environment domain to implement the SIP, there was a gap of school leaders to create better environment for students learning. There was lack of toilet for male and female students allocate separately in different places.
5. In practices of leaders on the communities' involvement domain to implement the SIP, there were a gap on the communities involvement through funding raising in kind or money to encourage NGOs to do so for the school. Again there were the less participation of parents in decision making about the students learning and follow up their children.
6. With the challenges of leadership to implement the SIP, at school level, the major challenges pointed were lack of stakeholders participating in SIP implementation, lack of commitments of teachers and other staff members to implement SIP, the low availability of manpower in the schools, lack of students interest toward their learning, less teachers follow up their students learning, less teachers performance to shape their students behavior. Moreover, the main challenges of school leadership to implement SIP that mentioned during interview were: inadequate performance of educational participatory leadership and management, in adequate awareness about the SIP, lack of budget and community participation, in adequate agreement building with the school communities about SIP, additional works given from different sectors to be implemented in schools and the way to address accountability on the SIP implementation. From the FGD of this study, the most participants were proposed that there was no accountability for the bodies that did not implement the SIP rather takes as 'blame culture' which considering the problems of the whole stakeholders. The researcher was concluding this was the problems that connecting with somewhat the problems sharing duties to implement SIP and lack of clear general guide line to address the accountability of the gap of the SIP implementation.
7. The major practices expected from the school leaders to overcome the challenges they faced were proposed by supervisors during the interview of the study were:-
 - Having the full commitment by them and be role model for their followers via leading participatory.
 - Improving performance of educational leadership and management.
 - Developing effective awareness for school communities about SIP.

- Adequate agreement building should be carried out to implement the SIP.
- School leaders must give priority for the teaching learning process.
- Build the commitment of the school communities through different mechanism.
- Make a mechanism to minimize the financial constraints to move according to the schedule.
- To upgrade the participation of the stakeholders make close relation and contact in each month to have clear development of the SIP.
- Increase the participation of the teachers by giving acknowledgment and incentives to those implement the SIP properly the plan.
- Professionals out of the school should follow the level of the school via visiting, supporting and give the feedback on the time.

5.3. Recommendations

The findings and conclusions of the study show that there are some areas of SIP implementation. Hence, the researcher forwarded the following recommendations hoping that they could provide on how the problems will be addressed.

1. As human resources are very much crucial for the realization of SIP at school level, the Bole Sub City education office takes its parts to fulfilling manpower such as laboratory technicians and librarian for the schools. Moreover, with being the other offices in the above vertical and horizontal lines, takes the parts to make the clear general guide line how to address the accountability of the gap of the SIP implementation.
2. Since, awareness creation on SIP and reach on the strong common consensus /agreement/ were expected from school principals at school level they will take their parts of the study by doing so on time. Giving the proper trainings on SIP for all stakeholders and school communities are expected the principals. Moreover, leading schools in participatory by sharing duties with responsibility and accountability to implementing SIP as well as monitoring and evaluation with giving clear feedback on time.
3. Since teachers are the main actors in SIP implementation, they should be take their parts of the study such as teaching students according to their learning ability, using continuous assessment for students learning performance rather than use it as simple test mark, using active learning method, be role model for their students, shaping the students behavior with a sense of mothers and fathers, attentively follow up their students learning, be committed and actively cooperative in implementing SIP.

4. Since, supervisors are the main parts of the SIP supervising the school improvement according to the guide lines of MOE (2010). Give the monitoring and evaluation to the schools by giving immediate feedback on observation on the proper time.

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