

**The Link between Leadership Preparation and Work Demands of
School Principals in Secondary Schools of Ethiopia**

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A dissertation entitled

The Link between Leadership Preparation and Work Demands of School Principals in Secondary Schools of Ethiopia

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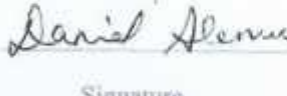
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Certificate of Statement

I hereby certify that this dissertation constitutes my own product; where the language of others is used set forth, quotation marks, ideas, expressions or writings of another were used, I have given appropriate credit.

Signed



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Abstract

School principals play key role in mobilizing resources to run teaching and learning. However, their preparation as related to their work place duties and responsibilities is questionable. The theoretical assumption for this study is then, school leadership preparation need to be situated to the actual school context linking campus training to field-based experiences.

The main purpose of the study was to explore the link between leadership preparation and work demands of school principals in secondary schools of Ethiopia and identify challenges associated with principal preparation that could hinder principals from providing effective leadership and provide the necessary recommendations.

The schools are found in major cities of Amhara, Oromia, Afar, and Benishangul-Gumuz national regional states and in Addis Ababa City Administration. The respondents include six categories- 'woreda' education office responsible person, relevant person from Ministry of Education and department heads of principal preparation universities as well as principals, middle level managers and teachers in the respective schools. Documents such as Education and Training Policy, Education Sector Development Programs, National Principals Professional Standard, curriculum frameworks and staff minutes were the secondary data. The method employed was QUAL-quant model which can best be described as predominantly qualitative augmented by quantitative methodology. And the sampling techniques used were combination of purposive sampling, cluster-sampling, availability sampling, stratified sampling and simple random sampling.

The main findings of the study were that while principals welcomed instructional leadership as a stand-alone course in the MScL program, time of delivery (being summer), richness of the content in terms of relevance, commitment of the trainers and changing nomenclature of the degree to MScL (as they believed it limits job opportunity) were among the challenges affecting delivery of the courses. It was also found out that there were frequent program change, three times in less than half a decade, in principal preparation program. From the multifactor ANOVA model, region of the respondents were found to have statistically significant effect on the composite scores at 5% level of significance. It was also found out that there was no job description specifically set for principals consolidated in a single document.

The main conclusions of the study were that the preparation of school principals is both inadequate and in part, unrelated to the increasing work demands of principals in Ethiopia. The system also lacks a clear framework and leadership successive planning to bring the best applicants to the office and to remove those who are incompetent. The complex and multi-faceted role of school principals is not clearly defined.

Finally, the major recommendations provided are the need to re-center the profession to focus on student learning and situate leadership development in work settings. It is also recommended to establish National Council/ Forum which may be called Ethiopian Education leadership Council/Forum (EELC/F) constituted from university preparation programs, MoE, local education office, principal and professional organizations such as Teachers Association which facilitates nesting of university preparation programs in the local context. The duties and responsibilities of principals scattered in various documents should be pooled together in a single document and an independent course is recommended to be designed and provided in the university preparation program. Since involvement of principals in out of school activities is inevitable, it is recommended that such activities should be part of their duties considering as community service with not more than 20% of the 40 working hours per week as civil servants.

Acronyms and Abbreviations

AAU	Addis Ababa University
AITSL	Australian Institute for Teaching and School Leadership
BPR	Business Process re-engineering
BDU	Bahir Dar University
CPD	Continuous professional development
CSA	Central Statistical Agency
CSU	Chicago State University
EdAd	Educational Administration
EdPM	Educational Planning and Management
EdL	Educational Leadership
EFA	Education for All
ERGESE	Evaluative Research of the General Education System in Ethiopia
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
GEQIP	General Quality Improvement Program
GER	Gross Enrolment Ratio
GLOBE	Global Leadership and Organizational Behavior Effectiveness
ICT	Information Communication Technology
ISLLC	Interstate School Leaders Licensure Consortium
MoE	Ministry of Education
MScL	Master in School Leadership
NLA	National Learning Assessment

OECD	Organization for Economic Co-operation and Development
PBL	Problem Based Learning
PGDSL	Post Graduate Diploma in School Leadership
PISA	Program for International Student Assessment
PTSA	Parent Teachers-Student Association
RLA	Rainwater Leadership Alliance
SAS	Statistical Analysis Software
SIP	School Improvement Program
SLPPS	School Leadership Preparation and Practice Survey
SPSS	Statistical Package for Social Science
TALIS	Teaching and Learning International Survey
TESO	Teacher Education System Overhaul
TGE	Transitional Government of Ethiopia
UCEA	University Council for Educational Administration
UNESCO	United Nations Educational, Scientific and Cultural Organization
WF	The Wallace Foundation

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Chapter One

Introduction

The purpose of this chapter is to introduce the study by presenting about school leadership briefly going through country context to statement of the problem thereby proposing research questions to seek responses guided by conceptual framework. Hence, this chapter deals with the introduction of the study. It begins with a brief background which deals with an overview of school leadership, brief socio-economic status of the country and statement of the problem followed by discussions on basic questions, conceptual framework, significance, scope and limitation of the study. Finally, definition of key terms and organization of the study are presented.

1.1 Background

1.1.1 Overview of school leadership

The topic of leadership has been an object of extensive study. Because of their individual perspectives and aspects that are of interest to them, different scholars have defined leadership in different ways. For example, Drath and Pauls (1994) defined leadership as the process of making sense of what people are doing together so as to understand and be committed to their cause. Whereas, House et al. (2004) defined it as the ability of an individual to influence, motivate and enable others to contribute towards effectiveness of the organization. Hence definitions of leadership reflect the assumption that it involves a process whereby intentional influence is exerted over other people to guide, structure and facilitate activities (Yukl, 2010). From the above definitions, therefore, it can be inferred that leadership is the ability of an individual to

influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members.

Educational institutions, which need properly trained and effective leaders, are primarily responsible for the production and provision of qualified human resources. They are in charge of achieving educational objectives expected to shape learners in accordance with the needs and interests of beneficiaries. Hence, it is generally believed that the society's future depends on the success of educational institutions such as schools in effectively meeting educational objectives. Trained leaders are thus required to provide effective educational leadership which is a result of professionalizing leadership in the hierarchy of educational structure. This is because adequate theoretical and practical knowledge in the field empowers the leaders to provide informed leadership and move in the right direction.

The term educational leadership is used to describe leadership in institutions beyond schools such as education offices, ministerial or state education bureaus, agencies or university faculties concerned with operations of educational activities. Leaders in the higher hierarchy of the education sector need to have a full understanding of the purpose of school level leadership expected to bring quality learning outcomes (Joshi & Verspoor, 2013).

In order to accomplish their purpose, schools which are one of the most popular agencies of education (Mohanty, 2008) need to deliver quality learning through effective teaching. The success of effective teaching is reflected by the school outcomes—the quality and quantity of graduates. However, this cannot be possible without adequate and proper provision of the curriculum and instruction at all levels and grades and the implementation responsibility of which rests on school leadership, notably on the principal. The principal or school head is commonly thought to be the school leader while school leadership may include other personnel, such as

members of formal leadership team which may include deputy principals, unit leaders, department heads and others like PTSA who contribute to the aims of the school (Dinham, 2005).

Contemporary schools are becoming complex due to the growing demands of teachers, students, parents and the wider community. The impacts of technology and consequently online access to information and frequently changing situations in the global economies require effective and efficient provision of leadership in schools. For example, Joshi & Verspoor (2013) argue that there are significant limitations at present in information sharing and communication between different levels of the education system and between schools. Consequently, the complex socio-cultural abstraction in which school principals now work and the challenges posed by changing governance arrangements require the school principals to be equipped with new sets of skills and competencies including use of technology in education (Yan and Ehrich, 2009). In line with this, different scholars have suggested the need for thorough preparation of school leaders to adjust themselves to the changing demand and get equipped with ICT. For example, Leithwood and Riehl (2003) explain the reason for renewed emphasis on educational leadership as follows:

Firstly, outcomes are becoming crucial. Evidently requirements to be met by parents, regional state and the federal government to achieve the ambitious quality learning for all students/ learners have changed the landscape of educational accountability. The Ministry of Education (2013) of Ethiopia stipulates that the principal is responsible and accountable for the development of children and young people so that they become successful learners, confident creative individuals and active informed citizens. Therefore, pressure is on all actors at all levels starting from students, teachers, principals and education office leaders.

Secondly, as mentioned above, the environment is complex. Hence, educational leaders and more specifically, school leaders must guide their schools through the challenges posed by an increasing complex environment. Curriculum standards, achievement benchmarks, programmatic requirements, completion rates and other policy directives from many sources generate complicated and unpredictable requirement for schools.

Principals must also respond to increasing diversity in student characteristics, such as cultural backgrounds, language diversities, income disparities, physical and mental disabilities and learning capacities. Teacher demands for adjustment to living standards are also becoming challenges to school leaders. Hence, principals must manage new collaborations with other social agencies that serve children (MoE, 2013b). Rapid developments in technologies for teaching and communication require adjustments in the internal workings of schools.

All these make schooling more challenging and leadership more essential than ever before. For this, Reeves (2006) contends that principals need to master several dimensions of school leadership characteristics and skills in order to successfully lead schools.

Bringing school leadership in to the 21st century requires that preparation programs enable principals to make hard choices relating to staffing, program effectiveness, and budgeting while also cultivating knowledge of skills that make them effective team-and bridge-builders. However, although contemporary school leaders need to be equipped with knowledge and skills that the century requires, Farkas, Johnson and Duffet (2003) released a findings of their study that 67 percent of principals claim leadership programs in graduate schools of education in the United States were out of touch with the reality of what it would take to successfully lead a school.

Therefore, aspiring principals need training that prepares them to lead improved instruction and school change, not just manage buildings. In addition, soft skills of building relationships with parents and communities and harnessing those relationships to support the teachers and pupils better as well as the school as a whole are also very important for the success of school objectives. Hence, preparation curricula need to be tightly focused on improving instruction, changing school culture community engagement so that teaching and learning at high standards are everyone's top priority.

The principal remains the central source of leadership influence for shaping a vision of academic success for all students. For this purpose there is an established system of collaboration between university principal preparation programs and a team established to overlook whether these programs align with perceived needs of schools. Such team could be termed board, consortium or Council. For example on May 7th of 2013, the Illinois State Board of Education approved Chicago State University's new program to prepare transformational urban school leaders (CSU, 2016). Likewise, the principal preparation program in the United States is nationally recognized by the Education Leadership Constituent Council (ELCC) which was a premier accreditation organization for Educational Administration programs in Ohio University (OSU, 2016).

Improving leadership program through collaborative action is, therefore, very important to equip principals with timely and necessary knowledge and skills although changes seem to be slow due to the conservative nature of universities(WF, 2013).

In terms of school leadership training,the Ministry of Education of the Federal Democratic Republic of Ethiopia has come up withNational Professional Standard for school principal, (MoE, 2013b) which is supposed to be used as a base by university principal

preparation programs. This seems to be in line with the provision in Education and Training Policy regarding professionalizing the leadership (TGE, 1994). In fact, the policy envisages that educational leadership will be democratic, professional, coordinated, efficient and effective.

Critical of the past modalities such as EdAd and EdPM (MoE, 2013a), the Ministry has designed a training program known as Post Graduate Diploma in School Leadership (PGDSL) to be completed in two summer seasons (MoE, 2013a). The shift in strategy envisions practice-oriented training package for school leadership in order to improve work practices which was later changed for secondary level principalship to Master in School Leadership due to the request by the trainees. In the curriculum framework, the Ministry has also put admission criteria as to who should be eligible for principal post (MoE, 2014).

1.1.2 Ethiopia: Country Context

Ethiopia is a big, diverse country with population of over 100 million. The country's total land area is about 1.1 million square kilometers, with a population density of 86 people per square kilometers. Ethiopia is one of the least urbanized countries in the world, with only an estimated 19% of its population living in urban areas (MoE, 2015a). A rapidly growing population, swift urbanization and an age structure in which 44% of the population is between 0 and 14 years old, provides an insight into the country's potential for social, political and economic change and development and hence requesting huge investment in education. Ethiopia has a federal structure (FDRE, 1995) with nine regional states (Afar, Amhara, Benishangul-Gumuz, Gambella, Harari, Oromia, Somali, Southern Nations, Nationalities and Peoples' Region and Tigray) and Addis Ababa city administration.

Figure 1. Map of Ethiopia



Source: Official website, CSA, Ethiopia, 2016

Ethiopia is driven by its vision to become a middle-income country by 2025 (MoE, 2015a) for which secondary education completion is a necessity (Joshi & Verspoor, 2013). Agricultural production remains dominant in economic composition and is the source of livelihood for a great majority of the Ethiopian population despite the aim to shift to industry-led economic growth in the years to come.

A large majority of the Ethiopian population lives in rural areas and in fairly dispersed communities which pose specific problems for the education sector in terms of equitable access in such a geographic context. For example, the GER in grades 9-10 has changed little, starting from 39.1% in 2009/10 and reaching 39.3% in 2014/15 against the target of 62% at the end of ESPD IV (MoE, 2015a). At the end of the fifth Education Sector Development Program, i.e., in

2019/20, the overall GER of second cycle primary school is planned to reach 95% (MoE, 2015a) requiring huge investment in secondary schools to accommodate the incoming students. This also calls for a corresponding well prepared school principals focusing on work place activities.

1.2 Statement of the problem

Research evidence demonstrates that quality school leadership is one of the most significant factors in improving educational quality (Verspoor, 2008). School leaders make all become more responsible for learning outcomes. For this purpose, the role of school principals is of paramount importance for effective school performance by creating quality school culture.

Instructional leadership-focusing on the teaching and learning that take place in school-is the most important of all principals' tasks (Scheleicher, 2015)and learning is supposed to bring about an all-round students' development in terms of knowledge, skills and attitude. Principal's effect on students' learning and teachers' practices mainly comes from his/her instructional leadership behaviors (O'Donnell and White, 2005). The instructional leadership skills needed by principals for effective school administration include but are not limited to cooperation with teachers in selecting learning experiences, methods and procedures to achieve school objectives, assigning subjects and classes according to qualification and competence, allocating time to subjects, making facilities accessible to all teachers according to need, encouraging staff to work cooperatively, supervising lesson plans, supervising teaching and learning activities, evaluating the plans, and assisting teachers to try new findings (Ogundele, Sambo & Bwol, 2015). However, how principal's influence on those issues happen remains a focus of educational leadership research and debate. But the role of school principals cannot be over emphasized. This is because the quality of the principal alone accounts for about 25% of school's impact on

student achievement (Shaked, 2014). However, principals' quality is highly dependent on the quality of their preparation (Hernandez et al., 2012).

There is compelling evidence that principal leadership is second only to teachers among school level factors that contribute to student achievement and learning (Kelly and Shaw, 2009; Leithwood, Harris and Hopkins, 2008). Other researchers such as Leithwood and Riehl (2003) believe that leadership effects appear to be mostly indirectly influencing student learning by helping to promote vision and goals, and by ensuring that resources and processes are in place to enable teachers to teach well. But others believe that teachers have a direct impact on only those students in their classroom while differences in principal quality affect all students in a given school (Branchet al., 2013). Hence, improving the quality of school leadership is more important than improving the quality of a single teacher's practice since school leaders have an impact on the achievement of the students in a school.

Although debates on whether the effects of school leaders is direct or indirect and the type of school leadership programs that contribute to better student learning is still ongoing, a synthesis of studies on school leadership mainly indicates that principals' contribution to students' learning may come through the direct and indirect effects that school leaders have on communicating the school vision, instructional time utilization and curriculum management to and improvement of school condition (Witziers, Bosker and Krüger, 2003).

Over a decade and half in Ethiopia, both the federal government and regional states practice focused on improving access to education. This contributed a lot to improving quantity and qualification of teachers along with other inputs. At secondary level, the total number of schools (9-12) went up from 369 in 1996/97 to 3,156 in 2015/16; the number of students at this level increased from 426,495 to 2,421,163 in 2015/16 in the same period which is more than a

five-fold increase while the percentage of qualified teachers (as per the standard) increased from 40.1% in 1996/97 to 92% (about two-fold) in 2015/16 (MoE, 2002; 2017b; 2015b). This huge increment requires in parallel well-trained principals although it is difficult to track numbers of qualified principals since the official annual abstract published by the Ministry of Education does not report qualification of school principals. In terms of improving educational leadership quality, the Ethiopian Government provided a clear provision to professionalize the field since it took power in 1991 although translation of the policy into action remains questionable. For example, the Ethiopian Education and Training Policy has clearly indicated that educational management will be democratic, professional, coordinated, efficient and effective (TGE, 1994). This means that there is good will to professionalize educational leadership. The TESO document (MoE, 2013) also mentions the need to improve instructional leadership qualities. Moreover, a study commissioned by MoE and conducted by Livingstone et al. (2002) has indicated the essentiality of stability that principals, under normal circumstance, should remain in post for sufficiently long periods, at least five years, to enable them to function in a settled environment which by contra-positive thinking shows that turnover is the challenge for experience, stability and continuity. Furthermore, the directive entitled “Education Management, Organization, and Community Participation & Finance Directive” defines the major functions and responsibilities of supervisor, principal, vice-principal (one), teachers and students (MoE, 2002)

With regard to assignment, right after the introduction of Education and Training Policy in 1994, the practice has been that teachers elect principals of their own with majority voting (MoE, 1994). Later on, even in the availability of EdPM graduates (both BA & MA levels) subject teachers have come to be assigned as school principals. In 2013, the Ministry launched

a program called Postgraduate Diploma in School Leadership (MoE, 2013a). This program limits professional preparation of principals to a diploma level (a two-year training as opposed to a four-year one). The program is argued to be less than optimal in providing the professional capacity candidates need to carry out duties effectively as principals. The way candidates were recruited, status of PGDSL (undergraduate vs postgraduate- the postgraduate diploma holders were subject area graduates without background training in education leadership such as EdPM), issues of ownership (Universities, MoE, Education Bureaus, Schools-since the program was alleged to be prepared by MoE), and shortage of training time were among the arguments against the program. The PGDSL program followed another program known as Education leadership, but was shortly changed to Master's Program in School Leadership. This Master level training is also being provided during shorter summer season along with distance courses awarding second degree.

Accordingly, principal preparation programs have been changed significantly and quickly but have not been investigated so far in terms of program relevance to school situation.

School principals are expected to mobilize the abilities and efforts of the teaching staff to provide effective educational program. For this purpose, they should devote time to coordinate and manage the teaching and learning process; in other words, they are required to stay close to the instructional process (Lockheed and Verspoor, 1991). Contrary to this view, principals devote much of their time to non-instructional activities. For example, Lunenburg & Ornstein (1991) state that principals spend little time, about 15 to 20 per cent, coordinating activities in curriculum and instruction although they often consider curriculum and instruction aspects of the job as one of the top priority work areas. Two decades after the above reports, school principals

who participated in the TALIS 2013 survey reported that they distribute 21% of their time to curriculum and teaching related tasks and meetings (Schleicher, 2015).

Studies done in Ethiopia (Matebe, 2015; Mehreteab, 2015) also reveal that principals devote their time on activities other than instructional matters. Mehreteab (2015), based on his findings, recommended that principals should act as instructional leaders and learners; revealing that they have limited capacity in acting as instructional leaders. Hence, the central job of the school principals has to be redirected from routine administration duties to instructional leadership which would come from training programs.

There are also unique work related challenges to secondary schools that originate from the complexities of their size and functions. In Ethiopia, Secondary schools receive almost all primary school leavers who are not only teenagers but also who have been receiving education in vernaculars (in regions such as Oromia, Tigray and Somali for example). The complexity of secondary schools is vivid in that they are expected to prepare children who are not ready for further education and/or for the world of work. Further, although principals are expected to lead instruction as part of their school improvement role, this is not often the case in Ethiopia where their boundary spanning duties including working with *woreda* leadership, parents and community members consume most of their time and work days. Stated differently, over commitment to external relation and community engagement activities pull principals away from the classroom, limiting their ability to impact learning by supporting teachers on matters of instruction. As a result, it is possible that the essential functions of their [principals'] work-teaching and learning-may be pushed at the back burner. Therefore, schools of developing countries including Ethiopia which manifest limited concern for instructional leadership activities (Matebe, 2015) have as a result been criticized for wastage of instructional time.

Schools in Ethiopia are characterized by class repetition and drop out (MoE, 2015a) which could be a reflection of low quality of education in addition to lack of efficiency of the education system. Reports also reveal that national learning assessment at grade 10 is below expectation. In fact, the share of students who achieved an average score of 50% across five core subjects (Mathematics, English, Physics, Chemistry, and Biology) in grade 10 stood at 23% in the 2014 NLA (MoE, 2015a). However, the Education and Training policy provides that students are expected to score 50% and above in all subjects (MoE, 1994). Although there are no empirical studies that explored the link between school performance and the declining quality of secondary education in Ethiopia, research in another contexts (Oyewole, 2013; Olaiwola, 2015) attribute low student performance to low quality of school leadership. Poor educational outcomes in Ethiopian education are, therefore, in part ascribed to educational leadership. Principals cannot escape from being accountable for such poor performance though they are not the only ones to blame.

While studies (Matebe, 2015; Mehreteab, 2015) conducted in Ethiopia have found that there is problem of focus on instructional leadership by the school principals, they did not attempt to see whether this emanated from principal preparation programs, i.e., the way principals are prepared to impact teaching and learning. In addition, previous studies did not explore whether the preparation programs prepare principals for an increasingly challenging and complex work demands in Ethiopia, a gap which this study aims to fill in. Moreover the study attempts to see succession strategy (recruitment and removal procedures). Succession planning is very important for there is a possibility of principals to leave their position due to various reasons which was justified by a number of studies. For example, a study conducted by Livingston et al. (2002) reported that principals have left principalship while the same study recommended that

principals should stay at least five years in their position. Hence, in as much as taking care of assignment of would-be-principals is useful for schools to operate effectively, objectively set removal procedure is necessary. Furthermore this study also differs from the two previous studies (Matebe, 2015; Mihreteab, 2015) in its scope and coverage. While Matebe's study focused on Amhara region, Mihreteab's study focused only on Addis Ababa. In terms of coverage, both studies limit themselves more to the effect than to the cause, i.e., the reason why principals lacked instructional leadership in terms of preparation is not addressed.

Hence, based on the belief that school principals have a positive effect on instructional process, their preparation will be examined in light of their job they are expected to perform in bringing quality learning outcomes and enable them carry out their huge duties and responsibilities. The purpose of this study is, therefore, to explore the link between leadership preparation and work demands of school principals as well as how principals are recruited and removed in secondary schools of Ethiopia and identify challenges associated with these issues that could hinder the principal from providing effective leadership for quality teaching-learning process and provide necessary recommendation.

1.3 Research Questions

The study attempts to provide answers to the following basic questions.

1. How does university level leadership preparation program mirror the work demands of secondary schools of Ethiopia, given federal and state performance standards for student outcomes?

- 1.1 How do principals assess university level preparation program as it relates to their own work demands?

- 1.2 How is the training received by principals assessed in terms of effectively implementing their job description set by education leadership authorities (MoE, region, zone, *woreda*)?
- 1.3 To what extent is the program design and core curriculum content based on the national principal's standard set by the Ministry of Education?
- 1.4 To what extent do profiles of graduates indicated match with the job description of the principals?
- 1.5 To what extent are the practitioners aware of and the trainers made use of the principals' competence frameworks/professional standard?
- 1.6 How is the program for principal preparation designed/changed?

This basic question, which subsumes six sub-questions, is intended to get reflection from respondents on whether the university-based preparation programs match with the course demands of secondary school principals. Principals were requested to evaluate whether university level preparation program (courses) relate to their work demands. These courses provided base line information the researcher needed to understand the courses that school leaders took to cultivate principals' leadership capacity. Here, *woreda* education officers, relevant MoE person, principals and department heads of principal preparing institutions in the sample cities were interviewed on whether leader profile they know matched with contemporary school needs. Middle level managers and teachers have provided responses by filling in questionnaire. In so doing, suggestions by the respondents as key challenges of the system that related to the way in which principals were prepared was recorded.

- 2 To what extent does the principal influence the school environment?
 - 2.1 To what extent does the principal support teacher collaboration and shared problem solving to optimize teaching and learning?
 - 2.2 To what extent does the principal provide support/supervision to create conducive teaching and learning conditions?
 - 2.3 To what extent does the principal promote supportive learning environment?
 - 2.4 To what extent does the principal communicates with the community so as to secure support for teaching and learning?

Influencing and creating suitable school environment lies mainly on the principal. Therefore, the intention of this basic question was to assess the activities of the principals in terms of how they influence the work practices /culture of teachers in providing the necessary support and in closely following students' engagement. Here principals made self-evaluation of their performance in terms of the leadership they provided to the key school members. In other words, principals' own assessment of their performance was made. Evaluation was also made to see whether they promote supportive atmosphere of caring for teachers and creating trust among the staff in the school which implies relevance of the training principals received in creating conducive school environment through teacher collaboration and shared problem solving. Moreover, the extent to which the principal communicates to engage, beyond participation, the community in school affairs was also evaluated.

- 3 How effectively do principals carry out the roles that their position requires?
 - 3.1 How do the relevant personnel assess the effectiveness of the principals' leadership?
 - 3.2 How effective are the principals in their role as perceived by teachers?
 - 3.3 How effective are principals in their roles as perceived by middle level managers?

Null hypothesis (H_0): There is no statistically significant difference in effectiveness scores of the principals between the two groups (teachers and middle level managers)

Alternative hypothesis (H_1): There is a statistically significant difference in effectiveness scores of the principals between the two groups (teachers and middle level managers).

The purpose of this basic question was to see the effectiveness of the principals when they carry out their activities that their position requires. Data on the perception of teachers and middle level managers regarding principal's effectiveness were collected using questionnaires. Then differences between the two were computed using statistical packages SPSS-20 and SAS Version 9.3 as well as ANOVA Model. The purpose of the hypotheses is, therefore, to compare whether middle level managers differ from teachers in terms of their opinion regarding principals' effectiveness in providing leadership.

4 What leadership succession strategies are used to match leader profile with school needs and characteristics?

This basic question was meant to assess whether there was a practice of checking profiles of graduates against school needs/ characteristics. At the same time it was intended to track how principals were assigned to take up leadership positions and what mechanisms were used to fill in the vacancy in case removal was required. The assumption was that how they were assigned to and removed from the position had an impact on their commitment to receive and implement the training the institutions provided.

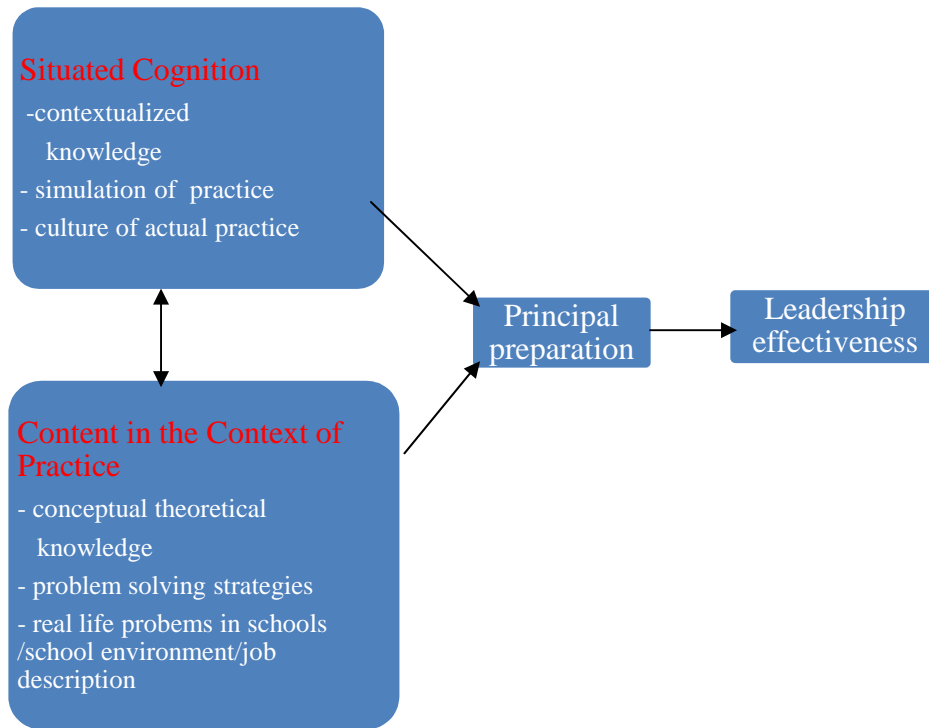
1.4 Conceptual Framework

In relation to the tasks expected of the school leaders to discharge their roles effectively, different authors and researchers have developed different conceptual frameworks based on the characteristics of effective schools and effective principals. For example, Pounder (2012)

developed a conceptual model for principal preparation consisting of preparation program experiences, antecedent participant characteristics such as prior professional experience; graduates' leadership learning outcomes, leadership behaviors and practices as well as teaching and learning conditions in school and student outcomes influenced by mediating factors such as school context, student demographics and location (urban). RLA (2010) also developed another model called a new approach to principal preparation which begins from developing principal competence framework to training according to the framework and ends in supporting the principal for placement in schools. It can be inferred that both models didn't take school situation into consideration at least in clear terms.

Based on the above discussion and the theoretical frameworks to be discussed in the following chapter, the following triangular model is developed focusing on the situated cognitive theory and problem based learning (Prestine and LeGrand, 1991) as a framework to guide this research undertaking.

Figure 2. Conceptual framework



The model is convenient for this study as it helps to pay attention to context of practice in the workplace. In fact, the model focuses mainly on whether or not university-based preparation programs helped the principals apply the skills and knowledge gained and is related to the work demands of the principals.

After empirically examining the interdependence and links between these different elements through data collection in the selected secondary schools, this study tried to develop a comprehensive principal preparation model showing the interdependence and links between situated cognition, context of practice and principal preparation.

1.5 Significances of the study

School principals are responsible for student achievement in their schools. Consequently, university preparation programs are expected to address the level of preparedness of the

principals that are responsible for student achievement based on contemporary school practices together with the concerted efforts of Ministry of Education and Education Bureaus. Hence, the study is believed to be very important since it is expected to benefit the following bodies.

1.5.1 Principals

Increasingly, principals are working in a climate of uncertainty and unpredictable change as the system re-adjusts and re-aligns itself to the demands of 21st century teaching and learning (Harris, 2011) requiring him/her of the abandonment of previous ways of working and the adaption of new practices in a much shorter time of innovation than before. Therefore, principals need to be aware and critical of the contemporary learning problems, organizational challenges and demographic complexities of the school community members and partners to create better working conditions at school level and to fix the challenges in diverse learning needs of students to enhance quality learning in this era of accountability. Hence, principals may have some ideas on how to become effective leaders by implementing jobs assigned to them (MoE, 2002) and fit up into the standard (MoE, 2013b).

1.5.2 Training Institutions /University preparation programs

Training institutions are expected to equip future principals with the necessary leadership knowledge and skills required to be able to lead schools of the present and beyond. Opinions expressed and views reflected by practicing principals and level of satisfaction of the teachers under the leadership of those principals on principalship could be useful. Principal preparation programs may rely on that information to help the principals meet the daily challenges of the principalship and their feedback may be useful to those involved with the design of principalship preparation programs (leadership training programs) based on principals' work demands.

1.5.3 Policy makers and/or Ministry of Education.

Schools are very important institutions/organizations where beneficiaries of education (students) and school community of diverse needs work together. Schools are extreme end in the structure of Ministry of Education and school principals are the front line leaders who play key role in changing into practical actions of the objective of education in the schools. They [principals] are the ones who communicate the vision and mission of schools to the school community and to the wider stakeholders. Therefore as key players in the leadership position, school principals need to be well trained to effectively lead the 21st century complex schools. Therefore, from this study policy makers, personnel in Ministry of Education and Education Bureaus may have clear insight into the existing pitfalls in principal preparation as related to school practices and characteristics and therefore support university principal preparation programs focus towards addressing the pitfalls by training principals effectively based on contemporary issues as required by the education system.

1.6 Scope of the Study

General education includes schools from pre-primary up to lower secondary education (MoE, 2015). Therefore, preparation programs at all levels worth study. This study, however, is delimited to secondary school principal preparation programs. This is because, the training of secondary school leaders is managed by MoE and is more uniform in terms of training materials, courses for work demands of school leaders and is provided by university-based preparation programs (Al-Sayid: 1999). In addition, focus on secondary education is a strategic point since this level of education prepares the young to further education and training and the world of work. Principals are the second most important next to teachers in influencing teaching-learning. Therefore, this study is delimited to principal preparation/principal training in terms of school

leaders' work demands at secondary school level. Out of the secondary schools in the sample areas, the study is delimited to secondary schools in the major cities due to their proximity to regional education Bureaus as well as due to accessibility in terms of logistics.

1.7 Limitation

The secondary schools in this study were supposed to be from grades 9-10. However, in some regions, the schools were structured from 9-12 which could bring about discrepancy in evaluating effectiveness of the principals serving in the different schools. In addition, some of the subsumed questions relay on the opinion of the respondents which may subjectively be influenced. Moreover, in terms of relevance, the courses provided in the training institutions require deeper content analysis. Therefore, the study has limitations in those respects.

1.8 Definition of Key Terms

Competency Framework- the set of skills, knowledge, and dispositions that a principal must have, in his or her context, in order to lead a school effectively to drive high levels of student achievement for all children (RLA, 2010).

Community- is a group of people (adults and children) living in a geographical territory (Mohanty, 2008).

Culture- patterns of shared values, beliefs, and norms held by a particular group and or society that combine in various ways to influence behavior and action (Lumby et al., 2009).

Educational Leadership- in this study means leadership in the hierarchy of the education sector other than schools.

Learning Outcomes – In this study refers to the attainment of learning (MoE, 2015) leading to some qualification.

Middle level managers are those people who have formal responsibilities and duties of leadership and management and sit between senior leadership and teachers (Gurr & Drysdale, 2012); and in this study focuses on unit leaders and department heads.

Principal is the person on whose shoulders rest the entire leadership, success or failure of the school (Ogundele, Sambo & Bwol, 2015).

Principal Preparation – For this study, is defined as the customary method of training leadership including successful completion of sequenced courses found within university program (Styron and Lenire, 2009).

School leaders-include deputy principals, department heads and teachers themselves in addition to principals (Dinham, 2005).

Secondary school- is defined as the level of education beyond the primary level (1-8) and below the preparatory (11-12) level (MoE, 2015).

Woreda education office- is the immediate higher office next to school in the education structure hierarchy.

Work demands-in this study means principal's job requirements gleaned from the policy documents and the courses in the training institutions.

1.9 Organization of the Study

This dissertation is organized in to five chapters. The first chapter deals with introduction of the study, while the second chapter focuses on review of related literature. Chapter three deals with the research approach followed to conduct the study and discuss the research design and methodology in detail. Chapter four presents characteristics of respondents, data and findings, analysis and interpretation of the study followed by the last chapter which presents summary of the study, conclusion and recommendations of the study.

Chapter Two

Review of Related Literature

The purpose of this chapter is mainly to explore relevant literature and how other contexts dealt with principal preparation programs so as to draw on resource from different researchers.

In terms of the topics included in the review, it first starts with theoretical framework as an entry followed by quality secondary education and its benefits, school leadership reforms and principal preparation experiences in other contexts. Then principal influence on teacher effectiveness in bringing about students' learning outcomes is reviewed followed by discussion on principal's role in promoting participatory school culture. At the end of the chapter, school leadership preparation in Ethiopia is discussed followed by job description of secondary school principals in the country.

2.1 Theoretical Framework

Principal preparation in Ethiopia is criticized due to various reasons. For example, school principals are criticized for lack of providing effective instructional leadership (Matebe, 2015; Mihreteab, 2015). The national professional standard for school principals prepared by Ministry of Education (MoE, 2013b) also calls for a new approach in school leadership preparation for Ethiopian schools. Relevance of the school leadership preparation to the actual school context is as well questionable. Therefore, the two theories explained as follows are found to be relevant and used as guiding principles for this study.

2.1.1 Situated Cognitive Theory

The 21st century schools require leadership preparation programs that focus on dynamic environment, which is continuously changing. One of the serious criticisms in leadership preparation focuses on the belief that the content of the program does not reflect the realities of

the workplace (Hess and Kelly, 2005; Young et al., 2002). This calls for a contextualized view of the thinking and learning process so that knowledge is created and made meaningful by the context and activities through which it is acquired and this contextualized view has been termed "situated knowledge or situated cognition" (Prestine and LeGrand, 1991,P.62).

Proponents of situated cognition argue that learning advances through collaborative social interaction and the social construction of knowledge (Brown et al., 1989), not the rather isolated and decontextualized processes emphasized in most educational settings including educational leadership. According to Prestine and LeGrand (1991), little effort is evident in linking the potentially powerful percepts of situated cognition to the professional principal preparation program. The authors believed that the cognitive theory orientation supports the incorporation of related areas that suggest new metaphors about how we think and about what we do such as about reflective practice.

The key assumptions of the situated cognitive theory is that a systematic knowledge base exists that can be used with efficiency and effectiveness (Prestine and LeGrand, 1991). From the situated cognitive learning perspective, the educator creates and structures the learning environment so that students (the-would be principals) can meaningfully incorporate new knowledge into existing knowledge structures. In this manner, the theoretical concepts need to be geared towards implementing actual problems existing in the school situations. Situated cognition postulates that culture and cognition are explicitly linked that thinking cannot be isolated and understood as separate and distinct from the context and culture in which it takes place (Brown et al., 1989). Yet professional preparation programs and views of professional knowledge creation and acquisition have either ignored or detested such concepts (Prestine and LeGrand, 1991).

2.1.2 Problem-Based Learning (PBL)

It is argued that educational leadership preparation programs have been not effective in connecting linkages between on-campus experiences and field-based experiences or more specifically school contexts (Milstein, 1990). It is also argued that many leadership preparation programs have resulted in significant gaps in the prevailing knowledge such as performance based-program components and a lack of attention to practical problem-solving skills (Murphy et al., 2009). The situated cognitive learning model also assumes thoughtfully designed learning experiences that emphasize problem-solving processes rather than more mastery of content (Prestine and LeGrand, 1991).

Originally, a systematic problem-solving model is rooted in sciences (Prestine and LeGrand, 1986 b) especially in the field of medical education as a method of instruction whereby medical schools organized a substantial portion of their curricula around problems and rely on PBL as the mode of instruction (Bridges and Hallinger, 1997).

According to Bridges and Hallinger (1997), PBL generally has the following characteristics regardless of the field of application:

- a) Problems that future professionals predictably will encounter in the world of practice serve as the stimulus for acquiring new knowledge.
- b) The content of the curriculum is organized around these problems rather than around the disciplines.
- c) Students work in small groups and take responsibility for their own learning. They reach agreement on how the problem should be defined; examine the content from the relevant disciplines for its relevance to the problem they have identified, and wrestle with how to apply this newly acquired knowledge to resolving the problem they face. In a way it is a

cooperative learning strategy which is inherent in cooperative apprenticeship model (Prestine and LeGrand, 1991). In this scheme, one person takes greater responsibility than the other for successful accomplishment of a task by compensating for the other weakness. In its traditional form, cooperative learning involves forming of student group for discussion and planned activities which allow students to assist each other (Prestine and LeGrand 1991) which may also relate to the one to five student grouping in the current modality in Ethiopia.

- d) The instructor creates or selects the problems that are the focal point for learning but does not take an active role in presenting the content. Presentation is ‘student-centered’ as opposed to the traditional ‘teacher-centered’ instruction.

The centerpiece of problem-Based Learning is a problematic situation that the students/learners are likely to encounter when they become school principals. These problematic situations provide the impetus from the would-be principals (students) to learn new knowledge and to apply it in solving the problem. In such cooperative and collaborative exercise, students are encouraged for risk taking, independence and self-directing as well as separate the students from a direct reliance on expert/instructor.

2.2 Quality Secondary Education and its Benefits

In view of universalization of primary education to achieve EFA goals, and increase in tertiary level education during the last two decades in Ethiopia, secondary school provides educational opportunities for children beyond the primary school years. According to Reed and Verna (1995), secondary education is a half way station between primary school and higher learning, which concentrates on preparing for college and various vocations. This is also true as majority of general secondary school completers go for world of work without or after receiving technical

and vocational education and training which plays great role in the countries' development. In addition, secondary education furthers the development of general intellectual competencies learned at primary schools that are relevant to many occupations as well as provides the foundation for further education and training. World Bank (1993) also high lights that a strong secondary education is a pre-requisite for effective higher education and skill training.

Investment in secondary education is, therefore, crucial as it is the base for economic growth and poverty reduction. In this regard, Mulkeen et al. (2007) forwarded that secondary education and training is one of the key factors for increased economic growth and social development. Joshi and Verspoor (2013, P.42) also concluded "the experience of middle-income countries suggests that sustained economic progress is associated with a rapidly evolving skill profile of the labor force", for which at least secondary schooling is necessary.

Therefore, the education and skills of the age group beyond primary education is critical in shaping national development. Further, education and training for youth is not only an economic imperative but also it is useful for social cohesion and stability. Moreover, secondary education is useful to raise awareness of civic rights and responsibility. In agreement with this view, Devi (2002) stipulates that secondary education is a social agency for the preservation and improvement of democratic institutions and mode of living, and for reviving in each generation the democratic spirit and faith. However, considering access to secondary education, Ethiopia is behind its plan. In fact, although gross enrolment ratio for secondary education was planned to increase from 39.1% in 2009/10 to 62.0% in 2014/15 (MoE, 2010), it reached only 39.3% (MoE, 2015a). The same document envisages 74% of gross enrolment ratio of access to secondary education by 2019/20 which is a bit less than double the present enrolment requiring large resource and trained principals.

Due to the huge importance of secondary education, this level deserves quality leadership so as to bring about quality school and student achievement through proper mix of the human and material as well as financial resources committed by the government and stakeholders.

2.3 School Leadership Reforms

Demands for improving leadership programs in education is almost as old as the programs themselves (Achilles, 1994). Hence, principal preparation programs need to be revised based on the changing situation of a given country. In highly decentralized systems such as in the USA, some districts adopt state standards. For example, the University of Illinois at Chicago used the Chicago school district's leadership competencies, derived from the Interstate School Leaders Licensure Consortium (ISLLC) Standards and the recommendations of a district task force, to admit and assess its standards (WF, 2013). The ISLLC standards, which is intended to shift preparation and practice away from management towards leadership and to re-center the field to focus on improving student learning, provided a research-based template for improving content, instruction and clinical experiences of principal preparation programs that aligned with the new realities of practice (Lumby et al., 2009). According to Donald et al. (2009), the ISLLC standards attained nearly completed dominance since 46 states in USA are using some version of the ISLLC standards. Hence, with widespread adoption of the standards, ISLLC holds sway over preparation programs and couples them to problems of field-based practice in powerful new ways (Murphy, 2003).

Murphy (2001) argues that the 21st century school leaders require preparation programs that connect the training, education theory and the practical work demands of the job. Similarly, Murphy and Shipman (1999) characterize school principals of the 21st century as community servant, organizational architect, moral educator and social architect as this requires future

school leaders to reorient their functions towards leadership rather than traditional management, focus on change rather than on stability, design more responsive schools, and focus on teaching and learning. Moreover, Schleicher (2015) says there are three key ingredients needed to create a responsible 21st century schools-confident teachers, willingness to innovate, and strong school leaders who establish conditions in their schools that enable the ingredients to flourish.

In an attempt to program change, the Wallace Foundation (2013) report reveals that Prince George's county was developing a standards driven training program with National Institute for School leadership (NISL), a for-profit arm of the non-profit National center on Education and the Economy in Washington D C, to prepare leaders for its most challenging schools. However, because of the conservative nature of university programs, districts were not pinning all their hopes on universities e.g. New York City, Boston and Prince George's county have established their own training programs-sometimes in partnership with non-profit training providers (WF, 2013).

The fact that there is minimal meaningful program change is also documented by Murphy and Colleagues (2008). Based on a review of program changes in 54 universities across six states in the United States, they concluded that new content requirements did not necessarily result in coherent and readily implemented theories of action for principal performance, nor in many institutions, did they lead to substantive change in the pre-existing curriculum. Similarly, Hess and Kelley(2005) asserted that Graduate Schools of Education lacked the capacity necessary to make anything more than superficial change to their existing programs and were in no hurry to change their programs. This has resulted in "opening up the market in educator preparation programs so that universities would no longer have a monopoly" (Pounder, 2012,P.255). It is then argued that training programs designed by those other than universities have a powerful

incentive to change university preparation programs when a district declares it will hire only graduates of programs that meets its needs (WF, 2013). This is being reflected in the Ethiopian situation in which considerable lack of recruiting EdPM graduates is being reported due to the claim that they are not specifically prepared to lead schools.

2.4 School Leadership Preparation in other Contexts

On a global scale, education reform focused on school improvement has been a key political agenda over the last few decades. Within these broad discourses the preparation and development of school leaders has gained importance primarily because of the perceived links between school leadership and school outcomes (Gladys et al., 2015). Consequently leadership preparation courses have been constructed as one of the major leverage points for policy makers and leadership scholars.

First of all, globalization has greater implications for educational leaders and systems. As a result, education and educators stand at the heart of the boundary-less (global) world and the rapidly evolving whirlpool of engagement with the problems of society and the proposed solutions (Lumby et al., 2009). Accordingly, school-based management, outcomes-based curricula, and target-driven assessment are examples of practices that assume a place on a global stage irrespective of culture, political, and economic difference in context. Hence school leadership development has become a global enterprise (Hallinger, 1995). The concept of globalization, therefore, provides a powerful argument for the need for those who prepare and develop educational leaders to look across the world. The key driving forces such as diverse student population, financial constraints in many countries, the growing achievement gap and the requirements of the information age all require professionalization of the field.

However education leadership and education might be global in its nature, the influence of culture is still strong since principals make a difference in schools, which emphasizes that the context within which they [principals] lead makes a difference to how they lead, and that culture forms an important part (Lumby et al., 2009). Also, analysis of the differences in the cross-national comparisons on successful school principalship among USA, Norway and China in the international successful school principalship project showed that successful school leaders must be highly sensitive to their own local and national contexts (Johnson et al., 2008). This is because each nation, state or subunit within it may have multiple cultures relating to the intensifying heterogeneity of societies and the multiple identities of each individual. Consequently, culture fit is an issue within as much as across nations. In fact, Dorfman, Hanges and Brodbeck (2004) argue that cultural differences among societies may be exacerbated as they adapt to modernization while simultaneously striving to preserve their culture heritage. This shows that while global communication, technical innovation and industrialization can create a milieu for cultural change, a convergence among cultural values cannot be assured. This calls not just for differentiated content, but also for multiple delivery modes that allow for differing learning purposes and styles which means that preparation programs should cover not only the necessary basics, but also variable situations where culturally aware learning takes place (Lumby et al., 2009). This means that leadership preparation and performance cannot be separated from cultures within which they are constructed. Hence, the following is leadership preparation programs in different contexts from selected countries to describe important advances in leadership preparation worldwide.

2.4.1 The Americas

In the United States of America, those wanting to be school administrators can select themselves aspirants (Lumby et al., 2009). Schleicher (2012) also reported that a team of social entrepreneurs founded in 2000 trained almost 800 leaders in 12 urban areas through an aspiring principals program, the idea of which was to create a pathway to school leadership for effective teachers and other top instructors. Accordingly, the aspiring principals program provides future leaders with course work combined with a full-time residency year in a high-need school where by a local staff create an individualized learning plan for each resident. Consequently, in 2011, schools which were beneficiaries of the program were among the top ten highest gaining schools in eight US cities. In the United States, it is a requirement to complete mandated programs of university study (masters in educational Administration) before they are entitled to take up the role of school principal (Levin, 2005). Hence, qualification as a principal often requires pre-service leadership training on top of teacher education and educational experience (Tiapale, 2012).

Actually, most of the extant literature on leadership preparation in education in the United States deals with masters or doctoral degree programs designed to prepare principals (Grogan et al., 2009). In fact, Styron & Lemire (2009) documented that approximately 450-500 university programs offer principal leadership preparation programs including master's (472 learning institutions), specialist's (162 institutions) and doctoral (472 institutions) degrees. There are also other contexts which provide training specific to school principals. For example, the University of Jyväskylä in Finland provides principal training from basic studies to a doctoral degree (Tiapale, 2012). Youth & Brewer (2008) complement that university graduate schools are the primary means for preparing principals and administrators for school and district leadership

positions around the United States. In general, aspiring principals are selected for training based on indicators of competence captured in standardized assessments such as the School Leaders Licensure Assessment as it is so in England termed the National Professional Qualification for Headship process (Lumby et al., 2009).

In 2004, the Ontario (Canada) government has developed a coherent leadership strategy, adequate contextual support frameworks and concerted actions to include key actors such as school boards, teachers' unions, academics and practitioners (Schleicher, 2012). In the training, potential candidates for school leadership need to have an undergraduate degree; five years of teaching experience or a master's degree and completion of principal's qualification program offered by Ontario universities.

Grogan et al. (2009) forwards that school leadership preparation and development programs have four stages:

- a) Orientation – here aspiring leaders consider whether or not continued studies and formal preparation and career movement are appropriate to them which is done through workshops. The United States provide best examples.
- b) Pre-service preparation- is well established in North America, Europe, and Australia. According to Grogan et al. (2009), pre-service preparation programs continue to become more available internationally as policy makers and practitioners understand the importance of school leadership to school improvement and success in achieving national goals.
- c) Induction- predictable phases of important stages that school leaders pass through for professional socialization. Here, mentoring, coaching, and internships are common

features of induction-based leadership development programs in the United States and Ontario (Whitaker, 2003).

- d) Ongoing Professional Development- New research findings on leadership and school improvement, new demands on school leaders, and rising expectations for schools have reinforced the idea that school leadership requires more than an acquired set of formal knowledge and skills received during pre-service training (Grogan et al., 2009). Ongoing professional development is a commitment over time to continuous learning, development, and improved practice. Bredeson (2003), cited in Grogan et al. (2009), explained that professional development is a work on progress or a journey; it is an opportunity for professional learning in order to improve practice.

The concept of ongoing professional development goes with the view of life-long learning. Life-long learning never ends as argued by Mohanty (2008) that learning, living and working should go together. This also goes with the principle of adult learning that adults learn more effectively when learning involves collaboration with peers, and when they can apply their knowledge and receive feedback on their behavior and learning (Jensen et al., 2015).

To summarize, a persistent challenge in the preparation and development of school leaders is how to integrate the various stages into a coherent curriculum for school leader development (Grogan et al., 2009).

2.4.2 The European Experience

Many countries offer pre-service leadership preparation programs that often lead to university degree or specialized qualification. For example, in 2009, Norway's Central Authorities introduced a new two-year program to develop instructional leadership skills for school principals which covers student learning outcomes and environment; management and

administration; collaboration and organization; guidance for teachers; development and change; and leadership identity (Schleicher, 2012).

In the Netherlands, training institutes offer orientation courses to allow teachers interested in leadership functions to discover whether they have the required capabilities (Yan and Ehrich, 2009). In England, those wanting to be school leaders can earn their positions through demonstrated merit (Lumby et al., 2009). According to Schleicher (2012) England, Northern Ireland and Scotland have relative training that include pre-service qualification programs-induction programs to support the initial phase as leader and in-service training programs for established school leaders.

In Sweden, principals are required to have pedagogical knowledge acquired through education and experience; in Denmark, Germany, France and NewZealand aspiring principals are required to be qualified as teachers at least holding a Bachelor degree usually with 3-5 years of work experience in the educational field (Tiapale, 2012).

Despite the availability of training, school leaders across OECD (majority of which European countries) have often reported that they felt they had not been adequately trained to assume their posts (Schleicher, 2012). This was because, although most candidates for school leadership position have a teaching background, they are not necessarily competent in pedagogical innovation or in managing financial or human resources. In agreement with this view, the principal quality practice guideline of Alberta's Ministry of Education (2008), cited in Olayiwola (2015), and argues that teaching qualifications and successful teaching experience alone were insufficient to prepare individuals to serve as school principals.

2.4.3 The Asian Countries

Trainers of programs for principals in China are generally research fellows and professors from three main university faculties including Management, Psychology and Education (Yu and Ehrich, 2009). These authors note that there are three kinds of basic training programs provided for school principals. These are qualification training for new principals (minimum of 300 hours) that provides basic knowledge and skills development with award of professional certificate, improving training for principals who have already obtained the certified qualification of principal position (minimum of 240 hours) within five years, and advanced training seminar for selected principals.

Grogan et al. (2009) complements other researchers that although formal training was non-existent few years ago, the National Ministry of Education of China requires all the principals obtain certificates of pre-service training before they take leadership positions. This involvement of universities in principal training demonstrates the professionalization of principalship (Feng, 2003).

In Singapore future school leaders are chosen from successful teachers already in the education system based on interview and leadership situation exercises for four months executive leadership training and six months leaders' training in education program being paid during the training (Schleicher, 2015). In South Korea, principals assume their administrative assignments during the last four to five years of their careers after a long apprenticeship in teaching (Grogan et al., 2009). In India, principals of secondary schools should possess a postgraduate academic degree in a teaching subject from a recognized university (British Council, 2014). In Saudi Arabia, successful leadership is driven by individual and collective value systems because there is no official preparation program for the position of principal ship (Alkarni, 2014). In

Japan, 80% of the principals had strong leadership preparation as part of the formal education (Schleicher, 2015). The Institute of principalship at the university of Malaya (Malaysia) offers a graduate program in principalship to provide prospective educational leaders with the knowledge and skills necessary in leading & managing educational institutions (Amakyi, 2013). In Israel, principal preparation is largely related to instructional leadership-topics of which covers improving education, teaching and learning, taking up more than half of the hours of the entire program; teaching methods based on involvement and implementation, emphasizing field based experiences or experiential learning such as problem-based learning, case studies, project based learning, and simulations where by the aspiring principal must have earned master degree before joining the program (Shaked, 2014). Accordingly, instructional leadership is center of the principal preparation program. However, Shaked (2014) criticized the frequent program change without assessing performance of graduates of the former preparation program. According to the author, the program is also criticized for shortening duration arguing that learning requires time and patience.

2.4.4 African Perspective

Assignment of principals without the necessary skills has been a problem in much of African countries where by they are hired based on their expertise and experience as excellent teachers and thus, the lack of pre-service preparation in most countries resulted in a greater reliance on in-service and ongoing professional development (Grogan et al., 2009). But still some African countries do provide pre-service training. For example, aspiring principals in South Africa need to acquire an Advanced Certificate of Education (Management) before appointment (Bush and Oduro, 2006) as a way to moving towards a universal process. In universalism, the selection process is objective where by individuals are selected after they have responded successfully to a

set of demands grounded in what the system proponents claims are indicators of competence (Lumby et al., 2009).

Similarly, in Kenya provision of school leadership preparation is standardized, whereby principals are offered a diploma qualification in management although it is criticized for minimal attention to identified dimensions of leadership leading to higher student outcomes (Asugu, Eacott, & Scevak, 2015).

School principals in Ghana are not required to complete a professional standardized preparatory programs in educational administration but be a professional graduate teacher with satisfactory work history; while in Tanzania formal academic preparation in educational administration (or principalship) is a pre-requisite for appointment as school head (Amaki, 2013). Malawi does not have a formal way to prepare its principals but appointment is based on a successful record of teaching; prior experience of leadership in school or outside; religion affiliation; political affiliation (Wamba, 2015).

In Nigeria, the popular belief is that any experienced teacher who has been teaching in the school for about ten years or more is competent to administer the school (Arikewuyo, 2009). Similarly, Oluremi (2013) reports that recruitment of school principals in Nigeria is largely based on possession of Bachelor's degrees and seniority. Furthermore in Ekiti state (Nigeria) senior school principals are assigned based on prior teaching experience and level of performance (Oyewole, 2013). Consequently, Oluremi (2013) recommends a master degree in educational management for the-would be principal of secondary school in Nigeria for an improved quality of secondary education in this 21st century.

Nigeria is the most populous country in Africa who has got independence in 1960 and since then has published National Policy on education first in 1977 and then revised in 1981,

1998 and 2014 (Olayiwola, 2015). And yet Olayiwola (2015) has called for policy model as school administrators are appointed into principalship without a well-regulated procedure or plan since either grade 14 or 15 teachers or senior teachers are assigned in to principalship without specialized in pre-service training.

As can be observed from the above discussions, initial principal preparation and training of school principals tends to vary considerably across countries throughout the world. Accordingly, in terms of timing for example, there are two distinct periods each of which has significant implications. The common approach in the United States, England, France, South Africa and Tanzania is to provide pre-service training which means that educators go through a program of learning and induction prior to obtaining position, while in Norway, Sweden, New Zealand and much African countries, the timing of the development activities occur after an individual has been appointed as the leader i.e., the training is in-service (Lumby et al., 2009).

Both pre-service and in-service provisions of training school leadership have supporters. Advocates of pre-service believe that it has elevated the quality of schooling as it fosters professionalism in the field while supporters of in-service claim that only when the new leader is in a position does s/he begin to understand the type of knowledge needed. Proponents of in-service training mention the principle of adult learning to support their argument. Accordingly, adult learners are self-directed, they bring a wealth of prior experience to education, are ready to learn, problem-centered in their learning and best motivated by internal factors (Jensen et al., 2015). According to Lumby et al. (2009), in-service training may offer benefit in countries that lack a well-developed tertiary system that can provide pre-service training since in such a situation, trainers from out of education sectors or education office personnel can be drawn or invited to provide the training.

In as much as providing pre-service training for professionalization, the intensification of principals' work related new in-service programs and delivery strategies that serve school leaders' learning needs within the constraints of their demanding daily work is quite necessary (Grogan et al.,2009).

To summarize, principal assignment in many systems require teaching experience as a precondition. For example, in Australia the teaching experience required before becoming a principal is four years especially in the government school systems (Gurr & Drydale, 2015). In Canada (Ontario), potential candidates for school leadership need to have undergraduate degree, five years of teaching experiences or a master degree and completion of principal's qualification program and in Singapore, future school leaders are chosen from successful schools (Schleicher 2012). In Anglo-American countries (e.g. United States, Scotland) qualification as a principal requires pre-service training after teacher education and educational experience, and in Denmark, Germany, France and New Zealand aspiring principals are required to be qualified as teachers with a minimum of three to five years of work experience in the education field (Tiapale, 2012). In India, a recognized teacher-education degree from a recognized university before becoming principal after post graduate academic degree in a teaching subject and five years teaching experience is required (British Council, 2014). In South Korea, principal assignment requires four to five years of prior teaching experience (Grogan et al., 2009). In Israel, holders of Master's degree having actually worked as a teacher qualifies for principalship position (Shaked, 2014). In Nigeria, Bachelor's degree and seniority in teaching is required (Oluremi, 2013) while in Kenya, appointment is based on merit whereby they have to be interviewed while graduation from colleges with Diploma or Degrees in education is a pre-requisite (Ibrahim,2011). Similarly, in Ethiopia, teaching experience is a pre-requisite to become school principal, i.e., minimum of

five years (MoE, 2013a). Therefore, most principals in many nations typically begin their careers as teachers (Schleicher, 2015).

Several authors supported the importance of teaching experience before joining leadership training programs. For example, Browne-Ferrigno & Muth (2004) concluded that too young teachers who enter educational administration and leadership programs do not commit to an administrative career after they finish the training program. Hence, greater experience in teaching might bring greater maturity and insight into effective leadership practice. But this does not mean that there may not be few potential ‘stars’ without experience. However, this may not be bold enough to allow wholesale entry to anyone to the profession without limit in the view of not to miss those few ‘stars’. Therefore, it must be recognized that more experienced educational professionals are more likely to pursue administrative and leadership jobs and stay the course in them.

Principal demands of contemporary school leadership relates to the opportunities that emerging leaders have to develop needed expertise- expert knowledge of instruction and high-level ability to influence instructional quality through interactions with other school community members and parents (Bellamy et al., 2009). These authors believe that, like other areas of expertise, instructional and interpersonal leadership skills take a generous amount of time to develop-far more, the research suggests, than what is available in a typical leadership preparation and therefore preparation programs should more closely link formal preparation to extended, on the-job opportunities for developing these critical skills. In relation to this, Murphy (1990) argued that preparation programs largely have ignored matters of teaching and learning, pedagogy, and curriculum. Some other authors forwarded rather strong critic. For example,

Murphy et al. (2008) argued that the typical graduate of a school administration training program can act only as a mere spectator in relation to educational program.

In conclusion, an important international trend across many countries has been the design and implementation of standards, frameworks, or competence statements that explicitly state the role, expectations, behaviors, skills and work practices required of principals which also help as a control or accountability mechanism for leaders' performance (Yan & Ehrich, 2009). Hence there are many reasons to believe that what comes to us from elsewhere can help us see our own practices with greater clarity.

2.5 Principal Influence in Teacher Effectiveness in bringing Student Learning Outcomes

Though scholars in the field of educational administration and leadership long have understood the importance of leaders in educational organizations, historically the focus of educational researchers and policy makers who investigated policy implementation, successful school change processes, and school improvement has been on teachers (Grogan et al., 2009). However, persistent findings in various large scale studies conducted revealed the important role that school principals played in effective policy implementation, successful change and school improvement (Halinger, 2003). In fact Shaked (2014) found out that the quality of the principal alone accounts for about a quarter of schools impact on student achievement. Ogundle, Sambo & Bwol (2015) also forward that, the principal stands out as the chief executive of the school. This shows that school principals play a critical role in shaping school effectiveness and hence school performance.

Over the past 15 years in the United States, Great Britain, and Australia, accountability demands have been changed from mere compliance with policy and administrative roles to

quality assurance and inspection demands based on system outputs or student learning outcomes (Grogan et al.,2009) than on inputs and processes. According to these authors, holding principals and teachers more accountable improves educational outcomes.

Principalship is the first-level line responsibility in school systems. Accordingly, effective principal leadership advances student learning using the vehicle of its daily work (Kelly and Shaw, 2009). To do so, principals need to have a significant understanding of the context, the ability to communicate with, motivate and develop stakeholders. This requires involving staff in leadership process, improving learning and teaching quality, raising achievement and improving students' attitudes and behaviors, engaging the community in order to obtain external support to advance student-learning (Kelly & Shaw, 2009). Hence, the staff, and typically teachers join with principals in leading learning at school level basically through consensus based on free choice and mutual influencing.

Although school leaders do exert significant influence on student-learning outcomes, these effects are mediated by a variety of societal factors, teachers' capabilities, structures, and social conditions in schools (Heck, 2010; Heck & Hallinger, 2009). This shows that successful school leadership depends more on leadership practices that affect the social context in which teachers and students work (Bellamy et al., 2014). In this regard, Styron & Lemire (2009) forward that today's instructional leaders must be able to coach, teach, and develop the teachers in their schools. Accordingly, the principals must be steeped in curriculum, instruction, and assessment in order to supervise continuous improvement process that measures progress in raising student performance. In this respect, Berry and Colleagues (2016) argue that effective school leadership is not about command and control from administrators but motivating students'

high performance involves a complex, collective effort of leadership at many levels to establish trust among teachers, students and parents.

To help students succeed, teachers assume more diversified roles directly connected to the comprehensive services that parents need. Quite close to this view is that a recent organization for Economic Co-operation and Development report, following on from its reviews of policies in top-performing nations, concluded that the most effective form of school leadership may very well be self-sustained through teacher collaboration (OECD, 2011). According to Schleicher (2015), teacher collaborative practices include observing other teachers' classes and providing feedback, or teaching as a team in the same class.

In countries with high accountability measures such as United States of America, United Kingdom, Australia and China, student performance on external tests of literacy and numeracy has become a key measure of school success (Johnson et al., 2008). However, judging effective schools should not be narrowed down to student outcomes (Lunenburg and Ornstein, 1991) since this tends to reduce good education to highest test scores pressing teaching-to-the test, usually standardized on just few subjects and hence exclusive not only in terms of subjects but also in learning or student achievement in an all-round manner (Wasteren & Amerein-Beardsley, 2016). Different in some way from the OECD countries, in Norway and other Scandinavian countries, the accountability issues did not involve high-stakes exams but education for citizenship was put to the forefront to a great extent (Johnson et al., 2008). While test scores could indicate academic success when considered from outcome perspective but most importantly schools must prepare students to live and work in a world in which people will need to collaborate with people whose ideas, perspectives, values, religions or cultures are different from their own.

Anyways, what seems to be paramount in the affective schools literature is the need to put emphasis on the strong principal's leadership on the areas of curriculum and instruction and on the process of teaching and learning. This in turn requires not only principal preparation programs to emphasize on instructional leadership role of the principals but also sufficient expert knowledge in the teaching field.

2.6 Principal's Role in Promoting Participatory School Culture

Leadership has increasingly been seen as a group function; it occurs only when two or more people interact (Dinham, 2005). Therefore leaders need sound understanding of human nature if they are to lead effectively.

In the school system, principal is a key person to organize and mobilize the school's human and material resources for the successful realization of the educational objectives so as to bring about quality of education. This means that leadership plays a key role in school effectiveness. To carry out this responsibility, principals should be well qualified and experienced in related area. A good principal has multiplier effects on the teaching staff (Schiefelbein, 1990). Effective leadership in educational activities is important to achieve success in school objectives. For this reason appointments, whether external or internal, are crucial and yet people get very little practice or opportunity to consider the technicalities or skills. Therefore, appointment of school principal is one of the most effective ways that they can influence the quality of education in the pupils relieved.

The promotion and subsequent career development of the staff is dependent up on the principal and hence principalship is a responsibility which carries great power (Phipson, 1986). Using their power, principals can motivate teachers for the successful accomplishment of school programs. Thus principals can boost morale and motivate teachers to excel by means of

participatory governance in-service education, and supportive evaluation. Teachers perceive their needs and measure their job satisfaction by factors such as participation in decision-making, use of valued skills, freedom and independence, expression of creativity, and opportunity for learning. This brings about the critical role that teacher leadership can play in supporting students' learning in schools (Lieberman & Miller, 2008).

Empirical studies confirm that distributing a larger proportion of leadership activity to teachers has a positive influence on teacher effectiveness and student engagement so as to bring improved student learning outcomes (Harris, 2009; Leithwood et al., 2009). Similarly, Berry et al. (2016) forward that if schools are to succeed in meeting all students' needs, then teachers' roles must shift dramatically so they can lead with their own ideas in spreading more effective pedagogical expertise. Hence, university preparation programs should directly address leadership approaches that are respectful and supportive of teachers (Daniel et al., 2011). Emphasizing the roles teachers play, EFA Global Monitoring Report Published by UNESCO (2014) says that over 250 million children are unable to read, write or do basic mathematics even though they were actually in schools. So in calling up on governments to take action, the report highlights the pivotal role of teachers which reads "an education system is only as good as its teachers (UNESCO, 2014, P.233). The same report stipulates that unlocking teachers' potential is essential to improving the quality of teaching and learning. Hence, education quality improves when teachers are supported.

Although teacher support is obviously not limited to their participation in leadership or decision-making, non-positional teacher leadership can energize and inspire them to become agents for effective learning outcomes. Teacher leadership could be realized through distributed leadership. Distributed leadership fosters collaborative professional cultures within schools,

which can unlock untapped potential in teachers and enhance educational achievement (Bangs & Frost, 2016).

Leadership in schools should widely be shared (Leithwood and Mascallm, 2008). This is mainly because members of school communities affect school conditions which lead to better student-learning. This calls for strong emphasis on shared or collective leadership in schools. In this regard, Bellamy et al. (2014) highlight that the success of an organization, in this case, school, depends on shared leadership. Shared leadership would help in understanding the collective mission and goals of the school. This is because the process of establishing a school's mission and vision became prominent in standards/competence setting which help as a basis for principal preparation programs. Empirical analyses of successful practice (e.g. Glodring et al., 2009) also support this view. Further, according to Schleicher (2015) analysis of data from TALIS and the OECD program for PISA finds that successful education systems are those that promote leadership at all levels-to lead innovation in the class room, the school and the system as a whole.

Shared leadership develops when the principal involves other staff in the school leadership. This begs for empowering school community members shoulder some responsibilities. Hence, distributed leadership is encouraged rather than individual leadership. Distributed leadership or the expansion of leadership roles in schools, beyond those in formal leadership, represents one of the most influential ideas to emerge in the field of educational leadership in the past decade (Heck and Hallinger, 2009). According to Haris (2011), distributed leadership is the dominant leadership idea of the moment. Principals play decisive role or otherwise distributive leadership is unlikely to flourish or be sustained. Principals are critical component in building leadership capacity throughout the school. They are in a key position to

move initiatives forward or to kill them off, quickly through actions or slowly through neglect (Murphy et al.,2009).Hence, principals occupy at the apex in the school system in involving teachers in school leadership and are expected to redesign as required to bring distributed leadership to life in schools. This is because, contemporary evidence tends to support a positive relationship between distributed leadership, organizational improvement and student achievement (Leithwood & Mascallm, 2008; Harris, 2009; Hallinger & Heck, 2010).

Owing to the benefit of distributed leadership to improve school performance, different countries have already adopted distributed leadership as part of educational reforms. For example, in England, a recent study of school transformation has shown that distributed leadership is a key component of success associated with high performance and gains in learning achievement where the principals in those schools had deliberately share leadership responsibilities (Harris, 2011). According to the same author, in the Netherlands and Scandinavian countries, distributed leadership is associated with more democratic and equitable forms of schooling. But it must be noted that distributing leadership alone cannot bring about a good result but depends upon the purpose of the distribution and therefore most importantly requires deliberate strategy from the principal. This is to mean that, if for example, the principal gives away his own role in the name of sharing/distributing leadership, then that could be dangerous. Because distributive leadership carries with it the hazard of being interpreted as a strategy where by principals simply distribute management responsibilities within schools rather than engineer changes in culture that expend the capacity of teachers as leaders (Bangs & Frost, 2016). In other words, school principals play a pivotal role in orchestrating the conditions of success (Haris, 2011) for distributive leadership to be productive.

2.6.1 Cohesive School Culture

Cohesion has been found to be an important indicator of the bond among school members, which influences the execution of subsequent teamwork processes (Tung & Chang, 2011). Cohesiveness is an attractive feature of teams. An important aspect of empowering school principal is, therefore, to enable him/her build cohesion. By cohesion, the principal brings the school community to stand together and remain united in the pursuit of attaining instructional objectives through sharing school vision, mission and goal.

With regard to this, Hallinger & Heck (1996) reported that shared vision and school goal-setting processes initiated by school leaders have significant effects on teachers' personal goals and motivation to teach. Those processes allow for authentic engagement by teachers in deliberating about the most appropriate directions for themselves & their school. Understanding issues influencing staff's well-being will help school leaders to effectively motivate their staff to be more productive. Thus, principals of effective schools know how to motivate their staff by using various school factors such as including staff members in decision-making, setting shared vision among teachers and creating trust among school community (Fullan, 2001).

Herzberg in his motivation-Hygiene theory, cited in Lunenburg and Ornstein (1991), also called two factor theories, elaborated that job satisfiers such as achievement, recognition, work itself, responsibility, advancement and growth are motivators, while physical factors are dissatisfiers which included salary among others. Unfortunately, wage and salary increases are not large enough to motivate the receiver. This means that money can motivate only when the prospective payment is large enough related to a person's income. However, money is a valuable indicator of status although it is not the only one, indeed, may not be the most important one (Mosha, 1988). Therefore, among the role of the school principal as a leader, s/he must be able to

create intrinsic commitment in the teachers which has great impact in the achievement of students.

Although producing the commitment of teachers may not be an easy job for principals, doing so should be a key among the priorities. Securing commitment is not easy since there are competing commitments among professionals, families and community members (Bellamy et al., 2009). According to the authors, professional identification with disciplines, subject areas, or population groups often results in commitments that compete with school's vision and strategy because individuals set their personal and professional priorities. However, once commitment is produced, staffs (teachers) allow others to make demands on their time and energy (Drath et al., 2008). Consequently, researches confirm that increase in teachers' motivation accounted for a significant portion of the variance in student achievement (Bellamy et al., 2009). This is because teachers' intrinsic commitment to students fuels their will to modify and calibrate their [teachers] instructional and classroom practices according to the diverse learning needs of students.

As more emphasis is placed on effective schools, the role of school principals will become even more critical (Smith, 1990). Gortan (1983) cited in Smith (1990) states that principals are responsible for activities that occur within their school building. They are expected to perform many varied roles including being manager, instructional leader, disciplinarian, human relations facilitator, evaluator, and conflict manager. This would result in excellence. It is clear that excellence is the most appropriate goal for a progressive democratic society and its schools. When schools become places of excellence they bring about development of excellent students. Excellent students must have excellent teachers and school leaders (Nelson et al., 1993). For this purpose, education systems must invent leadership development systems (Schlechty, 1990).

With the growing complexity of educational systems, the increase in the number of students, the broadening of curricula and the diversity of teaching materials has all increased managerial challenges (Baum and Tolbert, 1985). To cope up with these challenges, countries should be able to provide up to date training for principals and/or they must receive proper qualification in the field (Browne-Ferrigno, 2003). In other words, making of the principal must continue beyond completion of a preparation program through placement as a school leader and support during novice years which calls for continuous professional development.

A school culture which is conducive to student learning and to managing operations and resources to support a safe and effective school environment (Bellamy et al., 2009) should be created in schools. In this manner, school leaders help develop a sense of community in their schools by establishing a communal cultures and structures. Lessons from successful school leadership reveal that a strong sense of affiliation and caring among all students and adults in a school is crucial to engaging and motivating students to learn (Leithwood & Riehl, 2003). This means, creating strong professional learning communities in school benefits both students and teachers. Students benefit when teachers and others form such learning community since teacher community enhance teachers' ability to learn how to teach challenging students more effectively. With respect to teachers, such a learning community creates a climate of openness to innovation, trust and caring among the professionals and opportunities for professional development.

The importance of creating learning communities is supported by many scholars. For example, Styron and Lemire (2009) reviewed that principals must build learning communities within their schools and engage the broader school community in creating and achieving a compelling vision for their schools. Similarly Gurr and Drysdale (2015) expressed that principals use professional learning communities as the way to organize and describe the collective work of

school staff. Moreover, Berry et al. (2016) noted that top-performing nations like Finland and Singapore have built their success on teacher development and leadership so that classroom practitioners can learn from each other and spread their expertise in teaching. Hence, principals are now seen as a key change agent in a school reform bridging cohesiveness in schools for quality learning outcomes.

2.6.2 Community Engagement in School Affairs

There must be a vital connection between the school, which is the corporate life of pupils and teachers and the community which the pupils come from.

When community participation comes into one's mind, the dominating role seems just to solicit fund (finance). While community financing is required for providing quality and up to the standard education for effective pupils' learning (Baum and Tolbert, 1985), the role of community should not be narrowed down to financing. There are vast resources of community which can be utilized for improvement of the school, e.g., local artisans, artists, carpenters, painters, blacksmiths, ironsmiths, retired teachers, doctors, engineers, etc. as well as unemployed but graduate youths, elders (who may build peace in schools or advocate for safe school environment for students, specifically for girls), etc. Those human resources can, therefore, be invited to schools for talking or as guest speakers demonstrating various skills to children; even to teachers. The teachers should then recognize these assets for their utilization in organizing both curricular and co-curricular programs.

Community engagement is a two way avenue where the schools and the community actively work together, creating network of shared responsibility for student achievement (Berg, et al., 2006). Such network may pave way for supporting each other. The school is for the

community and the community is for the school. Hence, there should be a two way traffic between these two in utilizing resources for mutual improvement.

As the community is required to support school in its various sources, the school is also supposed to support the community. Both the physical and human resources of the school belong to the community. The students, teachers and other staff members come from the community. All the physical facilities are provided by the community either directly or indirectly through government. Hence, there should not be any difficulty in utilizing these resources for well-being of the community. In fact, schools are responsible to transform the society (Arunachalam: 2008).

The school should provide all kinds of experiences by sharing in the community activities. The services for participation of school in the community's work are, for example, literacy drives, health campaigns, rural development and housing, crop collection&/ improve productivity, natural conservation,etc. (Arunachalam: 2008).This will break the barriers between the school and the community and make the school life lively, realistic and meaningful.

The school halls can be used for organizing village meetings and marriage reception; school playground can be utilized for village sports and games; school furniture and equipment can be borrowed for holding meetings and functions. The modern school is a community center and the teacher is the “friend, philosopher and guide” of the people (Mohanty, 2008,p. 383). Therefore by organizing the community programs and providing school resources for the community work, the position of teachers is improved and they gain confidence and respect. However, care has to be taken as school materials may be mishandled resulting in missing, breakage or out of order. In addition, utilization of school resources need to be scheduled during after school sessions so as not to affect academic activities.

Community engagement has a paramount importance for the healthy teaching-learning process in educational system. Principals' leadership role has expanded in recent years and these expanded responsibilities include working with parents as partners in addressing complex learning needs (Bellamy et al., 2009). Parents have a key role to play in their children's education that good relationship between home and school is essential for quality learning. Teachers do believe that liaising with parents is an important dimension of their work (Bangs & Frost, 2016). In terms of learning outcomes, family involvement is more likely to deliver positive benefits for students if it is focused on educational activities and the interaction between teachers and families is characterized by relationships of mutual trust (Bryk & Schneider, 2002).

As a result, creating positive educationally focused relationships with parents is recognized in many leadership standards and leadership development frameworks as a critical task for school leaders (Robinson & LeFevre, 2011). Hence principals need to meet families where they are because parents who feel wanted, needed, and appreciated tend to become more involved.

2.6.3 Communication

Effective communication is central to business success. It is the process of creating shared understanding. Communication involves conversation and building relationships with someone or group to which one wishes to convey information. Information will never move anyone to act but only ideas have the power to influence. Therefore good communication requires good skills of persuasion, enquiry, finding common ground and structure ones thinking (Barker, 2013).

The bond of cohesion, integration and belongingness in between school and the community is strengthened by communication. Communication promotes the real meeting of minds which facilitates social consciousness. According to Lunenburg and Ornstein (1991),

communication, as a life blood of school organization, is a process that links the individual, the group, and the organization. Accordingly, communication mediates inputs to the organization from the environment and outputs from the organization to the environment. School principals are engaged in multifaceted job such as setting objectives, organizing tasks, motivating staff, making decisions, monitoring and evaluating results.

Communication is vital to build confidence, gain support and encourage participation in school affairs. Schools should be able to develop strong connections with community organizations as part of their program of school, family and community partnerships. Actually, skillful principals focus attention on key aspects of the school's vision and mission, and communicate the vision and mission clearly and convincingly involving multiple stakeholders through participatory communication strategies (Leithwood & Riehl, 2003). Hence the main responsibility in improving and/or creating school-community relation lies with the school initiated by the school principal.

Preparation of leaders which enables them create and maintain orderly learning environments, closely work with parents, and collaborate with community outside the school to support student learning (Osterman & Hafner, 2009) has a paramount importance. Hence, school leadership requires, among others, a range of social capabilities which include personal and relational skills and effective communication and partnership building (AITSL, 2015).

2.7 School Leadership Preparation in Ethiopia

Modern public education in Ethiopia dates back to 1908 with the establishment of the Minilik School (Tekeste, 1990). According to him [Tekeste], the idea for the school was certainly inspired by the mission schools that appeared after the middle of the 19th century. Attempts in

education reforms have been made in the past most of the emphasis of which have been teacher quality, supply and access to education.

The first attempt in education reform, which was borne out of the dissatisfaction with the existing educational system, is known as the Education Sector Review, attempted in 1974 with the then objectives (Seyoum, 1996) which ranged from basic education (1-4) to all, to the development of scientific outlook, to equality of access to education, to the creation of an integrated society and to narrowing down the generations gap. The reform was mainly initiated because of the limited primary education access (only 12% primary school age by then), far from meeting the target of universal primary education set out by the conference on African Education (Tekeste, 1990). This was not acceptable for a country which defended its sovereignty from colonial powers; resulting in review of the education sector. However, the Education Sector Review was not clear enough in the direction of principal qualification and recruitment. The school leaders by then were expatriates and consequently, there was an attempt by the Ethiopians to claim the position. It appears that the review came at a time when the country was ripe for a revolution which was rather one of the reasons for the down fall of the Imperial government as it entailed opposition from teachers and their organization as well as the wider community. In fact since the review was kept confidential, even from the then parliament, the leaders of the then Ethiopian Teachers Association sarcastically called it "Secret Review" (Ayalew, 2000, p.39).

The second education reform was known as the Evaluative Research of the General Education System in Ethiopia (ERGESE). It came out due to the fact that by the 1980's, the education system was in deep crisis had become quite evident (Seyoum, 1996). A total of 60 Ethiopian individuals were involved in four task forces namely: Curriculum Development and Teaching-Learning Process, Educational Administration, Structure and planning, Educational

logistics, Supportive Services and Manpower Training, and Educational Research and Evaluation (Seyoum, 1996). The ERGESE study seems better placed in mentioning 'Educational Administration' as compared to the former Education Sector Review document.

Although completed by 1986, the ERGESE study was quietly shelved as the then government has already launched its Ten Year National Perspective Plan (1984 – 1994) by 1984 (Seyoum, 1996). The government has lost its leadership position and removed from its state power in May 1991.

Immediately after the establishment of the Transitional Government, the 1994 Education and Training Policy was in the making to address four issues: Quality, Relevance, Accessibility and Equity (MoE, 1996) and by April 1994 it became official. The document was available to interested individuals as opposed to the two previous reform documents which were inaccessible (Tekeste, 1990; Seyoum, 1996).

Although literature in school leadership training in Ethiopia is generally scarce, the fast growing number of schools necessitated the formal training of school principals in the faculty of Education at Addis Ababa University in the 1960s (Ababayehu, 2002). During that time, applicants were selected for the training based on their administrative experience and performance. The high rate of school expansion in the mid-seventies requested to increase the number of trained principals which went beyond the capacity of the university providing the training opportunity (Ababayehu, 2002). Consequently, Ministry of Education had discontinued part of the university program and replaced it with a six-week short-term training. However, the training of school principals remained to be the responsibility of Addis Ababa University up to 1994 during which Bachelor's degree for secondary schools and Diploma for junior secondary used to be offered in school administration. After 1994, the Ministry has started short-term

training for the-would be principals being selected from teachers. This was the time when the idea of 'democratic leadership' concept mentioned in article 3.8.4 of the policy was wrongly translated and consequently teacher colleagues were empowered to elect their principals with majority voting from among themselves which was practiced until 1999 (MoE, 1999) leading to deprofessionalization of the profession.

The Education and Training Policy in its article 3.8.3 provides that "Educational management will be democratic, professional, coordinated, efficient, and effective" (TGE, 1994, p.30). This provision of the policy reveals that school principals need to be 'professional' in leadership, planning and managing resources-human, finances and instructional time as well as customer related issues requiring communication skills. Therefore, secondary school principals need to be well prepared and trained with those leadership and management skills for them to effectively perform their activities. Despite the critical role that principals play in shaping school effectiveness, insufficient attention has been paid to providing ongoing, meaningful professional growth opportunities for principals to advance student learning (Kelly and Shaw, 2009).

Preparation programs must include relevant topics that impact on students and teachers to support high quality instruction. For this purpose, there was a long-standing advocacy for principals to have skills for instructional leadership (Elmore, 2000; Hallinger, 2005). This suggests that leadership development in education should centrally focus on building skills for instruction, learning, assessment, and student motivation, in addition to the general skills needed for organizational management and community engagement (Bellamy et al., 2014).

Basically in Ethiopia Addis Ababa university, which is the oldest university in the country, has opened the department of Educational Administration in 1978 which was changed to

Educational planning and Management in 2000 due to the argument by Ministry of Education that the training package is not as relevant as wanted to the demands of the education sector.

These educational leadership preparation university based programs-both graduate and undergraduate-that prepare aspiring leaders in the education system targeted educational leadership positions at various levels of the education ladders including schools and not actually focused on school principalship positions. School leadership preparation programs are, therefore, only a recent phenomenon the program of which was developed under the direct supervision of Ministry of Education as a consequence of which was that ownership of this program by the universities is arguable. This program developed by Ministry of Education is termed 'Postgraduate Diploma in School Leadership' which requires candidates to have taught for at least five years in teaching for admission (MoE, 2013a). This program, known as PGDSL, is a school leadership framework designed based on the national standards developed for school principals which was further changed to master in school leadership for secondary schools (MoE, 2014)while the PGDSL program remained to be provided for primary school principals.

The National Principals' Standards identify five standards/competences which is supposed to serve as a basis in preparation, certification and professional development (MoE, 2013b). The standards are organized under three domains-school vision and community leadership, instructional leadership, and administrative leadership. Each domain incorporates competences or set of skills, knowledge and dispositions required of the principal.

The standard offers the principals the opportunity for career development, comprising four levels-beginner principal, proficient-I principal, proficient-II principal and lead principal, based on the attainment of the competence during their principalship. However, the career ladder of principals has increased to six levels (ጥ/ሚ/ር : 2008) calling for revision of the standard.

Table 1

Domains and competencies of school principals

Domain No	Domains	Competences
I	School vision and community leadership	1. Lead and facilitate vision of learning 2. Develop and manage school community Relations
II	Instructional leadership	3. Lead and manage learning and teachings 4. Lead and develop individuals and team
III	Administrative leadership	5. Lead and manage school operations and resources

Source- National Professional Standard for school principals, Ministry of Education, 2013b, Addis Ababa, Ethiopia (P.13).

It can be understood from Table 1 that the standard attempts to put the role of the school principals to provide quality leadership for better student learning. In fact, the standard is meant to assist the country’s agenda to improve the quality of education (MoE, 2013b). Therefore, preparation programs are expected to be developed in accordance with these standards (MoE, 2013a).

As there is a general move in the field of school leadership to base professional standards in principal preparation program internationally, the attempt to set principal professional standard in Ethiopia seem to be timely and appreciated but care has to be taken in retaining professionalization of the field.

International experience reveal that, commonly in the United States, there is a specialized body established to oversee (accredit) the match between courses offered in the preparation

programs and school leadership situations to enable the principals provide contemporary leadership targeting student learning outcomes and increasing accountability (Murphy, 2003; Donald et al., 2009; WF, 2013; OSU, 2016). Actually, according to Young and Petersen (2002), the National Commission for the Advancement of Educational Leadership preparation (NCAELP) in the United States asserts that school principal preparation be a shared responsibility of *university* and *school districts*.

As a whole, pre-service principal preparation prior to occupying principalship position accompanied by on the job training helps the principals provide informed leadership. In this regard, the writer of this research wishes to quote the messages of the Australian Institute for Teaching and School Leadership. It reads:

While the range of skills required to be a principal today is great, there is a general accord with the profession regarding the priorities and focus areas for principal preparation, with a strong emphasis on instructional leadership, higher order skills and interpersonal competencies followed by an intensive focus on managerial skills just prior to taking up the role (AITSL, 2015, p.21).

Therefore, in the 21st century, every principal should feel supported to undertake the complex and highly responsible role. Aspiring principals must receive targeted leadership training over time, matched to their needs and career stage, continuing after take-up of the principal role /position-continuous professional development.

2.8 Job Description of Secondary School Principals in Ethiopia

Job description is a written statement that outlines the duties and responsibilities expected of a job incumbent (Lunenburg & Ornstein, 1991). It identifies the behavioral requirements for effective performance of a particular type of job (Yukl, 2010). In the case of school principals,

these behavioral requirements are defined in terms of important responsibilities and duties that must be carried out when they [principals] hold principalship position. As clearly stipulated in the education policy (TGE, 1994), educational system has changed from the previously centralized one to the decentralized system of governance.

Table 2

Duties and Responsibilities of Secondary School Principals

Areas	of	Principals
Lead	and	<ul style="list-style-type: none"> • Facilitate the articulation and realization of a shared vision of continuous school improvement
Facilitate	Vision	<ul style="list-style-type: none"> • Lead the process of setting, monitoring and achieving specific and challenging goals • Lead the change process for continuous improvement • Anticipate, monitor and respond to educational developments that affect school issues and environment
of Learning		
Develop	and	<ul style="list-style-type: none"> • Connect the school with the community
Manage	School-	<ul style="list-style-type: none"> • Involve parents and community members in improving student learning
Community		<ul style="list-style-type: none"> • Use community resources to improve student learning
Relations		<ul style="list-style-type: none"> • Establish expectations for the use of culturally-responsive practices that acknowledge and value diversity

Lead	and	<ul style="list-style-type: none"> • Ensure that the instructional content that is taught is aligned with rational academic content standard
Manage		
Learning	and	<ul style="list-style-type: none"> • Ensure instructional practices are effective and meet the needs of all students
Teaching		<ul style="list-style-type: none"> • Advocate for high levels of learning of all students • Understand, promote and share relevant research • Understand, encourage and facilitate the effective use of data by staff • Monitor and evaluate the quality of teaching and learning programs
Lead	and	<ul style="list-style-type: none"> • Identify and prioritize professional development needs
Develop		<ul style="list-style-type: none"> • Develop individuals and teams
Individuals	and	<ul style="list-style-type: none"> • Monitor and evaluate workplace learning
Team		<ul style="list-style-type: none"> • Develop networks to support individuals and teams • Support staff in planning and implementing research-based professional development
Lead	and	<ul style="list-style-type: none"> • Establish and maintain a safe school environment
Manage	School	<ul style="list-style-type: none"> • Create a nurturing learning environment
Operations	and	<ul style="list-style-type: none"> • Mobilize, allocate and utilizes resources
Resources		<ul style="list-style-type: none"> • Institute procedures and practices to support staff and students • Understand, uphold and model professional ethics, policies • Promote the values and challenges of the diverse school community • Report to the community and stakeholders on use and management of resources

Source: Extracted from National Professional Standard for School Principals, the Ministry of Education of the Federal Democratic Republic of Ethiopia 2013; Addis Ababa, Ethiopia (PP. 13-15).

The decentralized system has shifted some responsibilities of Ministry of Education to Regional Education Bureaus, the structure next to the Ministry (MoE, 2000). This has empowered the regions to come up with some additional roles and responsibilities specific to the regions and/or local education offices which puts work overload upon the principals. However some studies reveal that principals are busy with duties other than their assigned responsibilities (Matebe, 2015). This erodes confidence of the principals and highly affects leadership roles they are supposed to play. Hence, principal training so as to empower them to stick to their duties and responsibilities officially assigned to them is one of the topics of this study.

Chapter Three

Research Design and Methodology

The purpose of this study is to explore the link between school leadership preparation programs and work demands of school principals as well as how principals are removed in secondary schools of Ethiopia and to identify challenges associated with these issues in the country. In doing so, research questions on how university level leadership preparation programs mirror the work demands of secondary schools, the extent to which principals influence the school environments for quality learning outcomes, how effectively the principals carry out the responsibilities that their position requires, and what succession strategies are being used to match principal profile with school needs were posed. Attempts were then made to seek answers and make conclusions and also propose workable recommendations. Hence, this chapter presents the design and method of the study, the data source, research setting, sampling population and sampling technique, data gathering instruments, method of data analysis, and procedure of the study and finally ethical consideration of the study.

3.1 Design and Method

To make the purpose of this study successful, the philosophical assumption that guides this study in knowledge creation is pragmatism. This is because this worldview uses multiple methods of data collection to best answer the research questions as it does not see the world as absolute unity (Creswell, 2007). Consequently, mixed method research design was employed. While the qualitative component focused on interview, survey is utilized for quantitative component.

A mixed method research design helps to build on the synergy and strength that exists between qualitative and quantitative methods (Gay et al., 2007) which means that combination of both helps the use of the most valuable features of both methods (Cohen et al., 2000). The

method provides data on the practices of school principals and how they provide informed leadership to the teachers in the respective schools. This study can best be described as predominantly qualitative augmented by quantitative methodology, i.e., QUAL-quan model (Gay et al., 2009). The model fits to this study since the phenomena explained were the inherent challenges associated with principal training in Ethiopia. The other characteristic of the study was descriptive survey, which provides a rich description of the phenomenon under study. In this case, a thorough description of principal preparation in the country was provided.

3.2 Data Source

The data sources for this study were both primary and secondary. The primary sources were from the research informants: the relevant personnel in the Ministry of Education (MoE) and *woreda* education officers, department heads of the universities training the principals, middle level managers and the teachers who receive leadership from those principals.

Relevant person from MoE was included for the Ministry is responsible in guiding training of principals. The *woreda* education officers were selected since they are the closest to schools in the hierarchies of the education system. The *woreda* officers are the immediate education officers to whom the principals are accountable to and are supposed to be responsible in providing objective information in assigning the principals to and remove them from their positions. As the *woreda* education officers are closer to the principals, they are expected to monitor principals' performance in providing school leadership.

Department heads of the training institutions were included for they are directly involved in equipping principals with the necessary leadership knowledge and skills required to meet the work demands in the schools.

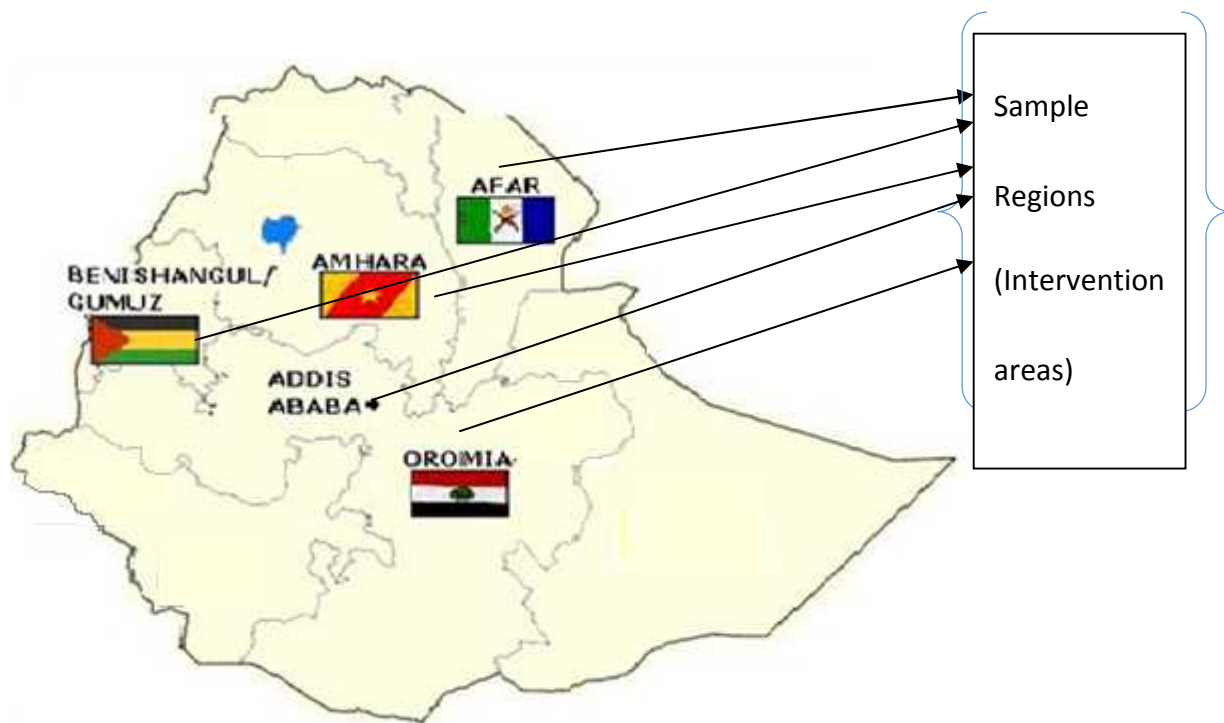
School principals were selected because the preparation programs were meant to train them with the leadership skills and knowledge to lead schools. Department heads and unit leaders in the schools were selected since they are members of the management team closely working with the principals and consequently are well aware of the leadership capacity of the principals. Teachers who receive leadership from the principals were included in the respondents because of their close work relationship that would enable them provide information on issues regarding the principals' leadership skills and their leadership effectiveness in teaching and learning in the work place.

Sources of secondary data considered for this study were various relevant documents. Documents are often considered as secondary sources since they are said to be useful resources for confirming insights gained through interviews (Shaked, 2014). Bogdan and Biklen (2007) classify existing documents on educational research into three basic categories as personal documents created by individuals, official documents produced by institutions and popular culture documents including books. This study focused on official documents which are public documents. Hence, such data source in part were secured from the archival documents such as Education and Training Policy (MoE, 1994), documents like Education Sector Development programs, the National Professional Standard for secondary school principals (MoE, 2013) and the curriculum of leadership preparation programs/universities (MoE, 2013; MoE, 2014; BDU, 2008) since they provide base line information which is useful to understand whether the courses that school leaders take helped them cultivate their leadership capacity. The other archival document was principals' job description provided by the Ministry of Education (MoE, 1994). Further, minutes at school level were checked to see the principal's decision-making process.

3.3 Research Setting

As stated earlier, the research was conducted in Oromia, Amhara, Afar and Benishangul-Gumuz regions and Addis Ababa City Administration. The following figure depicts the geographical distribution of the research areas.

Figure 3. Geographical Research Area



Accordingly, the specific setting for this study included eleven secondary schools in Ethiopia found in the regional major cities of Oromia (Adama), Amhara (Bahir Dar), Afar (Semera) and Benishangul-Gumuz (Asossa) as well as in Addis Ababa City government (Addis Ketema sub-city). Owing to the varying number of schools in these cities, four schools from Oromia, three from Amhara, two from Addis Ababa, and one each from Afar and Benishangul-Gumuz regions were included. Details of the schools are shown in Table 3:

Table 3

Information about sampled schools

No.	Region	City/sub-city	Name of the school	Year of establishment (E.C)	Number of teachers	Respondent teachers	Number of students
1	Oromia	Adama	Adama No. 3	2007	21	9	603
			Goro Secondary	1988	118	51	3046
			Dembela secondary	2000	54	23	1500
			Bole secondary school (9-12)	2008	22	10	425
2	Amhara	Bahirdar	Fasilo sec. and preparatory (9-12)	1993	100	43	1879
			Tana Hayik sec. and preparatory (9-12)	1957	120	52	3501
			Ghion sec. and preparatory (9-12)	1986	129	56	2852
3	Afar	Semera	Semera sec.	1998	16	7	467
4	Benishangul-Gumuz	Asosa	Asosa sec.	1972	123	53	3305
5	Addis Ababa	Addis Ketema Sub-City	Efoyta secondary	2007	74	32	1166
			Yekatit 23 sec.	2000	147	64	2425

3.4 Sample Population and Sampling Technique

There are 57 public secondary schools (9-12) in the major cities of the nine regions, Dire Dawa and one of the sub-cities considered as a sample in Addis Ababa (MoE, 2015b) and of these, 11 schools (19.3%) were taken as sample schools.

A combination of cluster-sampling, purposive sampling, availability sampling, stratified sampling and simple random sampling techniques were applied to select the sample regions, schools and the respondents.

First of all, the regions were selected using cluster sampling technique. Accordingly, the regions were classified based on their size, urban setting and location where by Oromia and Amhara (out of the four regions-Oromia, Amhara, SNNPR and Tigray) regions were selected considering them as regions with bigger sizes. Afar and Benishangul-Gumuz regions (out of the four regions- Somali, Afar, Gambela and Benishangul-Gumuz) were selected from the emerging regions considering them as peripherals. While Afar region is located in the east, Benshangul-Gumuz is located in the west and they were selected due to geographical location. Addis Ababa was selected as it is urban center from the two city administration (Addis Ababa and DireDawa) and Harari region. Therefore seven schools from the two bigger regions (Oromia and Amhara), two schools from Addis Ababa (since the sub-city is the biggest market place in Ethiopia where principals may face more challenges than in other sub-cities) and one school each from Afar and Benishangul-Gumuz regions were selected to investigate whether the training principals have received helped them lead the schools of the time.

The schools were selected randomly from the two bigger regions and from Addis Ababa since the numbers of schools available in those areas exceed the number of schools required to be included in the study. One school each from the capitals of Afar and Benishangul-Gumuz regions

were selected using availability sampling since they are the only available secondary schools receiving students who completed primary schools.

The schools in the major cities of the regions were selected due to two reasons. Firstly, because of their proximity to the regional education bureaus, the school leaders have the opportunity of quickly adapting to the changing situations due to new developments introduced by the bureaus and the Ministry. Secondly, accessibility to the schools in terms of logistics was the other reason for their selection.

The principals included in the study were those who received leadership or education management/university training since one of the objectives of the research was to see whether the training they received matches with their work demands in schools. Unit leaders and department heads from natural science, social science and languages were selected purposely from each school considering them as middle level managers (Gurr & Drysdale, 2011). Responsible personnel in the Ministry of Education and *woreda* education offices in the regional major cities were also selected using purposive sampling. As the study is mainly about the link between preparation and practice, three (37.5%) out of the eight principal training (Addis Ababa, Bahir Dar and Hawasa) universities (interviewee E6, 20 April 2017) were selected based on year of establishment of the universities. Hence, six categories of respondents namely, relevant individuals from the Ministry of Education, *woreda* education officers, department heads of the training institutions, middle level managers, principals and teachers were selected.

Experts from the Ministry of Education and *woreda* education offices, principals and middle level managers were selected purposively because this technique helps researchers' hand-pick the cases to be included in the sample on the basis of their judgment of the respondents' typicality (Cohen et al., 2000). Middle level managers (unit leaders and department heads)

were selected since they are members of the school who are both subordinate to the executive (principals) and at the same time supervisors of line employees (Gurr & Drysdale, 2011). That makes them important sources of information with regard to the effectiveness of principals.

The schools in the two bigger regional major cities and Addis Ababa, and respondent teachers from the respective schools were selected using simple random sampling technique since it gives equal chance of being selected from the sample population or sampling frame (Cohen et al., 2000). However, before simple random sampling was applied to select the respondent teachers, they were stratified based on the stream of their discipline (languages, social science and natural science) so as to ensure proportionality of participants in the groups (Gay et al., 2007). Accordingly, a total of 400 teachers and middle level managers were included as respondents considered proportional to the number of teachers available in the sample schools.

3.5 Data Gathering Instruments

The data gathering instruments for this study were structured interviews and questionnaires. The interview guide questions were developed based on the SLPPS school leadership instrument questionnaire (Pounder, 2012) to collect information on school leaders' career outcomes and school context.

Interview was used as a main means of gathering information that has a direct bearing on the research objectives (Cohen et al., 2000). The interview guide questions were intended to assess the extent to which principal's behavior reflect the principles taught in principal preparation programs and how these behaviors may shape the teaching and learning conditions in the school.

A relevant person from MoE was interviewed since MoE closely coaches and even guides the preparation of curriculum framework for the would be principals. In addition, department heads of the training institutions were interviewed in order to assess the extent to which the training principals received relates to work place activities. Furthermore, relevant education officers were interviewed to find out their views in relation to the effectiveness of the principals' leadership as well as the criteria they use of assigning and removing principals from positions.

Questionnaires were used to gather data from teachers and middle level managers since they help to collect data from many respondents on variables such as behaviors, experiences or characteristics (Neuman, 2007; Gay et al., 2007). To collect data from middle level managers and teachers, the instrument developed (UCEA, 2011) termed as School Leadership Preparation Practice Survey (SLPPS) was adapted and pilot-tested in order to improve its validity in the Ethiopia context. These questionnaires were utilized since using questionnaires from one context to another is a recommended practice as it enables knowledge to be accumulated and comparisons to be made (Corbetta, 2003). The SLPPS series includes a preparation program feature survey to be completed by department chairpersons of the leadership preparing institutions, school leader survey to be completed by practicing principals and survey of teachers working under supervision of school leaders (Pounder, 2012). Pounder (2012) forwards that the SLPPS Teacher Survey is designed to collect data from teachers in practicing principals' schools on leadership effectiveness and influence over teaching and learning conditions in schools.

Worth mentioning about the SLPPS Teacher Survey is that it is new to be applied to university preparation evaluation system in Ethiopia so long as the knowledge of writer of this research is concerned. The instrument helps to collect data from teachers rather than relying on

self-report data by school principals. The general purpose of the questionnaires were then clarified, and specified to the aim (Cohen et al., 2000). Hence, the respondents were asked to assess how effective the principals were in facilitating a supportive learning environment, sustaining instructional leadership, shaping effective management practices, and promoting healthy family and community relations.

The data collected through these instruments provide information on individual preparation programs so as to assess the leadership effectiveness and its impact on school conditions by practicing principals. In other words, how relevant the programs are to prepare the principals for expected activities of effectively leading schools were fixed. These were accompanied by document review and thematic analysis.

3.6 Method of Data Analysis

Document analyses were concluded based on the national Professional Standards and responsibilities of the principals (MoE, 2013b) against the preparation programs in universities. To do the analysis, the Education and Training Policy (MoE, 1994), National Professional Standard for school principals (MoE, 2013b), National Curriculum framework for the Postgraduate Diploma in School Leadership developed by Federal Ministry of Education (MoE, 2013a), curriculum framework for Master's degree in school leadership (MoE, 2014) and curriculum for Educational Planning and Management for undergraduate degree (BahirDar University, 2008) were consulted.

Since this study utilized the QUAL-quant model which is also known as the exploratory mixed method, qualitative data collected were more heavily weighted than the quantitative data (Gay et al., 2007). Hence the qualitative data collected were analyzed thematically. In analyzing qualitative data, grounded theory was used as a grade deal of analysis done was based on data

collected in field (Bogdan and Biklen, 2007). Grounded theory is a qualitative design which involves a process of taking information from data collection and comparing it to emerging categories (Creswell, 2007). Data triangulation by document analysis was made to crosscheck the data collected through interviews and questionnaire.

The data collected through questionnaire from teachers and middle level managers were analyzed statistically. The perceptions of teachers and middle level managers on the effectiveness of the school leaders were analyzed using statistical analysis based on located themes that must be known by school principals. While perceptions of teachers and middle level managers were considered as dependent on leadership effectiveness (reported as composite scores), principal preparation was considered as independent variable which affects principal leadership effectiveness. In this case principals' leadership effectiveness could predict the extent to which university leadership preparation was linked to work demands of school leaders.

Hence, quantitative data so collected were processed using the Statistical Package for Social Science version 20 which can run all basic descriptive and inferential statistics (Newton and Rudestam, 1999). Notably, univariate comparison of a single dependent measure using SPSS was made (Meyers et al., 2006). In addition, statistical analysis software system (SAS) version 9.3 was used which involved a procedure for running frequencies of the individual variables and attributes which also provides an opportunity to focus on the skills and knowledge the principals' lack to effectively lead schools. Moreover, univariate procedure of ANOVA model was used to calculate composite scores of the thematic areas for analysis of variance on the dependent variable. Here in each ANOVA model, the main effects of the following six factors—respondent types, region, sex, age, years of experience and education were entered into the model.

How the mixed design works in analyzing the data with respect to the questions posed in obtaining responses to them is annexed.

In this study, the frequency words were presented with numbers as follows: 1= Never, 2= rarely, 3= sometimes, 4= usually and 5= almost always

The data collected accordingly were analyzed using the statistical packages SPSS version 20 and SAS version 9.3. Multi-factor analysis of variance (ANOVA) models were fitted to study the effect of multiple factors on the dependent variables associated with six sub-themes presented in Chapter 4. In order to give meanings to the analyzed data, the nominal data, i.e., opinion of the two groups of respondents-teachers and middle level managers-extending from almost never to almost always is valued as:

- Never = ≤ 1.49
- Rarely= 1.50 – 2.49
- Sometimes= 2.50 – 3.49
- Usually= 3.50 – 4.49
- Almost always = ≥ 4.50 .

The reliability scale for all the variables is very high as Cronbach's alpha is equal to 0.97 (>0.70). This means that the data collected were reliable. All statistical tests of hypotheses were performed at the 5% level of significance.

3.7 Procedure

First of all, identification of the topic and synopsis presentation was made. Having collected comments from the examiners and fellow students, preparation of proposal was made and submitted to the internal and external supervisors. Then the proposal was presented to external

and internal examiners in front of the staff of EdPM and fellow students. Then further comments to improve the study were collected. After having identified the sample schools selected from the regions, data collection tools were developed and pilot test of the standardized questions were made to adapt to the Ethiopian context and to increase validity. Then relevant officials in the Ministry of Education and Education Offices at the local levels where the respective schools were located, three educational leadership training universities (Addis Ababa, Hawasa and Bahir Dar) and secondary school principals in the respective schools were consulted to secure relevant documents and facilitate gaining access. Then after consultation, the purpose of the study was introduced to the respondents. Their willingness to participate in the research was secured. This was followed by collection of the data using structured interviews and questionnaires. While relevant data collection from all the four categories of interviewees was successfully made, 92.5% of the distributed questionnaires out of 400 were collected.

3.8 Ethical consideration

Consistent with ethical guide lines (Patten, 2005; Neuman, 2007; Creswell, 2007; Wiersma & Jurs, 2009) all participants in the research received verbal or/ and written information about the study that participation would be voluntary. This was to secure their consent (Cohen et al., 2000; Patten, 2005) prior to data collection. The participants were further told that data collected from them would be dealt with confidentially. In fact, the interviewees and schools were registered using codes not to disclose the individuals who participated in the study. Accordingly, principals were represented by letter 'P', education office personnel at Ministerial and *woreda* levels were represented by letter 'E' and university department heads were represented by letter 'U'. Besides, participants were assured that the data collected in the study will be used only for the purpose they were collected for.

Chapter 4

Presentation, Analysis and Interpretation

The first part of this chapter presents data of the respondents who were involved in the research, i.e., back ground information of the respondents such as, age, educational background and work experience. The respondents included interviewees from four categories and participants from two categories who filled in a questionnaire. In addition findings, analysis and interpretation of the study based on the basic questions and the data collected are presented in relation to similar researches done by scholars.

4.1 Characteristics of Respondents

Individual level data were gathered from six categories of respondents: interviewees that included school principals, *woreda* education offices in the sample areas, department heads of three universities preparing secondary school principals, and a relevant person from the Ministry of Education and two other groups of respondents-middle level managers and teachers-who filled in the questionnaires. Background information regarding these respondents is presented in the following table:

Table 4

Personal data of the interviewees

No.	Category	Participant	Age	Marital status	Sex	Qualification at present	Field of study		Work experience		
							Now	Former	Present	Other school	Other sector
1	Principals	P1	40	Ma	M	MA	EdL	Biol.	3	15	
		P2	41	Ma	M	BSc	MScL	Maths	3	15	
		P3	38	Ma	M	BSc	MScL	Biol.	5	12	
		P4	27	Ma	M	MA	EdPM	Biol.	1	-	1
		P5	32	Ma	F	MA	EdPM		2	5	
		P6	48	Ma	M	BSc	MScL	Maths	4	21	
		P7	33	S	M	BA	MScL	History & PGDSL	3	7	
		P8	35	Ma	M	BEd	MScL	Chem.	3	12	
		P9	38	Ma	M	MA	EdL	Chem.	6	3	
		P10	35	S	M	BSc & BA	MScL	Maths & EdPM	2	6	
		P11	32	Ma	M	BSc	MScL	Biol.	11	-	
2	woreda Education officers	E1	40	Ma	M	BA	Amharic	Amharic	4	11	
		E2	43	Ma	M	BA	EdPM	Maths	5	19	
		E3	46	Ma	F	MA	EdPM	English	8	-	5
		E4	31	S	M	BA	EdPM	Geog.	3	10	
		E5	38	Ma	F	BA	EdPM	TTI	4	13	1 ½
3	MoE	E6	41	Ma	M	MA	EdL	Biology	5	12	
4	University Department heads	U1	28	S	M	MA	EdPM	EdPM	1	4	
		U2	42	S	M	PhD	EdPL	EdAD	1	17	
		U3	32	Ma	M	MA	EdPM	Pedag.	1	5	

Key:- Ma= Married; S= Single, M= Male; F= Female.

EdPM= Educational Planning and Management, EdL= Educational Leadership;

MScL= Master in School Leadership,

Remark: P4= health officer; P7served for seven years as principal in primary school and has just began studying for MScL

E1: former principal at primary school for four years

E3: was gender officer; served in Trade, Industry and Transport office at *woreda* level

E4: holds two first degrees-one in EdPM and the other in Geography

E5: Served as human resource plan expert in the former *woreda* capacity building office

U2: has served for two years as primary school principal and 15 years as instructor in university

As can be observed from Table 4, three categories of principals in terms of educational qualification-EdPM, EdL and MScL are leading the schools in the sample areas. Table 4 also shows that eight principals out of eleven (72.2%) had natural sciences backgrounds and only three of them (27.8%) have served for five years and above. Considering the total service of the principals, all of them have served for five years and above which is minimum service in the profession required to qualify as a principal (ገ/ሚ/ር:2008) except one who has served only for one year in the education sector. Being a principal with only one year service may bring about difficulty in providing effective leadership and proper guidance to the experienced teachers.

It can be observed that not only is the age of one of the education office experts is the lowest than almost all of the ages of the principals but also his level of educational qualification which is Bachelor of Arts may put difficulty up on him in providing supportive supervision to the principals, all of whom hold second degrees. By the same token, principals may not seriously listen to their leaders with lower qualification but supposed to provide supervisory support. It can also be observed from Table 4 that only one of the interviewees in *woreda* education offices was fit for the position-while four of the five hold a degree in EdPM, only one of them hold second

degree-a requirement to become a principal. The observation that most of the relevant persons holding EdPM degrees at *woreda* education offices may reveal the importance of training education personnel in the future in the field to avail qualified persons in the education hierarchies.

As university is no exception in terms of service years on the job, experience in the profession of two of the university department heads leading the principal preparation program is six and below.

Furthermore, with regard to gender, only one female out of 11 (9.1%) is a principal which is comparable to the national report indicating the proportion of female school principals and deputy principals to be only 10.3% (MoE, 2017a). Only three out of the twenty (15%) relevant leadership positions are occupied by women revealing that the share of women in leading educational institutions remain to be low. It can also be noted that the women serving in the education offices have served earlier in offices other than the education sector, which shows that there is practice of assigning individuals to educational leadership positions/offices including principals without proper professional background.

Table 5

Personal data of respondents who filled in questionnaire by region and category

No.	Category	Region	Sex		Years of experience							Level of education		
			M	F	A	B	C	D	E	F	G	BA/BSc	MA/MSc	Other
1	Respondents by region	Oromia	103	23	38	18	16	4	4	12	34	116	5	5
		Amhara	80	37	1	5	10	13	22	26	40	82	33	2
		Addis Ababa	67	6	24	35	6	3	1	4	1	68	2	3
		Benishan gul-Gumuz	32	6	2	5	12	7	6	0	6	32	5	1

	Afar	15	1	3	6	3	0	2	2	0	11	4	1
2	Middle level managers	138	29	39	25	22	8	8	20	45	145	18	4
3	Teachers	159	44	28	44	25	19	27	25	35	164	31	8

Note: Years of experience, A=1-5; B=6-10; C=11-15; D=16-20; E=21-25; F=26-30; G=31 & above.

It can be observed from Table 5 that the number of second degree holders in Amhara region is more than those in the other regions. As the questionnaire was distributed to those teaching in grades 9-10, students who had the chance to learn from those teachers are benefited. Such an opportunity was mainly because the preparatory schools (11-12) in the region were not separated from grades 9-10.

It can also be observed that 66(56.4%) of the respondents in Amhara and 46(36.5%) in Oromia have served for 26 years and above while there is no teacher who has served for 31 years and above in Afar. When experiences of the respondents in total is considered, 234 (63.2%) have served for 11 years and above in the education sector and are, therefore, mature enough to evaluate effectiveness of the principals. Table 5 depicts that only 73(19.7%) of the 370 respondents were females indicating again the low participation of women in the education system. Personal data from the interviewees and quantitative data of the respondents both reveal that women participation in leadership and in the teaching force is low which shows persistent challenge of the education system of the country.

4.2 Findings, Analyses and Interpretations

This section presents the data collected from respondents and the findings in the form of emerging themes followed by analysis and interpretation. Key findings are presented in quotations obtained from the interviews in the form of qualitative data. These quotations are from the participants-principals, relevant education office personnel, relevant person from the

Ministry of Education and department heads of the principal preparing universities-who participated in the interview guide questions forwarded to them with regard to principal preparation for secondary schools of Ethiopia.

In this section, the quantitative data obtained from the middle level managers and teachers through questionnaires were included to mainly accompany some of the qualitative data obtained through interviews and policy documents such as principal preparation frameworks (standards), Education and Training Policy, and other relevant archival documents.

Readers should note that some responses obtained from the interviewees may differ from the original question because of probes used to gain additional insights. Such responses are quite helpful to have the whole picture of principal preparation, deployment, governance issues and hence enrich the research findings.

In the data analysis, while basic questions one and four required qualitative data to answer them, basic question three needed quantitative data. Basic question two serves both qualitative and quantitative purposes. In fact, majority of the basic and subsumed research questions address qualitative aspects of the study. The data analysis followed an iterative process that included moving back and forth between quantitative and qualitative data reflecting on both common themes and unique features of each case. Analyses were also made in relation to the context in order to examine possible impacts of policy and other futures of principal preparation environment.

At this point in time it is reasonable to define the expressions frequently used to convey percentages of respondents or views collected through interviews on each of the question. These terms are ones such as overwhelming majority, most, majority, some and few. Therefore, where such words are used for the purpose of this study, they mean the following:

Overwhelming majority indicates at least 85%,

Most is to mean at least 75%,

Majority represents more than 50%,

Some stands for more than 25%, and

Few represent less than 25%.

In this chapter, the researcher attempted to analyze the data and interpret the findings whilst relating them to similar studies. By doing so reflection was made on the themes identified and related to further discussions that may provide a new perspective in school leadership preparation in Ethiopia.

Out of the items adopted from the school leadership and practice survey, six sub-themes that must be known by the school leaders were located for the purpose of quantitative data presentation, analysis and interpretation. These sub-themes are:

- Instructional leadership (IL)
- Teacher collaboration (TC)
- Teaching and learning conditions (TLC)
- Management (M)
- Supportive learning environment (SLE) and
- Family and community relations (FCR)

In the questionnaire, teachers and middle level managers were asked to rate the extent to which principals implemented a list of activities (attributes). Accordingly, the data collected and analyzed located as six sub-themes were presented in tabular form. Also based on deviated responses of the two groups (teachers and middle level managers) statistical analysis software was used to interpret individual variables and attributes for specific considerations. In other

words, those specific considerations were selected based on some knowledge and skills required from or effectiveness of the principals that are needed to run teaching and learning process effectively to bring about quality learning out comes. However, this does not mean that each one of the individual attributes indicated under each of the six sub-themes located to be known by the principals are not important. Only that some specific attributes were considered for specific interpretation of this research study.

Six composite scores were then created which were obtained from the sum of items in each category divided by the maximum possible value expressed in percentage. This is for ease of comparisons and to satisfy the normality assumption in ANOVA model. The full model containing the main effects of all the factors/covariates was analyzed using the General Linear Model procedure (PROC GLM in SAS software). Multi-factor ANOVA models were fitted to assess the effects of multiple factors against the various dependent variables, namely, the composite scores. Those factors were respondent type, region, sex, age, years of experience, and education. Position was one of the factors included in personal data of the respondents but it was excluded by data cleaning procedure since only nearly half of the observations would be used in the General Linear Model. Meaning that including POSITION in the ANOVA analysis would result in discarding the information from more than half of the respondents.

When the main effects were assessed, region effect was observed to be significant and consequently a follow-up (factor level analysis) analysis was performed to find out the different pairs of regions with significant difference. Multiple comparisons for all pair-wise comparisons were made and the adjusted P-values were presented in the tables. In this study, comparison across regions was made due to the fact that principals were being trained with the same

curriculum framework in all the training institutions. In addition, the principals were supposed to make use of the national professional standard.

As a guiding principle, there are five areas of responsibilities to be handled by principals indicated in the National Professional Standard for school principals (MoE, 2013). These are:

- Leading and facilitating vision of learning
- Developing and managing school community relations
- Leading and managing learning and teaching
- Leading and developing individual and team and
- Leading and managing school operations and resources.

Hence principal preparation programs are required to focus on these five areas since they are related to the responsibilities expected of principals. With the above guiding principles in mind, the findings of the study were analyzed and interpreted in relation to the basic questions of the research and similar research findings in the literature reviews.

To report the qualitative data findings, four main thematic areas were identified based on the basic questions and responses of the respondents. The themes were put as heading with their data and findings, analysis and interpretation presented under each theme as follows:

4.2.1 Leadership preparation program mirroring school principals' work demands

This thematic area is identified based on the first basic question which mainly draws assessments of university preparation programs of the secondary school principals in their [principals] preparation as it relates to their work demands in the work place or at school level. The subsumed questions also assess, in some way or another, perceptions of the interviewees in terms of the program design/changes, preparation program and implementation.

Now, this thematic area directly relates to the title of the dissertation. To begin with, school improvement program followed by other issues were specifically considered to see whether university preparation programs relate to work place demands of school principals. Accordingly, respondents were interviewed to collect their view.

4.2.1.1 School Improvement Program

Regarding school improvement program, it seems reasonable to bring together responses of the principals based on their field of specialization. Accordingly, one of the interviewees (P5) who was a graduate of EdPM forwarded that there were no link of preparation to the principal's school improvement demands of the position.

The other EdPM graduate principal (P4) indicated that there was school improvement program as content but he believed that it was not sufficient. He argued that the course was given by a foreigner who talked about how schools improved in his country and provide handouts by downloading them from websites of his own country which, in fact, were not relevant to the Ethiopian situation. The interviewee wished that the instructor were an Ethiopian, as he would have reviewed the Ethiopian situation which could have made learning real.

For the same interview question, one of the graduates of Educational Leadership (Interviewee P1) responded that school improvement program and other quality improvement programs which now are under implementation, were not organized as a course when he was attending his study. He added that issues of community participation, learning outcomes and, to some degree, on education policy were touched upon.

The other EdL graduate (Interviewee P9) responded that school improvement program was highlighted and was not that much deeply dwelt on. He added that he had the chance to read the course currently provided for students of school leadership and said they were shaped as

courses on their own right but limited in scope to school improvement contrary to the former wider 'Strategic Planning' courses accommodating school improvement program in it.

For the same interview question, all the seven principals responded more or less in the same fashion. For example, one of the respondents (P6) said “it is not about emphasis of the program but there is even 'School Improvement Program' itself as a course”.

However, two other respondents from this group have expressed their dissatisfaction while they also agreed that there was a full-fledged course on 'School Improvement Program'. The following quotations illustrate more about their concern which were: “The school improvement program is wide in scope theoretically but an attempt made to make it relevant to school level is not optimal” (Interviewee P10, 02 January 2017).

The opinion of Interviewee P11 appears to be similar and is quoted as follows:

What we heard and what we saw was not the same. Increasingly, it is only in the course background but what is actually done in school is not sufficiently addressed. Instructors are not committed and on top of that a semester course is planned to be taught in about a month and half and therefore it would have been good if it were not in the summer. (Interview P11, 13 April 2017)

The responses from the interviewees indicated that they recognized provision of school improvement program as a stand-alone course but had disappointment in terms of its implementation at school level and time of delivery. However, when the curriculum framework was reviewed, there was no stand-alone course on school improvement. The name of the course is entitled “School Improvement Planning and Project Design” (MoE, 2014), yet the emphasis on school improvement is crystal clear. The fact that respondents of MScL reported to have taken

'School Improvement Program' as a stand-alone course may indicate that the 'Project Design' component of the course was little or not dealt with.

4.2.1.2 Continuous Professional Development

The other school-based activity considered to check whether preparation programs closely relate to work place demand is professional activity. In response to this attribute, two graduates of EdPM (Interviewees P4 & P5) responded that continuous professional development was imbedded in the courses and hence it was indirect. An interviewee (P4) responded that on-the-job training on the matter was needed since his knowledge was minimal implying the importance of CPD for the principals themselves. One of the graduates of EdL responded (Interviewee P9) that he received a course which dealt with coaching, mentoring and professional development, etc. He understood how to deal with teachers beginning from planning. But the other graduate from the same category [EdL] replied (Interview P1) that during his university days, there was no such issue as continuous professional development.

His response was:

There was no continuous professional development issue by then, but I know continuous professional development is being given now. Therefore, the courses of School Leadership Program are more focused and I think that it is useful. It is better than what we received. (Interviewee P1, 02 November 2016)

Six out of the seven principals from the third category (MScL) responded that there is a stand-alone course being provided on continuous professional development which helped them understand its importance and how useful it was to encourage teachers to have positive attitude towards the matter. One of the principals from this category (Interviewee P10), who was himself

writing his thesis on continuous professional development, offered a quite interesting response. He said, “The course is designed as general and theoretical but is not made easy to be implemented on the ground”. He [Interviewee P10], however, believed that it was a useful course to support teachers fill the gap that current school principals have in understanding the use of continuous professional development although not deep to the level necessary.

4.2.1.3 Professional Standard/Competence

The third issue for which views of respondents were gathered to understand the relation between preparation program and work place demands is professional standard or competence of school leaders. This was considered as a sub-theme to the thematic area above which was identified based on the subsumed question to the first basic question. Accordingly, the interviewees were asked to respond whether the courses they were thought provided them with contemporary issues such as professional competence of school leaders. For this interview question, both of the interviewees from graduates of EdPM (Interviewees P4 & P5) responded in the same manner that there was a seminar course on contemporary issues, but this was simply to encourage students to choose a current issue and work on it and then produce report, otherwise there were no separate issue identified by instructors and presented in class.

The second category of graduates (EdL) reflected an almost in conflicting view to the above response. The following quote illustrates this:

The courses are related to current school issues although there is limitation in scope. I have said it earlier; I have taken 'School Improvement Program' and 'Continuous Professional Development' although not in a stand-alone. For example, I know how to provide mentorship. (Interviewee P9, 29 December 2016)

The other EdL graduate (interviewee P1) responded to the interview question quoted as follows:

The courses in EdL program were not that strong in including contemporary issues. For example, courses such as ‘School Improvement Program’ and ‘Continuous Professional Development’ were not in the training program. Also, when I studied for EdL degree, there was no issue of Professional Competence of Principals. Therefore, the courses do not seem relevant to our contemporary work. (Interviewee P1, 02 November 2016)

Respondents in the third category have also aired their views to this interview question. One of the members of this category (P10) who has a first degree in EdPM felt, that contemporary issues were adequately addressed in the program [EdPM]. But he added that those who had the chance to be taught the course ‘Education Policy and Management of Change’ by a lecturer [name undisclosed for ethical reason], were more benefited since that course contained contemporary issues and the lecturer himself had better information about the education system as he was a bureau official. He replied also that he was aware of the principal competence framework.

Another respondent from the third category (P2) said that he joined a Master in School Leadership program when it began in 2015, and added that its predecessor was PGDSL. The new program, he believed, was contemporary in that it incorporated current issues including professional competency of principals. Yet, another member of the category, (P6), expressed his views as follows:

Yes, the courses incorporated professional competence of teachers and of school principals. Courses like School Improvement Program and Continuous Professional Development are also contemporary in the sense that they are two of the six General Quality Improvement Programs currently under implementation in Ethiopian secondary

schools. These courses, especially the CPD course, helped me to convince myself on the importance of learning on the job after university graduation. Accordingly, the two courses are very much relevant and helpful to guide teachers.(Interviewee P6, 02 December 2016)

Further another respondent (P8) expressed the same view as above. He said that courses of SIP and CPD included what was actually happening in schools and, therefore, they were contemporary.

In terms of addressing contemporary policy issues such as school improvement and continuous professional development program, all principals agreed that the school leadership (MScL) program is better relevant than the EdL and EdPM programs. Some (36.4%) have also mentioned that professional competence of teachers and principals were addressed although to a limited degree.

4.2.1.4 Instructional Leadership

Program relevance to work place can also be judged in terms of the extent to which it focuses on instructional leadership. Instructional leadership, which is about focusing on the teaching and learning that take place in school compound, may be the most important of all principals' tasks (Schleicher, 2015). Therefore, principals need to be aware of its importance and that it is offered intensively during training. Developing principals' abilities for the purpose of building a shared vision among the staff for instructional improvement requires careful preparation program design for principals, which calls for the inclusion of 'Curriculum Design and Evaluation' course.

Principals were then asked whether they believed the program content of the courses emphasized instructional leadership. One of the EdPM graduates (Interviewee P5) mentioned the availability of 'Instructional Leadership' as a course while the other EdPM graduate (Interviewee

P4) has never mentioned an 'Instructional Leadership' issue but confidently said he was satisfied with the courses he received to lead schools.

One of the two graduates in Educational Leadership (Interviewee P1) mentioned that his instructors, while presenting the courses, talk about the shift from management focused in the earlier program (EdPM) to 'Instructional Leadership' and, therefore, the interviewee believed that instructional leadership was emphasized. In a similar manner, another Educational Leadership graduate (Interviewee P9) mentioned that when he took his training, the courses focused on classroom issues- 'what happens in the classroom' in his own words. Interview responses from both principals show that EdL is more related than EdPM to dealing with instructional leadership.

All the other seven principals, majority of who completed course work in MScL, unanimously responded that there is independent course on instructional leadership which was coded as 'ScL 602' and had three credit hours. But the problem these respondents highlighted was with delivery of the course. The following two quotes illustrate this:

An instructor said once, 'You are engaged in leadership (you are on the job), the course is prepared for summer program'. The instructors do not consider it seriously, they carelessly teach us just to full fill the requirement. I do not believe also that the module is well prepared. (Interviewee P11, 13 April 2017)

I am a witness to compare EdPM and MScL as I had BA in EdPM and also completed a course work in MScL. Course contents of EdPM do not relate to contemporary issues and as such do not empower school leaders but still nearly 50 % of the contents of the present 'Instructional Leadership' course does not go beyond theory to connect to the realities in

school settings. Of course, teaching/delivering the course depends on the commitment of instructors. Instructors are not teaching from the bottom of their hearts. They do not stick to the module and even some download relevant topics from the internet because they believe that the new course is Ministry of Education's program. So course delivery depends on the instructors. Even we wished the name of the program be changed to EdPM since we believed it was decisive in our job opportunity. Therefore, effective provision of the course was not there since both the instructors and trainees did not accept. (Interviewee P10, 02 January 2017)

As can be observed from responses of Interviewee P10, the principals were worried of their future job opportunity out of the school. Similarly, Interviewee P2, with mathematics background, while acknowledging the relevance of the program to instructional leadership, he was worried about the nomenclature of the degree. Even more, Interviewee P6 had the same concern but forwarded detailed response as to how the program was relevant, by mentioning how some mathematics courses were not related to secondary school subjects. His responses were quoted as follows:

Myself when I was working for first degree, I took courses like Calculus, Derivative, Integration, Algorithm, etc which I do not see in grade nine for example. But what we are learning now is classroom friendly. For example, there is what is known as "workplace assignment" which we do by integrating the course we took during our study.... but the problem I see with this program is that it limits job opportunity to schools since graduates

of EdPM can be hired for up to 15,000.00(fifteen thousand) Ethiopian Birr in non-governmental organizations. (Interviewee P6, 02 December 2016)

One other principal (Interviewee P7) responded that the courses were relevant but the nomenclature of the degree was a problem since its scope is limited to schools.

The above data indicate that the principals pursuing for masters in school leadership were glad that they were receiving a stand-alone 'Instructional Leadership' course. As such the current school leadership program is morerelevant than the two previous programs (EdPM and EdL) in terms of emphasizing instructional leadership. However, time of delivery (summer), richness of the content, commitment of the trainers and nomenclature of the degree were among the challenges affecting delivery of the course. Hence views of principals in the current program seem to be negative especially in terms of mode of delivery and nomenclature of the degree.

Closely related to the above thematic area is principals' effectiveness in providing instructional leadership. This involves quantitative data collected through questionnaires from teachers and middle level managers which were used mainly to substantiate some of the qualitative data presented. Table 6 presents a summary of responses secured in relation to this.

Table 6

Perceptions of middle level managers and teachers towards effectiveness of principals in providing instructional leadership.

No.	A. Instructional Leadership (IL)	Type of respondents	N	Mean	Standard Deviation	P-value (Two-tailed)
1	Create a coherent educational program across the school	Teachers	202	3.50	0.85	0.4237
		Managers	167	3.58	0.96	
2	Evaluate curriculum for its use and effectiveness	Teachers	202	3.14	1.00	0.3551
		Managers	167	3.25	1.12	
3	Work with teachers to develop goals for their practice and professional learning	Teachers	201	3.67	0.93	0.8699
		Managers	167	3.68	1.04	
4	Plan and implement professional development activities for teachers	Teachers	201	3.47	0.99	0.5624
		Managers	169	3.53	1.02	
5	Redesign the school's organization to enhance teaching and learning	Teachers	198	3.41	0.96	0.2471
		Managers	168	3.53	1.03	
6	Establish high expectations for student learning	Teachers	200	3.55	0.90	0.1428
		Managers	165	3.70	1.05	
7	Conduct teacher observations and assessments to improve teaching effectiveness	Teachers	201	3.51	0.91	0.7206
		Managers	166	3.47	1.04	
8	Provide constructive criticism and challenge teachers to become better teachers	Teachers	202	3.48	0.88	0.6964
		Managers	169	3.52	1.08	
9	Support differentiated instruction to enhance student learning	Teachers	202	3.49	0.91	0.2580
		Managers	166	3.60	1.00	
10	Work with teachers to change instructional methods if students are not doing well	Teachers	199	3.37	0.87	0.5954
		Managers	167	3.42	1.02	

11	Encourage appropriate technology to support teaching and learning	Teachers	201	3.20	1.01	0.4463
		Managers	169	3.28	1.15	
12	Hold teachers accountable to improve student learning	Teachers	199	3.73	0.96	0.6349
		Managers	167	3.66	1.01	
13	Use school or <i>woreda</i> data to measure school progress	Teachers	200	3.51	0.93	0.9839
		Managers	166	3.51	1.00	

As shown in Table 6 in all the 13 items used to measure the effectiveness of school principals in instructional leadership, there was statistically no significant mean difference between the two groups of respondents as the p-values (the significance probabilities) were all greater than the 0.05 level of significance. Particularly when the mean ratings of each items was examined, except item 2 which was rated 3.14 for teachers' group and 3.25 for managers' group with no statistically significant difference, all the items 1,3,6,7,9,12,13 were rated nearly 3.50 by the two groups of respondents, i.e., the principals usually perform the activities listed. However, both groups indicated that the principals performed activities in Table 6 of items 2 and 11 only sometimes. Particularly, teachers rated the lowest (3.14) the capacity principals have to evaluate the curriculum for its use and effectiveness and also their capacity of encouraging appropriate technology to support teaching and learning (3.20). This implies that principals may be ineffective in evaluating curriculum and in using technology in education.

When individual variables and attributes were considered in terms of frequency and analyzed statistically, effectiveness of the principals to evaluate school curriculum was weak. Table 7 reveals this situation:

Table 7

Effectiveness of principals in evaluating curriculum

IL2	Frequency	Percentage	Cumulative Frequency	CumulativePercentage
Never	27	7.32	27	7.32
Rarely	57	15.45	84	22.76

Sometimes	143	38.75	227	61.52
Usually	101	27.37	328	88.89
Always	41	11.11	369	100.00

As can be seen from Table 7, 84 (22.8%) out of the 369 middle level managers and teachers had the opinion that the principals, rarely and in a severe case never evaluated curriculum for its use and effectiveness.

Respondents seem to have similar view in relation to the principal in planning and implementing professional development activities for teachers in building learning community in schools. Table 8 shows this situation.

Table 8

Effectiveness of principals in planning and implementing professional development activities

IL 4	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
Never	12	3.24	12	3.24
Rarely	40	10.81	52	14.05
Sometimes	131	35.41	183	49.46
Usually	123	33.24	306	82.70
Always	64	17.30	370	100.00

As seen from the frequency Table 8, in relation to whether or not the principals make plans to support teachers to improve their profession based on CPD, 131 (35.4%) of the respondents believed that this is done only sometimes. Yet, 187 (50.54%) of the respondents believed that principals were effective in the attribute which means, according to the respondents, that half of the principals do plan and implement professional development activities for teachers.

Moreover, Table 9 shows how effective the principals were in providing constructive criticism to teachers.

Table 9

Effectiveness of principals in providing constructive criticism to teachers

IL8	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
Never	10	2.70	10	2.70
Rarely	46	12.40	56	15.09
Sometimes	118	31.81	174	46.90
Usually	143	38.54	317	85.44
Always	54	14.56	371	100.00

Table 9 shows that 197 (53.10%) respondents believed that the principal provided constructive criticism. However close to half of the respondents, 174 (46.9%), had the opinion that the principals only sometimes, rarely or never provided constructive criticism and challenged teachers to help them become better professionals.

With regard to effectiveness of the principals in working with teachers to improve students' achievement, the respondents had the following perception.

Table 10

Effectiveness of principals in working with teachers

IL 10	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
Never	10	2.73	10	2.73
Rarely	45	12.30	55	15.03
Sometimes	144	39.34	199	54.37
Usually	124	33.88	323	88.25
Always	43	11.75	366	100.00

It can be observed from Table 10 that 144 (39.3%) of the respondents said the principals sometimes worked with teachers to change the instructional methods to help students. On the other hand 45(12.3%) said the principals did this only rarely while 10(2.7%) said they never did it. The data indicate that implementation of student-centered method and cooperative learning or one to five grouping was only better said than done.

Furthermore, respondents were asked if the principals encourage use of appropriate technology to support teaching and learning. Responses given are presented in Table 11.

Table 11

Effectiveness of principals in encouraging appropriate technology

IL 11	Frequency	Percentage	CumulativeFrequency	CumulativePercentage
Never	27	7.30	27	7.30
Rarely	59	15.95	86	23.24
Sometimes	122	32.97	208	56.22
Usually	121	32.70	329	88.92
Always	41	11.08	370	100.00

Table 11 shows that the use of technology is weak. In fact 122 (33%) of the respondents believed that principals are effective in encouraging use of appropriate technology to support teaching and learning only sometimes. In addition, 59 (15.95%) said principals encourage use of technology only rarely while 27 (7.3%) said they never do it.

Table 12

ANOVA for instructional leadership (Dependent variable: Comp_IL)

Source	DF	Type III SS	Mean Square	F-value	P-value
RES. TYPE	1	530.68	530.68	2.85	0.0923
REGION	4	4897.72	1224.43	6.58	< 0.0001
SEX	1	7.08	7.08	0.04	0.8454
AGE	7	432.61	61.80	0.33	0.9390

EXPERIENCE	6	1119.63	186.61	1.00	0.4233
EDUCATION	2	1765.84	882.92	4.75	0.0093

The multi-factor analysis of variance to assess how multiple factors affect the Instructional Leadership as a composite score (Comp_IL) is shown in Table 12. For this dependent variable, there is significant differences between at least one pair of the five regions ($p < 0.0001$) in terms of their average IL composite score. Similarly, there is at least one significantly different pair of the three educational levels ($p = 0.0093$) in terms of their average IL composite score.

Table 13

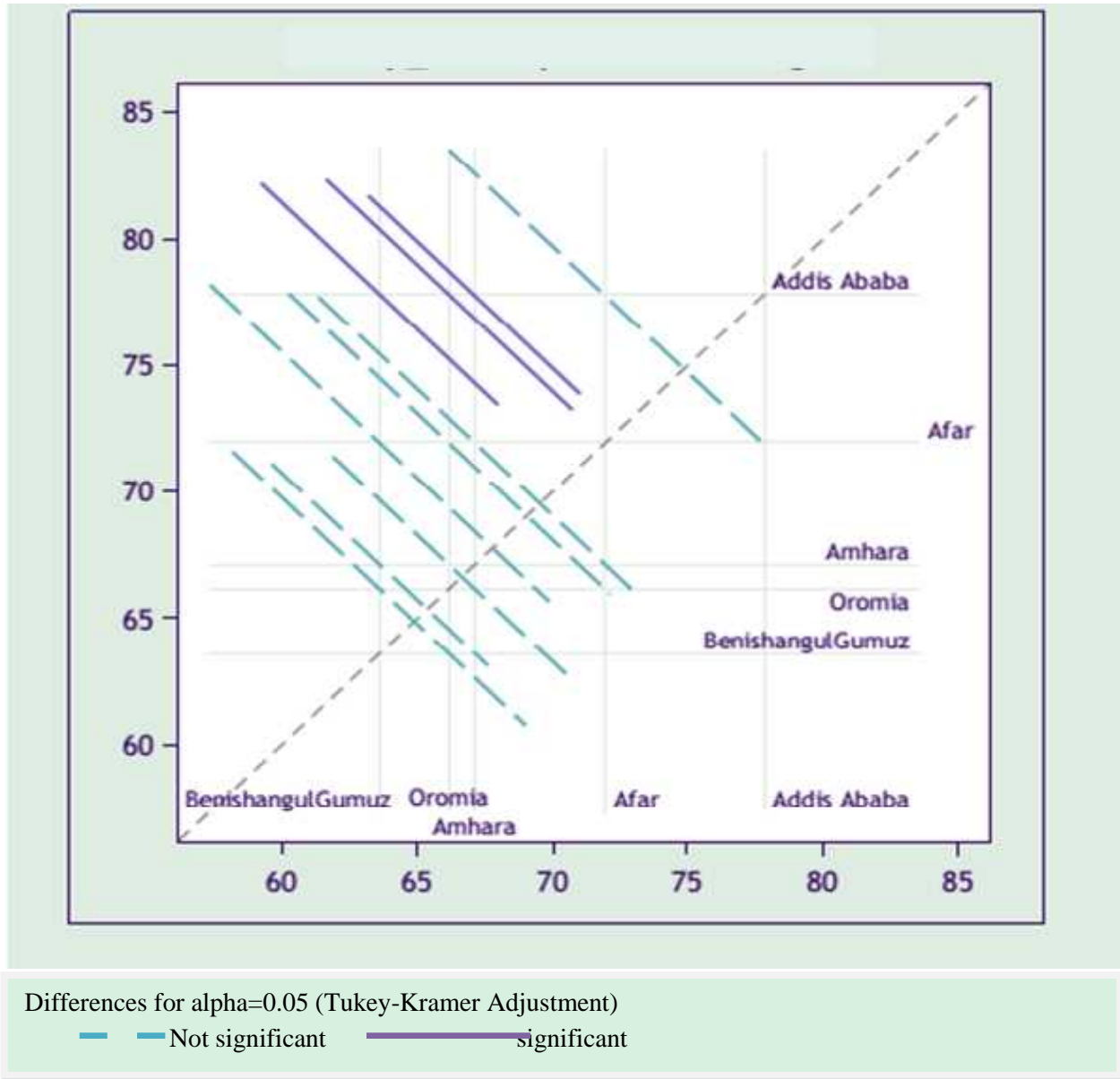
Factor level analysis for REGION (Dependent variable: Comp_IL)

Pr > t for HO: LS Mean(i) = LS Mean(j)

i/j	Addis Ababa	Afar	Amhara	Benishangul Gumuz	Oromia
Addis Ababa		0.6261	0.0021	0.0001	0.0047
Afar			0.7841	0.3609	0.6738
Amhara				0.7484	0.9982
Benishangul Gumuz					0.9661
Oromia					

Table 13 shows that there is a significant difference between Addis Ababa and Benishangul-Gumuz ($P = 0.0001$), Addis Ababa and Amhara ($P = 0.0021$) and Addis Ababa and Oromia ($P = 0.0047$) in terms of their average IL composite scores. The pair-wise comparisons of regions are also shown graphically in Figure 4 using diffogram (also known as the mean-mean scatter diagram). In a diffogram, the vertical and horizontal lines are placed at the group means (in our case, at the average Comp_IL for the five regions).

Figure 4. Comp_IL LSMEAN: Comparisons for Region



As can be seen from Figure 4, Benishangule-Gumuz region has the lowest Comp_IL and Addis Ababa has the highest. In fact, the average Comp_IL for Addis Ababa is also significantly

greater than that of Amhara and Oromia regions. Therefore, there is discernible disparity in the region's IL composite scores. We have 10 pairs of regions and the significantly different pairs of regions in the diffogram do not cross the reference line in the middle (a line with slope 1 and passing through the origin).

4.2.1.5 Program Design

Another aspect of program relevance to work place demand emanates from how the programs themselves are designed. Principal program design needs to be linked to the real-life demands of school level practice based on problems and applied tasks. Regarding this issue, interview questions were prepared to track opinions of relevant person from the Ministry of Education and heads of university departments that train principals. How principal preparation program was designed/changed was one of the subsumed questions to the first basic question and therefore, interview questions were prepared to collect opinion of the research subjects. Views of some of the principals were also extracted from their interview responses.

Accordingly, an interview was conducted with an expert in the Ministry of Education on how principal preparation programs were designed and the former ones were changed. As there were frequent program changes in few years' time, whether the program shifts were evidence based and participatory was asked as a probe. For this interview question the person from the Ministry of Education gave detailed elaborations. The interviewee began from the shifts in the programs and said that the earlier program, which relatively stayed for many years, was criticized for focusing on administration though the trainees majored in EdAdhad minor either in languages or in one of the social science subjects. It was then revised because of the criticism and changed to EdPM in 2000 which was relatively better since it addressed issues of planning and leading but still continued training in subjects as minor which the respondent felt consumed

time that could have been used to prepare specialist professionals. Then the criticisms continued and consequently minor were done away with in early 2007. He further added that with the introduction of competence standards, the EdPM program was changed to Educational Leadership (EdL) which was under implementation from 2010-2012 and was supposed to be for secondary school principals. At that point in time, EdPM training for primary school principal preparation was banned. He further added that with the introduction of teachers' and leaders' professional licensing and re-licensing scheme, there was a need to have competent principals both at primary and secondary schools. Therefore, EdL was replaced in the summer of 2013 by PGDSL which was thought to be fit for primary and secondary principal preparation, the program of which was designed to make the principals competent in leading schools. However, he added, when at the same time, a study for second degree was introduced for preparatory school teachers, trainees in PGDSL from secondary schools complained that they were not given the same educational opportunity as their fellow friends from earning second degrees. The Ministry responded to their complaints positively which then resulted in changing the PGDSL, with some adjustments, to second degree in school leadership (MScL). Accordingly, those registered for PGDSL were accepted directly for MScL, the program which began in the summer of 2014. Moreover, the interviewee believed that such a change from EdPM solved not only the employment problem but also helped in preparing competent principals to lead schools since the MScL program focuses on instructional leadership. Furthermore, he forwarded that he was still receiving complaint from the trainees requesting change in the nomenclature of the degree which he felt it was egocentric since their request was to widen job opportunity. He hoped that this kind of complaint and question may be given up since salary of principals has become higher.

These sudden program changes were also criticized by one of the principals and his views are quoted as follows:

...then EdL was changed and both primary and secondary school principals were provided with the same PGDSL program but because of the opposition from secondary school principal trainees, PGDSL was suddenly further changed to Master in School Leadership program. So, training programs lack clear framework and organization, consistency, rigor and relevance required for school leadership. (Interview P1, 02 November 2016)

The interviewee from Ministry of Education was asked whether those program shifts were evidence-based. For this follow up question, he responded that on the one hand, the changes were policy directed and on the other hand, the changes were evidence-based in that the earlier TESO study(MoE, 2013) indicated the schools were not properly headed. He further added that the study commissioned by the World Bank (Joshi & Verspoor, 2013) has also found out that principals were limited in their instructional leadership capacity and, therefore, both studies implied the necessity of changes in principal preparation programs.

The interviewee mentioned that MScL was designed with 'some adjustments' on PGDSL, which is currently the program for primary school principals. This is in agreement with the responses of one of the principals studying for MScL who has completed PGDSL. His response is quoted as follows:

I have studied PGDSL earlier and started MScL just as a beginner. It is now two years since I started and I observed that both programs are the same except that the content is a bit broader and that 'Research' course was excluded from the PGDSL program.

Therefore, adding 'Research' course to PGDSL was enough to earn MScL degree; otherwise it is wastage. (Interviewee P7, 02 December 2016)

The interviewee from MoE was further asked whether those program changes were participatory.

His responses were quoted as follows:

In terms of participation, preparation of the programs goes beyond participatory. This is because the PGDSL, EdL and MScL programs were all prepared by professionals in the field drawn from universities. The difference is that there were some courses which were excluded against the wishes of the university instructors. After a series of dialogue and discussions, agreement was reached and the university instructors developed the courses. The role of Ministry of Education was rather to coordinate and facilitate the preparation. Therefore, it is unfair to consider the programs to be that of the Ministry of Education; at most it could be said that it is jointly owned by the universities and the Ministry. (Interviewee E6, 20 April 2017)

Responses from the relevant person from Ministry of Education contended that participation of university instructors was real but under close supervision of the Ministry as the changes were not only claimed to be based on evidence but also policy directed which also made the university staff and trainees believe that the programs belonged to Ministry of Education.

University department heads also confirmed their participation but added that it was highly guided by the Ministry of Education. For example, one of the department heads (U1) reflected that the curriculum framework was developed by the Ministry to be endorsed by the university senate. Further, one of the principals (P10) reflected that the program was prepared by MoE, while also the other principals (P2) believed that it was prepared by MoE with participation of university teachers.

Principal preparation programs need to be aligned with the standard, which of course should itself be designed based on what actually principals are performing in schools. Hence, the National Principal Professional Standard is an important document that guides principal preparation program. It means that university preparation programs should be based on the standard. Therefore, relevant respondents were interviewed whether preparation programs align with the National Professional Standard. Hence department heads of universities that train principals were asked the extent to which they believed the program design and core curriculum content were in line with the National Standards set by the Ministry of Education.

For this interview question, one of the respondents (U1) forwarded that the curriculum framework was prepared based on the National Principal Professional Standard (MoE, 2013). The procedure was that the curriculum framework was developed by the Ministry of Education and that they were asked to get endorsed by the senate which was done accordingly. He added that the curriculum of EdPM was not based on the Standard as it was designed before the Standard become effective. He further said that there was a three-person committee established to participate in the Graduate Council to look after whether course delivery is as per the curriculum framework designed based on the standard. The other respondent (U3) forwarded that the courses themselves were prepared by Ministry of Education and, therefore, it is based on the standard. He added that it is even not flexible, meaning that the department implements MoE's standards without contextualizing them to the needs of the regions. This reveals that contextualization at local school level seems lacking. Some instructors (Interviewee U2 for example), with own good will, tried to associate the school standard document with theory while training the principals. Interviewee U3 further added that the courses were not designed in a way that they could be supported by practice/internship. Content analysis of the MScL program also

reveals similar situation although the curriculum framework provides that the courses should "allow the candidates to work with schools or school activities for 30% of the time" (MoE, 2014, p.18).

Interviewee U2 responded to the same interview question that the National Principal Standard and the Curriculum Framework were both prepared by the Ministry of Education and that one may not expect that the curriculum was not based on the National Principal Standard. He added that the problem was not only how the framework was developed but that the selection of trainees itself seemed not merit-based. Given this situation, he added, it is difficult to talk about the effectiveness of principal.

Relevant person from the Ministry of Education also confirmed that Principal Professional Standard was a source document for the curriculum framework for principal preparation.

The Principal Professional Standard prepared by the Ministry of Education was made public in 2013. With this understanding, the principals were asked if they were aware of the principal competence framework or professional standard. In response, one of the graduates of EdPM (P4) said that he did not see the document while another (P5) mentioned she read it once when she was in another school, but it was not available in the school she was heading when this study was conducted since the school was new.

One of the principals in the second category, a graduate of EdL, responded to the question as follows:

Yes, I am well aware of it. I read it and even took examination for professional license and I was one of the four who scored over 70% and therefore I am getting prepared to give examination for others. It is a requirement to pass the exam to examine others. The

Principal Professional Standard has three domains, five competences and many other sub-units of competences. So I am very well aware of the Standard. (Interviewee P9, 29 December 2016)

However another graduate of EdL(P1), stationed in a different region responded that he has heard of its existence but did not read it. He heard that it was sent to the school but it was misplaced or the former principal might have taken it away with him when he transferred.

The same question was put to the principals in the third category. Then, one of them (P10) mentioned that he was well aware of it and even has received training of trainers on using the document. He added that the book that was produced by the Ministry of Education was distributed to schools and that it was good schools have it. However, he said that the principals did not read it perhaps because they were busy with campaign activities outside the school or with non-teaching and learning activities-mostly with administrative activities such as report writing, committee organizing, coaching, political activities, etc.

Another member of the category (P6) said that he saw the Standard published in 2013 by Ministry of Education but added that it was not available in his school. He mentioned that they did not pay attention to it since directives come one after the other without the former being implemented. Still another member of the category (P7) who had three years of experience in that school responded that he had no information about Principal Professional Standard while a member of the category(P8) had seen the document. A member in the category of MScL (P3) aired he knew the standard and even presented about the issue in a class. P2from the same category mentioned that they were once asked to sit for exam on the standard and that he consequently read it.

Finally, another member of the MScL group (P11) responded to the same question that he heard about the ‘Standard’ only recently (March 2017-four years after its publication) during a workshop organized on professional licensing and re-licensing. He added that he then received its soft copy and has not seen the hardcopy yet.

As presented above responses from the principals fall from those who knew it very well to the extent of sitting for exam on the standard itself and give training, to others who have seen but not read the document, to those who do not know its where-about and to those who have never heard of the standard.

One can understand that the Principal Professional Standard is a key document for the principal. It is a guiding document for the principals to refer to and check whether they are doing their jobs up to the Standard. However, the principals who have served in some schools during the last three years did not get the document. Also it seems that the supervision support may not have been provided for the principals; if it was so, supervisors might have provided the principal with the Standard. But it must be noted that there was a supervisor assigned to closely coach or support each school according to the present structure.

Program relevance to work place demands is confirmed by whether they specifically focused on job descriptions of the principals which requires checking graduate profiles and follow up after graduation. Tracking former students practicing school leadership could be an important tool to revise principal preparation programs; to get knowledge regarding existing gaps when principals do their jobs. Graduate profiles are prepared based on what is expected of the principals and accordingly their preparation needs to be fine-tuned to what they are expected to perform on daily basis in the schools. Job description of principals also need to be clearly specified in such a way that it could be appropriately provided in the preparation courses.

Principal follow up and graduate profile checkup was a subsumed question to the first research question and this subsumed question focused on principal assessment after graduation and relation between graduate profile and jobs of the principals.

To understand how the principals were followed up after and checked for graduate profiles up on graduation, university department heads, Ministry of Education personnel and the principals themselves were interviewed.

Accordingly, respondents were asked whether there was a way in which departments evaluate performance of school principals in terms of providing effective leadership. The responses of one of the department heads are quoted as follows:

There is no structured system in place to learn performance of former students once they graduate and take the office of the principalship post. But we have exit interview procedure. This is done by inviting graduates to express their feelings about the courses they took i.e., to reduce or add contents/issues to the course; what they feel should be included or excluded. This is just to understand the usefulness of the program. But there is no follow up on their job after they have graduated. (Interviewee U2, 16 January 2017)

Another university department head (U3) had the same response as U2 above that there was no follow up after graduation. He also recommended for tracer study but mentioned lack of finance as a problem. Still other respondent (U1) has also highlighted the importance of following up the practitioners, for example, by supervising them but aired out that budget is not decentralized. His response is quoted as follows:

Trainers at universities should go to where the principals are and see if there is practical change in the principals' knowledge, skill and attitude after their training. It is good if supervision is possible as there is practicum or field work for other subjects. By using an

appropriate checklist, information should be sought on how the principal is solving problems, and how s/he is creating collaborative conditions. But this is impossible due to lack of budget. Departments have no budget of their own to decide on. It remains at dean or college level. There is small money we made use of for PGDSL related workshop. (Interviewee U1, 10 November 2016)

Relevant person from the Ministry of Education was also asked about mechanism of following up the implementation of principal competence framework /professional standard. The interviewee responded that the Ministry has been visiting universities to see whether they were training principals according to the standards. He (Interviewee E6) added that they organized a supervision team to see how the teaching-learning was being carried out. Furthermore, there were evaluative meetings to check the implementation of the six quality improvement programs, the implementation of which largely depends on the capacity of the principals. But, he added that, the Ministry was not directly asking the principals by preparing competence tools based on the standard.

When asked whether there was a clear procedure to align a principal's profile with the school needs or characteristics, all respondents from *woreda* education offices said that there was no such an experience or procedure in place. They mentioned that there was no much competition because of lack of interest in those who wish to assume principal's position. Response of one of the interviewees is quoted below which may reveal the tradition:

We simply see whether they are degree holders. There is no such trend of checking their profiles or the fields they studied. Even in majority of the *woreda*, principals are assigned not because s/he is a graduate of EdPM but his/her background would be checked-like attitude, interest, and commitment to lead, etc. So graduating in EdPM is not enough. If

EdPM or any other graduate does not meet those criteria mentioned above, then s/he will not be assigned. That is also the general direction given from authorities. Basically, the main problem is not from the training itself but implementing it. And the problem comes from selecting who the trainee should be. Majority want to exploit the opportunity and earn degrees to have salary improved, not commitment from pursuing the profession and applying it in the workplace. (Interviewee E5, 14 April 2017)

Interviewee E1 also responded in a similar manner that there was no such trend of matching graduate profile for employment as a consequence, there was a trend of placing anyone in the sector. His response, quoted as follows, reflects the situation:

Let me give you an instance I know someone who was not trained in education but served for twenty years in agriculture sector, he was assigned in education office as a floater. There is one other who has been serving in Finance and Economic Development office and is assigned as a floater in education office in the training section. Then he was once in a meeting where school principals were discussing, of course in Amharic, CPD implementation. Then he asked "ተሙማምንድንኑ?" [Meaning 'what is CPD?'] which surprised the principals. (Interviewee E1, 10 November, 2016)

As can be understood from the responses, there was no trend of checking graduate profile. First of all, assignment of principals is not competitive enough since applicants are few, if not none since the position is not attractive. In such a situation, it seems reasonable to lack motivation from the education office to check graduate profile. Practices in assigning graduates to any position or role in the country had also great impact on looking into details of graduate profile. There is weak consideration for professionalism.

University department heads were also asked whether there was a prescribed procedure in checking the match between principal profile and school needs/characteristics.

To this question, one of the department heads responded (U2) that the course called ‘School Improvement Planning and Project Design’ was related to school needs and therefore the course was sufficient theoretically that they tried to match it with their school experience.

The other respondent (U3) said that there was no such trend of checking whether principal profile matches with school needs. He added that ideally when the curriculum was prepared by the Ministry, the assumption was that it matched with school needs. Otherwise he said he was not sure whether the profiles of graduates relate to what is actually happening on the ground.

Responses of interviewee U1 is quoted as follows:

We give assignments even without knowing the actual problem. This is to say, we don’t check graduate profile to match with school needs. But in April 2016, making use of the GEQIP fund, we organized a consultative meeting in which 50 principals, 20 supervisors, 10 participants from zone and *woreda* education offices, and three relevant personnel from Education Bureau were gathered together to discuss on the training, challenges, shortages, etc. on PGDSL. Some of the problems they raised were lack of early preparation by training universities, selection problems of the trainees, untrained professionals following up the program at Regional Education Bureau, etc. (Interviewee U1, 10 November, 2016)

The responses from the university department heads reveal that there was no trend of checking whether principal profile matches with school needs. However, one of the respondents (U1) said that he has managed to hold discussions with stakeholders regarding the program and that helped to collect information on the practices, challenges in schools and on the principals.

With regard to checking the match between principal profile and school needs/ characteristics, Interviewee E6 (from MoE) responded that the Ministry prepares profile of the principals based on what the principals were expected to perform in terms of helping the students, supporting and leading teachers towards effectiveness and mobilizing the community. He added that these profiles were included in the Principals' Career Structure Directive. He further commented that those profiles were however not prepared based on assessing schools or based on work place demand. A follow up question was posed asking him how this local need consideration could be met. He then forwarded his view that a group of professionals including principals and *woreda* education officials could handle the issue. Response from all the interviewees suggest that making principal profile match with school needs was not the practice.

4.2.1.6 Job Description

The other key component in the above thematic area-which assesses principal preparation program against work place demands, is about job description of principals. Job description is defined in terms of important responsibilities and duties that must be carried out by principals. Yet, the responsibilities expected of principals are not only scattered in various documents but also extended beyond school compounds. In relation to job description, interview questions were presented to principals, *woreda* education officers, relevant person from Ministry of Education and department heads from universities providing principal preparation program.

Accordingly, the principals were interviewed whether the course they have received helped them effectively implement their job description. To this question, one of the graduates (P5) of the first category (EdPM) responded as follows:

The course entitled 'Organizational Leadership' had job description as content. It contained what school principals should do as principals. This is true especially at first

degree level. But education office leaders do not understand us since they are not professionals themselves. For example, when I was recruited and deployed, the leader of the education office was a professional in agriculture; but now this is changing. Yet assignment of principals is not based on professional training. For example, when they advertise positions to assign principals, they equally invite graduates of EdPM and other disciplines. As Chemistry teachers are not invited to teach Biology, subject matter experts shouldn't have been invited to apply for the principalship on equal footing with EdPM graduates. (Interviewee P5, 02 December 2016)

Another graduate of EdPM (P4) responded that he did not remember a course in which an issue of job description was addressed. He added that there was job description slightly touched up on in the directive prepared by the Regional Education Bureau which was endorsed by the Regional Government although the former directive prepared by the Ministry of Education (MoE, 2002) addressed about job description of school principals better since it put roles of the principal, the vice principal, the unit leaders, the department heads, etc. Moreover he felt that the directive prepared by the Regional Education Bureau was not attractive and he wished if it could be amended.

A graduate from EdL(P9), mentioned that a job description which concerned selection, recruitment, etc. was included in the framework of the course 'Resource in Education' although there was no job description specifically meant for school principals. As a follow up question, the interviewee was asked ' how did he do his job?' then he replied that he made use of the Directive issued by the Ministry of Education in 2002 and a document produced by the Education Bureau to implement reform (Business Process Reengineering) which contained what the role of school principals should be.

Yet another graduate of EdL had the following to say:

There was a course named ‘supervision’ and it touched up on job description to a limited degree. The course covered such topics as supervision in the class, supervision out of the class and this way it highlighted ‘job description’; otherwise it did not directly talk about ‘job description’ of principals. But we use the directive prepared by Education Bureau and endorsed by the Regional Government which was prepared based on the MoE’s ‘blue book’. It talks about the responsibilities of record officer, deputy principal and principal. But mostly, we perform our duties and responsibilities based on written and oral directives. Sometime in the past, there was a signing of contract like memorandum of understanding but after a while this practice was terminated since it was considered directive leadership. It was abandoned believing that it would be good to give direction and provide supportive supervision. (Interviewee P1, November 2016)

Members of the third category of principals (MScL) were also asked the same question on whether the courses they took helped them effectively implement job descriptions assigned to them. Their responses go as follows:

The courses slightly mention about job description. However, let alone job description of the principals, the trainers do not know the education structure itself. For example, they do not know the number of vice principals. Therefore, they directly take the theoretical ideas from abroad but this does not relate to and closely go with the job of principal and deputy principals in our system. For the principals, job description is prepared by Education Bureau and in turn, the principals prepare job description for vice principals, co-curricular and department leaders in the form of contractual agreement as it is put in balanced stock cards. (Interviewee P10, 02 January 2017)

In the 'School policy and Change Management' course, we learnt that Ethiopian education system is decentralized; it lists the responsibilities of Ministry of Education, Regions and 'Woredas'. Regarding the school principal, there is about top management and middle management'. To me this describes jobs of the personnel at different levels. In terms of job description of principals, the 2002 directive published by the Ministry of Education is available but it is outdated since vice principals are now three (two for academic affairs and one for administrative affairs) based on number of students. So to fill the gap, I produced job description for the vice principals after having learned that I have to delegate duties which I will provide you with a copy. (Interviewee P6, 02 December 2016)

The course entitled 'School Resources Management' describes about job description although there was no job description specifically set for principals. In addition, the course 'School Leadership' presents about school principal. It talks about how a principal solves problems in case of challenges, like it talks about leadership styles-democratic, dictatorship and laissez-faire. The instructor mentions the 2002 directive when he talks about job description. Since the instructor himself was a school principal in the past, he makes the presentations real. For example, he provides a challenge and says 'look I solved it this way; that way, then how did you solve?'. This kind of instructor really makes the training meaningful. You really get very good lesson. (Interviewee P8, 03 December 2016)

As can be understood from the above three respondents (interviewees P6, P8 and P10), job description was touched upon but not specifically detailed for principals (P8).

Closely looking at the curriculum framework (MoE, 2014), the title of the course in the course guide was presented as 'School Policy and Change Management' while it is mentioned as 'Education Policy and Management of Change' in the course identification section; so which one the appropriate title of the course is not clear.

Response of one of the principal interviewees (P7) on whether the courses they took helped them to effectively implement their job description was rather different from others. For example, Interviewee P7 responded that there was no job description of principals incorporated in any of the course he knew but used the MoE's 'blue book' to perform his duties. The other respondent, Interviewee P2, made use of the career directive of principals. His response was quoted as follows:

In the course called 'Instructional Leadership' there are standards put for teachers and principals based on their career ladder such as, for example, it explains what a beginner principal, proficient I, etc. should fulfill. This indirectly shows job description of the principals. The directive that was published earlier has job descriptions of the principal, the vice principal and the teachers but not of the support staff. The support staff asks for job specification. We hear that they are governed by Civil Service Directive but as teaching personnel, they need job descriptions and should perform accordingly. For the principals, teachers and supervisors, I suggest that their job description be included in the relevant training course. (Interviewee P2, 02 November 2016)

Although there was no evidence from the curriculum framework especially for the MScL program, responses from all the three categories of principals revealed that ‘job description’ was touched in different courses and documents but not in terms of what the principals are required to implement it.

Woreda education personnel were also asked how they assess if the training that principals took helped them effectively implement the job description set by the education leadership authorities at different levels. Then one of the interviewees (E4) responded that when the principals took training, it was all about management and leadership in theory but few were put into practice when they became principals. She added that practical activities focused on daily routines. To further probe, the interviewee was asked what the routines were and she mentioned activities such as filling in statistics or forms and meeting with students both of which could have been done by unit leaders or home room teachers. She added that the Education bureau has sent job description for them although the principals didn't conform to it.

The other interviewees (E3& E5) more or less responded in the same way that they encouraged principals to use the MoE directive of the 2002 although outdated while another respondent (interviewee E2) aired that he was not sure whether the training helped principals to implement their job description and further added that, they have a directive produced by the Education Bureau and endorsed by the Regional Government. He also said that they outlined a job description for the principals based on the information collected at different times from education office, students, families, etc. As a former EdPM graduate, he mentioned that what they learned was mostly theoretical and that there was difficulty in relating it to school situations. The attempt by then was to pass exams and therefore it is up to the graduate to struggle to relate to workplace.

Still another expert from the education office (Interviewee E1) responded that they did not follow whether the training the principals took has helped them implement their job description. He added that their [the *Woreda*] role was simply to select the trainees and send their list to the Regional Education Bureau. He added that principals use the directive, which contained job description, prepared by Education Bureau and endorsed by the Regional Government.

When asked how the Ministry assesses whether the training that the principals received helped them effectively implement the job description set by education leadership authorities, an interviewee from the Ministry of Education (E6) believed that the preparation programs help the principals implement their job description since the source document for job description should be the principal professional standard and the curriculum framework was prepared based on the Standard.

One of the university department heads (U1) forwarded his view that there was graduate profile from which they knew what their job might be and what it was but they lacked the commitment to become principals. He added that the principals told them that they use the directive prepared by the Regional Education Bureau and endorsed by the Regional Government.

Another interviewee (U3) said that there was a gap as the graduate profile contained in the curriculum was not included in the job descriptions at the regional, zonal and *Woreda* levels. He added that universities make use of the graduate profile prepared by the Ministry of Education without any contextualization. Consequently, he suggested that universities and education offices should be able to share information on the issue of job description.

Another department head (U2) said that the curriculum for the trainees was prepared based on what activities should be performed at school level and added that there were issues

they took into consideration when teaching the courses such as school experience. Trainers inform the would-be-principals what jobs they perform. He mentioned that he has the document 'School Standard Directive' and tried to relate it to the theoretical aspects of the course.

As can be understood from responses of the university department heads, trainers made use of the graduate profile contained in the curriculum framework prepared by Ministry of Education to train the would-be-principals.

As far as analysis and interpretation is concerned, it seems important at this juncture to look in to some main points by way of summary. It was stated by majority of the principals that the current school leadership program is relevant to the school needs as it provides a stand-alone course on Instructional Leadership and also includes school related activities such as Continuous Professional Development and School Improvement Programs. The program seems to have helped principals a lot but the fact that some courses are offered in a distance mode (not face-to-face) or a block form (shorter time) are obvious shortcomings because they believe they could not gain as much as they should from the courses.

Responses from department heads of the universities preparing principals also confirm that the programs are relevant and could help the principals guide the teaching-learning activities. Focusing on instructional leadership in order to enable principals effectively lead schools is also noted in Shaked (2014, p. 81) who quotes from a tender released by the state of Israel as "a central axis of the preparation program will be instructional leadership". This emphasizes the connection between improving education, teaching, learning and student achievement and the role of the school principal. According to Muijs (2011), instructional rather than administrative leadership and leadership rather than management have all been posited as key elements of organizational effectiveness. Hallinger and Heck (1998) also emphasize the

importance of instructional leadership. For them, instructional leadership is being concerned with hands-on involvement with teaching and learning process, and with principal acting as the leader in terms of pedagogy and instruction to promote growth in student learning and instructional quality as the top priority of the school. This is because, instructional leaders have a pedagogical vision, pedagogical expertise and focus on teaching and learning.

The attempt to address limitations in leadership capacity of school leaders in Ethiopia and the wish to change the situation was mentioned in a number of documents. For example, Livingstone et al. (2002) in their study reported that effective leadership is a key ingredient in the development of professional attitudes and behavior, both ethical and technical, and recommended the establishment of a development program for school principals to play such roles. Joshi and Verspoor (2013) also reported that a program to strengthen school leadership in Ethiopia is limited in terms of training opportunities. To address these challenges, the Ministry of Education has come up with a National Curriculum Framework for MA degree in School Leadership (MoE, 2014) which emphasizes Instructional Leadership. Respondents in this study also justified the attempt that was made. Therefore, providing instructional leadership as an independent course is timely and reasonable.

While principals agreed that the programs were relevant, they were worried in terms of practice on the ground. In this regard, the principals who completed course work on the School Leadership Program highlighted the problem on content and the delivery of the course.

As can be understood from the concern of the interviewees, there are courses designed to be offered in the summer program and in a distance mode. In fact, majority of the principals believed that this has created a problem of proper attention to them. This was mainly due to shortage of time in the summer program. Hence, it was found out that such challenges as time of

delivery of the course (summer program), shortcomings of the content in terms of practice, lack of commitment of instructors and nomenclature of the degree were among the problems affecting the course.

With regard to time of delivery, there have been different approaches in different contexts. For example, in the United States, most educational leadership preparations programs are university based and are organized around courses that prepare students for administrative licensure within a degree pre-service program (Grogan et al., 2009). There is also delivery of courses through distance mode with the use of computer technology. This mode is known as distance technology which focuses on both the distance between the instructor and the learner and the use of technology in a course of delivery format alternative to the traditional classroom setting (Broskoske & Harvey, 2000). However, this mode is criticized for its serious risk of tempering original instruction so that it becomes ineffective (Carr-Chellman and Duchastel, 2000). Inadequate access to technology and the lack of interest of faculty member were also other challenges which could be a major problem in developing countries.

In some countries like South Korea, Germany, and most African countries, the general pattern of professional socialization to become principal without pre-service training was to be a good teacher (Cha, 2005; Bush and Jackson, 2002). According to Lumby et al. (2009), the common approach in the United States, England, France and South Africa is to provide pre-service training while in Norway, Sweden, New Zealand, and much of Africa, the timing of the development activities occurs after an individual has been appointed as a leader which is in-service. Based on their study, Lumby et al. (2009) recommend that, in-service training may be beneficial in countries that lack a well-developed tertiary system that can provide pre-service

training. In the Ethiopian situation, in-service training is the dominant mode with some courses designed for distance (MoE, 2014) which is criticized for shortage of time.

The quantitative data in this study revealed that principals' effectiveness in supporting or providing supervision to create conducive teaching-learning conditions, specifically, in supporting teachers to focus on improving and expanding their instructional strategies was rated to be poor. This result was obtained when individual attribute on the effectiveness of principal was calculated. Accordingly, principal effectiveness in terms of working with teachers to change instructional methods if students are not doing well was rated as 3.37 by teachers while the middle level managers rated it as 3.42 with no significant difference ($p=0.5954$). Minimum learning assessment (MoE, 2015b) results of Ethiopian students indicate that they were not doing well. Actually, the share of students who achieved an average score of 50% across five core subjects (Mathematics, English, Physics, Chemistry, and Biology) in grade 10 stood at 23% in 2014. Researches done in other contexts such as in Nigeria (Oyewole, 2013; Olaiwola, 2015) attribute low student performance to low quality of school leadership. This calls for further improvement of principal preparation programs since principal effectiveness depends on how well they were prepared and that principal effectiveness on student achievement is well documented.

One of the key areas that preparation programs should focus on is to enable principals perform their job in work place. However, it was found out that there was no clear job description of principals in the courses and consequently, principals had to use the MoE's 'blue book' (MoE, 2002). *Woreda* education officers were also not aware of or they did not care whether the courses principals took addressed the issue. Furthermore, the department heads in universities preparing principals did not seem to be much concerned since they believed the

curriculum framework was based on principals' job description. The situation is serious in that some principals did not even know what job description was (refer to an interview response of P6, p.119). Others took their own measures in this regard.

In one of the previous sections, we have seen principals had the belief that what they do at schools is not sufficiently included in the courses they took at university. They, therefore, recommended that job description of principals be included in the training program. However, there were some who believed the course 'Organizational Leadership', which is not among the courses being given in the current program, included job descriptions of principals and clearly put what school principals should do as leaders. The MoE directive of the year 2002, according to them, has job descriptions for the principal, vice principal and teachers but not for the support staff. Still the other principal attempted to search for job description of principals from the Career Structure Directive (1/02/C: 2008) as mentioned by principal P2 while others make use of the BPR and BSC documents (P9 & P10 respectively).

Responses of all the three categories (EdPM, EdL & MScL) reveal that the phrase 'job description' was haphazardly included in different courses but not in the way the principals were required to implement it in their schools. Almost all the directives that have either been promulgated by the Ministry of Education or prepared by the Regional Education Bureaus based on the 2002 MoE's directive and endorsed by Regional governments didn't address the current situation. The courses either for the former programs (EdPM and EdL) or the present one (MScL) did not sufficiently address the issue and do not serve the purpose. The problem is not only that the 'blue book' is out dated but also that it did not address the issue of job description in detail. The document by MoE is outdated in that, for example, the number of vice principals is currently three and, therefore, each one needs specific job descriptions. Consequently, two of the

respondents (interviewees P9 and P10) stated that they themselves prepared job description for deputy principals, department heads and co-curricular activity leaders. There was also a limitation since huge number of education support staff had no job description. These groups of support staff are very important for the success of education objectives and the gap need to be addressed.

Different from what the principals mentioned, relevant person from the MoE believed that the preparation program helps the principals implement their job description since the source document for job description should be the principals' professional standard and that curriculum framework was prepared based on the standard. This is all about expectation and there is no guarantee that the expectation holds true. Some principals, P2 for example, mentioned that job description, more specifically, what the principals are expected to do, was mentioned in the Career Structure Directive for principals. It, however, was not adapted in to the courses being provided at university level. Some principals even did not understand the meaning of job description. For example, one principal (P6) reflected that as a consequence of decentralization, the broad role of education structure in the system is considered as job description mentioning the Ethiopian Education and Training Policy (TGE, 1994) as evidence that education leadership is decentralized. But this does not necessarily indicate that it is about job description. It rather means that some roles which have been specified at the center were left to the regions for contextualization (Jeilu, 2001). This is because job description identifies the behavioral requirements for effective performance of a particular type of job (Yukl, 2010) and in this case, job of principals for effective performance of the schools.

Research and practice confirm that the roles of principals go beyond school compound. For example, researchers such as Orr (2011) and Osterman & Hanfer (2009) suggest that

principals should be prepared to collaborate with partners outside the school beyond families so as to support student learning. It was also found from this study that principals were receiving orders from local officials to work on activities out of the school. Other studies (Matebe,2015; Mehreteab,2015) done in Ethiopia also found out that principals lacked to focus on instructional leadership. However, reality on the ground forces involvement of principals in out of school activities. Actually, principals need to mobilize the community surrounding the school for an all-round support which may also need socialization. The Rural Transformation Package (ጎ/ሚ/ር, 2008) as well indicated the role of principals in the same way. Even before the introduction of the Package, schools lead by their principals were involved in campaign activities such as in harvesting crops during untimely heavy rain for example. It means that some circumstances make involvement of principals in out of school activities an inevitable. And yet principals should not be called away from their major in-school leadership roles without plan which requires allocation of specific working hours of duty and create awareness in the local officials so that they strictly follow the allocated time as is stipulated for teachers in the secondary school standard (ጎ/ሚ/ር, 2010).

It can be observed from the above discussions that in almost all the schools, the principals refer to the Ministry of Education's 'blue book' of the year 2002, which is outdated to address the current situation. Consequently, some principals and *woreda* education office experts were obliged to draft job description on their own initiative for the principals and deputy principals which could deviate from the standard. This greatly affects the provision of effective leadership in the secondary schools. As a whole, the problem is not only that there was no separate content addressing job description in the training courses but that there also was no organized job description designed.

As can also be understood from the responses of the interviewees, there was no trend or concern for checking graduate profile. First of all, assignment to principalship is not competitive enough since applicants were few if not none. In such a situation, it seems reasonable to lack motivation from the education office side to check for graduate profile. Practices in assigning graduates to any position or role in the country had also a great impact on looking into such an important detail of graduate profile. There is weak consideration for professionalism across sectors.

This limitation also extends to principal preparation institutions. For example, one of the department heads from the universities preparing principals responded that there was no such trend of checking whether principal profile matches with school needs although there was this assumption when the Ministry prepared the curriculum. The response of an 'expert' from MoE was not any different from this expectation. The 'expert' commented that the Ministry prepared profiles of principals based on what they were expected to perform in schools, which according to him were also provided in the Principals' Career Structure Directive. However, he suggested that a group of professionals including principals and *woreda* education officers could check profiles of principals against school needs.

Scholars suggest many ways of relating school characteristics with principal profiles. One way could be conducting tracer study or needs assessment. For example, in most states in the United States of America, commissions were established and guidelines were developed requiring universities to submit a report that outlines a plan for implementing assessment processes (Kochan & Locke, 2009). This means that universities preparing principals are required to submit assessment report regarding quality and relevance of their programs which involves quality assurance of their programs to external stakeholders. Another way of checking

training program is accreditation and assessment in higher education as evidence of sufficient quality to qualify as an institution for licensure (Trivett, 1976 in Kochen and Locke, 2009) which means that quality assurance is the basic premise in both assessment and accreditation. However, there are factors such as lack of consensus on standard, definition of leadership itself, measurement tools and strategies as well as program context that hinder student assessment in educational leadership (Kochan & Locke, 2009). And yet there is an increasing demand to have standard not only from external beneficiaries such as business and politics but also from professional groups within the field that are applying pressure. For example, the National Association of professors of Educational leadership, UCEA has engaged in extensive efforts to incorporate student assessment into program design (Yang & Crow, 2006).

In the Ethiopian situation, let alone assessment/checking graduate profile against work place needs, there is a trend of assigning any graduate to a certain office without specialization. Evidently, principals have been leading schools without being trained which some researchers called it deprofessionalization (Abebayehu, 2002). As was revealed from one of the *woreda* education offices, there was assignment of individuals who were not education specialists to education offices. These are those who were supposed to provide professional support to school leaders.

Principal preparation program design was a controversial issue in this study. It was found out that ownership of the current programs was lacking due to the belief that the program was prepared by the Ministry of Education, although the interviewee from the Ministry argued against the view. On this matter, a response by one of the principals (P2) is quoted as “am aware that the courses were prepared at Ministry of Education level with the participation of university teachers”. Also one of the university department heads (U1) said “the curriculum framework was

developed by the Ministry of Education and we were ordered to endorse it by the senate and we did accordingly”. Another principal complained that Instructors do not teach full heartedly. He said there were problems of teaching materials, presentations of courses and nomenclature of the program.

While a respondent from the Ministry of Education elaborated how the program changes were made from EdAd to EdPM and then to EdL, and further to PGDSL and finally to MScL, he argued against the view that the current school principals' preparation program was designed by MoE. Accordingly, to him, all PGDSL, EdL and MScL programs were prepared by professionals in the field drawn from different universities. For him, the Ministry was rather involved simply in the coordination or facilitation of the preparation.

As can be seen from the list included in the National Curriculum Framework (MoE, 2014) document, involvement of university staff in principal preparation Curriculum Framework of the current program is real. But it also appears that the program was designed under close supervision and direction of the Ministry which magnified ownership of the program by the Ministry of Education. This was worrisome for the trainees and the trainers.

In some contexts, program design follows a different process. For example, in Israel, Shacked (2014) reported that there was tender addressed to academic institutions to re-design their preparation program but with guidelines provided from Ministry of Education. While the Ohio State University in the United State of America designs Educational Administration programs, the Educational Administration Constituent Council gives accreditation to the programs (OSU, 2016).

Researchers suggest that interest in leadership program reform is increasing. At least three forces facilitate or push for program improvement: the increased emphasis on enhancing

quality of instruction, outcome focus of national accreditation, and the demand that meaningful connections to practice be established and nurtured (Murphy et al., 2009). This reveals that reform is inevitable to align with the 21st situation of schooling but the reform carried out must be carefully handled.

In the Ethiopian context, the person from Ministry of Education (Interviewee E6) mentioned that changes were made based on research studies. He (E6) mentioned the TESO study (MoE, 2003) which recommended the need to develop communication skills and instructional leadership qualities that would be used to enhance classroom teaching and learning as well as facilitation of co-curricular activities and community involvement. He also mentioned the World Bank study by Joshi & Verspoor (2013) which highlighted limitations in the capacity of principals.

While the need to ameliorate school leadership to provide quality education was undoubtedly addressed in those studies, they cannot justify the need to change the Ethiopian education leadership programs as can be understood from the following discussion.

Firstly, when the chronology of the evidences mentioned by the interviewee from Ministry of Education is considered, the EdAd program was forced to be changed in 2000 (Interviewee E6) before the reports by TESO study (MoE, 2003). This shows that change was authoritative. Secondly, the World Bank study (Joshi & Verspoor, 2013) could be mentioned to have influenced the change for the intermediate programs to MScL as the current program became effective in 2014 (MoE, 2014). Yet, interviewee E6 mentioned that EdPM was changed to EdL due to the introduction of competence standards, while the introduction of teachers' and leaders' professional licensing and re-licensing was the cause for changing EdL to PGDSL which means that both changes were due to policy direction. Moreover, PGDSL became the

current MScL program due to trainees' request as mentioned by the interviewee (E6) himself. If it were based on research, it should have been tested in the field and based on evidence of program evaluation including assessment of graduates of the former preparation programs. Therefore, changes were mostly policy directed.

In connection with program changes, the trainees had a different stand. It was found out that the overwhelming majority of responding principals who attended the MScL program did not like the nomenclature of the degree, MA in school leadership, believing that it limits their job opportunity.

The issue of job opportunity, as reflected by the principals, relates with salary. For example, one of the principals (Interviewee P2) said that they had requested nomenclature of the degree to be changed because they thought that it limited their job opportunity. However, the primary responsibility of such preparation programs is to prepare candidates for school leadership positions, not for job opportunity anywhere, be it outside the sector or in the education structure hierarchies (MoE, 2014).

Responses of the interviewee from the Ministry of Education showed that there was frequent program change. Considering only the recent ones, EdPM was changed to EdL which was under implementation from 2010-2012 but was then changed to PGDSL in 2013 which was further changed to MScL for secondary school level principals in 2014. The PGDSL program remained to be provided for would-be primary school principals.

One of the principal interviewees (Interviewee P7) had studied PGDSL as he was at primary level but was later selected to join MScL since he was promoted to the position of secondary school principalship. But the principal had to complain for he started the MScL

program as a beginner. From analysis of the syllabus and curriculum framework, one can see that the two programs share common features. Table 14 depicts the situation.

Table 14

Course, Course Code and Credit hours for PGDSL and MScL

PGDSL			MScL		
Courses	Course Code	Credit hours	Courses	Course Code	Credit hours
School Leadership and Management	PGDSL 601	4	Foundation of School Leadership	ScL 601	4
Instructional Leadership	PGDSL 602	4	Instructional Leadership	ScL 602	3
Leading CPD	PGDSL 603	3	Leading CPD	ScL 607	3
Education Policy and Contemporary issues in Ethiopia	PGDSL 604	3	School Policy and Change Management	ScL 604	4
Management of Educational Change	PGDSL 605	3			
School Resource Management	PGDSL 606	4	School Resource Management	ScL 605	4
School Planning	PGDSL 607	4	School Improvement Planning and Project Design	ScL 606	4
School Relations	PGDSL 608	3	School Community Relations	ScL 608	2
			Research Methods in Education	ScL 603	4
			Thesis	ScL 701	6

Source: Post Graduate Diploma in School Leadership: Syllabus Specification (MoE, 2013, p. 9) and National Curriculum Framework for MA Degree in School Leadership (MoE, 2014, p. 20).

It can be observed from Table 14 that courses such as Instructional Leadership, CPD, School Resources Management and School Community Relations are common for the two programs. Details of the unit topics in most cases also reveal more similarities than differences (MoE, 2013; MoE, 2014). It can also be observed from Table 14 that there are minimal differences

across the two program in some courses. For example, while courses such as Education Policy and Contemporary Issues in Ethiopia and Management of Educational Change are offered in PGDSL program, i.e., two courses on related issues, there is School Policy and Change Management course being given in the MScL program. Similarly, while there is a course 'School Improvement Planning' in the PGDSL program, there is 'School Improvement Planning and Project Design' in the MScL program. The two programs have similar code numbers for their courses (601-608) but different in levels of qualification-Diploma in the PGDSL program and a master's degree in the MScL program. The basic difference between the two programs is that the courses named 'Research in Education' and 'Thesis' are provided only in the MScL program.

Therefore, it seems that there is repetition of some courses. Not only has one of the principals (Interviewee P7) confirmed that there is repetition but also a respondent from the Ministry of Education (E6) verified that PGDSL was changed to MScL with only minor changes. This calls for vertical integration between the two programs since there is a possibility of promotion from primary principalship to secondary principalship.

It is understandable, notably, from the interview responses of the relevant person from the Ministry of Education as well as from document analysis that the program changes were fast. Such a frequent program change was reported in another context. For example, Shaked (2014) forwards that Israel's principal preparation program is criticized for its quick change that the program designed in 2010 was quickly changed and a new program started to be implemented in 2014 indicating that at least the previous program served for four years. Hence, the case of Israel is even not very fast as compared to Ethiopia's. Also in some contexts, researchers recommended program changes so as to make principal preparation so relevant mainly to the recently developed standards defining activities of the principals. Most notable is the adoption or adaption

of the standard developed by Interstate school leaders' licensure consortium (ISLLC) for use in over 40 States as the basis for operating preparation programs in the United States (Murphy et al., 2009). In still other countries, there was a need for changes in principal preparation. For example, Olayiwola (2015) proposes policy model for appointing and preparing school principals in Nigeria due to persistent poor academic performance of secondary school students.

However, resistance from universities to implement a change in principal preparation program was also reported. For example, Murphy et al. (2008) reported that there is a minimal meaningful program change in 54 universities in six states in the United States of America. Similarly Hess & Kely (2005) asserted that graduate school of education made superficial changes to their existing programs. Thus there was a need to look for alternatives such as consulting private firms. Such interests of universities to maintain status quo may push other organs including Ministries of Education to take care of the whole program change as it happened in Ethiopia. But there may be a possibility of establishing a body up on which powers vested in to check program relevance and help program ownership. It should, however, be noted that it is difficult to be exhaustive in terms of providing specific courses to exactly address frequently changing situations.

4.2.2 Extent the principals influence school environment

This theme is identified mainly based on the second basic question to seek answers from different respondents. Specifically, perspectives of teachers and middle level managers with regard to the principals' capacity in influencing work culture, school environment, teacher collaboration, and creating supportive learning environment were collected through questionnaires.

Bringing academic staff together to improve classroom teaching and learning is a key for student achievement. Involvement of the teaching staff in school affairs, joint problem solving and decision-making brings confidence in the teachers and improves ownership of the school activities.

When asked whether the training provided has helped the principals promote teacher collaboration and shared problem solving, all the three categories of graduates (EdPM, EdL & MScL) agreed that they got sufficient knowledge in promoting teacher collaboration and shared problem solving. They all mentioned that they established different committees in schools so that problems are solved in group decision. For example, graduates of EdPM (Interviewees P4 & P5) confirmed that they learnt about the issue in 'Management' course. They also responded that they involved various committees to solve problems together. Graduates of EdL (Interviewees P1 & P9) said that they got the awareness in the course 'Leadership in Education' as the issues were sub-topics in the course. Three respondents from the third category (MScL trainees) responded that they learnt about teacher collaboration and shared problem solving in the course entitled 'Foundation of school leadership (Interviewees P2, P3 & P8). They also stated that there were issues solved based on group decisions.

Common to all the categories from their responses were that they established committees with in the schools to solve problems that may occur in schools. This was confirmed from the school minutes kept in the offices of the respective school principals. In addition, irrespective of whether the principals were in the EdPM, EdL or MScL program, they all agreed that they have been introduced to the topic of howto promote teacher collaboration and shared problem solving in different courses.

An expert from the *Woreda* education office was also interviewed to assess the extent to which the principals promote teacher collaboration and shared problem solving for effective student learning. In response to this question, teachers', principals' and supervisors' work process owner representative (Interviewee E1) responded that he met with the principals every month or less frequently for supervision or for evaluative training discussion as the need may arise. He added that the teacher, principal and supervisor work process section works mostly on deployment and filling in semester result oriented appraisal by collecting relevant information from other work processes. He felt that most principals had shortcomings in this regard.

The other respondent (Interviewee E2) from another *Woreda* education office close to principals responded that there was capacity gap especially with principals relatively less experienced than the teachers. He added that principals focus on routine activities such as filling in forms rather than mobilizing teachers and giving the necessary leadership. He further said that graduates of EdPM were unable to provide supervisory support to subject matter graduates. There were also financial constraints to provide the principals with continuous training.

To the same question, another interviewee from *Woreda* education office (Interviewee E3) responded that there was big gap on the part of the principals in promoting teacher collaboration and shared problem solving. She said there were very few principals who were successful in promoting these important activities and that there were even some who could not apply it after receiving training, which may have emerged from lack of commitment and readiness right from the time of taking the position or training for principalship. She further added that individuals calculated where their salary could reach after graduation and did not seem to care about their professional contribution to the sector; they looked for salary elsewhere

but now the career ladder of principals has improved their salary which may motivate them to stay in the sector.

Another respondent to which principals are responsible had the following to say:

Most principals have problems with participatory approach. They are not transparent, each one decides on his/her own as a principal, a vice principal for academy, or a vice principal for administrative affairs. All decide individually. Most of them have a degree in EdPM. They are good in theory but they do not apply it. For example, they learnt 'planning' but they have problems on how to plan. Collective leadership is one of managerial functions and they learnt it but they decide alone and their decision is not transparent. I think commitment is a key. We try to build their capacity by organizing evaluative training. Organizing short term trainings could build their leadership skill gap.

(Interviewee E4, 30 December 2016)

Still respondent from another *Woreda* education office (Interviewee E5) forwarded that they implement charter transfer system to bring best performing principals in *Woreda* as they showed interest to get transferred to the capital city of the region. She believed, as a consequence, that there was no major gap in promoting teacher collaboration and shared problem solving.

One can learn from the education officers, with the exception of Interviewee E5, that there was a huge gap among the principals in terms of promoting teacher collaboration and shared problem solving. These officers reported that there were a number of gaps they attempted to disclose and analysis of the details will be dealt with later on.

One of the university department heads (U1) responded that the school leadership program has limitations in helping the principals to promote teacher collaboration and shared problem solving. Another respondent (U3) believed that the ongoing program (MScL) was

relevant and that the courses were prepared through participation of professionals from universities although he felt some were from irrelevant fields. He added that the courses were prepared to make the principals 'instructional leaders' so as to help them 'promote teacher collaboration and shared problem solving'. However, he added, the gaps came about because the principals work to fulfill the interests of their bosses instead of focusing on teaching and learning. He further said that they submissively receive every directive coming from the local officials not because of lack of awareness that the directives were inappropriate but because they wanted to remain in their position. They are afraid of the consequence of not receiving the directive.

Respondent U2 believed that the training was satisfactory as he also knew the contents but ascribed the problem to implementation of the training. He added that there was lack of commitment from the local administration or education office leaders as well as from the practitioners themselves. He further commented that the principals focus on activities outside the school and are consequently unable to implement what they learnt in the training institutions.

The above responses from the university department heads revealed that the programs were relevant and could help the principals promote teacher collaboration and shared problem solving. However, two of the respondents believed that the principals were busy with business outside the school such as political assignments given by local authorities.

In the following section, we will look at the opinion of middle level managers and teachers towards the principals' capacity in building teacher collaboration. Table 16 presents a summary of the responses

Table 15

Opinion of middle level managers and teachers towards principals' capacity in building teacher collaboration.

N o.	B. Teacher collaboration (TC)	Type of respondents	N	Mean	Standard deviation	P-value (two-tailed)
14	Teachers work together to develop teaching materials or activities for particular classes	Teachers	198	3.49	0.92	0.9688
		Managers	167	3.49	0.98	
15	Teachers meet formally to discuss common challenges in the classroom	Teachers	200	3.58	0.86	0.9936
		Managers	169	3.58	1.00	
16	Teachers share and discuss student work with other teachers	Teachers	200	3.62	0.84	0.6799
		Managers	168	3.58	1.05	
17	Teachers observe each other's classrooms (e.g., participate in learning walks)	Teachers	199	3.55	0.95	0.0817
		Managers	168	3.36	1.05	
18	Staff take steps to solve problems; they do not just talk about them	Teachers	201	3.40	0.86	0.6923
		Managers	168	3.36	1.00	
19	Staff give open and honest feedback to each other	Teachers	200	3.56	0.83	0.7716
		Managers	165	3.59	1.02	
20	Teachers here are confident, they will be able to motivate their students	Teachers	197	3.77	0.80	0.5179
		Managers	168	3.83	0.98	
21	Teachers here have the skills needed to produce meaningful student learning	Teachers	201	3.76	0.82	0.1015
		Managers	169	3.91	0.93	
22	Teachers in this school believe that every child can learn	Teachers	201	3.93	0.94	0.2388
		Managers	165	4.04	0.96	
23	Teachers in this school have the skills to deal with student disciplinary problems	Teachers	201	3.78	0.93	0.2153
		Managers	167	3.90	0.87	

As can be seen from Table 15, there was statistically no significant difference between the two groups of respondents in the mean ratings for all the items (p -value > 0.05). Teachers believed usually that every student can learn (item 22 where by teachers rated it as 3.93 and middle level managers rated 4.04). It can be noted that it is the highest rating among the six sub-thematic areas that must be known by principals. The mean ratings of the teachers and middle level managers in item 14 which is about teacher collaboration in developing teaching materials

is only sometimes (3.49).The other item (item 17) closely related to teachers’ willingness to collaborate to observe one another (to participate in learning walks) is rated 3.36by managers. The mean ratings of teachers and middle level managers in relation to staff taking steps to solve problems, (item 18), is 3.40 and 3.36 respectively. This implies that principals’ capacity in building teacher collaboration in those items (14, 17and 18) was exhibited only sometimes(for managers on item 17) but those areas were the key to bringing staff together to work for meaningful learning out comes.

Statistical analysis of frequency for items 17 and 18 aboveworth presentation, shown in Tables 16 and 17.

Table 16

Principals’ capacity in building teacher collaboration by encouraging classroom observation

TC 17	Frequency	Percentage	CumulativeFrequency	CumulativePercentage
Never	13	3.54	13	3.54
Rarely	39	10.63	52	14.17
Sometimes	140	38.15	192	52.32
Usually	113	30.79	305	83.11
Always	62	16.89	367	100.00

Table 16shows that 192 (52.3%) of the respondents had the opinion that the capacity of the principal in building teacher collaboration in terms of encouraging teachers observe each other’s classrooms is only sometimes (140, 38.1%), rarely (39, 10.6%) and never (13, 3.5%) while 62 (16.89%) responded that the principals always encourage classroom observation among the teachers.

Table 17

Principals' capacity in building teacher collaboration to solve problems

TC 18	Frequency	Percentage	Cumulative Frequency	CumulativePercentage
Never	8	2.17	8	2.17
Rarely	47	12.74	55	14.91
Sometimes	150	40.65	205	55.56
Usually	121	32.79	326	88.35
Always	43	11.65	369	100.00

It can be observed from Table 17 that 150 (40.6%), 47 (12.7%) and 8 (2.2%) of the respondents respectively rated the occurrence of staff taking steps to solve problems rather than talking about them as sometimes, rarely and never. This shows that shared problem solving is not adequately practiced.

Tabel 18

ANOVA for teacher collaboration (Dependent variable: Comp_TC)

Source	DF	Type III SS	Mean Square	F-value	P-value
RES. TYPE	1	5.01	5.01	0.03	0.8626
REGION	4	7445.99	1861.50	11.14	< 0.0001
SEX	1	234.99	234.99	1.41	0.2366
AGE	7	868.67	124.10	0.74	0.6360
EXPERIENCE	6	2090.46	348.41	2.09	0.0547
EDUCATION	2	733.02	366.51	2.19	0.1132

For the teacher collaboration (TC) composite score presented in Table 18, REGION is found to be statistically significant ($p < 0.0001$). This means that there is a significant difference between at least one pair of the five regions in terms of their average TC composite score. See Table 19 for the follow-up factor-level analysis.

Table 19

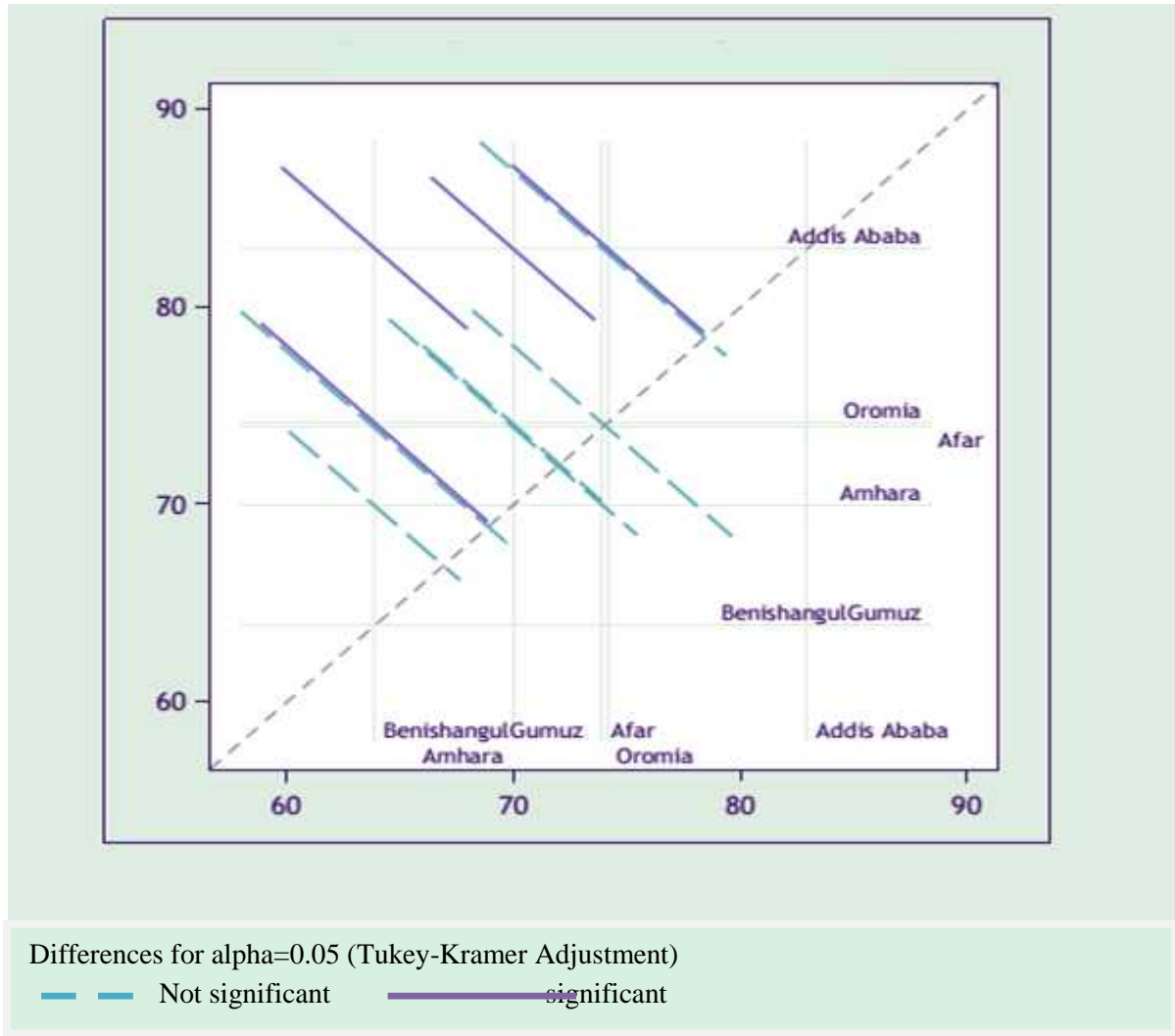
Factor level analysis for REGION (Dependent variable: Comp_TC)

Pr >xt for HO: LSMean(i)=LSMean(j)

i/j	Addis Ababa	Afar	Amhara	Benishangul-Gumuz	Oromia
Addis Ababa		0.1487	<0.0001	<0.0001	0.0354
Afar			0.8575	0.1360	1.0000
Amhara				0.1771	0.5858
Benishangul-Gumuz					0.0416
Oromia					

Table 19 reveals that there is significant difference between Addis Ababa and Amhara (P<0.0001), between Addis Ababa and Benishangul-Gumuz (P<0.0001), between Addis Ababa and Oromia (P=0.0354) and between Oromia and Benishangul-Gumuz (P=0.0416) in terms of their average TC composite scores. The all pair-wise comparisons of regions is also shown graphically in Figure 5 using diffogram (also known as the mean-mean scatter diagram).

Figure 5 .Comp_TC LSMEAN: Comparisons for Region



As can be seen from Figure 5, Benishangule-Gumuz region has the lowest Comp_TC and Addis Ababa has the highest.

It was found out that irrespective of the program of study (EdPM, EdL, MScL), all the principals believed that they learnt the topic of knowledge in promoting teacher collaboration and shared problem solving scattered in different courses and yet believed that they were successful in supporting teachers in those attributes. However, most *woreda* education officers

felt that there was a gap in the principals leading schools in terms of promoting teacher collaboration and shared problem solving.

Majority of the university department heads preparing principals believed that the program sufficiently prepares principals to promote teacher collaboration and shared problem solving but believed that principals were not only busy with campaign activities outside the schools but they lacked commitment.

With regard to principals' involvement in activities outside the schools, an extract from one of the principals is presented as follows:

Some school principals are busy with activities which do not contribute directly to teaching and learning. Directives come from higher authorities focusing on something temporary like filling in forms but also outside the school such as political activities. We cannot resist since some of our leaders do not know what we should do. (Interviewee P10, 02 January 2017)

One of the *woreda* education officers (Interviewee E2) responded that principals focus on routine activities such as filling in forms rather than mobilizing teachers for teaching and learning.

The above quotation and responses revealed that principals were either busy with routine activities (as forwarded by some education officers [E2] and principals [P2 & P10]) in the school, which could be done by members of the staff, or they are directed by their leaders to work on issues outside teaching and learning, an opinion shared by university department heads (Interviewee U2 & U3).

In agreement with this finding, other researchers (Matebe, 2015; Mihreteab, 2015) also found out that principals were busy with activities outside schools such as involvement in political activities. However, what makes this finding interesting and different from the above

researches was that principals in the sample schools were not only busy with businesses outside the school but also pass time on routine activities such as filling in forms which could have been done by other staff members. This may indicate the principals' weakness in delegating leadership power.

When commitment of principals is considered, quality of the-would be principals selected for training counts a lot. As is with our education system, there has been a critical shortage in quality candidates for principalship in American public schools (Pounder and Merrill, 2001). According to responses from the *woreda* education personnel in Ethiopia, principalship is becoming not a profession of choice. The following quotation illustrates this:

Those who apply to become principals are those who have improved their qualification through distance education in private colleges in subject matter. The reason is that their degree is not considered and when they apply to be a principal, they are assigned since there is no one competing with them. Then after having the degree accepted, they soon resign to become teachers as now they face no problem because they have already been paid salary matching their degrees which they were denied before becoming principals. Hence, principalship is not the position one wishes to stay in to provide leadership but make use of it to move to the other benefit. (Interview E1, 10 November 2016)

There was a similar response from another interviewee which indicates that principalship is used as an instrument of moving from the field of education to other better paying sectors. Her response is quoted as:

Individuals calculated where their salary could reach after graduation and did not seem to care about their professional contribution to the sector; they looked for better salary

elsewhere but now the career ladder for principals has improved which may motivate them to stay in the sector. (Interviewee E3, 02 December 2016)

Views of the principals themselves seemed to agree with the responses of the *woreda* education office respondents in relation to salary. For example, one of the principals (Interviewee P6) who attended the current MScL program said the program limits job opportunity to schools and minimizes the chance of moving to other sectors with better salary (refer to response of Interviewee P6, P.95).

Responses of expert from the *woreda* education office and of the principals seemed to agree to the idea that principals were looking for better payment when they requested for change of nomenclature of the degree arguing that the current one limited job opportunity. Whichever way, the finding indicates that high turnover of the principals is the trend. The same was found by Joshi and Verspoor (2013) who reported that in light of current conditions in Ethiopia, turnover of principals is reportedly high, taking Addis Ababa Education Bureau, based in capital city of the country, as an example, a principal on average stays in a post for two years, either due to their upward movement in the education structure or moving out of education into other sectors. This is in agreement with the recommendation of Livingstone et al. (2002) commissioned by the Ministry of Education of Ethiopia that principals should stay in the post for at least five years.

Wells and peachy (2011), while reporting the impact of turnover, they have suggested various mechanisms of reducing turnover intentions. They argued that leaders in the hierarchy should strive to create healthy, vibrant work environments and include the principals in decision-making so as to provide avenue for expression of views. For this to happen, immediate education personnel in the hierarchy should not only be better qualified but also trained in the field (which

is not the case as can be observed from Table 5) in order to have the ability to create motivation and commitment in the principals. Otherwise, lack of motivation may affect the commitment of principals to influence school environment in bringing student learning outcomes.

Data were also collected qualitatively through interviews and quantitatively through questionnaires to get a complete picture of supportive learning environment. Interview questions were then forwarded to the principals.

Accordingly, when asked if they thought the course work has provided knowledge that promotes supportive learning environment, almost all the principals answered it positively. However, there still was some deviation among the three categories of specializations. For example, while one of the graduates of EdPM (Interviewee P5) said she was satisfied with the courses in terms of preparing her for promoting supportive learning environment, a graduate from the same department said it almost hardly prepared him for school leadership. His comments were as follows:

There were some problems in that, the instructor provided course outline and students had to download materials from the internet, copy them and present to the class. Sometimes internet access was a problem; we were told to go to the library but no relevant materials were available there. So students had problems. As students struggled to pass exams and were not worried as such about getting the necessary knowledge and skill, there was a problem. (Interview P4, 14 November 2016)

To the same question, one of the EdL graduates (Interviewee P9) responded that the courses were sufficient enough in preparing the principal to promote supportive learning environment while another one had a different view. His responses are quoted as follows:

Yes the courses do prepare principals to promote supportive learning environment but not so much. For example, the key issue of the day is about school safety. I do not think the course focused on this in as much as the present schools require. Some courses were over-loaded while other key ones were overlooked. Some of the courses were provided in a distance mode, and there was no guarantee that assignments were done by the trainees themselves. Therefore, I do not believe that the courses prepared the principals fully to promote supportive learning environment. They just showed clues. (Interviewee P1, 02 November 2016)

One of the respondents (Interviewee P11) from the categories of Master in School Leadership believed that the courses did not prepare the principals to promote supportive learning environment because of lack of practice/practicum. For him students went into classrooms, instructors taught using projectors, and then students sat for exam.

Almost all other members from this category believed that the courses prepared them to promote supportive learning environment. However, one of them had reservation. The following quotation illustrates this:

I feel that the courses were directly related to schools. Before attending the courses, I had been leading schools just blindly by guessing or using some ideas I picked up from meetings. It is difficult to lead a school without proper training. But the problem I observed with this program is that some courses were provided through distance education modality which was a challenge. When you learn in face-to-face mode, learning becomes live because you ask questions, discussions take place and you learn from what attendees' air. Some universities gave the course in 'block'. They just taught it for a week and gave exams. The whole thing is completed in less than fifteen days. This has a huge

impact on quality. We completed courses given for a semester in just less than two months. (Interviewee P8, 03 December 2016)

Responses from Interviewee P8 revealed that while the courses seemed to prepare principals for promoting supportive learning environment, shortage of time, lack of practice and the mode of delivery were some of the challenges.

Table 20 presents perceptions of middle level managers and teachers with regard to the frequency with which principals help to create conducive teaching learning conditions.

Table 20

Perceptions of middle level managers and teachers of the extent to which the principals support/supervise to create conducive teaching and learning conditions.

No.	C. Teaching and Learning Conditions (TLC)	Type of respondents	N	Mean	Standard Deviation	P-value (Two-tailed)
24	Teachers collect and use student performance data to improve teaching and learning	Teachers	200	3.68	0.96	0.3522
		Managers	168	3.77	0.95	
25	Teachers strongly support the changes we have undertaken at this school	Teachers	201	3.71	0.90	0.1830
		Managers	167	3.84	0.92	
26	Teachers focus on improving and expanding their instructional strategies	Teachers	198	3.71	0.84	0.6420
		Managers	168	3.75	0.95	
27	Teachers are continually learning and seeking new ideas	Teachers	200	3.74	0.87	0.3431
		Managers	168	3.83	0.90	
28	Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school	Teachers	199	3.41	0.88	0.2598
		Managers	163	3.53	1.04	

As can be observed from Table 20, the mean rating by teachers of item 28, i.e., coordination of curriculum, instruction and learning materials across the different grade levels was the minimum which is 3.41 (sometimes), whereas the mean rating by the two groups of all the other items above 3.50. This implies that principals seem to support teachers to create better teaching and learning conditions although analysis of individual attributes presented in Tables 21 revealed otherwise.

As with the previous sub-thematic areas (Instructional Leadership/IL & Teacher Collaboration/TC) there was no statistically significant mean difference between the two groups of respondents since the p-values are all greater than 0.05.

Table 21

Principals' support for teachers to focus on improving instruction

TLC 26	Frequency	Percentage	CumulativeFrequency	CumulativePercentage
Never	4	1.09	4	1.09
Rarely	17	4.64	21	5.74
Sometimes	134	36.61	155	42.35
Usually	129	35.25	284	77.60
Always	82	22.40	366	100.00

It can be observed from Table 21 that 211 (57.6%) of the respondents believed that principals supported teachers to focus on improving and expanding their instructional strategies which is against the minimally rated perception of teachers (3.41).

Table 22

Principals' support in coordinating curriculum, instruction and learning materials

TLC 28	Frequency	Percentage	CumulativeFrequency	CumulativePercentage
Never	10	2.76	10	2.76
Rarely	36	9.94	46	12.71
Sometimes	146	40.33	192	53.04
Usually	114	31.49	306	84.53
Always	56	15.47	362	100.00

Table 22 shows 146 (40.3%) of the respondents believed that the principals supported only sometimes in checking for curriculum, instruction and learning materials coordination across the different grade levels. However, 170 (47%) of the respondents believed that the principals usually and always supported principals in the attribute.

Table 23

ANOVA for teaching and learning conditions (Dependent variable: Comp_TLC)

Source	DF	Type III SS	Mean Square	F-value	P-value
RES. TYPE	1	20.03	20.03	0.11	0.7413
REGION	4	9526.36	2381.59	12.98	<0.0001
SEX	1	6.27	6.27	0.03	0.8535
AGE	7	1086.72	155.24	0.85	0.5500
EXPERIENCE	6	508.56	84.76	0.46	0.8364
EDUCATION	2	791.23	395.62	2.16	0.1175

In terms of the teaching and learning condition sub-thematic area (TLC) composite score shown in Table 23, only REGION was found to be statistically significant ($p < 0.0001$). Factor-level analysis of REGION is shown in Table 24.

Table 24

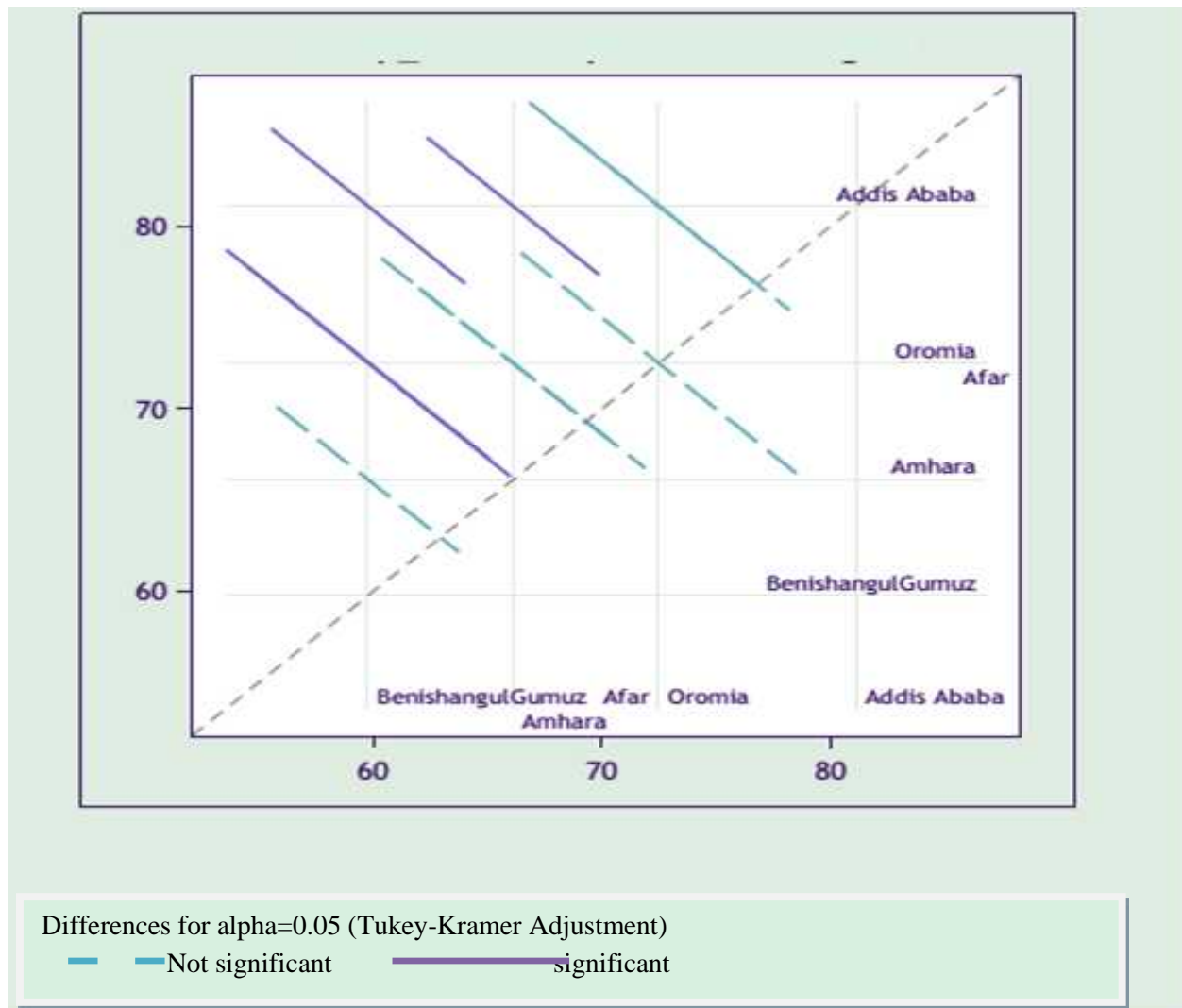
Factor level analysis for REGION (Dependent variable: Comp_TLC)

Pr >|t| for HO: LSMean(i)=LSMean(j)

i/j	Addis Ababa	Afar	Amhara	Benishangul-Gumuz	Oromia
Addis Ababa		0.2323	<0.0001	<0.0001	0.0562
Afar			0.5513	0.0428	1.0000
Amhara				0.1880	0.2132
Benishangul-Gumuz					0.0089
Oromia					

Table 24 shows that there is a statistically significant difference between four pairs of regions. These are Addis Ababa and Amhara (P<0.0001), Addis Ababa and Benishangul-Gumuz (P<0.0001). Afar and Benishangul-Gumuz (P=0.0428) and Oromia and Benishangul-Gumuz (P=0.0089).

Figure 6. Comp_TLC LSMEAN: Comparisons for Region



As can be seen from Figure 6, Benishangule-Gumuz region, again, has the lowest Comp_TLC and Addis Ababa has the highest. In fact, the average Comp_TLC for Addis Ababa is also significantly greater than all the other regions.

Table 25

Perceptions of middle level managers and teachers regarding principals' effectiveness in managing school affairs.

No.	D. Management (M)	Respondents Type	N	Mean	Standard Deviation	P-value (Two-sided)
29	Manage school resources (e.g., personnel, instructional time, supplies/ equipment) to optimize teaching and learning	Teachers	202	3.574	0.94	0.2443
		Managers	169	3.70	1.15	
30	Manage discipline and classroom management to support learning for all students	Teachers	202	3.72	0.93	0.5396
		Managers	168	3.78	1.03	
31	Manage facilities and their maintenance to promote a safe and orderly learning environment	Teachers	200	3.55	0.95	0.3917
		Managers	169	3.64	1.05	
32	Manage support services to enhance learning for all students	Teachers	200	3.64	0.85	0.9117
		Managers	169	3.65	1.00	
33	Recruit and retain high quality personnel to support teaching and learning	Teachers	197	3.41	0.91	0.2291
		Managers	166	3.28	1.07	
34	Manage school policies and procedures (e.g., schedules) to optimize teaching and learning	Teachers	200	3.74	0.90	0.3531
		Managers	167	3.83	1.01	

Table 25 shows that there is no statistically significant difference between the two groups of respondents for all the items since all p-values are greater than the 0.05 level of significance.

The mean ratings of the respondents reveal that principals are better in managing school affairs. All the items were rated above 3.5 by both groups of respondents except item 33 which is about recruiting and retaining high quality personnel to support teaching and learning which was rated 3.41 by teachers and 3.28 for managers. This may imply that the financial capacity of

schools to recruit qualified support staff is minimal; recruiting teaching staff by schools is non-existent and therefore staff turnover may be the challenge to support teaching and learning.

Statistical analysis of the frequency procedure also revealed similar findings as can be seen in Table 26.

Table 26

Principals' effectiveness in recruiting and retaining quality personnel.

M 33	Frequency	Percentage	CumulativeFrequency	CumulativePercentage
Never	19	5.23	19	5.23
Rarely	41	11.29	60	16.53
Sometimes	136	37.47	196	53.99
Usually	127	34.99	323	88.98
Always	40	11.02	363	100.00

From Table 26, it can be observed that 136 (37.5%), 41 (11.2%) and 19 (5.2%) of the respondents respectively believed that the principals sometimes, rarely and never recruited and retained high quality personnel to support teaching and learning. However, one can see from the table that 167 (46%) rated principals usually and always recruit and retain high quality personnel. Yet, principals do not recruit teachers as per the current situation.

Table 27

ANOVA for management (Dependent variable: Comp_M)

Source	DF	Type III SS	Mean Square	F-value	P-value
RES. TYPE	1	195.38	195.38	0.90	0.3426
REGION	4	5848.75	1462.19	6.76	< 0.0001
SEX	1	11.75	11.75	0.05	0.8158
AGE	7	1046.10	149.44	0.69	0.6797
EXPERIENCE	6	283.34	47.22	0.22	0.9708
EDUCATION	2	1724.24	862.12	3.99	0.0195

For the management (M) composite score, REGION ($p < 0.0001$) and EDUCATION ($p = 0.0195$) are found to be statistically significant. Table 28 shows the follow-up analysis for the factor REGION.

Table 28

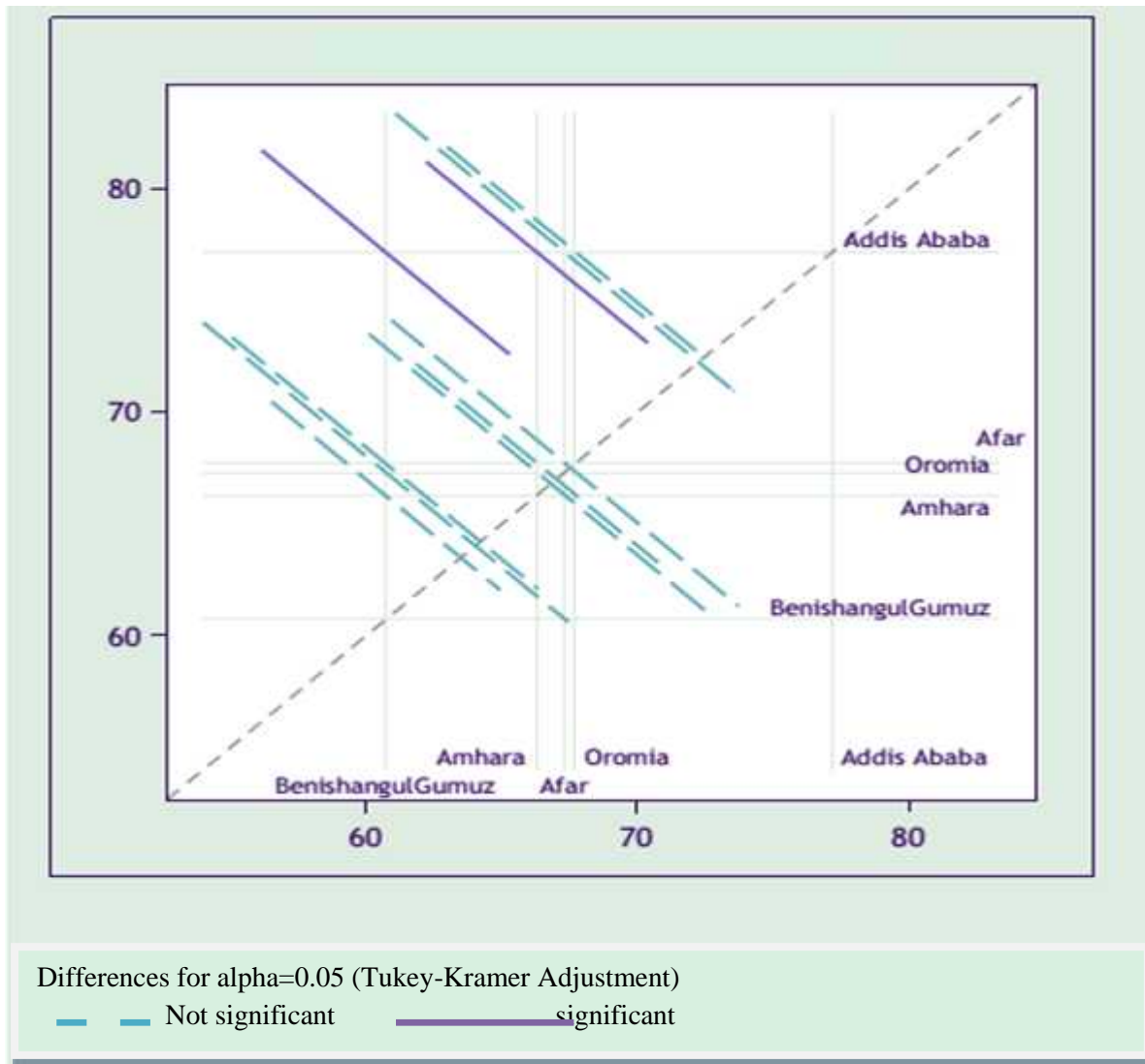
Factor level analysis for REGION (Dependent variable: Comp_M)

Pr > t_{α} for $H_0: LSMean(i) = LSMean(j)$

i/j	Addis Ababa	Afar	Amhara	Benishangul Gumuz	Oromia
Addis Ababa		0.1940	0.0027	<0.0001	0.0516
Afar			0.9994	0.6606	1.0000
Amhara				0.3661	0.9919
Benishangul Gumuz					0.4299
Oromia					

Table 28 shows that there is a statistically significant difference between Addis Ababa and Benishangul-Gumuz ($P < 0.0001$) and between Addis Ababa and Amhara ($P = 0.0027$).

Figure 7. Comp_M LSMEAN: Comparisons for Region



As can be seen from Figure 7, Benishangule-Gumuz region has the lowest Comp_M and Addis Ababa has the highest.

Table 29

Opinion of middle level managers and teachers towards principal effectiveness in promoting supportive learning environment.

N o.		E. Supportive Learning Environment (SLE)		Type of respondents	N	Mean	Standard Deviation	P-value (Two-sided)
35	Promote an atmosphere of caring and trust among teachers and other staff	Teachers	202	3.54	0.88	0.0144		
		Managers	168	3.77	0.90			
36	Foster staff sensitivity to student diversity	Teachers	197	3.63	0.96	0.8208		
		Managers	164	3.65	1.04			
37	Work with staff to solve school or department problems	Teachers	202	3.73	1.00	0.0904		
		Managers	168	3.91	1.00			
38	Build and sustain an educational vision for the school	Teachers	199	3.51	0.97	0.0100		
		Managers	169	3.78	1.01			
39	Use clear ethical principles to guide decision making and problem solving	Teachers	202	3.59	0.95	0.0452		
		Managers	169	3.79	0.93			
40	Engage staff in comprehensive planning for school improvement	Teachers	202	3.59	0.88	0.8654		
		Managers	169	3.61	0.97			
41	Encourage staff initiative and innovative efforts	Teachers	199	3.29	0.97	0.0498		
		Managers	164	3.50	1.09			
42	Engage staff in decision making	Teachers	202	3.46	0.98	0.2866		
		Managers	168	3.57	1.01			
43	Take staff opinion into consideration when facilitating change	Teachers	203	3.40	0.96	0.0096		
		Managers	165	3.67	1.01			
44	Promote effectiveness in serving all students well	Teachers	202	3.60	0.87	0.2163		
		Managers	169	3.73	1.10			
45	Recognize accomplishments of teachers in my school	Teachers	200	3.54	0.85	0.5270		
		Managers	167	3.61	1.09			

As can be seen from Table 29, there were significant differences in the mean ratings between the two groups of respondents in items 35, 38, 39, 41 and 43 in the effectiveness of principals in promoting supportive learning environment as the p-values are less than 0.05. When effectiveness of the principals in involving teachers in decision-making, (item 42), is specifically

considered, the teachers' group rated it as 3.46 (i.e. the principals sometimes involve teachers in decision making) while managers' group rated it as 3.57 (i.e. the principal usually involves teachers in decision-making). The managers' group rated the effectiveness of the principals higher than did the teachers perhaps because managers and principals have closer working relations as both belong to the management team and that might have created bias in the managers' group views towards the principals.

All the mean ratings of the managers' group on all the items were above 3.50. However the mean ratings of teachers group for items 41, 42 and 43 were below 3.40 which puts the ratings at the frequency of sometimes. As a whole this implies that principals encourage staff initiative, engage teachers in decision-making and take teachers' opinion into consideration only sometimes.

Frequency table for the effectiveness of the principals in engaging staff in decision-making is presented in Table 30.

Table 30

Effectiveness of principals in engaging staff in decision making

SLE 42	Frequency	Percentage	CumulativeFrequency	CumulativePercentage
Never	13	3.51	13	3.51
Rarely	38	10.27	51	13.78
Sometimes	133	34.05	177	47.84
Usually	126	35.95	310	83.78
Always	60	16.22	370	100.00

Table 30 shows that 133 (34%) of the respondents rated the frequency of the principals engaging the staff in decision-making sometimes, while 38 (10.3%) rated as rarely. Further 13 (3.5%) said

principals `never do that. This shows that participation of the staff is not sufficient and this has a negative impact on creating supportive learning environment.

Table 31

Principals' effectiveness in recognizing accomplishments of teachers

SLE 45	Frequency	Percentage	CumulativeFrequency	CumulativePercentage
Never	10	2.72	10	2.72
Rarely	32	8.72	42	11.44
Sometimes	127	34.60	169	46.05
Usually	133	36.24	302	82.29
Always	65	17.71	367	100.00

Table 31 shows that 127 (34.6%), 32(8.7%) and 10 (2.7%) of the respondents believed respectively that the principal sometimes, rarely and never recognized accomplishments of teachers in the schools. This shows that the principal is unable to create intrinsic commitment in teachers for better teaching and learning although more than half of the respondents believed principals did it usually or always.

Table 32

ANOVA for supportive learning environment (Dependent variable: Comp_SLE)

Source	DF	Type III SS	Mean Square	F-value	P-value
RES. TYPE	1	243.39	243.39	1.27	0.2605
REGION	4	4913.33	1228.33	6.42	< 0.0001
SEX	1	9.04	9.04	0.05	0.8281
AGE	7	654.40	93.49	0.49	0.8429
EXPERIENCE	6	1503.23	250.54	1.31	0.2530
EDUCATION	2	218.81	109.40	0.57	0.5654

Again, only the factor REGION has a statistically significant effect on the composite score of supportive learning environment ($p < 0.0001$). Therefore, we would expect at least one pair of regions to have a statistically significant difference in the average Commp_SLE. Table 33 shows the factor-level analysis for REGION.

Table 33

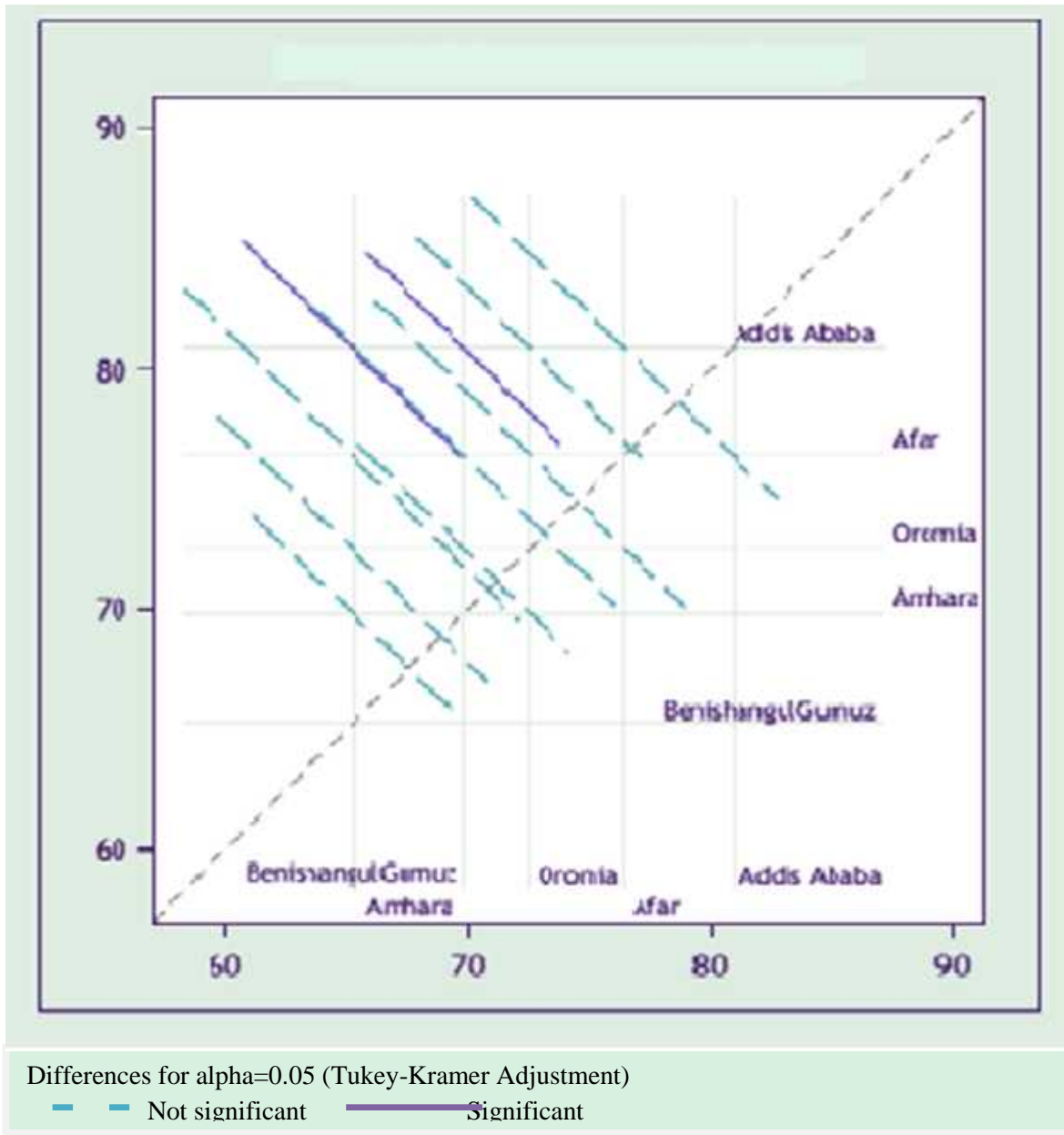
Factor-level analysis for REGION (Dependent Variable: Comp_SLE)

Pr > t_{α} for $H_0: LS\text{Mean}(i) = LS\text{Mean}(j)$

i/j	Addis Ababa	Afar	Amhara	Benishangul Gumuz	Oromia
Addis Ababa		0.8688	0.0017	<0.0001	0.1014
Afar			0.6019	0.1690	0.9180
Amhara				0.5409	0.9123
Benishangul Gumuz					0.3648
Oromia					

Table 33 reveals that there was significant difference between Addis Ababa and Benishangul-Gumuz ($P < 0.0001$), and between Addis Ababa and Amhara ($P = 0.0017$).

Figure 8. Comp_SLE LSMEAN: Comparisons for Region



As can be seen from Figure 8, Benishangule-Gumuz region has the lowest Comp_SLE and Addis Ababa has the highest.

Influencing school environment for better learning comes through effective communication to the school and the wider communities surrounding the school. Communication is the tool which mobilizes the school working force member as well as the wider community. The school is for the community as is the community for the school. In this era of 21st century, both the school and the community need each other for mutual purpose, i.e., to share human, financial and intellectual resources for societal transformation.

In this regard, interviewees were asked whether principals were equipped with the necessary knowledge and skill of communication to bring members and relevant stakeholders together. In response to this, the principals themselves were asked if the training helped them communicate effectively with families about the school mission and performance to support students' learning. An interviewee (P4) from the EdPM graduates responded that the course which he attended for vision, mission and values was incorporated in the course titled 'Economics and Planning of Education'. He added that the Economics part was dealt with sufficiently but the planning part which included vision and mission was left to the students for group work and he, therefore, was not confident enough in terms of knowledge and skill of drafting vision and mission. He further responded that the course he took had contents on how families should follow up their children, and has tried to provide them with what principals need to do to encourage families follow up students' learning. But he felt that he had sufficient training in how to communicate with families.

Another EdPM graduate (P5) replied to the same question saying that she had received 'communication' as a sub-topic in the course called 'Organizational Leadership' and hence she was well aware of how to communicate with students, how to handle a talk between family and students or, between two or more groups, etc.

Graduates of EdL were not any different from Interviewee P5 in terms of communication skills training they took except that it was offered in a different course. Interviewee P4 said that communication skills were included in the course 'Foundation of Leadership' which covered sub-topics such as one and two way communication, barriers to communication, how to communicate with the community, etc. Based on the knowledge and skills he acquired, he said he was communicating with various committees established in the school. He added that communication skill is a key to run school business and needed more focus.

Another graduate in EdL (P1) responded that he did not learn how to create vision and mission but his group was given an assignment to prepare strategic plan and later evaluate the same. He did not learn which one was narrower and which one was broader in scope. Although communication skill is a key to deal with the community, he added, it was not given adequate attention by the university. However, he said, fortunately, he attended a workshop on communication skill organized by non-governmental organization in collaboration with the British Council.

One of the respondents (P10) from the third category of qualification (MScL) responded that the topic of communication was included in the course 'Instructional Leadership' but remarked he was not satisfied with the instructors. He said the group work they did has rather helped him to acquire skills on communication. He also said that the issue of community participation was included in the course 'School Improvement Program' but the content and presentation were not adequate enough to the importance of the topic.

The third member of MScL group (P6) responded that in the course called 'School Community Relation' they learnt what was required of the community, how to increase their participation, school as a concern of the community, and that the community goes further than

families that send their children to school, that the community includes organized groups, etc. He added that communication as a content is included in the course 'School Policy and Change Management' but that there was no independent course on communication skills which he wished were there.

The other member of the group (P11) responded that although it lacked depth, communication skills as content were included in the course 'Instructional Leadership'. He then added that the students were given an assignment on communication skills and that it helped them to share the skill among themselves which helped them how to communicate with the community. He added that he did not learn about vision and mission and as a result of which he had nothing to tell about both to the community. Still another member (P3) responded that he learnt about communication with the community under the course 'School Community Relation'. He said that he focused on the community to improve students' achievements and seek financial support, but not to inform them of the vision and mission. He further responded that while communication is the breath of one's organization, attention was not paid to it.

Responses from the interviewees revealed that their level of knowledge and skill on communication varied widely not only among the different categories but also within the same category itself implying their limitation in communication skills. The issue of vision and mission of the schools and the education system was almost absent. The overwhelming majority of principals never communicated vision and mission of school to the families as they [principals] did not know what vision and mission were all about and how to draft them. Table 34 quantitatively reflects the issue discussed above

Table 34

Opinion of middle level managers and teachers in the extent to which the principal communicates to engage the community to secure support for teaching and learning.

No.	F. Family and Community Relations (FCR)	Respondents Type	N	Mean	Standard Deviation	P-value (Two-sided)
46	Work with families to support their students' learning	Teachers	202	3.56	1.01	0.0727
		Managers	168	3.55	1.07	
47	Communicate effectively with families about the school mission and performance expectations	Teachers	199	3.39	0.93	0.4716
		Managers	167	3.46	1.05	
48	Promote a culture of open communication with families	Teachers	202	3.31	1.00	0.5271
		Managers	167	3.38	0.99	
49	Collaborate with school community stakeholders to support teaching and learning	Teachers	200	3.46	0.90	0.7549
		Managers	167	3.49	0.99	
50	Mobilize the community's cultural, social, and intellectual resources	Teachers	202	3.40	0.96	0.8981
		Managers	169	3.42	1.13	

Table 34 shows that there is no significant difference between the mean ratings by the two groups of respondents on all items since all p-values are greater than the 0.05 level of significance. The mean ratings of the two groups of respondents in all the items, except in item 46, on the effectiveness of the principal in communicating with the community to secure support for teaching and learning are 3.49 and below revealing that this attribute happens only sometimes. The effectiveness of the principal to promote a culture of open communication with families is the lowest (3.31 for the teachers group and 3.38 for the managers' group). This sub-thematic area was the only one where both groups rated the principals' effective as only

sometimes in the individual attribute of culture of openness. This implies that effectiveness of principals in communication with families was not satisfactory.

When statistical analysis was conducted to see the principals' communication skill of engaging the community, the following three variables and attributes explained the situation as shown in the Tables 35, 36 & 37.

Table 35

Extent to which the principals work with families to support students' learning

FCR 46	Frequency	Percentage	CumulativeFrequency	CumulativePercentage
Never	15	4.05	15	4.05
Rarely	43	11.62	58	15.68
Sometimes	139	37.57	197	53.24
Usually	106	28.65	303	81.89
Always	66	17.84	369	99.73

Table 35 shows that 139 (37.6%) of the respondents believed the principal worked with families to support their student' learning only sometimes, while 43 (11.6%) believed the principals did it rarely. However, 15 (4.0%) of the respondents believed the principals never worked with families.

Table 36

Principal's effectiveness to communicate with families about school mission and performance expectation

FCR 47	Frequency	Percentage	CumulativeFrequency	CumulativePercentage
Never	12	3.28	12	3.28
Rarely	52	14.21	64	17.49
Sometimes	117	31.97	181	49.45
Usually	138	37.70	319	87.16
Always	47	12.84	366	100.00

Table 36 shows that 64 (17.5%) of the respondents out of 366 had the opinion that the principals rarely or never communicated effectively with families about the school mission and performance expectation. Yet, most respondents, 302 (82.5), believed that the principals did it sometimes, usually and frequently which might have been due to the frequent meeting they have been making in schools

Table 37

Principal's effectiveness to promote a culture of open communication with families

FCR 48	Frequency	Percentage	CumulativeFrequency	CumulativePercentage
Never	12	3.25	12	3.25
Rarely	59	15.99	71	19.24
Sometimes	135	36.59	206	55.83
Usually	115	31.17	321	86.99
Always	48	13.01	369	100.00

Here 135 (36.6%), 59 (16 %) and 12 (3.2%) of the respondents respectively said that the principals sometimes, rarely and never while 115 (31.7%) and 48 (13.01%) of the respondents respectively said that principals usually and always promote a culture of open communication (the total sum still below average) with families to secure support for teaching and learning.

Table 38

ANOVA for family and community relations (Dependent variable: Comp_ FCR)

Source	DF	Type III SS	Mean Square	F-value	P-value
RES. TYPE	1	80.85	80.85	0.30	0.5828
REGION	4	6926.42	1731.60	6.48	< 0.0001
SEX	1	851.17	851.17	3.18	0.0753
AGE	7	1288.96	184.14	0.69	0.6816
EXPERIENCE	6	1183.81	197.30	0.74	0.6193
EDUCATION	2	394.69	197.35	0.74	0.4788

For the family and community relations (FCR) composite score as shown in Table 38, only REGION is statistically significant ($P < 0.0001$). The follow-up factor level analysis for REGION is shown in Table 39.

Table 39

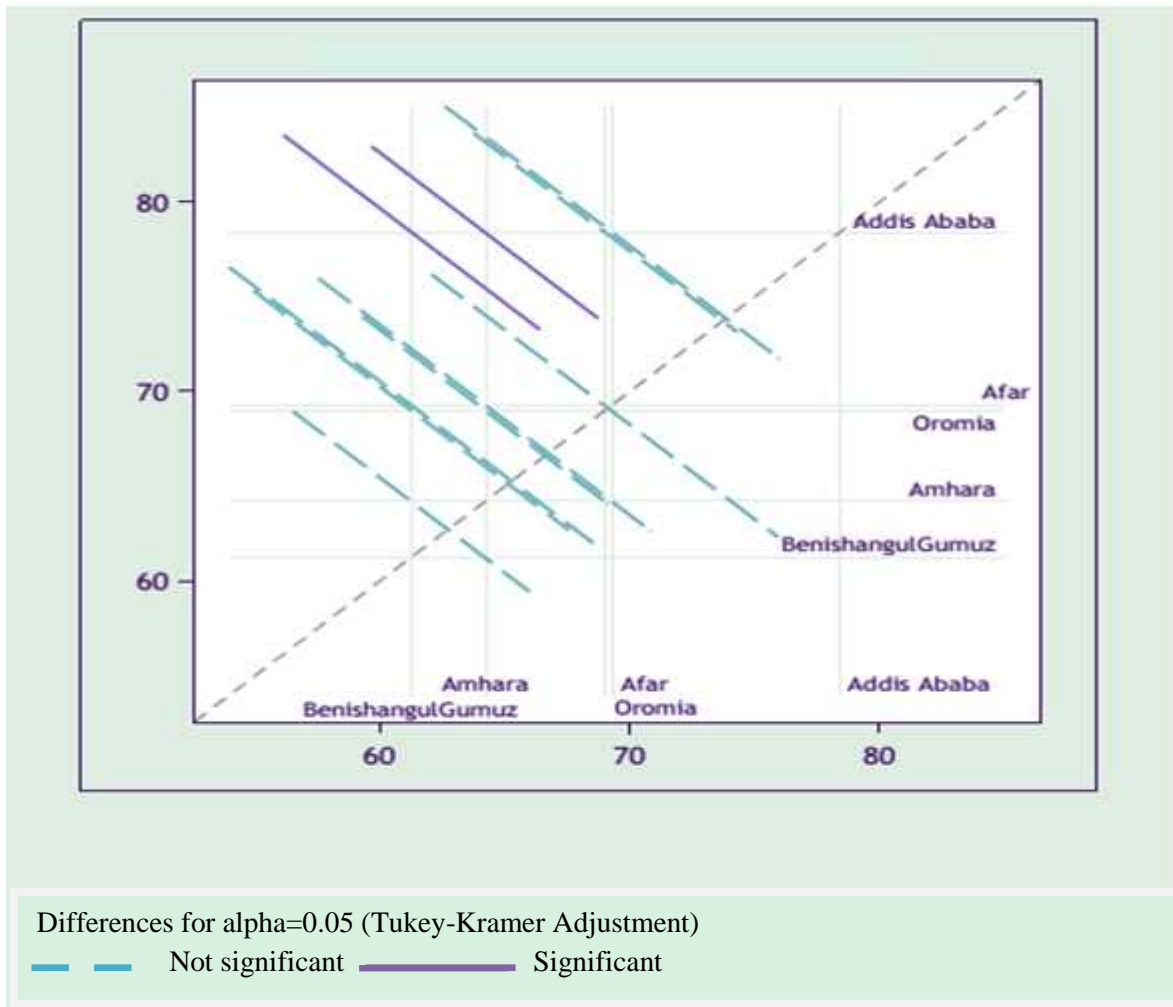
Factor level analysis for REGION (Dependent Variable: Comp_FCR)

Pr > t_{α} for $H_0: LSMean(i) = LSMean(j)$

j/j	Addis Ababa	Afar	Amhara	Benishangul Gumuz	Oromia
Addis Ababa		0.3346	0.0002	<0.0001	0.1060
Afar			0.8349	0.5572	1.0000
Am,hara				0.9132	0.6697
Benishangul Gumuz					0.4428
Oromia					

Table 39 shows that there are statistically significant difference between Addis Ababa and Benishangul-Gumuz ($P < 0.0001$) and Addis Ababa and Amhara ($P = 0.0002$) in terms of the average family and community relations composite score.

Figure 9. Comp_FCR LSMEAN: Comparisons for Region



As can be seen from Figure 9, Benishangule-Gumuz region has the lowest Comp_FCR and Addis Ababa has the highest. The average Comp_FCR for Addis Ababa is also significantly greater than that of Amhara region.

From the above presentations, there were other problems mentioned in the current school leadership program. For example, the overwhelming majority of the principals believed that they never communicated vision and mission of the schools to the families not only because they did

not know what vision and mission are all about and how to draft them but also because their communication skill was minimal.

Quantitative data also revealed that the effectiveness of principals to promote a culture of open communication with families was very low (mean ratings of the teachers group being 3.31 and that of middle level managers 3.8) out of the sub-themes identified under family and community relations. The full model containing the main effects of the factors/covariates of family and community relation with the school showed that there was no statistically significant variation among the levels of the six factors-respondent type, region, sex, age, years of experience, and education-at the 5% level of significance which shows that relation of schools and the families was weak across all regions.

The findings of this study is similar to the findings of a research done by Robinson and Fevre (2011) in that principals lacked interpersonal skills in deeply inquiring into the parent's view and engaging them in collaborative problem solving. This reveals that communication skill training should incorporate how to handle complaints interactions in an educational context. Hence communication skill and knowledge was the key to creating and maintaining orderly learning environments and therefore principals should be prepared to be able to work closely with parents, and to collaborate with partners outside the school beyond families so as to secure support for student learning (Orr, 2011; Osterman & Hafner, 2009). Yet, principals need sufficient time to focus on teaching and learning process.

Leading and facilitating vision for learning as well as developing and managing school community relations are the core areas of responsibilities of principals (MoE, 2013). Additional duty is also being introduced recently to the education system of Ethiopia. That is, in the Rural Transformation Package (ጥ/ሚ/ር: 2008) schools are identified as transformation centers where

the principal is one of the key persons in the leadership and organic structure of the package. This brings additional responsibility of transforming the society to principals. Hence, an all-round communication skill and knowledge of the principal is very important.

Communication is the life blood of a school. Researchers confirmed that most of the leaders' time goes to communication. For example, Lunenburg and Ornstein (1991), referring empirical research, reported that school principals spend 70-80% of their time in interpersonal communication. This calls for more attention to be given to communication skills training of principals in Ethiopia.

4.2.3 Effectiveness of principals in carrying out their roles

This research question is basically prepared to quantitatively find out from the teachers and middle level managers whether the responses collected qualitatively from the other categories of respondents including principals hold true. Therefore, this theme mainly builds on the former two thematic areas. Major reflections from the qualitative data are integrated with quantitative data to provide similar but a more clear analysis and interpretation on the topic. In other words, the theme was here for analysis and interpretation of the data so collected to be discussed mixing both findings. Hence, an interview question was forwarded to the *woreda* education officers concerning how they evaluate the performance of school principals in providing effective leadership. Their responses were quoted as follows:

There are two kinds of principals-those who are capable and those who are not but both groups are often appointed since sufficient number of interested and capable principals are hard to come by. Therefore, those who are capable do perform their jobs effectively while the incapable ones do not. The latter group does not show any improvement, in their schools, in part, due to adversarial relations they create with teachers and

community; unfortunately, such incompetent principals are the majority. This emanated not from lack of training or experience. For that matter, the effective ones are not EdPM graduates but those who are simply assigned from teachers and are able to lead naturally. There were even EdPM graduates who were sent for MScL training. The main problem is that teachers do not want to be trained for principalship as it is not motivating until recently when the ladder improved. We will then see what will happen in terms of their motivation to remain in their position and to serve in the sector. (Interviewee E1, 10 November 2016)

In relation to the same question, another education officer (E2) felt that the principals stood at medium level in providing effective leadership. In justifying his judgment, he said that there was a high turnover including involuntary and sudden removal of principals from positions, which was commonly done within six months or a year by authorities without providing enough support to build the principals' capacity.

Two other education officers (E3 and E5) from different regions had responded to the same interview question in a similar manner. They categorized principals in the city in three groups-exemplary, middle levels (majority) and weak ones who needed critical support.

Another expert from *woreda* education office (Interviewee E4) remarked that the trainees did not want to build their capacity on their own despite the massive summer training being provided by the government. He felt that principals did not provide effective leadership since this is all about effective planning and changing students' performance and attitude.

As presented earlier, to make the quantitative work suitable, six sub-thematic areas that must be known by principals were identified. For this purpose statistical analysis software system was used to analyze individual variables and attributes.

When effectiveness of school principals in instructional leadership was considered, it was found out that there were no statistically significant mean difference between the two groups of respondents, teachers' group and middle level managers' group, as the p-values were all greater than 0.05 justifying the null hypothesis to be true. However, when individual attributes and variables were considered, for example, effectiveness of principals in evaluating curriculum was found to be weak. This can be observed from the responses of the two groups, shown in Table 7, in that 143(38.7%), 57(15.4%) and 27(7.3%) respectively responded that principals sometimes, rarely and never evaluate curriculum for its use and effectiveness. This finding is similar to the findings of Osterman & Hafner (2009) that leadership preparation programs reflect poor quality of curriculum and its lack of relevance to school leadership which did not empower principals to have sufficient knowledge in evaluating curriculum. Levin (2005) also argues that preparation programs lack rigor and consist simply of one or two core requirements supplemented by elective options.

One way of improving teaching and learning is to promote supportive learning environment by encouraging use of appropriate technology. In relation to this, it was found out that principals' effectiveness in encouraging teachers to use appropriate technology to support teaching and learning was weak (Table 11). Specifically, 122(33%), 59(15.9%) and 27(7.3%) of the two groups of respondents respectively reported that the principals encouraged use of appropriate technology only sometimes, rarely and never. This shows that principals' use of ICT is not satisfactory. This is similar to the research finding by Mulkeen et al. (2007) that information technology was the area in which principals recognized the need for further training. In this era of 21st century, the need for better communications and enthusiasm to be at the fore front of technology developments call for articulated information technology knowledge (Wong,

2007). Similarly, Yan and Ehrich (2009) argued that the changing governance structure requires the school principals to be equipped with new sets of skills and competencies in ICT.

Mere presence of plasma television, computers (where available) and smart mobile phones in the pockets of learners in schools is not sufficient to foster innovation. Hence teachers who may play a catalytic role should be empowered. To empower teachers, principals should be empowered a head for one cannot take care of issues s/he did not know or understood about. Monitoring of student performance data which is becoming a key role of the principal and a key aspect of instructional leadership, may need online data management record over time to see progress which may require a minimum of computer literacy. Hence, use of appropriate technology such as ICT in education has paramount importance. ICT in education is one of the six quality improvement programs under implementation in Ethiopia (MoE, 2010). However, the result from this study revealed that effective implementation is lacking either due to lack of access or absence of infrastructure.

When teacher collaboration and joint problem solving is considered, principals believed that they encouraged teachers to work together and solve problems jointly. But *woreda* education office personnel had a different view that they were not satisfied with the principals' effectiveness on this attribute. Teachers and middle level managers, more specifically teachers who are the target subjects and whose responses are reasonably acceptable, were not satisfied as the data speak. For example, principals' capacity in building teacher collaboration to solve problems (Table 17) was considered and responses from the two groups showed that 150(40.6%), 47(12.7%) and 8(2.2%) of the two groups respectively said that the staff took steps to solve problems only sometimes. Also regarding each other's class room observation, which is

one indicator of collaboration among the staff, principals' capacity to encourage class room observation (Table 16) was sometimes (140, 38%), rarely (39, 10.6%) and never (13, 3.5%).

Joint decision-making is the other way of joint problem solving. With this attribute, principals responded in the interview that they involved teachers in decision-making. Minutes of staff of the schools showed that there were different committees established to act on some school issues done by design. But responses of the two groups (teachers' and middle level managers' group) appear to be otherwise as shown in Table 30. 133 (34%) responded that they were involved in decision-making only sometimes, 38 (10.3%) said they were involved rarely and 13 (3.5%) said they were never involved in decision-making. The *woreda* education office personnel were also not satisfied with principals' role in involving teachers in joint decision-making.

Similar to the above finding, a World Bank report done by Mulkeen et al. (2007) found out in the study in sub-Sahara Africa that teachers felt they had little influence on the way their school is run. This indicates that teachers' involvement in decision-making is not satisfactory. Principalship indirectly improves student outcomes by creating the conditions that support teachers' teaching and students' learning (Eyal & Roth, 2011). One way of creating better school condition is through involving teachers in school affairs.

Researchers reported that greater use of teacher collaboration and joint problem solving create intrinsic motivation. For example, Schleicher (2015) reports that school leaders who provide their staff with opportunities to share in decision-making tend to report greater job satisfaction. Teachers perceive their needs and measure their job satisfaction by factors such as participation in decision-making, use of valued skills, freedom and independence, expression of creativity, and opportunity for learning. Shared vision and school goal-setting processes initiated

by school leaders have significant effects on teacher's personal goals and motivation to teach (Hallinger & Heck, 1996). Therefore, principals of effective schools know how to motivate their staff by using various school factors such as including staff members in decision-making, setting shared vision among teachers and creating trust among school community (Fullan, 2001). However, let alone mobilizing teachers towards shared vision, it was found out that the overwhelming majority of the principals never communicated vision and missions of schools to the families as they did not know what vision and mission are all about including how to draft them.

With regard to perceptions of the two groups of respondents in managing school affairs, principals' effectiveness in recruiting and retaining quality personnel (Table 26) was analyzed using statistical software. Findings showed that 136 (37.4%) of the respondents said principals recruited and retained high quality personnel to support teaching and learning only sometimes, while 41 (11.2%) said they rarely did it. Some 19 (5.2%) said that principals never did it. This possibly implies lack of sufficient financial resource at school. The problem of finance was raised when department heads from universities training principals were asked whether there was a way in which departments follow up performance of school principals in providing effective leadership.

Hence, finance is the bottle neck not only at the school but also at department level of the principal preparation institutions.

The other important area of securing support for teaching and learning is building close collaboration with stakeholders, most notably, with families. However, quantitative data obtained from teachers and middle level managers revealed that the extent to which the principals work with families to support students' learning seems minimal, as shown in Table 35. In this case,

139(37.6%) respondents from the two groups replied that the principals worked with families only sometimes. Further while 43 (11.6%) of the groups believed principals rarely worked with families, 15 (4.1%) said they never worked with families. A study conducted by the World Bank on Sub-Saharan Africa also reported that parents' involvement remained rather superficial in affecting the real mission of schools and students' learning (Mulkeen et al., 2007). Principals also reported that the primary role of parents was nothing more than contribution of fees. According to the University of Nottingham (2015), true learning communities draw parents into the learning culture, assessing their needs and providing information and training where needed.

In the Ethiopian context, there was an attempt to address the communication skills of would-be principals (MoE, 2014). The principal interviewees confirmed this mentioning that they took communication skills in different courses. For example, Interviewee P10 mentioned that the topic of communication was included in the course 'Instructional Leadership' whereas Interviewee P8 said that how to communicate with family was dealt with in the course 'School Community Relations'. The curriculum framework (MoE, 2014) was referred to for confirmation and the issue of communication was addressed but only slightly touched up on in the two courses as mentioned by the interviewees (Interviewees P8 & P10), but it should have been treated in more details in one of the courses, appropriately in the School Community Relation course, so to say.

The school is not an entity that could exist alone. The school and the community should work together for the betterment of the teaching and learning process. To fully support students' academic success, parents need an understanding of the high standards expected of their children. As a leader in the effort to build greater ownership in schools, the effective principal

engages the broad community in setting and carrying out the vision and goals of the school which calls for effective communication knowledge and skills.

To finalize the quantitative analyses and interpretation, it is appropriate to justify or falsify the hypothesis proposed in the problem statement section. In Section 1.2 of this study, there were four basic questions raised and hypotheses proposed under basic question three which is put as follows:

Null hypothesis (H_0): There will be no statistically significant difference in effectiveness scores of the principals between the two groups (teachers and middle level managers)

Alternative hypothesis (H_1): There will be a statistically significant difference in effectiveness scores of the principals between the two groups (teachers and middle level managers)

As can be observed in the six sub-thematic areas in Tables 6, 15, 20, 25, 29 and 34 there were no statistically significant differences between opinions of the teachers and managers since the alpha values were greater than 0.05 for the sub-thematic areas of instructional leadership (Table 6), teacher collaboration (Table 15), teaching and learning conditions (Table 20), management (Table 25) and family and community relations (Table 34). This means that the null hypothesis remained true in those five sub-thematic areas which means that there was no much difference in effectiveness scores of the principals between teachers and middle level managers. But since there were statistically significant differences in the mean ratings between the two groups, at least in four individual attributes (items 35, 38, 39, 41 & 43) in the sub-thematic area 'supportive learning environment' (Table 29), the alternative hypothesis provided true.

4.2.4 Leadership Succession Strategies

This theme was identified based on the fourth basic question which mainly targeted to *woreda* education office and Ministry of Education personnel asking them what leadership succession strategies they use to assign and remove principals from post.

For this purpose, interviewees from *woreda* education offices were asked what they consider when they assign and remove principals. In response to this, Interviewee E4 said they simply advertise the positions for those who meet the recruitment criteria such as holding first degree in the fields of EdPM, social science or natural science and having minimum of five years' service. So, anyone who fulfills the criteria and has performance appraisals accumulated would be eligible.

Regarding removal from position, the same interviewee (E4) said a discipline committee established in the Civil Service investigates the matter in case a problem cropped up. The principal would then be given the chance to defend her/himself in front of the discipline committee. The interviewee further added that if s/he was found guilty, s/he would be removed from the position and assigned as a teacher. Follow up question was forwarded to the interviewee as to where the EdPM graduates would be assigned after removal. He responded that EdPM graduates had been teachers before earning a degree in EdPM and would, therefore, be assigned to his/her subject area of teaching, keeping his/her corresponding degree salary whatever qualification s/he had s/he was a teacher.

Another interviewee (E1) responded that principals were selected based on the directive prepared by the Education Bureau and endorsed by the Regional Government. Accordingly, teachers with a minimum service of five years holding degrees were eligible to compete for principal's position. With regard to removal, the interviewee mentioned it had its own disciplinary

procedures although such a case has not occurred so far. He said that getting staff interested in becoming a principal was difficult. He added, in his words, "You must beg or persuade them to take the post".

Interviewee E5 responded that the work process for teachers, principals and supervisors has developed criteria of its own such as experience as a unit leader, homeroom teacher or department head with good performance with someone who can produce a support letter from the school where s/he is teaching. In terms of qualification, added the same interviewee, any degree holder can qualify. Concerning removal, there was no one who had been removed with the exception of one principal who had been given a warning in writing. She further said that matters of removing the principal from her/his position was the jurisdiction of the management committee of the education office.

One other interviewee (E2) from one of the emerging regions responded that the selection criteria of principals for first cycle (1-4) and second cycle primary (5-8) is a minimum of three years of teaching service and Bachelor degree in Education leadership while the requirement for secondary school principals is a second degree with one or more teaching experience, in case of scarcity. He further added that those who qualify in terms of experience and education would be checked for the 'neatness' of their file and performance appraisal. They also should pass a relevant written exam. The Interviewee further added that the office follows disciplinary procedures to remove a principal from the position.

Still another interviewee (E3) responded to the same question mentioning that there was a directive from the Regional Education Bureau and shared the views of the above interviewees saying that, experience and other criteria such as performance appraisal, written exam and interview were necessary to qualify for the position irrespective of the type of degree. Saying

that there was no documented directive from the higher offices that guides removal of principals, she mentioned that handicaps in creating good relations with the community, weakness in efficiently using school resources, demonstrating unethical behavior in the school, etc could result in removal from principalship provided this has been decided following disciplinary procedures.

Respondents from all *woreda* education offices, with the exception of one (Interviewee E5) who said a principal is removed up on decision by management committee of the office, mentioned that principals who committed wrong doings are removed after their cases are seen by a discipline committee.

A relevant person from the MoE (Interviewee E6) was asked the same question about assignment and removal of principals. He then answered that, the main criteria for assignment included a minimum of five years' service as a teacher, result-based performance evaluation, interview, and written exam. He commented that principals were not recruited but assigned since they were already recruited earlier as teachers. He further responded that principals may be removed either due to lack of effectiveness in leadership or due to breach of directive/illegitimate administrative practices. He added that if the principal exhibited inefficiency in leading the school, s/he would be provided with supervision support, feed-back, written and oral warning, etc. before removal. In the event of the principal's involvement in illegal ventures, the discipline committee would examine the case and report the findings with possible recommendation to the local education and training board. If the act turns out to crime, the *woreda* education office could file a charge against her/him in an ordinary court.

It was found out from the responses that the main criteria used to assign principals includes a teaching experience of minimum of five years and a degree in any subject area.

Education officers unanimously said that advertisement was made for first degree holders whether a graduate is in EdPM, Social Science or Natural Science, but with a teaching experience of minimum of five years. This view was similar to that of a respondent from the Ministry of Education (E6) but he added that result based performance appraisal, interview and written exam were additionally used to assign principals. However, the curriculum framework under admission criteria stipulates that a "degree in EdPM" was an advantage (MoE, 2014,p.16). This shows that the framework provided some positive discrimination favoring EdPM graduates over those from other fields of study, although that is not the practice on the ground. Yet, it also means that even graduates in EdPM need to go for MScL to qualify for school principalship.

Principalship is a key position in the education system. It is in the schools that curriculum is realized and this could happen only if principals are effective. Hence, appointment need to be based on performance, competence and experience. However, the general perception in recruitment and selection of principals has been that procedures are often informal, haphazard, and casual. It is argued that only a few programs have formal recruitment plans, prospective candidates are often self- selected (Young et al., 2002). In some contexts, selection practices consider political views, connections and favoritism (Aghammadova, 2006). In Malawi, for example, prior experience of leadership in political affiliation is one among other criteria that allow for principalship (Wamba, 2015). Similarly Jacopson (1990, P.35) says, “for too many preparation programs, anybody is better than no body”. These research findings indicate that there is a need to have rigorous and pre-determined selection procedure.

With regard to removal, it was found out that discipline committee is responsible to see to it. However, it was responded that since principalship is not a position chosen by many, removal happens rarely. Yet, there are no clearly stated reasons which may entail removal from position.

This is what was reflected in the response by one of *woreda* education officers an extract of which is quoted as follows:

In removing the principal, although the office had no written document received from the above hierarchy, conditions such as limitations to create relation with the community, weakness in efficiently using school resources, demonstrating unethical behavior in the school, etc. could be considered. (Interviewee E3, 02 December 2016)

Absence of written directive may open a gap for subjectivity since principals said to have committed mistakes may be inhibited from defending themselves.

Some principals have argued against removal from principalship position. They believed that principalship is a profession and principals should be disciplined if they commit mistakes as happens to other subject teachers. Hence, they believed that they should not lose their profession unless the fault entails total dismissal from the sector.

Since removal from responsibility is a reality in case of misappropriation, or since opening new schools continue, getting ready for such possibilities should be in place. In other words, preparing a pool of candidates of high-potential recruits is quite helpful in order to avoid leadership vacancy that may result from removal from office.

In short, assignment and removal of principals need to be based on objectively set and pre-determined criteria.

Chapter Five

Summary, Conclusion and Recommendations

The purpose of this chapter is to present conclusion of the study based on the study findings drawn from many important sources including the research informants. It also presents the reflection from the study for consideration by the stakeholders involved as well as the research community. Hence, introduction and objective of the study was briefly restated with summary of findings included followed by conclusions, recommendations and suggestion for further research.

5.1 Summary of the Study

This research study was drawn from different sources of knowledge such as relevant research subjects, literature reviews, research publications and document reviews. The research used pragmatic approach in knowledge creation, in the sense that mixed qualitative and quantitative methods (QUAL-quant) were used to generate knowledge. Semi-structured interviews and questionnaires were used to collect data from six categories of respondents: MoE relevant person, *woreda* education officers, principals, middle level managers and teachers sampled from the major cities of Oromia, Amhara, Afar, Benishangul-Gumuz and from Addis Ababa City Administration. There were four basic and thirteen subsumed questions prepared to seek answers. The purpose of the study was to explore the link between leadership preparation and work demands of school principals as well as how principals are recruited and removed in secondary schools of Ethiopia and identify the challenges associated with these issues in the country and finally to provide recommendations.

Accordingly, the following is summary of the findings or issues that emerged from the study.

1. When the focus of training programs of the principals is considered, it is found out that the current School Leadership Program (MScL) is more fit and relevant than the previous two programs-Educational Leadership and Educational Planning and Management programs, while in turn the Educational Leadership Program, which was short-lived, is more relevant than Educational Planning and Management in addressing principal work demands as it relates to instructional leadership.
2. While principals welcomed Instructional Leadership as a stand-alone course in the MScL program, time of delivery (being summer), richness of the content in terms of practice, commitment of the trainers and the trainees and changing nomenclature of the degree to MScL (as they believed it limits job opportunity) were among the challenges affecting delivery of the course.
3. Irrespective of the program (whether EdPM, EdL or MScL) they joined, all the principals unanimously agreed that they were exposed to the topic of promoting teacher collaboration and shared problem solving scattered in different courses but most of the *woreda* education office representatives felt that there was a gap in the principals' school leadership effectiveness in terms of promoting teacher collaboration and shared problem solving while the university department head emphasized that the principals were busy with activities outside the school and that they also lacked commitment. Some of the personnel from *woreda* education office also criticized principals for focusing on daily routines such as filling in forms with statistical data that could have been delegated.
4. Against the views of the principals and in agreement with the opinion of the *woreda* education office personnel, it was found out that principals' effectiveness in encouraging teachers observe classes of one another and joint decision-making was rated as a practice happening

only sometimes and even less frequently. Ratings made by teachers with regard to the effectiveness of principals in creating supportive learning environment by involving teachers in decision-making was also showed that attempts to do so were not frequent as found from the quantitative data.

5. It was found out that the overwhelming majority of the principals never communicated vision and mission of the school to the families as they [principals] did not know what vision and mission meant and how to draft them. From both the qualitative and quantitative data analyses, effectiveness of the principals to communicate with the community to secure support for teaching and learning was found to be minimal.
6. It was found out that there was no job description specifically set for principals and consequently principals were found to refer to the MoE 'blue book' of the year 2002, curriculum framework, principals' career ladder directive, BPR and BSC documents and written and/or oral directives received from *woreda* education offices.
7. While majority of the concerned education office personnel believed that effectiveness of principals in providing effective leadership is at medium level, the remaining officers believed that majority of the principals did not provide effective leadership.
8. It was found out that *woreda* education personnel had no experience and trend of checking whether graduate profiles match with school needs or characteristics.
9. It was found out that universities preparing the principals do not have any follow up programs to evaluate performance of their graduates not only because of absence of established system but also due to lack of finance. And also financial capacity of school principals to recruit and retain qualified support staff was found to be weak.

10. Born of the Ministry of Education, program design and core curriculum contents of the school leadership program was found to be based on the National professional Standard for school Principals set by the Ministry in 2013. But there was no mechanism of following up on the implementation of the principals' competence framework/professional, be it at preparation level or when practitioners perform at work place.
11. It was found out that there were frequent program changes, three times in less than half a decade, in the principal training program. And yet, there is no official statistical report indicating the number of qualified school principals currently leading schools.
12. Analysis of the quantitative data revealed that principals were least effective in their capacity to evaluate curriculum for its use and effectiveness. In addition, they were also least effective in encouraging teachers to use appropriate technology to support teaching and learning. From the multifactor ANOVA model, region was found to have statistically significant effect on the composite scores at the 5% level of significance.
13. While assignment of principals was open competition with a minimum of five years of effective teaching for graduates in any field of study, except for an emerging region where a first degree with no experience would make one eligible, removal was made without replacement planning based on disciplinary procedures established at various levels extended to civil service office except in one region where it was exercised when decided by the management committee of the education office.

5.2 Conclusions

The following conclusions were made based on the findings of the study.

Principals' work in Ethiopia is extensive and ranges from running the schools as chief academic officers, to mobilizing resources, to supporting learning to participating in rural

development initiatives and much more. In addition to these, there are school improvement needs and responsibilities principals are expected to attend. In fact, document analysis and responses of principals and the *woreda* education officers revealed that duties and responsibilities of principals are huge and scattered in various documents. This, by itself, has put burden on principals since which to follow and implement was confusing. Principals are also required to report to the community and stakeholders on use and management of resources (MoE, 2013). The recently developed Rural Transformation Package (ጥ/ሚ/ር:2008) has also put the principal in a key position to transform the society. It is, therefore, obvious to say that the job of the principal is massive, intensive, complex and overlapping, amplifying the challenges of the role. Evidence from the qualitative data of this study showed that trainees were dissatisfied with the quality of the course materials, time of delivery (being summer) and commitment of trainers. The quality and relevance of the programs were then questionable, as they were taught by inexperienced instructors who lack the experience and in some cases by foreigners who are out of touch. The quantitative data collected from teachers and middle level managers also showed that principals were not effective, for example, in terms of providing teachers with constructive criticism. Their capacity in working with teachers to change instructional methods if students are not doing well was found to be limited. In agreement with this finding, the National Learning Assessment (MoE, 2015a) showed that the share of students who achieved an average score of 50% across five subjects (Mathematics, English, Physics, Chemistry and Biology) in grade 10 stood at 23% in 2014 although the expectation is 50% and above in all subjects as per the policy (TGE, 1994). Researches done in Nigeria (Oyewole, 2013; Olaiwole, 2015) also attribute low student performance to low quality of school leadership. Yet, quality school leadership comes from quality preparation program. As such various countries have demonstrated

exemplary preparation programs. For example, in Israel, principal preparation largely relates to instructional leadership emphasizing field based experience or experiential learning such as problem-based learning where by the aspiring principals must have earned master degree before joining the program (Shaked, 2014). In the case of Ethiopia, the MoE controls preparation programs centrally, reducing their relevance to the unique work context of regional governments and localities. In addition, there were not only frequent program changes but also changes were not evidence based; participation of stakeholders was also minimal. On the one hand, though involvement of university instructors was real, there were irrelevant professionals reported to have participated during program preparation. There were also no evidence provided for inclusion of words of the local education personnel. Evidence from this study reveals that principals are not well prepared for the role and lack the readiness. Hence, the curriculum lacks rigor and appropriate pedagogy. Therefore, the preparation of school principals is both inadequate and in part, unrelated to the increasing work demands of principals in Ethiopia.

When it comes to how principals are recruited, trained and assigned data have shown huge limitations. In the first place, the complex nature of the principals' expected roles discussed above discourage many capable individuals to apply for the position, leaving room for those who are less qualified. Thus, principals who enter the office lack not only the skills and the knowledge but also the disposition. Hence, instead of making the position more attractive, regional governments continue to hire mediocre applicants for the job. In this study, it was found out that principals requested for nomenclature of the degree to be changed from the present master in school leadership to the previous EdPM as they believed it limits their job opportunity. The primary objective of the MoE, however, is to prepare competent leadership for the school (MoE, 2014). Ethiopia is not the only country who prepares school specific leadership. Others

such as the United States (Styran & Lemire, 2009) and Finland (Tiapale, 2012) do train school principals up to Doctoral degree. Although most principals wished the nomenclature of their degree to be changed, a principal (P2) had the hope that the situation may be changed since the Career Structure Directive of the principals endorsed in 2016 (ጥ/ሚ/ር:2008) stipulates better payment for principals. The same view was shared by one of the *woreda* interviewee (E3). It was reported that principal turnover is one among the challenges in Ethiopian schools (MoE, 2002; Joshi & Verspoor, 2013). This has a great impact on the country's school improvement needs since turnover hugely affects school leadership stability needed for successful implementation of educational programs (Ababayehu & Villarreal III, 2011). Whatever the reason might be, principals may leave their position or be removed from due to compelling circumstances. However, once held the office, there are no clear procedures to remove incompetent principals from their positions and in most cases; removal from the office is rare. In general, the system lacks a clear framework and leadership successive planning to bring the best applicants to the office and to remove those who are incompetent.

Bringing teachers together to improve classroom teaching and learning is one of the key roles of principals. This could come about by executing team work processes (Tung & Chang, 2011) and through involving teachers in decision-making (Fulan, 2001) so as to bring successful student achievement. Regarding this, irrespective of the programs (EdPM, EdL or MScL), principals agreed that they have been introduced to the topic of how to promote teacher collaboration and shared problem solving. However, majority of the *woreda* education officers in the sample area believed that there was a huge gap among the principals in promoting teacher collaboration and shared problem solving. Yet, two out of the three principal preparation university department heads believed that the program could help in equipping them with the

attribute but said that they were busy with out of school activities. The quantitative data from teachers and middle level managers towards principals' capacity in building teacher collaboration (Table15) was also found to be not satisfactory. The findings indicated that principals lack the skills to promote teachers' interaction which Dinham (2005) advocates for leadership as a group function. It may, therefore, be concluded that ownership of teachers of school activities seems to be short of the expected level.

Effectiveness of principals in carrying out their roles was one area for which data was collected to get answer for the third basic question. Accordingly, the *woreda* education officers categorized the principals into three groups as the exemplary, middle levels (the majority) and weak ones (who needed critical support). Teachers and middle level managers, for example, on the effectiveness of principals in evaluating curriculum, which is that component of instructional leadership, was found to be weak, the limitation of which may emanate from principal preparation. This finding is similar to that of Osterman & Hafner (2009) that leadership preparation programs reflect poor quality of curriculum and its lack of relevance to school leadership which did not empower principals to have sufficient knowledge in evaluating curriculum. With regard to use of appropriate technology, specifically ICT, to support teaching and learning, the data revealed limitations in the attribute (Table11). This finding is in agreement with the finding of Mulkeen et al.(2007) that information technology was the area in which principals' needed for further training.

One important role of principals is mobilizing parents to support student learning. For this to happen, principals' communication skill is key which was attempted to be addressed in the curriculum framework (MoE, 2014). Yet, the communication skills and sharing vision and

mission of schools by the principals were found to be minimal (Table 36). Course limitations to address the issue remain as it may, principals were overburdened which impacts on their roles to improve quality of education, a priority agenda of the time in the sector. Further, as a new development, principals are expected to shoulder transforming the society. This complex and multi-faceted role of school principals is not clearly defined (lack of clear job description). In other words, orientation of demand from local officials need to be addressed (Mehreteab, 2015). It may, therefore, be safe to conclude that principals were discharging their responsibilities on their own accord and as ordered by the local officials (written and/or oral).

5.3 Recommendations

The purposes of this study were to identify the challenges associated with principal preparation, assignment and removal of principals and then provide necessary recommendations. Therefore, based on the findings and conclusions made, the following recommendations were forwarded.

1. Ensure participatory work place training program design

Leadership preparation programs should stay focused on enhancing life chances for all students in schools. This requires revision of the current curriculum with special focus on, but not limited to, Instructional leadership with powerful experiential learning.

2. Ensure coherence

Providing the legitimacy or legal ground and system wide perspective to create network among training institutions and communities of practice at local levels is a requirement of the day. This calls for involvement of local education offices and practicing principals which provides a unique insight into learning problems, organizational challenges and demographic complexities that trainees will confront in the future in actual workplace. Collaboration between university principal preparation programs and education offices could bring about many advantages. For example, such partnership may extend to joint

decision-making and collaborative action among university faculty and education bureaus/ Ministry of Education so that areas such as candidate admissions, curriculum design and candidate assessment are jointly managed. Such a partnership not only facilitates nesting of university preparation programs in the local context that it serves but also enables education offices to fashion coherent job-based leadership development strategies that begin before formal preparation and continue program completion. Follow up on the implementation of principals' competence framework/professional standard may also be taken care of due to such collaboration.

Therefore, the Ministry of Education is recommended to establish a National Council/ Forum which may be called Ethiopian Educational Leadership Council/Forum (EELC/F) constituting from university preparation programs, MoE, local education office and principal (close to the University) and professional organizations such as Teachers' Association.

3. Awareness on principal training programs, allowing flexibility and program accreditation

Evidence and practice have shown that there were frequent changes in principal preparation programs. While program changes based on evidence and for the better are welcome, equally important, if not more, is that it needs to be done through participation of stakeholders -notably, the trainees (since they are adult enough) and the training institutions. Therefore, strong awareness creations on the principals together with practical incentive packages to encourage them remain in the sector is absolutely necessary for the success of the program.

While MoE is legitimate to set standards which could serve as guidelines, it is reasonable to let universities design their programs but require them to have their programs accredited.

4. Motivation for principal trainees

4.1 One of the problems graduates of Educational Planning and Management have been raising was related to employment problem following loss of their principalship although this may, at present, be irrelevant as the program is already changed but trainees in the ongoing program were not confident due to the same reason. Hence, trainee principals should be considered regular, and be paid full salary as per the teachers' career ladder.

4.2 Principals should be holders of an MA/MSc in subject matter for secondary school principalship. This may help solve employment problems in case of removal from position due to different reasons, which means that they will not lose career positions similar to that of their fellow classroom teachers.

4.3 While being paid salary equal to that of teachers on the same career ladder with them during training may be good enough incentive, assignment as a principal after graduation and earning a salary matching one step higher in the career ladder would motivate them to stay in the sector.

4.4 One aspect of motivation which could help improve principal commitment is further education. Therefore, it is quite useful to reorganize courses of secondary school principal preparation programs so as to provide training opportunity for primary school principals in the form of advanced standing, i.e., reorganizing the courses for vertical integration between the primary and secondary school principal preparation programs to avoid repetition against the present situation.

5. Allocation of sufficient fund

From the findings, analyses and discussions of this study it was revealed that there was shortage of fund to hold consultative meetings on the reflections of the trainees, education office leaders at *woreda* level or for following up on the graduates by the

universities preparing the principals. Therefore, earmarked allocation of enough budget and decentralization of budget to department level in universities is recommended.

6. Selection and Succession strategy

6.1 Principal assignment should be based on professional criteria such as experience as department head, unit leader, chair of co-curricular activities, home room teacher (at least), examination (written and oral), grade point etc. to get competent leaders. For this purpose, setting clear professional criteria to select and recruit principals is recommended.

6.2 In as much as recruitment of principals needs to be rigorous, removal should be handled carefully. If principals should be considered professionals in leading schools, they should not be dismissed from the profession unless their disciplinary problem is of grave nature entailing dismissal from the sector. Instead, other measures such as demotion to deputy or other lower levels in their career structure, transfer to hardship areas without allowance, etc. should be taken rather than removing them. This not only enforces professionalization but also useful for proper utilization of trained human resources.

6.3 Assignment to principalship position is being exercised removal from positions is a possibility. For this reason, developing path ways for the-would be principals is a necessity. Therefore, strategic, proactive and targeted recruitment/ assignment strategy through building a candidate pool of high-potential recruits from which to select candidates should be put in place and invest time and other resources on them so as to prepare future principals.

7. Improving school-community relations through better communication

Although improving school-community relations is a two-way process, the main responsibility lies with the school which should be initiated by the school principal.

To create better relations, knowing the culture of the community very well, their values and life styles, participating in their social, religious or other functions as appropriate so that they can come closer and take interest in the school issues and improvement is necessary. Since better community relation comes from effective communication, preparation programs should provide a stand-alone course on communication skills.

8. Continuing professional development for principals

Schools should not be viewed as a place of imparting traditional knowledge only, but as a place where experiments in life are carried out and experiences are gained for enabling children to live better, richer and effective life. This calls for lifelong learning for school principals after formal graduation. Since change is continuous, training institutions may not be exhaustive in providing courses. Therefore, continuous professional development tailored to school principals' needs should be designed to create a responsive schools of the time.

9. Establish Institute of Educational Leadership

Establish Institute of Educational Leadership in Addis Ababa University, the pioneer university which has begun training school administrators in 1978, as center of excellence. As a matter of urgency to address the problem, branch centers may be established in the regional Teachers' Training Colleges. The institute may guide leadership training in the education sector including training for education offices and higher education. Then establish a dedicated School Leadership section in the Institute that specializes in school leadership and organizes continuous professional development programs for school principals. For the purpose of ongoing professional development, the

section may be empowered to produce guide lines, frameworks, etc. so as to organize clusters for the principals to meet regularly to solve problems, share experience and strategize about effective approaches to effective leadership.

10. Job description and delegating duties

10.1 It was observed that duty and responsibilities of principals were scattered in various documents such as the National Professional Standard for school principals, Curriculum Frameworks, Career Structure Directives, BPR documents, and more. It is not feasible to cross refer all those documents and therefore, duties and responsibilities of principals should be pooled together in a single document and a stand-alone course should also be designed to be offered in the university preparation programs for it is this job description that principals implement at school level making the program relevant to workplace demand.

10.2 The multi-purpose role of school principals need to be clearly defined including out of school roles of principals considering these out of school activities as community servicewith specific work load allocated per week out of the 40 working hours as a civil servant with the amount of time not more than 20%. Hence, these out of school activities are recommended to be part of the job of principals.

10.3 Apart from having trained on their job description, principals should also be confident enough to delegate some of their duties and responsibilities to their vice principals.

11. Report on qualification of principals

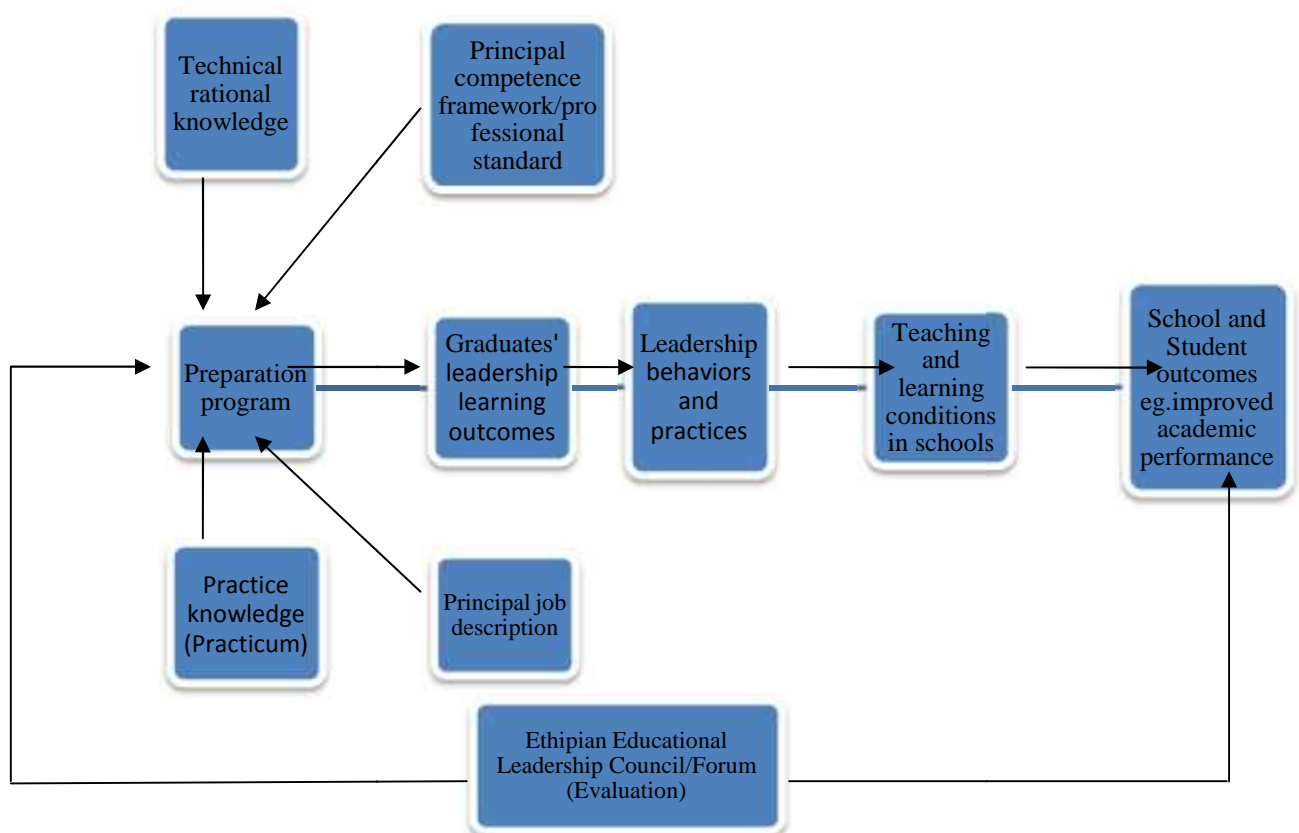
Genuine reports help prepare strategies, plans, implementation modalities etc. towards a certain target. For this purpose, there is official report on the status of education published annually by MoE which is known as Annual Abstract. In the report,

qualification of teachers, among others, is included. Likewise, it is recommended that the number of qualified school principals be included in the Abstract since that may help prepare appropriate plan.

12. Principal preparation model

Based on the findings of the study and conclusions made, the following principal preparation model is suggested to have quality school principals in Ethiopia.

Figure 10. Suggested Principal Preparation Model



The model is convenient as it helps to pay attention to four major building blocks, namely technical rational knowledge, principal competence framework, principal job description and practice knowledge (practicum) to feed into pre-service professional principal preparation program. The model also proposes a Council/Forum called

Ethiopian Education Leadership Council/Forum (EELC/F) to evaluate/accredit whether preparation programs match with student learning outcomes at school level.

13. Suggestions for further research

13.1 Education leadership is a dynamic concept and education leadership preparation has a close link with learning outcomes. However, as more attention is turned from how participants and faculty perceive the effectiveness of the program toward program outcomes and a greater demand for accountability at all levels, educational research must work to demonstrate the effectiveness of leadership preparation programs and to inquire into best delivery practices. Hence, much more empirical research is needed on program delivery and content analysis vs. duties of principals in general.

13.2 Researches often emphasized the role of principals in mobilizing school resources and the surrounding community for better school performance. But there have been some clues from this study indicating placement of unprofessional in education offices who are supposed to provide supervision support for school principals. This challenge may continue even further as the former programs such as EdPM and EdL were changed to MScL and hence future education personnel in the education hierarchies may no longer be graduates in the fields. It may be noted that leader use of positive humor could be associated with workplace effectiveness, subordinate job performance and satisfaction, and reductions in subordinate (principal) work withdrawal. Hence, the impact of education office personnel and role modeling on principal effectiveness for better school performance needs a research.

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APPENDEX A-1

School of Graduate Studies
College of Education and Behavioral Studies
Department of Educational Planning and Management
Research interview questions (For MoE expert)

This is a study being done by myself as I am a student in Addis Ababa University, department of Educational Planning and Management, as part of a requirement for the degree of Doctor of Philosophy in Educational policy and Leadership.

The purpose of this study is to explore the link between leadership training and work demands of school principals.

It is hoped to study how the training provided by university based training has helped the principals in their work place. You have been selected from the MoE head office as a relevant person.

I assure you that your responses are confidential and will be used only for the purpose of this study.

Thank you so much for your contributions in advance.

Information

I. General

- A. Location/Region _____ Zone _____
- B. Name of the directorate _____
- C. The directorate was established in _____
- D. The total number of universities providing training for school principals _____, namely

II. Personal

N	Participa	Age	Marital	sex	Qualifi	fiel	Experience in	Remark
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Interview protocol

- Time of interview _____
- Date _____
- Place _____
- Position of interviewee

Interview guide questions for MoE expert

1. How is principal preparation program designed/former program changed? Like Educational Administration (EdAd) is changed to Educational planning and Management (EdPM); EdPM to Educational Leadership (EdL); EdL to Post Graduate Diploma in School Leadership (PGDSL); PGDSL to School Leadership (MScL). What was the reason for such shifts? Evidence based? Was it participatory?
2. Is there a mechanism of follow up on implementation of principal competence framework/professional standard?
3. How do you assess the training that principals received helped them effectively implement job description set by education leadership authorities (MoE, region, Zone, woreda)?
4. Is there a prescribed procedure in checking the match between principal profile and school needs /characteristics/?
5. What consideration does the woreda education office will take when it assigns the incoming principals and when it removes them from their positions?

Appendix A-2

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Research interview questions (For *woreda* education officer)

This is a study being done by myself as I am a student in Addis Ababa University, department of Educational Planning and Management, as part of a requirement for the degree of Doctor of Philosophy in Educational policy and Leadership.

The purpose of this study is to explore the link between leadership training and work demands of school principals.

It is hoped to study how the training provided by university based training has helped the principals in their work place. You have been selected from the *woreda* education office in the city.

I assure you that your responses are confidential and will be used only for the purpose of this study.

Thank you so much for your contributions in advance.

Information

I. General

A. Location/Region _____ Zone _____

B. Name of the district/*woreda* _____

C. The office was established in _____

D. The total no. of students _____, teachers _____ staff (in the school under study) _____

E. The school functions in the shift/non-shift _____

II. Personal

N	Participa	Age	Marital	sex	Qualifi	fiel	Experience in	Remark
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Interview protocol

- Time of interview _____
- Date _____
- Place _____
- Position of interviewee

Interview guide questions for *wored* education officer

1. To what extent does the principals promote teacher collaboration and shared problem solving for effective student learning?
2. How do you evaluate the performance of school principals in providing effective leadership?
3. How do you assess the training that principals received helped them effectively implement job description set by education leadership authorities (MoE, region, Zone, *woreda*)?
4. Is there a prescribed procedure in checking the match between principal profile and school needs /characteristics/?
5. What consideration does the district will take when it assigns the incoming principals and when it removes them from their positions?

Appendix A-3

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Research interview questions (For university department heads)

This is a study being done by myself as I am a student in Addis Ababa University, department of Educational Planning and Management, as part of a requirement for the degree of Doctor of Philosophy in Educational policy and Leadership.

The purpose of this study is to explore the link between leadership preparation and work demands of school principals.

It is hoped to study how the training provided by university based training has helped the principals in their work place. You have been selected from the universities providing educational leadership training.

I assure you that your responses are confidential and will be used only for the purpose of this study.

Thank you so much for your contributions in advance.

Information

I. General

- A. Location of the university/Region _____ Zone _____
- B. Name of the city _____
- C. The university was established in _____ Department started official duty in _____ year
- D. The total no. of student trainees _____ Academic staff _____
- E. The university functions in regular, distance, summer, other (tick) _____

II. Personal

No.	Participant	Age	Marital status	sex	Qualification	Experience in			Remark
						This office	Other office	Other sector	

Interview protocol

- Time of interview _____
- Date _____
- Place _____
- Position of interviewee _____

Interview guide questions for department heads

1. To what extent does the training help the principals promote teacher collaboration and shared problem solving in for effective student learning?
2. Is there a way in which the department follows up to evaluate the performance of school principals in providing effective leadership?
3. How do you assess the training that principals received helped them effectively implement job description set by education leadership authorities (MoE, region, *Zone, woreda*)?
4. Is there a prescribed procedure in checking the match between principal profile and school needs /characteristics/?
5. To what extent is the program design and core curriculum content based on the National principal's standards set by Ministry of Education? Is there anybody to regulate this happen?

Appendix A-4

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Research interview questions (For principals)

This is a study being done by myself as I am a student in Addis Ababa University, department of Educational Planning and Management, as part of a requirement for the degree of Doctor of Philosophy in Educational policy and Leadership.

The purpose of this study is to explore the link between leadership training and work demands of school principals.

It is hoped to study how the training provided by university based training has helped the principals in their work place. You have been selected from the principals leading secondary schools in the region.

I assure you that your responses are confidential and will be used only for the purpose of this study.

Thank you so much for your contributions in advance.

Information

I. General

A. Location/Region _____ Zone _____ Woreda _____

B. Name of the school _____

C. The school was established in _____

D. The total no. of students _____, teachers _____ support staff _____

E. The school functions in the shift/non-shift _____

II. Personal

N	Participa	Age	Marital	sex	Qualifi	fiel	Experience in	Remark
----------	------------------	------------	----------------	------------	----------------	-------------	----------------------	---------------

Interview Protocol

- Time of interview _____
- Date _____
- Place _____
- Position of interviewee _____

Interview guide questions

1. Do you believe that the program content of the courses emphasized instructional leadership? /Have you ever received instructional leadership training?
2. How much does the program content emphasized leadership for school improvement?
3. Do you think that the course work has provided knowledge that promotes supportive learning environment in schools?
4. Do you think the raining program helped you to plan and implement professional development activities for teachers?
5. Does the training provided has helped you promote teacher collaboration and shared problem solving?
6. To what extent is the training program helped you manage school resources (personnel, instructional time, supplies (equipments) to optimize teaching and learning?
7. Does the training helped you communicate effectively with families (about the school mission and performance) to support their students' learning?
8. Do you think that the courses provide/integrate contemporary issues in school leadership/ professional competence of school leaders?
9. Does the course work has helped to effectively implement job description set by education leadership authority(ies) /MoE, Region, Zone, *woreda*?

10. Are you aware of the principal competence framework (professional standard developed in 2013)?

Appendix B

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire for middle level managers

This is a study being done by myself as I am a student in Addis Ababa University, department of Educational Planning and Management, as part of a requirement for the degree of Doctor of Philosophy in Educational Policy and Leadership.

This questionnaire is designed to assess principal's leadership effectiveness and influence over teaching and learning conditions in schools. You are asked to assess how effective the principal is in facilitating a supportive learning environment, sustaining instructional leadership, shaping effective management practices, and promoting healthy family and community relations.

The information gathered through this questionnaire will be used by the researcher for strictly the purpose of this study. Your careful and honest response determines the success of the researcher and the study. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your responses will be kept confidential.

Please read the instructions and each item in the questionnaire carefully before you give your response. If you want to change any of your responses, make sure that you have cancelled the unwanted ones.

Note: No need to write your name in any part of the questionnaire

Thank you in advance for your kind cooperation

School code _____

Name of the school _____

Location: Region _____ Zone/Woreda _____ city/town _____

I. Personal data

Direction: Please check by writing an 'x' mark on the space provided against the items

1. Sex: M _____ F _____

2. Age: a. below 20 ___ b. 21-25 ___ c. 26-30 ___ d. 31-35 ___ e. 36-40 ___

f. 41-45 _____ g. 46-50 ___ h. 51-60___

3. Total years of experience in teaching

a. 1-5 ___ b. 6-10 ___ c. 11-15 ___ d. 16-20 ___ e. 21-25 ___ f. 26-30___

g. 31 and above _____

4. Your higher level of education

a. B.A./BSc _____ b. M.A/MSc _____ c. other; specify _____

5. Specify your specific qualification/field of specialization

Major _____ Minor _____

6. Your position other than teaching

a. A department head b. A unit leader c. specify any other

II. Leadership Preparation Outcomes

Note: Teachers assess to what degree specific teaching and learning conditions are present in their (your) school, including emphasis on school improvement, student engagement, family engagement, teacher collaboration, shared problem solving and collective efficacy. Each dimension is described in terms of the principal's job related behaviors/practices.

Direction: Read each statement carefully and complete the column by circling the number that indicate the extent to which you feel the principal has demonstrated specific job behaviors (practices) in each dimension. For the response to each statement:

5 represents almost always, 4, represents many times (usually) 3, represents sometimes 2, represents rarely 1, represents almost never

A. Supportive Learning Environment	Responses for the middle level managers
To what extent does your principal?	
1 Promote an atmosphere of caring and trust among teachers and other staff	5 4 3 2 1
2 Foster staff sensitivity to student diversity	5 4 3 2 1
3 Work with staff to solve school or department problems	5 4 3 2 1
4 Build and sustain an educational vision for the school	5 4 3 2 1
5 Use clear ethical principles to guide decision making and problem solving	5 4 3 2 1
6 Engage staff in comprehensive planning for school improvement	5 4 3 2 1
7 Encourage staff initiative and innovative efforts	5 4 3 2 1
8 Engage staff in decision making	5 4 3 2 1
9 Take staff opinion into consideration when facilitating change	5 4 3 2 1
10 Promote effectiveness in serving all students well	5 4 3 2 1
11 Recognize accomplishments of teachers in my school	5 4 3 2 1

B. Instructional Leadership**To what extent do your principal...?**

- | | | | | | | |
|-----------|---|---|---|---|---|---|
| 12 | Create a coherent educational program across the school | 5 | 4 | 3 | 2 | 1 |
| 13 | Evaluate curriculum for its use and effectiveness | 5 | 4 | 3 | 2 | 1 |
| 14 | Work with teachers to develop goals for their practice and professional learning | 5 | 4 | 3 | 2 | 1 |
| 15 | Plan and implement professional development activities for teachers | 5 | 4 | 3 | 2 | 1 |
| 16 | Redesign the school's organization to enhance teaching and learning | 5 | 4 | 3 | 2 | 1 |
| 17 | Establish high expectations for student learning | 5 | 4 | 3 | 2 | 1 |
| 18 | Conduct teacher observations and assessments to improve teaching effectiveness | 5 | 4 | 3 | 2 | 1 |
| 19 | Provide constructive criticism and challenge teachers to become better teachers | 5 | 4 | 3 | 2 | 1 |
| 20 | Support differentiated instruction to enhance student learning | 5 | 4 | 3 | 2 | 1 |
| 21 | Work with teachers to change instructional methods if students are not doing well | 5 | 4 | 3 | 2 | 1 |
| 22 | Encourage appropriate technology to support teaching and learning | 5 | 4 | 3 | 2 | 1 |
| 23 | Hold teachers accountable to improve student learning | 5 | 4 | 3 | 2 | 1 |
| 24 | Use school or <i>woreda</i> data to measure school progress | 5 | 4 | 3 | 2 | 1 |

C. Management**To what extent do the principal ...?**

- | | | | | | | |
|-----------|---|---|---|---|---|---|
| 25 | Manage school resources (e.g., personnel, instructional time, supplies/equipment) to optimize teaching and learning | 5 | 4 | 3 | 2 | 1 |
| 26 | Manage discipline and classroom management to support learning for | 5 | 4 | 3 | 2 | 1 |
-

	all students				
27	Manage facilities and their maintenance to promote a safe and orderly learning environment	5	4	3	2 1
28	Manage support services to enhance learning for all students	5	4	3	2 1
29	Recruit, hire and retain high quality personnel to support teaching and learning	5	4	3	2 1
30	Manage school policies and procedures (e.g., schedules) to optimize teaching and learning	4	4	3	2 1
D. Teacher collaboration					
To what extent the principal supports...?					
31	Teachers work together to develop teaching materials or activities for particular classes	5	4	3	2 1
32	Teachers meet formally to discuss common challenges in the classroom	5	4	3	2 1
33	Teachers share and discuss student work with other teachers	5	4	3	2 1
34	Teachers observe each other's classrooms (e.g., participate in learning walks)	5	4	3	2 1
35	Staff take steps to solve problems; they do not just talk about them	5	4	3	2 1
36	Staff give open and honest feedback to each other	5	4	3	2 1
37	Teachers here are confident, they will be able to motivate their students	5	4	3	2 1
38	Teachers here have the skills needed to produce meaningful student learning	5	4	3	2 1
39	Teachers in this school believe that every student can learn	5	4	3	2 1

40 Teachers in this school have the skills to deal with student disciplinary problems 5 4 3 2 1

E. Teaching and Learning Conditions in School

To what extent does the principal support/supervise...

41 Teachers collect and use student performance data to improve teaching and learning 5 4 3 2 1

42 Teachers strongly support the changes we have undertaken at this school 5 4 3 2 1

43 Teachers focus on improving and expanding their instructional strategies 5 4 3 2 1

44 Teachers are continually learning and seeking new ideas 5 4 3 2 1

45 Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school 5 4 3 2 1

F. Family and Community Relations

To what extent your principal...?

46 Work with families to support their students' learning 5 4 3 2 1

47 Communicate effectively with families about the school mission and performance expectations 5 4 3 2 1

48 Promote a culture of open communication with families 5 4 3 2 1

49 Collaborate with school community stakeholders to support teaching and learning 5 4 3 2 1

50 Mobilize the community's cultural, social, and intellectual resources 5 4 3 2 1

Appendix C

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

This is a study being done by myself as I am a student in Addis Ababa University, department of Educational Planning and Management, as part of a requirement for the degree of Doctor of Philosophy in Educational Policy and Leadership.

This questionnaire is designed to assess principal's leadership effectiveness and influence over teaching and learning conditions in schools. You are asked to assess how effective the principal is in facilitating a supportive learning environment, sustaining instructional leadership, shaping effective management practices, and promoting healthy family and community relations.

The information gathered through this questionnaire will be used by the researcher for strictly the purpose of this study. Your careful and honest response determines the success of the researcher and the study. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your responses will be kept confidential.

Please read the instructions and each item in the questionnaire carefully before you give your response. If you want to change any of your responses, make sure that you have cancelled the unwanted ones.

Note: No need to write your name in any part of the questionnaire

Thank you in advance for your kind cooperation

School code _____

Name of the school _____

Location: Region _____ Zone/Woreda _____ city/town _____

I. Personal data

Direction: Please check by writing an 'x' mark on the space provided against the items

1. Sex: M _____ F _____
2. Age: a. below 20 ____ b. 21-25 ____ c. 26-30 ____ d. 31-35 ____ e. 36-40 ____
f. 41-45 ____ g. 46-50 ____ h. 51-60 ____
3. Total years of experience in teaching
b. 1-5 ____ b. 6-10 ____ c. 11-15 ____ d. 16-20 ____ e. 21-25 ____ f. 26-30 ____
g. 31 and above _____
4. Your higher level of education
b. B.A./BSc ____ b. M.A/MSc ____ c. other; specify _____
5. Specify your specific qualification/field of specialization
Major _____ Minor _____
6. Your position other than teaching
b. A department head b. A unit leader c. specify any other

II. Leadership Preparation Outcomes

Note: Teachers assess to what degree specific teaching and learning conditions are present in their (your) school, including emphasis on school improvement, student engagement, family engagement, teacher collaboration, shared problem solving and collective efficacy. Each dimension is described in terms of the principal's job related behaviors/practices.

Direction: Read each statement carefully and complete the column by circling the number that indicate the extent to which you feel the principal has demonstrated specific job behaviors (practices) in each dimension. For the response to each statement:

5 represents almost always, 4, represents many times (usually) 3, represents sometimes 2, represents rarely 1, represents almost never

A. Supportive Learning Environment	Responses for the middle level managers
To what extent does your principal?	
1 Promote an atmosphere of caring and trust among teachers and other staff	5 4 3 2 1
2 Foster staff sensitivity to student diversity	5 4 3 2 1
3 Work with staff to solve school or department problems	5 4 3 2 1
4 Build and sustain an educational vision for the school	5 4 3 2 1
5 Use clear ethical principles to guide decision making and problem solving	5 4 3 2 1
6 Engage staff in comprehensive planning for school improvement	5 4 3 2 1
7 Encourage staff initiative and innovative efforts	5 4 3 2 1
8 Engage staff in decision making	5 4 3 2 1
9 Take staff opinion into consideration when facilitating change	5 4 3 2 1
10 Promote effectiveness in serving all students well	5 4 3 2 1
11 Recognize accomplishments of teachers in my school	6 4 3 2 1

B. Instructional Leadership**To what extent do your principal...?**

12	Create a coherent educational program across the school	5	4	3	2	1
13	Evaluate curriculum for its use and effectiveness	5	4	3	2	1
14	Work with teachers to develop goals for their practice and professional learning	5	4	3	2	1
15	Plan and implement professional development activities for teachers	5	4	3	2	1
16	Redesign the school's organization to enhance teaching and learning	5	4	3	2	1
17	Establish high expectations for student learning	5	4	3	2	1
18	Conduct teacher observations and assessments to improve teaching effectiveness	5	4	3	2	1
19	Provide constructive criticism and challenge teachers to become better teachers	5	4	3	2	1
20	Support differentiated instruction to enhance student learning	5	4	3	2	1
21	Work with teachers to change instructional methods if students are not doing well	5	4	3	2	1
22	Encourage appropriate technology to support teaching and learning	5	4	3	2	1
23	Hold teachers accountable to improve student learning	5	4	3	2	1
24	Use school or <i>woreda</i> data to measure school progress	3	4	3	2	1

C. Management**To what extent do the principal ...?**

25	Manage school resources (e.g., personnel, instructional time, supplies/equipment) to optimize teaching and learning	5	4	3	2	1
26	Manage discipline and classroom management to support learning for	5	4	3	2	1

	all students					
27	Manage facilities and their maintenance to promote a safe and orderly learning environment	5	4	3	2	1
28	Manage support services to enhance learning for all students	5	4	3	2	1
29	Recruit, hire and retain high quality personnel to support teaching and learning	5	4	3	2	1
30	Manage school policies and procedures (e.g., schedules) to optimize teaching and learning	4	4	3	2	1
D. Teacher collaboration						
To what extent the principal supports...?						
31	Teachers work together to develop teaching materials or activities for particular classes	5	4	3	2	1
32	Teachers meet formally to discuss common challenges in the classroom	5	4	3	2	1
33	Teachers share and discuss student work with other teachers	5	4	3	2	1
34	Teachers observe each other's classrooms (e.g., participate in learning walks)	5	4	3	2	1
35	Staff take steps to solve problems; they do not just talk about them	5	4	3	2	1
36	Staff give open and honest feedback to each other	5	4	3	2	1
37	Teachers here are confident, they will be able to motivate their students	5	4	3	2	1
38	Teachers here have the skills needed to produce meaningful student learning	5	4	3	2	1
39	Teachers in this school believe that every student can learn	5	4	3	2	1

40	Teachers in this school have the skills to deal with student disciplinary problems	5	4	3	2	1
-----------	--	---	---	---	---	---

E. Teaching and Learning Conditions in School

To what extent does the principal support/supervise...

41	Teachers collect and use student performance data to improve teaching and learning	5	4	3	2	1
42	Teachers strongly support the changes we have undertaken at this school	5	4	3	2	1
43	Teachers focus on improving and expanding their instructional strategies	5	4	3	2	1
44	Teachers are continually learning and seeking new ideas	5	4	3	2	1
45	Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school	6	4	3	2	1

F. Family and Community Relations

To what extent your principal...?

46	Work with families to support their students' learning	5	4	3	2	1
47	Communicate effectively with families about the school mission and performance expectations	5	4	3	2	1
48	Promote a culture of open communication with families	5	4	3	2	1
49	Collaborate with school community stakeholders to support teaching and learning	5	4	3	2	1
50	Mobilize the community's cultural, social, and intellectual resources	5	4	3	2	1

Appendix D

Table Research design and Analysis

No.	Research questions	Research design (QUAL- quan)	Data Analysis	Respondents /data sources	Remarks
1	How does university level leadership preparation mirror the work demands of secondary schools of Ethiopia, given federal and state performance standards for student outcomes?		Thematic	University department heads, MoE expert, <i>woreda</i> education officer	
1.1	How do principals assess university level preparation program as it relates to their own work demands?	QUAL		Principals	Training program documents

<p>1.2 How does the training received by principals be assessed in helping effectively implement job description set by education leadership authorities (MoE, region, zone, <i>woreda</i>)?</p>	<p>QUAL</p>	<p>MoE, <i>woreda</i> education office, principals and university department heads</p>
<p>1.3 To what extent is the program design and core curriculum content based on the National principals Standards set by Ministry of Education?</p>	<p>QUAL</p>	<p>MoE, University department heads Documents from MoE and curriculum frameworks from the universities</p>

<p>1.4 To what extent do profile of graduates indicated match with the job description of the principals?</p>	<p>QUAL</p>	<p>MoE expert, university department heads, <i>woreda</i> education officer document (principal profile from curriculum framework)</p>
<p>1.5 To what extent is the practitioners aware of and the trainers made use of the principal competence framework/ professional standard?</p>	<p>QUAL</p>	<p>Principals, university department heads, MoE</p>
<p>1.6 How is principal program preparation designed/ changed?</p>	<p>QUAL</p>	<p>MoE, university department heads</p>

2	To what extent is the principal influence the school environment?	QUAL	Principal, <i>woreda</i> education officer	
2.1	To what extent does the principal supports teacher collaboration and shared problem solving to optimize teaching and learning?	QUAL	<i>woreda</i> education office, principals	Document (minutes), principals, ‘woreda’ education office, university department heads,
2.2	To what extent does the principal provide support/ supervision to create conducive teaching and learning conditions?	QUAL and quan	<i>woreda</i> education office, principals	MoE Interviews and questionnaires utilized

2.3	To what extent is the principal promote supportive learning environment?	QUAL		<i>Woreda</i> education office, principals	
2.4	To what extent is the principal communicates to engage the community so as to secure support for teaching and learning?	QUAL and quan		Principal, <i>woreda</i> education office, teachers, middle level managers	Interview, questionnaires utilized
3	How effectively do principals carry out the roles that their position requires?	Quan	Statistical analysis	Middle level managers, teachers	SPSS-20, SAS-9.3, ANOVA
3.1	How do relevant persons assess principals' leadership effectiveness?	QUAL		<i>woreda</i> education office, MoE, university department heads	

3.2	How effective are principals in their roles as perceived by	Quan	Teachers,	Document (minutes at school), <i>woreda</i> education office
3.3	How effective are principals in their roles as perceived by middle level	Quan	Middle level leaders, teachers	
4	What leadership succession strategies are used to match leader profile with schools' needs and characteristics?	QUAL	MoE expert, <i>woreda</i> education officer	

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3	Sex	Num	8	SEXA.	Sex of respondent
4	Age	Num	8	AGEA.	Age of respondent
5	Yearsexperience	Num	8	YEARSEXA.	Total years of experience in teaching
6	Education	Num	8	EDUCATIA.	Highest level of education
7	position	Num	8	POSITIOA.	respondent position other than teaching
8	SLE1	Num	8	SLE1A.	Promote an atmosphere of caring and trust among teachers and other staff
9	SLE2	Num	8	SLE2A.	Foster staff sensitivity to student diversity
10	SLE3	Num	8	SLE3A.	Work with staff to solve school or department problems
11	SLE4	Num	8	SLE4A.	Build and sustain an educational vision for the school
12	SLE5	Num	8	SLE5A.	Use clear ethical principles to guide decision making and problem solving
13	SLE6	Num	8	SLE6A.	Engage staff in comprehensive planning for school improvement
14	SLE7	Num	8	SLE7A.	Encourage staff initiative and innovative efforts
15	SLE8	Num	8	SLE8A.	Engage staff in decision making
16	SLE9	Num	8	SLE9A.	Take staff opinion into consideration when facilitating change
17	SLE10	Num	8	SLE10A.	Promote effectiveness in serving all students well
18	SLE11	Num	8	SLE11A.	Recognize accomplishments of teachers in my school
19	IL12	Num	8	IL12A.	Create a coherent educational program across the school
20	IL13	Num	8	IL13A.	Evaluate curriculum for its use and effectiveness
21	IL14	Num	8	IL14A.	Work with teachers to develop goals for their practice and professional learning
22	IL15	Num	8	IL15A.	Plan and implement professional development activities for teachers
23	IL16	Num	8	IL16A.	Redesign the school's organization to enhance teaching and learning
24	IL17	Num	8	IL17A.	Establish high expectations for student learning
25	IL18	Num	8	IL18A.	Conduct teacher observations and assessments to improve teaching effectiveness
26	IL19	Num	8	IL19A.	Provide constructive criticism and challenge teachers to become better teachers
27	IL20	Num	8	IL20A.	Support differentiated instruction to enhance student learning
28	IL21	Num	8	IL21A.	Work with teachers to change instructional methods if students are not doing well
29	IL22	Num	8	IL22A.	Encourage appropriate technology to support teaching and learning
30	IL23	Num	8	IL23A.	Hold teachers accountable to improve student learning
31	IL24	Num	8	IL24A.	Use school or district data to measure school progress
32	M25	Num	8	M25A.	Manage school resources (e.g., personnel, instructional time, supplies/ equipment) to optimize teaching and learning

The CONTENTS Procedure

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#	Variable	Type	Len	Format	Label
33	M26	Num	8	M26A.	Manage discipline and classroom management to support learning for all students
34	M27	Num	8	M27A.	Manage facilities and their maintenance to promote a safe and orderly learning environment
35	M28	Num	8	M28A.	Manage support services to enhance learning for all students
36	M29	Num	8	M29A.	Recruit, hire and retain high quality personnel to support teaching and learning
37	M30	Num	8	M30A.	Manage school policies and procedures (e.g., schedules) to optimize teaching and learning
38	FCL31	Num	8	FCL31A.	Work with families to support their students' learning
39	FCL32	Num	8	FCL32A.	Communicate effectively with families about the school mission and performance expectations
40	FCL33	Num	8	FCL33A.	Promote a culture of open communication with families
41	FCL34	Num	8	FCL34A.	Collaborate with school community stakeholders to support teaching and learning
42	FCL35	Num	8	FCL35A.	Mobilize the community's cultural, social, and intellectual resources
43	TLCS36	Num	8	TLCS36A.	Teachers collect and use student performance data to improve teaching and learning
44	TLCS37	Num	8	TLCS37A.	Teachers strongly support the changes we have undertaken at this school
45	TLCS38	Num	8	TLCS38A.	Teachers focus on improving and expanding their instructional strategies
46	TLCS39	Num	8	TLCS39A.	Teachers are continually learning and seeking new ideas
47	TLCS40	Num	8	TLCS40A.	Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school
48	TC41	Num	8	TC41A.	Teachers work together to develop teaching materials or activities for particular classes
49	TC42	Num	8	TC42A.	Teachers meet formally to discuss common challenges in the classroom
50	TC43	Num	8	TC43A.	Teachers share and discuss student work with other teachers
51	TC44	Num	8	TC44A.	Teachers observe each other's classrooms (e.g., participate in learning walks)
52	TC45	Num	8	TC45A.	Staff take steps to solve problems; they do not just talk about them
53	TC46	Num	8	TC46A.	Staff give open and honest feedback to each other
54	TC47	Num	8	TC47A.	Teachers here are confident, they will be able to motivate their students
55	TC48	Num	8	TC48A.	Teachers here have the skills needed to produce meaningful student learning
56	TC49	Num	8	TC49A.	Teachers in this school believe that every child can learn
57	TC50	Num	8	TC50A.	Teachers in this school have the skills to deal with student disciplinary problems
58	VAR00001	Num	8	F8.2	VAR00001
59	VAR00002	Num	8	F8.2	VAR00002
60	VAR00003	Num	8	F8.2	VAR00003
61	VAR00004	Num	8	F8.2	VAR00004
62	VAR00005	Num	8	F8.2	VAR00005

Frequency tables

12:07 Friday, January 5, 2018 4

The *FREQ* Procedure

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Managers	171	45.72	374	100.00

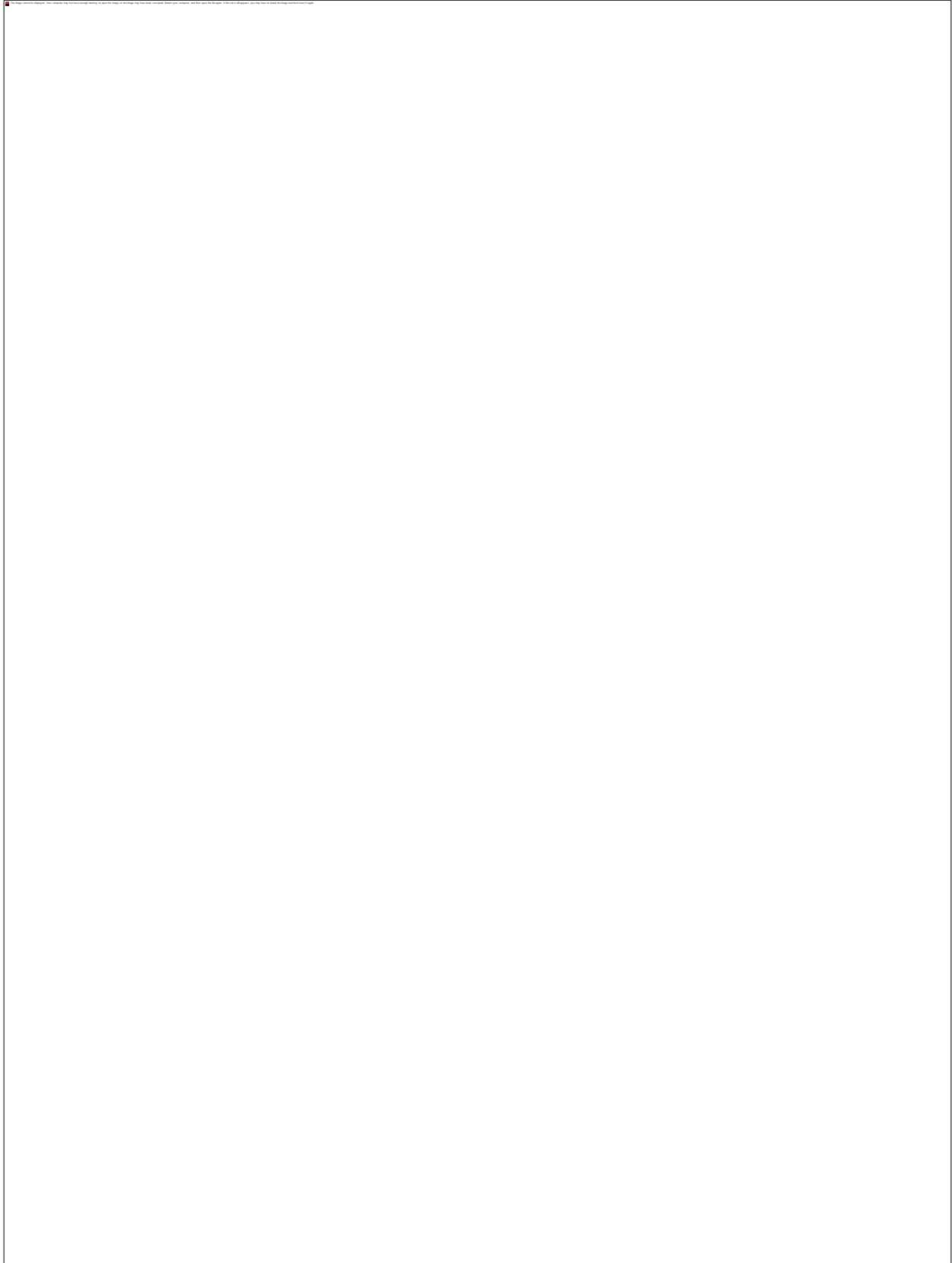
Region of respondent				
Region	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Addis Ababa	74	19.79	74	19.79
Afar	16	4.28	90	24.06
Amhara	118	31.55	208	55.61
BenishangulGumuz	38	10.16	246	65.78
Oromia	128	34.22	374	100.00

Sex of respondent				
Sex	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Male	73	19.78	73	19.78
Female	296	80.22	369	100.00

Frequency Missing = 5

Age of respondent				
Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
below 20	2	0.54	2	0.54
21-25 years	26	7.01	28	7.55
26-30 years	106	28.57	134	36.12
31-35 years	42	11.32	176	47.44
36-40- years	46	12.40	222	59.84
41-45 years	33	8.89	255	68.73
46-50 years	53	14.29	308	83.02
51-60 years	63	16.98	371	100.00

Frequency Missing = 3



Frequency tables

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The *FREQ* Procedure

Promote an atmosphere of caring and trust among teachers and other staff				
SLE1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	5	1.35	5	1.35
rarely	28	7.57	33	8.92
some times	123	33.24	156	42.16
many times	150	40.54	306	82.70
always	64	17.30	370	100.00
Frequency Missing = 4				

Foster staff sensitivity to student diversity				
SLE2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	8	2.22	8	2.22
rarely	34	9.42	42	11.63
some times	117	32.41	159	44.04
many times	121	33.52	280	77.56
always	81	22.44	361	100.00
Frequency Missing = 13				

Work with staff to solve school or department problems				
SLE3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	9	2.43	9	2.43
rarely	28	7.57	37	10.00
some times	90	24.32	127	34.32
many times	139	37.57	266	71.89
always	104	28.11	370	100.00
Frequency Missing = 4				

The FREQ Procedure

Build and sustain an educational vision for the school				
SLE4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	13	3.53	13	3.53
rarely	32	8.70	45	12.23
some times	100	27.17	145	39.40
many times	152	41.30	297	80.71
always	71	19.29	368	100.00
Frequency Missing = 6				

Use clear ethical principles to guide decision making and problem solving				
SLE5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	6	1.62	6	1.62
rarely	32	8.63	38	10.24
some times	113	30.46	151	40.70
many times	142	38.27	293	78.98
always	78	21.02	371	100.00
Frequency Missing = 3				

Engage staff in comprehensive planning for school improvement				
SLE6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	9	2.43	9	2.43
rarely	30	8.09	39	10.51
some times	116	31.27	155	41.78
many times	159	42.86	314	84.64
always	57	15.36	371	100.00
Frequency Missing = 3				

Frequency tables

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The FREQ Procedure

Encourage staff initiative and innovative efforts				
SLE7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	14	3.86	14	3.86
rarely	52	14.33	66	18.18
some times	134	36.91	200	55.10
many times	105	28.93	305	84.02
always	58	15.98	363	100.00
Frequency Missing = 11				

Engage staff in decision making				
SLE8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	13	3.51	13	3.51
rarely	38	10.27	51	13.78
some times	133	35.95	310	83.78
many times	126	34.05	177	47.84
always	60	16.22	370	100.00
Frequency Missing = 4				

Take staff opinion into consideration when facilitating change				
SLE9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	13	3.53	13	3.53
rarely	37	10.05	50	13.59
some times	121	32.88	171	46.47
many times	138	37.50	309	83.97
always	59	16.03	368	100.00
Frequency Missing = 6				

Frequency tables

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The FREQ Procedure

Promote effectiveness in serving all students well				
SLE10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	8	2.16	8	2.16
rarely	31	8.36	39	10.51
some times	122	32.88	161	43.40
many times	127	34.23	288	77.63
always	83	22.37	371	100.00
Frequency Missing = 3				

Recognize accomplishments of teachers in my school				
SLE11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	10	2.72	10	2.72
rarely	32	8.72	42	11.44
some times	127	34.60	169	46.05
many times	133	36.24	302	82.29
always	65	17.71	367	100.00
Frequency Missing = 7				

Create a coherent educational program across the school				
IL12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	8	2.17	8	2.17
rarely	33	8.94	41	11.11
some times	128	34.69	169	45.80
many times	152	41.19	321	86.99
always	48	13.01	369	100.00
Frequency Missing = 5				

Frequency tables

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The FRFQ Procedure

Evaluate curriculum for its use and effectiveness				
IL13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	27	7.32	27	7.32
rarely	57	15.45	84	22.76
some times	143	38.75	227	61.52
many times	101	27.37	328	88.89
always	41	11.11	369	100.00
Frequency Missing = 5				

Work with teachers to develop goals for their practice and professional learning				
IL14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	9	2.45	9	2.45
rarely	23	6.25	32	8.70
some times	134	36.41	166	45.11
many times	113	30.71	279	75.82
always	89	24.18	368	100.00
Frequency Missing = 6				

Plan and implement professional development activities for teachers				
IL15	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	12	3.24	12	3.24
rarely	40	10.81	52	14.05
some times	131	35.41	183	49.46
many times	123	33.24	306	82.70
always	64	17.30	370	100.00
Frequency Missing = 4				

Frequency tables

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The FREQ Procedure

Redesign the school's organization to enhance teaching and learning				
IL16	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	14	3.83	14	3.83
rarely	37	10.11	51	13.93
some times	136	37.16	187	51.09
many times	121	33.06	308	84.15
always	58	15.85	366	100.00
Frequency Missing = 8				

Establish high expectations for student learning				
IL17	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	9	2.47	9	2.47
rarely	37	10.14	46	12.60
some times	105	28.77	151	41.37
many times	147	40.27	298	81.64
always	67	18.36	365	100.00
Frequency Missing = 9				

Conduct teacher observations and assessments to improve teaching effectiveness				
IL18	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	10	2.72	10	2.72
rarely	38	10.35	48	13.08
some times	138	37.60	186	50.68
many times	122	33.24	308	83.92
always	59	16.08	367	100.00
Frequency Missing = 7				

Frequency tables

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The FRFQ Procedure

Provide constructive criticism and challenge teachers to become better teachers				
IL.19	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	10	2.70	10	2.70
rarely	46	12.40	56	15.09
some times	118	31.81	174	46.90
many times	143	38.54	317	85.44
always	54	14.56	371	100.00
Frequency Missing = 3				

Support differentiated instruction to enhance student learning				
IL.20	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	6	1.63	6	1.63
rarely	42	11.41	48	13.04
some times	127	34.51	175	47.55
many times	131	35.60	306	83.15
always	62	16.85	368	100.00
Frequency Missing = 6				

Work with teachers to change instructional methods if students are not doing well				
IL.21	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	10	2.73	10	2.73
rarely	45	12.30	55	15.03
some times	144	39.34	199	54.37
many times	124	33.88	323	88.25
always	43	11.75	366	100.00
Frequency Missing = 8				

The FREQ Procedure

Encourage appropriate technology to support teaching and learning				
IL22	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	27	7.30	27	7.30
rarely	59	15.95	86	23.24
some times	122	32.97	208	56.22
many times	121	32.70	329	88.92
always	41	11.08	370	100.00
Frequency Missing = 4				

Hold teachers accountable to improve student learning				
IL23	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	7	1.92	7	1.92
rarely	25	6.85	32	8.77
some times	121	33.15	153	41.92
many times	133	36.44	286	78.36
always	79	21.64	365	100.00
Frequency Missing = 9				

Use school or district data to measure school progress				
IL24	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	15	4.10	15	4.10
rarely	28	7.65	43	11.75
some times	130	35.52	173	47.27
many times	141	38.52	314	85.79
always	52	14.21	366	100.00
Frequency Missing = 8				

The FREQ Procedure

Manage school resources (e.g., personnel, instructional time, supplies/ equipment) to optimize teaching and learning				
M25	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	14	3.77	14	3.77
rarely	35	9.43	49	13.21
some times	108	29.11	157	42.32
many times	130	35.04	287	77.36
always	84	22.64	371	100.00
Frequency Missing = 3				

Manage discipline and classroom management to support learning for all students				
M26	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	7	1.89	7	1.89
rarely	35	9.46	42	11.35
some times	88	23.78	130	35.14
many times	153	41.35	283	76.49
always	87	23.51	370	100.00
Frequency Missing = 4				

Manage facilities and their maintenance to promote a safe and orderly learning environment				
M27	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	15	4.07	15	4.07
rarely	28	7.59	43	11.65
some times	116	31.44	159	43.09
many times	142	38.48	301	81.57
always	68	18.43	369	100.00
Frequency Missing = 5				

Frequency tables

The FREQ Procedure

Manage support services to enhance learning for all students				
M28	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	7	1.90	7	1.90
rarely	27	7.32	34	9.21
some times	123	33.33	157	42.55
many times	145	39.30	302	81.84
always	67	18.16	369	100.00
Frequency Missing = 5				

Recruit, hire and retain high quality personnel to support teaching and learning				
M29	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	19	5.23	19	5.23
rarely	41	11.29	60	16.53
some times	136	37.47	196	53.99
many times	127	34.99	323	88.98
always	40	11.02	363	100.00
Frequency Missing = 11				

Manage school policies and procedures (e.g., schedules) to optimize teaching and learning				
M30	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	8	2.18	8	2.18
rarely	22	5.99	30	8.17
some times	101	27.52	131	35.69
many times	145	39.51	276	75.20
always	91	24.80	367	100.00
Frequency Missing = 7				

Frequency tables

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The *FREQ* Procedure

Work with families to support their students' learning				
FCL31	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	15	4.07	15	4.07
rarely	43	11.65	58	15.72
some times	139	37.67	197	53.39
many times	106	28.73	303	82.11
always	66	17.89	369	100.00
Frequency Missing = 5				

Communicate effectively with families about the school mission and performance expectations				
FCL32	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	12	3.28	12	3.28
rarely	52	14.21	64	17.49
some times	117	31.97	181	49.45
many times	138	37.70	319	87.16
always	47	12.84	366	100.00
Frequency Missing = 8				

Promote a culture of open communication with families				
FCL33	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	12	3.25	12	3.25
rarely	59	15.99	71	19.24
some times	135	36.59	206	55.83
many times	115	31.17	321	86.99
always	48	13.01	369	100.00
Frequency Missing = 5				

Frequency tables

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The *FREQ* Procedure

Collaborate with school community stakeholders to support teaching and learning				
FCL34	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	10	2.72	10	2.72
rarely	37	10.08	47	12.81
some times	140	38.15	187	50.95
many times	129	35.15	316	86.10
always	51	13.90	367	100.00
Frequency Missing = 7				

Mobilize the community's cultural, social, and intellectual resources				
FCL35	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	19	5.12	19	5.12
rarely	49	13.21	68	18.33
some times	114	30.73	182	49.06
many times	138	37.20	320	86.25
always	51	13.75	371	100.00
Frequency Missing = 3				

Teachers collect and use student performance data to improve teaching and learning				
TLCS36	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	11	2.99	11	2.99
rarely	21	5.71	32	8.70
some times	106	28.80	138	37.50
many times	151	41.03	289	78.53
always	79	21.47	368	100.00
Frequency Missing = 6				

Frequency tables

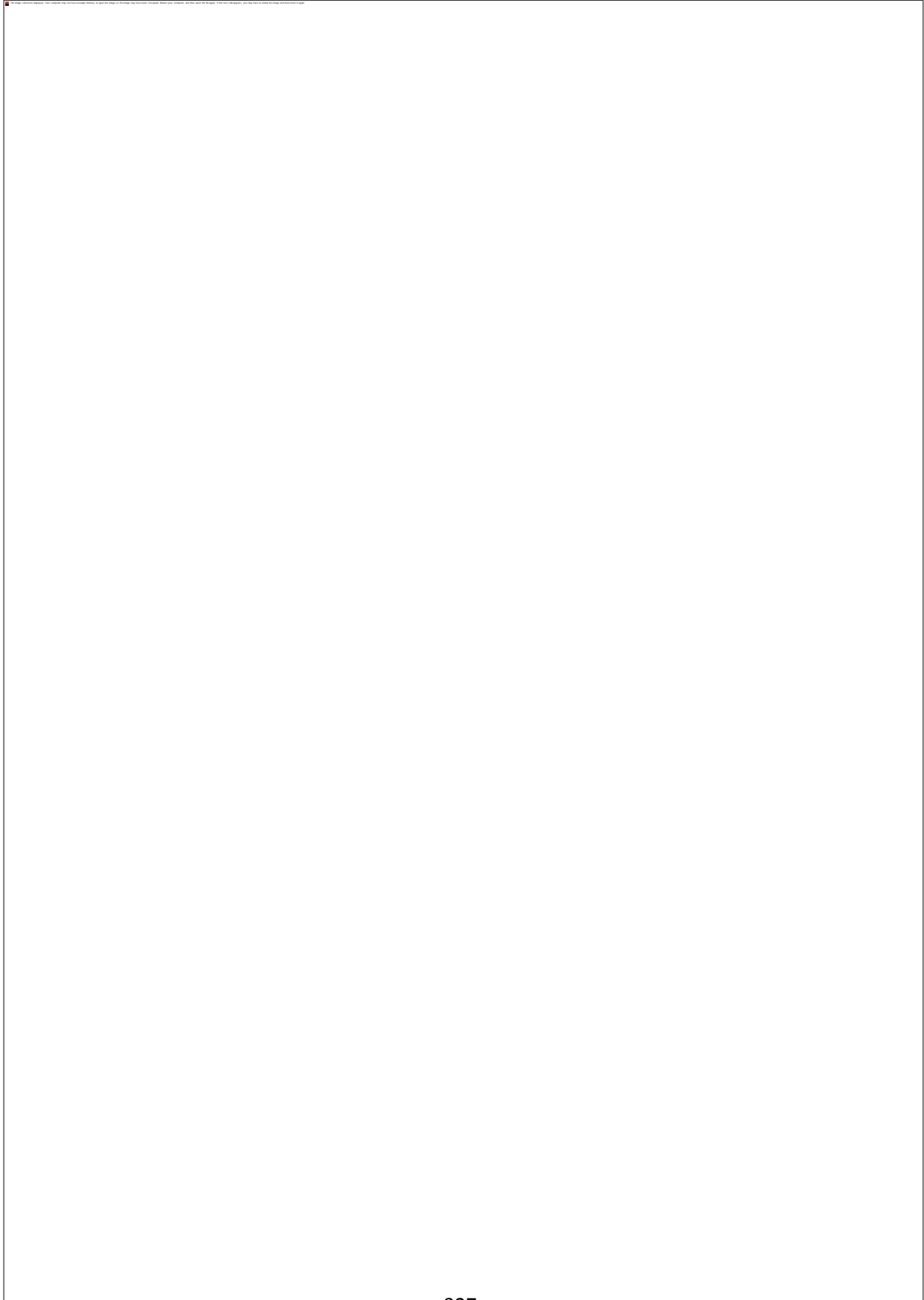
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The FREQ Procedure

Teachers strongly support the changes we have undertaken at this school				
TLCS37	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	6	1.63	6	1.63
rarely	16	4.35	22	5.98
some times	121	32.88	143	38.86
many times	137	37.23	280	76.09
always	88	23.91	368	100.00
Frequency Missing = 6				

Teachers focus on improving and expanding their instructional strategies				
TLCS38	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	4	1.09	4	1.09
rarely	17	4.64	21	5.74
some times	134	36.61	155	42.35
many times	129	35.25	284	77.60
always	82	22.40	366	100.00
Frequency Missing = 8				

Teachers are continually learning and seeking new ideas				
TLCS39	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	3	0.82	3	0.82
rarely	23	6.25	26	7.07
some times	106	28.80	132	35.87
many times	154	41.85	286	77.72
always	82	22.28	368	100.00
Frequency Missing = 6				



The FREQ Procedure

Teachers share and discuss student work with other teachers				
TC43	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	9	2.45	9	2.45
rarely	25	6.79	34	9.24
some times	136	36.96	170	46.20
many times	130	35.33	300	81.52
always	68	18.48	368	100.00
Frequency Missing = 6				

Teachers observe each other's classrooms (e.g., participate in learning walks)				
TC44	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	13	3.54	13	3.54
rarely	39	10.63	52	14.17
some times	140	38.15	192	52.32
many times	113	30.79	305	83.11
always	62	16.89	367	100.00
Frequency Missing = 7				

Staff take steps to solve problems; they do not just talk about them				
TC45	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	8	2.17	8	2.17
rarely	47	12.74	55	14.91
some times	150	40.65	205	55.56
many times	121	32.79	326	88.35
always	43	11.65	369	100.00
Frequency Missing = 5				

Frequency tables

The FREQ Procedure

Staff give open and honest feedback to each other				
TC46	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	6	1.64	6	1.64
rarely	32	8.77	38	10.41
some times	134	36.71	172	47.12
many times	131	35.89	303	83.01
always	62	16.99	365	100.00
Frequency Missing = 9				

Teachers here are confident, they will be able to motivate their students				
TC47	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	5	1.37	5	1.37
rarely	20	5.48	25	6.85
some times	99	27.12	124	33.97
many times	160	43.84	284	77.81
always	81	22.19	365	100.00
Frequency Missing = 9				

Teachers here have the skills needed to produce meaningful student learning				
TC48	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	5	1.35	5	1.35
rarely	13	3.51	18	4.86
some times	110	29.73	128	34.59
many times	154	41.62	282	76.22
always	88	23.78	370	100.00
Frequency Missing = 4				

Frequency tables

The *FREQ* Procedure

Teachers in this school believe that every child can learn				
TC49	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	4	1.09	4	1.09
rarely	23	6.28	27	7.38
some times	76	20.77	103	28.14
many times	135	36.89	238	65.03
always	128	34.97	366	100.00
Frequency Missing = 8				

Teachers in this school have the skills to deal with student disciplinary problems				
TC50	Frequency	Percent	Cumulative Frequency	Cumulative Percent
never	4	1.09	4	1.09
rarely	22	5.98	26	7.07
some times	96	26.09	122	33.15
many times	153	41.58	275	74.73
always	93	25.27	368	100.00
Frequency Missing = 6				

VAR00001				
VAR00001	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Frequency Missing = 374				

VAR00002				
VAR00002	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Frequency Missing = 374				

Frequency tables

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The FREQ Procedure

VAR00003				
VAR00003	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Frequency Missing = 374				

VAR00004				
VAR00004	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Frequency Missing = 374				

VAR00005				
VAR00005	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Frequency Missing = 374				

Frequency tables

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The FREQ Procedure

Comp_SLE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
20	1	0.30	1	0.30
29.090909091	2	0.60	3	0.90
32.727272727	3	0.90	6	1.80
36.363636364	2	0.60	8	2.40
38.181818182	2	0.60	10	2.99
40	1	0.30	11	3.29
41.818181818	1	0.30	12	3.59
43.636363636	8	2.40	20	5.99
45.454545455	1	0.30	21	6.29
47.272727273	3	0.90	24	7.19
49.090909091	1	0.30	25	7.49
50.909090909	6	1.80	31	9.28
52.727272727	3	0.90	34	10.18
54.545454545	5	1.50	39	11.68
56.363636364	4	1.20	43	12.87
58.181818182	8	2.40	51	15.27
60	20	5.99	71	21.26
61.818181818	8	2.40	79	23.65
63.636363636	9	2.69	88	26.35
65.454545455	15	4.49	103	30.84
67.272727273	11	3.29	114	34.13
69.090909091	17	5.09	131	39.22
70.909090909	17	5.09	148	44.31
72.727272727	16	4.79	164	49.10
74.545454545	20	5.99	184	55.09
76.363636364	14	4.19	198	59.28
78.181818182	16	4.79	214	64.07
80	24	7.19	238	71.26
81.818181818	12	3.59	250	74.85
83.636363636	14	4.19	264	79.04
85.454545455	16	4.79	280	83.83
87.272727273	10	2.99	290	86.83
Frequency Missing = 40				

Frequency tables

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The FREQ Procedure

Comp_SLE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
89.090909091	6	1.80	296	88.62
90.909090909	12	3.59	308	92.22
92.727272727	14	4.19	322	96.41
94.545454545	7	2.10	329	98.50
96.363636364	1	0.30	330	98.80
98.181818182	2	0.60	332	99.40
100	2	0.60	334	100.00
Frequency Missing = 40				

Frequency tables

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The FREQ Procedure

Comp_II.	Frequency	Percent	Cumulative Frequency	Cumulative Percent
20	1	0.30	1	0.30
23.076923077	1	0.30	2	0.59
24.615384615	1	0.30	3	0.89
29.230769231	1	0.30	4	1.18
30.769230769	1	0.30	5	1.48
32.307692308	1	0.30	6	1.78
33.846153846	1	0.30	7	2.07
35.384615385	1	0.30	8	2.37
36.923076923	2	0.59	10	2.96
40	1	0.30	11	3.25
41.538461538	3	0.89	14	4.14
43.076923077	2	0.59	16	4.73
46.153846154	6	1.78	22	6.51
49.230769231	12	3.55	34	10.06
50.769230769	4	1.18	38	11.24
52.307692308	1	0.30	39	11.54
53.846153846	7	2.07	46	13.61
55.384615385	7	2.07	53	15.68
56.923076923	6	1.78	59	17.46
58.461538462	10	2.96	69	20.41
60	16	4.73	85	25.15
61.538461538	11	3.25	96	28.40
63.076923077	10	2.96	106	31.36
64.615384615	12	3.55	118	34.91
66.153846154	9	2.66	127	37.57
67.692307692	15	4.44	142	42.01
69.230769231	13	3.85	155	45.86
70.769230769	21	6.21	176	52.07
72.307692308	16	4.73	192	56.80
73.846153846	14	4.14	206	60.95
75.384615385	16	4.73	222	65.68
76.923076923	7	2.07	229	67.75
Frequency Missing = 36				

Frequency tables

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The FREQ Procedure

Comp_IL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
78.461538462	11	3.25	240	71.01
80	10	2.96	250	73.96
81.538461538	18	5.33	268	79.29
83.076923077	15	4.44	283	83.73
84.615384615	6	1.78	289	85.50
86.153846154	9	2.66	298	88.17
87.692307692	9	2.66	307	90.83
89.230769231	6	1.78	313	92.60
90.769230769	7	2.07	320	94.67
92.307692308	9	2.66	329	97.34
93.846153846	1	0.30	330	97.63
95.384615385	5	1.48	335	99.11
96.923076923	1	0.30	336	99.41
98.461538462	1	0.30	337	99.70
100	1	0.30	338	100.00
Frequency Missing = 36				

Frequency tables

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The FREQ Procedure

Comp_M	Frequency	Percent	Cumulative Frequency	Cumulative Percent
20	1	0.28	1	0.28
26.666666667	1	0.28	2	0.56
30	4	1.11	6	1.67
36.666666667	5	1.39	11	3.06
40	5	1.39	16	4.44
43.333333333	6	1.67	22	6.11
46.666666667	8	2.22	30	8.33
50	6	1.67	36	10.00
53.333333333	4	1.11	40	11.11
56.666666667	14	3.89	54	15.00
60	27	7.50	81	22.50
63.333333333	28	7.78	109	30.28
66.666666667	20	5.56	129	35.83
70	31	8.61	160	44.44
73.333333333	28	7.78	188	52.22
76.666666667	22	6.11	210	58.33
80	37	10.28	247	68.61
83.333333333	29	8.06	276	76.67
86.666666667	21	5.83	297	82.50
90	31	8.61	328	91.11
93.333333333	16	4.44	344	95.56
96.666666667	10	2.78	354	98.33
100	6	1.67	360	100.00
Frequency Missing = 14				

The FREQ Procedure

Comp_FCL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
20	2	0.56	2	0.56
24	1	0.28	3	0.84
28	2	0.56	5	1.39
32	6	1.67	11	3.06
36	5	1.39	16	4.46
40	20	5.57	36	10.03
44	7	1.95	43	11.98
48	10	2.79	53	14.76
52	16	4.46	69	19.22
56	15	4.18	84	23.40
60	38	10.58	122	33.98
64	24	6.69	146	40.67
68	38	10.58	184	51.25
72	23	6.41	207	57.66
76	38	10.58	245	68.25
80	28	7.80	273	76.04
84	35	9.75	308	85.79
88	17	4.74	325	90.53
92	13	3.62	338	94.15
96	13	3.62	351	97.77
100	8	2.23	359	100.00
Frequency Missing = 15				

Frequency tables

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The FREQ Procedure

Comp_TLCS	Frequency	Percent	Cumulative Frequency	Cumulative Percent
20	1	0.28	1	0.28
24	1	0.28	2	0.56
28	3	0.84	5	1.40
32	1	0.28	6	1.69
40	5	1.40	11	3.09
48	7	1.97	18	5.06
52	10	2.81	28	7.87
56	14	3.93	42	11.80
60	26	7.30	68	19.10
64	28	7.87	96	26.97
68	36	10.11	132	37.08
72	46	12.92	178	50.00
76	41	11.52	219	61.52
80	28	7.87	247	69.38
84	30	8.43	277	77.81
88	21	5.90	298	83.71
92	31	8.71	329	92.42
96	21	5.90	350	98.31
100	6	1.69	356	100.00
Frequency Missing = 18				

Frequency tables

The FREQ Procedure

Comp_TC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
24	2	0.57	2	0.57
26	1	0.29	3	0.86
30	1	0.29	4	1.15
32	1	0.29	5	1.43
34	1	0.29	6	1.72
40	1	0.29	7	2.01
42	2	0.57	9	2.58
46	1	0.29	10	2.87
48	5	1.43	15	4.30
50	9	2.58	24	6.88
52	3	0.86	27	7.74
54	7	2.01	34	9.74
56	4	1.15	38	10.89
58	5	1.43	43	12.32
60	29	8.31	72	20.63
62	13	3.72	85	24.36
64	11	3.15	96	27.51
66	17	4.87	113	32.38
68	15	4.30	128	36.68
70	18	5.16	146	41.83
72	22	6.30	168	48.14
74	12	3.44	180	51.58
76	21	6.02	201	57.59
78	17	4.87	218	62.46
80	20	5.73	238	68.19
82	22	6.30	260	74.50
84	14	4.01	274	78.51
86	10	2.87	284	81.38
88	21	6.02	305	87.39
90	12	3.44	317	90.83
92	8	2.29	325	93.12
94	8	2.29	333	95.42
Frequency Missing = 25				

Frequency tables

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The FREQ Procedure

Comp_TC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
96	6	1.72	339	97.13
98	5	1.43	344	98.57
100	5	1.43	349	100.00
Frequency Missing = 25				

***The first 5 observations ***

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Obs	respondenttype	Region	Sex	Age	Yearsexperience	Education	position	SLE1	SLE2	SLE3	SLE4
1	Teachers	Amhara	Male	46-50 years	31 yearsabove	BA/BSC	Unit Leader	many times	many times	always	many times
2	Teachers	Amhara	Female	46-50 years	31 yearsabove	BA/BSC	Other	many times	many times	some times	many times

Obs	SLE5	SLE6	SLE7	SLE8	SLE9	SLE10	SLE11	IL12	IL13	IL14	IL15	IL16	IL17	IL18	IL19
1	many times	always	some times	some times	some times	many times	some times	.	.	.	.	.	.	.	.
2	many times	many times	some times	some times	some times	some times	some times	many times	some times	many times	some times	many times	many times	many times	many times

Obs	IL20	IL21	IL22	IL23	IL24	M25	M26	M27	M28	M29	M30	FCL31	FCL32	FCL33	FCL34
1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
2	some times	some times	many times	some times	many times	always	many times	always	always	many times	many times	many times	many times	many times	always

Obs	FCL35	TLCS36	TLCS37	TLCS38	TLCS39	TLCS40	TC41	TC42	TC43	TC44	TC45	TC46	TC47
1	.	.	.	.	.	.	.	.	.	.	.	.	.
2	some times	some times	many times	some times	some times	some times	some times	some times	some times	some times	many times	some times	many times

Obs	TC48	TC49	TC50	VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	Comp_SLE	Comp_IL
1	.	.	.	.	.	.	.	.	76.3636	.
2	many times	many times	many times	.	.	.	.	.	69.0909	72.3077

Obs	Comp_M	Comp_FCL	Comp_TLCS	Comp_TC
1
2	90.0000	80	64	70

***The first 5 observations ***

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Obs	respondenttype	Region	Sex	Age	Yearsexperience	Education	position	SLE1	SLE2	SLE3	SLE4
3	Teachers	Amhara	Male	51-60 years	31 yearsabove	BA/BSC	Other	many times	many times	some times	many times
4	Teachers	Amhara	Male	51-60 years	31 yearsabove	BA/BSC	Other	many times		always	many times

Obs	SLE5	SLE6	SLE7	SLE8	SLE9	SLE10	SLE11	IL12	IL13	IL14	IL15	IL16	IL17	IL18	IL19
3	many times	many times	some times	many times	some times	many times	some times	many times	some times	always	many times	many times	many times	many times	many times
4	some times	some times	some times	many times	many times		many times	rarely	some times	some times	many times	always	some times	rarely	rarely

Obs	IL20	IL21	IL22	IL23	IL24	M25	M26	M27	M28	M29	M30	FCL31	FCL32	FCL33	FCL34
3	some times	many times	many times	many times	always	always	many times	always	always	many times	many times	many times	many times	always	always
4	rarely	rarely	rarely	some times	some times	always	always	rarely	some times	rarely	some times	always	always	some times	many times

Obs	FCL35	TLCS36	TLCS37	TLCS38	TLCS39	TLCS40	TC41	TC42	TC43	TC44	TC45	TC46	TC47
3	some times	many times	many times	some times	some times	some times	many times	many times	some times	some times	some times	many times	some times
4	rarely	rarely	rarely	rarely	some times	never	always	some times	many times	some times	many times	some times	some times

Obs	TC48	TC49	TC50	VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	Comp_SLE	Comp_IL
3	many times	many times	many times						72.7273	80.0000
4	always	many times	many times							55.3846

Obs	Comp_M	Comp_FCL	Comp_TLCS	Comp_TC
3	90.0000	84	68	72
4	66.6667	76	40	76

Obs	respondenttype	Region	Sex	Age	Yearsexperience	Education	position	SLE1	SLE2	SLE3	SLE4
5	Teachers	Amhara	Female	51-60 years	31 yearsabove	BA/BSC	.	always	always	always	many times

Obs	SLE5	SLE6	SLE7	SLE8	SLE9	SLE10	SLE11	IL12	IL13	IL14	IL15	IL16	IL17	IL18	IL19
5	many times	many times	always	always	always	many times	many times	always	always	always	many times	many times	always	never	many times

Obs	IL20	IL21	IL22	IL23	IL24	M25	M26	M27	M28	M29	M30	FCL31	FCL32	FCL33	FCL34
5	many times	many times	never	many times	always	many times	many times	many times	many times	some times	always	some times	rarely	many times	many times

Obs	FCL35	TLCS36	TLCS37	TLCS38	TLCS39	TLCS40	TC41	TC42	TC43	TC44	TC45	TC46	TC47
5	some times	always	always	always	always	many times	some times	many times	many times	some times	many times	many times	many times

Obs	TC48	TC49	TC50	VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	Comp_SLE	Comp_IL
5	many times	always	many times						90.9091	78.4615

Obs	Comp_M	Comp_FCL	Comp_TLCS	Comp_TC
5	80.0000	64	96	78

The MEANS Procedure

Type of respondent=Teachers

Variable	Label	N	Mean	Std Dev
SLE1	Promote an atmosphere of caring and trust among teachers and other staff	202	3.5445545	0.8812559
SLE2	Foster staff sensitivity to student diversity	197	3.6345178	0.9680753
SLE3	Work with staff to solve school or department problems	202	3.7326733	1.0063588
SLE4	Build and sustain an educational vision for the school	199	3.5175879	0.9787862
SLE5	Use clear ethical principles to guide decision making and problem solving	202	3.5940594	0.9586290
SI F6	Engage staff in comprehensive planning for school improvement	202	3.5990099	0.8874429
SLE7	Encourage staff initiative and innovative efforts	199	3.2914573	0.9772552
SLE8	Engage staff in decision making	202	3.4603960	0.9828964
SLE9	Take staff opinion into consideration when facilitating change	203	3.4039409	0.9618383
SLE10	Promote effectiveness in serving all students well	202	3.6039604	0.8705143
SI F11	Recognize accomplishments of teachers in my school	200	3.5450000	0.8553556
IL12	Create a coherent educational program across the school	202	3.5049505	0.8537160
IL13	Evaluate curriculum for its use and effectiveness	202	3.1485149	1.0063098
IL14	Work with teachers to develop goals for their practice and professional learning	201	3.6716418	0.9389578
IL15	Plan and implement professional development activities for teachers	201	3.4776119	0.9903263
IL16	Redesign the school's organization to enhance teaching and learning	198	3.4141414	0.9665481
IL17	Establish high expectations for student learning	200	3.5500000	0.9064260
IL18	Conduct teacher observations and assessments to improve teaching effectiveness	201	3.5124378	0.9116439
IL19	Provide constructive criticism and challenge teachers to become better teachers	202	3.4801980	0.8821638
IL20	Support differentiated instruction to enhance student learning	202	3.4950495	0.9155784
IL21	Work with teachers to change instructional methods if students are not doing well	199	3.3718593	0.8717868
IL22	Encourage appropriate technology to support teaching and learning	201	3.2039801	1.0164566
IL23	Hold teachers accountable to improve student learning	198	3.7121212	0.8915591
IL24	Use school or district data to measure school progress	200	3.5100000	0.9350248
M25	Manage school resources (e.g., personnel, instructional time, supplies/ equipment) to optimize teaching and learning	202	3.5742574	0.9499572
M26	Manage discipline and classroom management to support learning for all students	202	3.7227723	0.9370092
M27	Manage facilities and their maintenance to promote a safe and orderly learning environment	200	3.5550000	0.9547422
M28	Manage support services to enhance learning for all students	200	3.6400000	0.8508937
M29	Recruit, hire and retain high quality personnel to support teaching and learning	197	3.4111675	0.9194481
M30	Manage school policies and procedures (e.g., schedules) to optimize teaching and learning	200	3.7450000	0.9022445
FCL31	Work with families to support their students' learning	201	3.3582090	1.0104676
FCL32	Communicate effectively with families about the school mission and performance expectations	199	3.3919598	0.9358924
FCL33	Promote a culture of open communication with families	202	3.3168317	1.0067503
FCL34	Collaborate with school community stakeholders to support teaching and learning	200	3.4600000	0.9069248
FCL35	Mobilize the community's cultural, social, and intellectual resources	202	3.4059406	0.9689530
TLCS36	Teachers collect and use student performance data to improve teaching and learning	200	3.6800000	0.9655368
TLCS37	Teachers strongly support the changes we have undertaken at this school	201	3.7164179	0.9078431
TLCS38	Teachers focus on improving and expanding their instructional strategies	198	3.7121212	0.8447837
TLCS39	Teachers are continually learning and seeking new ideas	200	3.7450000	0.8739531
TLCS40	Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school	199	3.4170854	0.8830100
TC41	Teachers work together to develop teaching materials or activities for particular classes	198	3.4949495	0.9275670
TC42	Teachers meet formally to discuss common challenges in the classroom	200	3.5850000	0.8698033
TC43	Teachers share and discuss student work with other teachers	200	3.6250000	0.8473280
TC44	Teachers observe each other's classrooms (e.g., participate in learning walks)	199	3.5527638	0.9566249
TC45	Staff take steps to solve problems; they do not just talk about them	201	3.4079602	0.8618215
TC46	Staff give open and honest feedback to each other	200	3.5650000	0.8362245
TC47	Teachers here are confident, they will be able to motivate their students	197	3.7715736	0.8040738
TC48	Teachers here have the skills needed to produce meaningful student learning	201	3.7611940	0.8262485
TC49	Teachers in this school believe that every child can learn	201	3.9303483	0.9461101
TC50	Teachers in this school have the skills to deal with student disciplinary problems	201	3.7860697	0.9322044

The MEANS Procedure

Type of respondent=Managers

Variable	Label	N	Mean	Std Dev
SLE1	Promote an atmosphere of caring and trust among teachers and other staff	168	3.7738095	0.9070739
SLE2	Foster staff sensitivity to student diversity	164	3.6585366	1.0417012
SLE3	Work with staff to solve school or department problems	168	3.9107143	1.0019762
SLE4	Build and sustain an educational vision for the school	169	3.7869822	1.0128089
SLE5	Use clear ethical principles to guide decision making and problem solving	169	3.7928994	0.9378023
SLE6	Engage staff in comprehensive planning for school improvement	169	3.6153846	0.9759001
SLE7	Encourage staff initiative and innovative efforts	164	3.5060976	1.0993414
SLE8	Engage staff in decision making	168	3.5714286	1.0123278
SLE9	Take staff opinion into consideration when facilitating change	165	3.6727273	1.0131070
SLE10	Promote effectiveness in serving all students well	169	3.7337278	1.1046917
SLE11	Recognize accomplishments of teachers in my school	167	3.6107784	1.0913146
IL12	Create a coherent educational program across the school	167	3.5808383	0.9652351
IL13	Evaluate curriculum for its use and effectiveness	167	3.2514970	1.1285910
IL14	Work with teachers to develop goals for their practice and professional learning	167	3.6886228	1.0465330
IL15	Plan and implement professional development activities for teachers	168	3.5384615	1.0235326
IL16	Redesign the school's organization to enhance teaching and learning	168	3.5357143	1.0375747
IL17	Establish high expectations for student learning	165	3.7030303	1.0547468
IL18	Conduct teacher observations and assessments to improve teaching effectiveness	166	3.4759036	1.0427342
IL19	Provide constructive criticism and challenge teachers to become better teachers	169	3.5207101	1.0806125
IL20	Support differentiated instruction to enhance student learning	166	3.6084337	1.0016598
IL21	Work with teachers to change instructional methods if students are not doing well	167	3.4251497	1.0203188
IL22	Encourage appropriate technology to support teaching and learning	169	3.2899408	1.1515851
IL23	Hold teachers accountable to improve student learning	167	3.6646707	1.0156058
IL24	Use school or district data to measure school progress	166	3.5120482	1.0074748
M25	Manage school resources (e.g., personnel, instructional time, supplies/ equipment) to optimize teaching and learning	169	3.7041420	1.1578076
M26	Manage discipline and classroom management to support learning for all students	168	3.7857143	1.0332372
M27	Manage facilities and their maintenance to promote a safe and orderly learning environment	169	3.6508876	1.0071245
M28	Manage support services to enhance learning for all students	166	3.2831325	1.0778564
M29	Recruit, hire and retain high quality personnel to support teaching and learning	167	3.8383234	1.0197883
FCL31	Manage school policies and procedures (e.g., schedules) to optimize teaching and learning	168	3.5535714	1.0708938
FCL32	Work with families to support their students' learning	167	3.4670659	1.0573007
FCL33	Communicate effectively with families about the school mission and performance expectations	167	3.3832335	0.9984116
FCL34	Promote a culture of open communication with families	167	3.4910180	0.9931589
FCL35	Collaborate with school community stakeholders to support teaching and learning	169	3.4201183	1.1317170
TLCS36	Mobilize the community's cultural, social, and intellectual resources	168	3.7738095	0.9584317
TLCS37	Teachers collect and use student performance data to improve teaching and learning	167	3.8443114	0.9247341
TLCS38	Teachers strongly support the changes we have undertaken at this school	168	3.7559524	0.9571479
TLCS39	Teachers focus on improving and expanding their instructional strategies	168	3.8333333	0.9068381
TLCS40	Teachers are continually learning and seeking new ideas	163	3.5337423	1.0498807
TC41	Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school	167	3.4910180	0.9870747
TC42	Teachers work together to develop teaching materials or activities for particular classes	168	3.5833333	1.0520392
TC43	Teachers meet formally to discuss common challenges in the classroom	168	3.3690476	1.0585241
TC44	Teachers share and discuss student work with other teachers	168	3.3690476	1.0003564
TC45	Teachers observe each other's classrooms (e.g., participate in learning walks)	165	3.5939394	1.0294266
TC46	Staff take steps to solve problems; they do not just talk about them	168	3.8333333	0.9889610
TC47	Staff give open and honest feedback to each other	169	3.9112426	0.9311687
TC48	Teachers here are confident, they will be able to motivate their students	165	4.0484848	0.9614906
TC50	Teachers here have the skills needed to produce meaningful student learning	167	3.9041916	0.8797147
	Teachers in this school believe that every child can learn			
	Teachers in this school have the skills to deal with student disciplinary problems			

The MEANS Procedure

Type of respondent=Teachers

Variable	N	Mean	Std Dev
Comp_SLE	183	71.1574764	13.1024929
Comp_IL	188	69.3944354	13.2428902
Comp_M	197	72.3011844	14.2342559
Comp_FCL	196	67.7959184	16.3888387
Comp_TLCS	194	72.9278351	14.2706971
Comp_TC	193	73.0259067	13.2068619

Type of respondent=Managers

Variable	N	Mean	Std Dev
Comp_SLE	151	73.7266707	16.0490828
Comp_IL	150	70.7589744	15.8949898
Comp_M	163	73.1901840	16.9981428
Comp_FCL	163	69.4969325	17.7671406
Comp_TLCS	162	75.0370370	14.8787601
Comp_TC	156	73.4102564	15.3214468

Two-way descriptive analysis of the composite scores

		Comp_S1.E			Comp_II.			Comp_M		
		N	Mean	StdDev	N	Mean	StdDev	N	Mean	StdDev
Type of respondent	Region of respondent									
Teachers	Addis Ababa	59	78.15	11.50	58	76.90	11.59	62	80.59	12.33
	Afar	6	75.15	13.88	8	73.65	16.46	8	70.42	15.78
	Amhara	83	68.28	13.33	85	66.01	13.21	89	69.89	13.94
	BenishangulGumuz	35	65.51	9.78	37	64.49	9.57	38	64.82	11.22
	All	183	71.16	13.10	188	69.39	13.34	197	72.30	14.23
Managers	Region of respondent									
	Addis Ababa	8	81.55	12.10	9	82.39	8.11	9	78.15	14.82
	Afar	6	73.33	7.15	6	70.51	2.26	6	71.11	4.55
	Amhara	25	69.75	13.93	24	69.10	12.05	26	72.44	14.53
	Oromia	112	73.86	16.81	111	70.19	17.17	122	73.09	18.05
	All	151	73.73	16.05	150	70.76	15.89	163	73.19	17.00
All	Region of respondent									
	Addis Ababa	67	78.91	11.67	67	77.63	11.30	71	80.28	12.58
	Afar	12	74.24	10.57	14	72.31	12.26	14	70.71	11.92
	Amhara	108	68.62	13.42	109	66.69	12.98	115	70.46	14.05
	BenishangulGumuz	35	65.51	9.78	37	64.49	9.57	38	64.82	11.22
	Oromia	112	73.86	16.81	111	70.19	17.17	122	73.09	18.05
	All	334	72.32	14.54	338	70.00	14.47	360	72.70	15.53

Two-way descriptive analysis of the composite scores

		Comp_FCL			Comp_TLCS			Comp_TC		
		N	Mean	StdDev	N	Mean	StdDev	N	Mean	StdDev
Type of respondent	Region of respondent									
Teachers	Addis Ababa	62	76.45	16.15	62	81.87	14.66	60	81.70	12.20
	Afar	9	68.44	15.68	9	71.11	14.39	9	74.00	16.22
	Amhara	88	64.23	15.34	87	70.76	11.66	88	70.43	11.54
	BenishangulGumuz	37	61.62	13.81	36	63.22	10.77	36	64.67	9.84
	All	196	67.80	16.39	194	72.93	14.27	193	73.03	13.21
Managers	Region of respondent									
	Addis Ababa	9	77.78	16.38	9	80.89	7.94	9	82.89	10.54
	Afar	6	65.33	4.13	5	78.40	8.76	5	69.60	4.10
	Amhara	26	65.85	15.36	26	70.62	13.19	26	69.23	9.11
	Oromia	122	69.87	18.61	122	75.41	15.64	116	73.78	16.68
	All	163	69.50	17.77	162	75.04	14.88	156	73.41	15.32
All	Region of respondent									
	Addis Ababa	71	76.62	16.07	71	81.75	13.95	69	81.86	11.93
	Afar	15	67.30	13.21	14	73.71	12.81	14	72.43	13.11
	Amhara	114	64.60	15.29	113	70.73	11.97	114	70.16	11.01
	BenishangulGumuz	37	61.62	13.81	36	63.22	10.77	36	64.67	9.84
	Oromia	122	69.87	18.61	122	75.41	15.64	116	73.78	16.68
	All	359	68.57	17.03	356	73.89	14.57	349	73.30	14.17

Two-way descriptive analysis of the composite scores

		Comp_SLE			Comp_IL			Comp_M		
		N	Mean	StdDev	N	Mean	StdDev	N	Mean	StdDev
Type of respondent	respondent position other than teaching									
Teachers	Department Head	15	69.58	10.32	14	70.22	11.60	17	70.00	16.16
	Unit Leader	9	69.09	11.92	6	66.92	3.47	8	66.67	10.08
	Other	55	75.50	10.96	57	73.14	11.65	57	76.67	13.14
	All	79	73.65	11.18	77	72.13	11.29	82	74.31	13.90
Managers	respondent position other than teaching									
	Department Head	54	75.19	14.72	55	71.16	13.83	58	75.52	13.46
	Unit Leader	24	73.86	11.00	24	72.44	12.85	25	68.93	18.75
	Other	20	66.91	20.70	17	63.71	20.15	23	66.23	20.63
	All	98	73.17	15.54	96	70.16	15.04	106	71.95	16.86
All	respondent position other than teaching									
	Department Head	69	73.97	14.01	69	70.97	13.33	75	74.27	14.19
	Unit Leader	33	72.56	11.28	30	71.33	11.75	33	68.38	16.94
	Other	75	73.21	14.57	74	70.98	14.46	80	73.67	16.23
	All	177	73.38	13.73	173	71.04	13.50	188	72.98	15.64

Two-way descriptive analysis of the composite scores

		Comp_FCL			Comp_TLCS			Comp_TC		
		N	Mean	StdDev	N	Mean	StdDev	N	Mean	StdDev
Type of respondent	respondent position other than teaching									
Teachers	Department Head	15	67.73	14.46	16	74.00	12.48	16	76.13	13.55
	Unit Leader	8	68.50	11.20	8	73.00	12.24	7	68.86	5.27
	Other	59	72.14	15.96	56	74.00	15.29	55	73.85	14.13
	All	82	70.98	15.26	80	73.90	14.34	78	73.87	13.46
Managers	respondent position other than teaching									
	Department Head	57	72.28	16.21	58	76.21	10.50	56	75.04	10.93
	Unit Leader	24	64.67	18.37	25	68.48	18.74	23	67.27	17.39
	Other	24	66.00	22.00	25	70.40	20.75	23	66.27	20.41
	All	105	69.10	18.32	108	73.07	15.68	100	71.40	15.36
All	respondent position other than teaching									
	Department Head	72	71.33	15.87	74	75.73	10.91	72	75.28	11.47
	Unit Leader	32	65.63	16.78	33	69.58	17.32	29	67.66	15.27
	Other	83	70.36	18.00	81	72.89	17.11	77	71.69	16.39
	All	187	69.93	17.03	188	73.43	15.10	178	72.48	14.57

Two-way descriptive analysis of the composite scores

		Comp_SLE			Comp_IL			Comp_M		
		N	Mean	StdDev	N	Mean	StdDev	N	Mean	StdDev
Type of respondent	Highest level of education									
Teachers	BA/BSC	146	71.77	13.05	154	70.84	12.73	159	73.63	13.62
	MA/MSC	31	67.21	11.48	28	60.82	11.07	31	64.52	12.52
	Other	6	76.67	19.36	6	72.31	21.23	6	76.11	26.11
	All	183	71.16	13.10	188	69.39	13.24	196	72.26	14.26
Managers	Highest level of education									
	BA/BSC	127	74.37	16.03	126	71.67	16.32	140	74.14	17.18
	MA/MSC	17	71.55	15.93	17	66.70	10.86	17	69.02	13.37
	Other	3	70.91	13.11	3	66.67	10.24	3	62.22	8.39
	All	147	73.98	15.90	146	70.99	15.72	160	73.38	16.79
All	Highest level of education									
	BA/BSC	273	72.98	14.54	280	71.21	14.44	299	73.87	15.37
	MA/MSC	48	68.75	13.23	45	63.04	11.24	48	66.11	12.87
	Other	9	74.75	16.90	9	70.43	17.77	9	71.48	22.18
	All	330	72.41	14.46	334	70.09	14.38	356	72.76	15.44

Two-way descriptive analysis of the composite scores

		Comp_FCL			Comp_TLCS			Comp_TC		
		N	Mean	StdDev	N	Mean	StdDev	N	Mean	StdDev
Type of respondent	Highest level of education									
Teachers	RA/BSC	158	68.81	16.30	157	73.99	14.31	156	74.26	13.14
	MA/MSC	31	61.68	12.77	30	67.60	8.23	31	64.65	9.57
	Other	6	70.67	29.14	6	71.33	29.55	5	84.80	14.18
	All	195	67.73	16.41	193	72.91	14.31	192	72.98	13.23
Managers	Highest level of education									
	BA/BSC	138	70.12	18.28	137	75.82	14.90	132	74.17	15.75
	MA/MSC	17	66.35	13.72	17	70.35	12.97	17	70.59	8.65
	Other	4	65.00	8.87	4	72.00	15.66	4	66.50	12.37
	All	159	69.58	17.67	158	75.14	14.74	153	73.57	15.08
All	Highest level of education									
	BA/BSC	296	69.42	17.24	294	74.84	14.59	288	74.22	14.37
	MA/MSC	48	63.33	13.16	47	68.60	10.15	48	66.75	9.60
	Other	10	68.40	22.51	10	71.60	23.81	9	76.67	15.84
	All	354	68.56	16.99	351	73.91	14.53	345	73.24	14.06

I. Models with some interactions of order two

The GLM Procedure

<i>Class Level Information</i>		
<i>Class</i>	<i>Levels</i>	<i>Values</i>
<i>respondenttype</i>	2	Managers Teachers
<i>Region</i>	5	Addis Ababa Afar Amhara BenishangulGumuz Oromia
<i>Sex</i>	2	Female Male
<i>Age</i>	8	21-25 years 26-30 years 31-35 years 36-40- years 41-45 years 46-50 years 51-60 years below 20
<i>Yearsexperience</i>	7	1-5 years 11-15 years 16-20 years 21-25 years 26-30 years 31 yearsabove 6-10 years
<i>Education</i>	3	BA/BSC MA/MSC Other
<i>position</i>	3	Department Head Other Unit Leader

Data for Analysis of Comp_SLE

<i>Number of Observations Read</i>	374
<i>Number of Observations Used</i>	167

Data for Analysis of Comp_IL

<i>Number of Observations Read</i>	374
<i>Number of Observations Used</i>	163

Data for Analysis of Comp_M

<i>Number of Observations Read</i>	374
<i>Number of Observations Used</i>	178

Data for Analysis of Comp_FCL

<i>Number of Observations Read</i>	374
<i>Number of Observations Used</i>	177

Data for Analysis of Comp_TLCS

<i>Number of Observations Read</i>	374
<i>Number of Observations Used</i>	178

Data for Analysis of Comp_TC

<i>Number of Observations Read</i>	374
<i>Number of Observations Used</i>	169

I. Models with some interactions of order two

The GLM Procedure

Dependent Variable: Comp_SLE

Note: Variables in each group are consistent with respect to the presence or absence of missing values.

I. Models with some interactions of order two

The GLM Procedure

Dependent Variable: Comp_SLE

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	47	10805.31358	229.90029	1.44	0.0604
Error	119	19054.00250	160.11767		
Corrected Total	166	29859.31608			

R-Square	Coeff Var	Root MSE	Comp_SLE Mean
0.361874	17.12462	12.65376	73.89222

Source	DF	Type I SS	Mean Square	F Value	Pr > F
respondenttype	1	8.950883	8.950883	0.06	0.8135
Region	4	3037.357154	759.339288	4.74	0.0014
Sex	1	386.266112	386.266112	2.41	0.1230
Age	7	1456.800124	208.114303	1.30	0.2563
Yearsexperience	6	1222.687181	203.781197	1.27	0.2751
Education	2	523.493808	261.746904	1.63	0.1994
position	2	23.469416	11.734708	0.07	0.9294
Region*Age	16	2713.554622	169.597164	1.06	0.4016
Region*Sex	2	263.223431	131.611715	0.82	0.4420
Sex*Age	5	1122.451577	224.490315	1.40	0.2285
respondent*Education	1	47.059270	47.059270	0.29	0.5887

Source	DF	Type III SS	Mean Square	F Value	Pr > F
respondenttype	1	0.025724	0.025724	0.00	0.9899
Region	4	1434.982123	358.745531	2.24	0.0687
Sex	1	0.054654	0.054654	0.00	0.9853
Age	7	951.450485	135.921498	0.85	0.5492
Yearsexperience	6	868.470656	144.745109	0.90	0.4946
Education	2	154.819245	77.409622	0.48	0.6179
position	2	6.576171	3.288085	0.02	0.9797
Region*Age	15	2300.654739	153.376983	0.96	0.5036
Region*Sex	1	97.021666	97.021666	0.61	0.4379

I. Models with some interactions of order two

The GLM Procedure

Dependent Variable: Comp_SLE

<i>Source</i>	<i>DF</i>	<i>Type III SS</i>	<i>Mean Square</i>	<i>F Value</i>	<i>Pr > F</i>
<i>Sex*Age</i>	5	1077.999756	215.599951	1.35	0.2496
<i>respondent*Education</i>	1	47.059270	47.059270	0.29	0.5887

I. Models with some interactions of order two

The GLM Procedure

Dependent Variable: Comp_IL

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	46	8311.50801	180.68496	1.10	0.3401
Error	116	19107.84074	164.72276		
Corrected Total	162	27419.34875			

R-Square	Coeff Var	Root MSE	Comp_IL Mean
0.303126	17.94890	12.83444	71.50543

Source	DF	Type I SS	Mean Square	F Value	Pr > F
respondenttype	1	56.543397	56.543397	0.34	0.5591
Region	4	2457.113782	614.278445	3.73	0.0068
Sex	1	208.765354	208.765354	1.27	0.2626
Age	7	871.259378	124.465625	0.76	0.6255
Yearsexperience	6	892.673366	148.778894	0.90	0.4952
Education	2	1432.489428	716.244714	4.35	0.0151
position	2	4.801607	2.400803	0.01	0.9855
Region*Age	16	1785.967983	111.622999	0.68	0.8108
Region*Sex	2	40.575273	20.287636	0.12	0.8842
Sex*Age	4	423.143082	105.785771	0.64	0.6335
respondent*Education	1	138.175362	138.175362	0.64	0.3616

Source	DF	Type III SS	Mean Square	F Value	Pr > F
respondenttype	1	0.107454	0.107454	0.00	0.9797
Region	4	779.377911	194.844478	1.18	0.3221
Sex	1	175.417080	175.417080	1.06	0.3042
Age	7	782.329894	111.761413	0.68	0.6899
Yearsexperience	6	971.876624	161.979437	0.98	0.4398
Education	2	790.417943	395.208972	2.40	0.0953
position	2	13.969381	6.984691	0.04	0.9585
Region*Age	15	1157.534490	77.168966	0.47	0.9519
Region*Sex	1	0.617622	0.617622	0.00	0.9513

I. Models with some interactions of order two

The GLM Procedure

Dependent Variable: Comp_IL

<i>Source</i>	<i>DF</i>	<i>Type III SS</i>	<i>Mean Square</i>	<i>F Value</i>	<i>Pr > F</i>
<i>Sex*Age</i>	4	414.738006	103.684501	0.63	0.6425
<i>respondent*Education</i>	1	138.175362	138.175362	0.84	0.3516

I. Models with some interactions of order two

The GLM Procedure

Dependent Variable: Comp_M

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	47	10917.34218	232.28388	1.03	0.4359
Error	130	29310.93497	225.46873		
Corrected Total	177	40228.27715			

R-Square	Coeff Var	Root MSE	Comp_M Mean
0.271385	20.42889	15.01562	73.50187

Source	DF	Type I SS	Mean Square	F Value	Pr > F
respondenttype	1	99.034267	99.034267	0.44	0.5087
Region	4	2243.357191	560.839298	2.49	0.0466
Sex	1	232.503997	232.503997	1.03	0.3118
Age	7	1520.222858	217.174694	0.96	0.4609
Yearsexperience	6	401.605018	66.934170	0.30	0.9375
Education	2	1211.302481	605.651240	2.69	0.0719
position	2	484.274599	242.137299	1.07	0.3447
Region*Age	16	2829.456857	176.841054	0.78	0.7008
Region*Sex	2	922.503375	461.251588	2.05	0.1334
Sex*Age	5	969.081945	193.816389	0.86	0.5103
respondent*Education	1	3.999593	3.999593	0.02	0.8943

Source	DF	Type III SS	Mean Square	F Value	Pr > F
respondenttype	1	2.033547	2.033547	0.01	0.9245
Region	4	649.997555	162.499389	0.72	0.5793
Sex	1	92.549593	92.549593	0.41	0.5229
Age	7	1164.175310	166.310759	0.74	0.6404
Yearsexperience	6	557.118834	92.853139	0.41	0.8701
Education	2	631.211515	315.605757	1.40	0.2503
position	2	650.935708	325.467854	1.44	0.2399
Region*Age	15	2510.013999	167.334267	0.74	0.7378
Region*Sex	1	107.910516	107.910516	0.48	0.4903

I. Models with some interactions of order two

The GLM Procedure

Dependent Variable: Comp_M

Source	DF	Type III SS	Mean Square	F Value	Pr > F
Sex*Age	5	941.219018	188.243804	0.83	0.5272
respondent*Education	1	3.999593	3.999593	0.02	0.8943

I. Models with some interactions of order two

The GLM Procedure

Dependent Variable: Comp_FCL

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	46	14732.59951	320.27390	1.20	0.2106
Error	130	34646.29315	266.50995		
Corrected Total	176	49378.89266			

R-Square	Coeff Var	Root MSE	Comp_FCL Mean
0.298358	23.29530	16.32513	70.07910

Source	DF	Type I SS	Mean Square	F Value	Pr > F
respondenttype	1	122.794067	122.794067	0.46	0.4985
Region	4	2666.776106	666.694027	2.50	0.0455
Sex	1	15.639094	15.639094	0.06	0.8090
Age	7	1891.152523	270.164646	1.01	0.4247
Yearsexperience	6	1789.971656	298.328609	1.12	0.3546
Education	2	865.391659	432.695829	1.62	0.2012
position	2	744.156022	372.083011	1.40	0.2512
Region*Age	16	4336.668226	271.041764	1.02	0.4432
Region*Sex	2	589.095871	294.547936	1.11	0.3342
Sex*Age	4	1362.938858	340.734714	1.28	0.2818
respondent*Education	1	348.005424	348.005424	1.31	0.2553

Source	DF	Type III SS	Mean Square	F Value	Pr > F
respondenttype	1	0.022019	0.022019	0.00	0.9928
Region	4	1476.752415	369.188104	1.39	0.2426
Sex	1	15.888976	15.888976	0.06	0.8075
Age	7	2010.439382	287.205626	1.08	0.3814
Yearsexperience	6	2202.668862	367.144810	1.38	0.2283
Education	2	161.014005	80.507002	0.30	0.7398
position	2	562.007818	281.003909	1.05	0.3514
Region*Age	15	4803.532446	320.235496	1.20	0.2785
Region*Sex	1	3.464893	3.464893	0.01	0.9094

I. Models with some interactions of order two

The GLM Procedure

Dependent Variable: Comp_FCL

<i>Source</i>	<i>DF</i>	<i>Type III SS</i>	<i>Mean Square</i>	<i>F Value</i>	<i>Pr > F</i>
<i>Sex*Age</i>	4	1501.073073	375.268268	1.41	0.2349
<i>respondent*Education</i>	1	348.005424	348.005424	1.31	0.2553

I. Models with some interactions of order two

The GLM Procedure

Dependent Variable: Comp_TLCS

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	47	13140.52781	279.58570	1.37	0.0835
Error	130	26470.52837	203.61945		
Corrected Total	177	39611.05618			

R-Square	Coeff Var	Root MSE	Comp_TLCS Mean
0.331739	19.35367	14.26953	73.73034

Source	DF	Type I SS	Mean Square	F Value	Pr > F
respondenttype	1	4.182710	4.182710	0.02	0.8863
Region	4	3469.446684	867.361671	4.26	0.0028
Sex	1	100.301312	100.301312	0.49	0.4840
Age	7	2711.895701	387.413672	1.90	0.0741
Yearsexperience	6	917.339394	152.889899	0.75	0.6098
Education	2	1033.350143	516.675072	2.54	0.0830
position	2	1111.391118	555.695559	2.73	0.0690
Region*Age	16	2933.506269	183.344142	0.90	0.5701
Region*Sex	2	166.124161	83.062080	0.41	0.6659
Sex*Age	5	679.982462	135.996492	0.67	0.6485
respondent*Education	1	13.007860	13.007860	0.06	0.8009

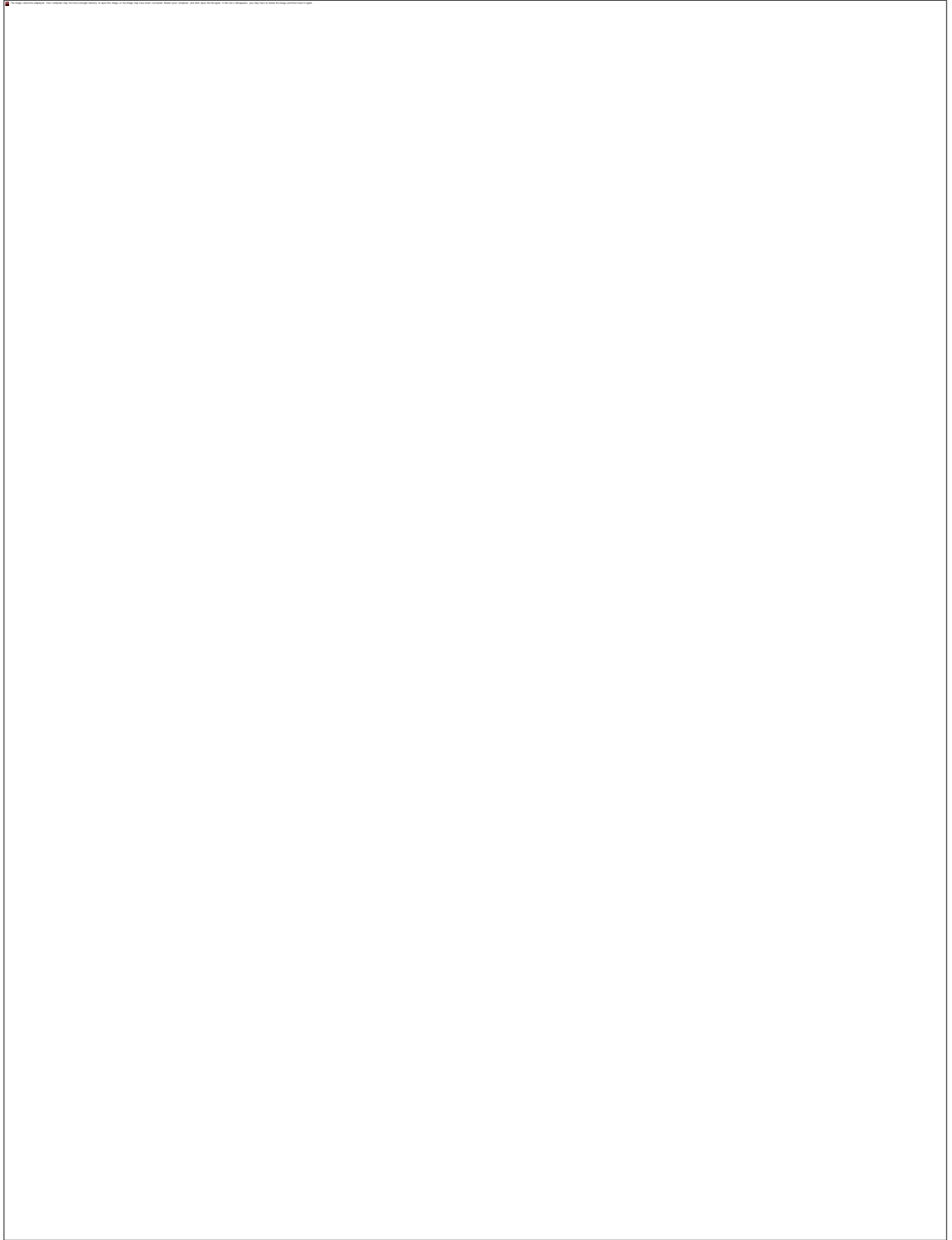
Source	DF	Type III SS	Mean Square	F Value	Pr > F
respondenttype	1	61.649975	61.649975	0.30	0.5831
Region	4	1666.238562	416.559641	2.05	0.0917
Sex	1	102.585397	102.585397	0.50	0.4791
Age	7	680.449614	97.207088	0.48	0.8496
Yearsexperience	6	1842.890141	307.148357	1.51	0.1803
Education	2	1038.901263	519.450631	2.55	0.0819
position	2	1113.773400	556.886700	2.73	0.0686
Region*Age	15	2096.126105	139.741740	0.69	0.7942
Region*Sex	1	11.445207	11.445207	0.06	0.8130

I. Models with some interactions of order two

The GLM Procedure

Dependent Variable: Comp_TLCS

<i>Source</i>	<i>DF</i>	<i>Type III SS</i>	<i>Mean Square</i>	<i>F Value</i>	<i>Pr > F</i>
<i>Sex*Age</i>	5	688.235223	137.647045	0.68	0.6424
<i>respondent*Education</i>	1	13.007860	13.007860	0.06	0.8009



I. Models with some interactions of order two

The GLM Procedure

Dependent Variable: Comp_TC

<i>Source</i>	<i>DF</i>	<i>Type III SS</i>	<i>Mean Square</i>	<i>F Value</i>	<i>Pr > F</i>
<i>Sex*Age</i>	5	819.164325	163.832865	0.96	0.4475
<i>respondent*Education</i>	1	6.160740	6.160740	0.04	0.8499

II Analysis without *** POSTION ***

The GLM Procedure

<i>Class Level Information</i>		
<i>Class</i>	<i>Levels</i>	<i>Values</i>
<i>respondenttype</i>	2	Managers Teachers
<i>Region</i>	5	Addis Ababa Afar Amhara BenishangulGumuz Oromia
<i>Sex</i>	2	Female Male
<i>Age</i>	8	21-25 years 26-30 years 31-35 years 36-40- years 41-45 years 46-50 years 51-60 years below 20
<i>Yearsexperience</i>	7	1-5 years 11-15 years 16-20 years 21-25 years 26-30 years 31 yearsabove 6-10 years
<i>Education</i>	3	BA/BSC MA/MSC Other

<i>Number of Observations Read</i>	374
<i>Number of Observations Used</i>	320

II Analysis without *** POSTION ***

The GLM Procedure

Dependent Variable: Comp_SLE

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	21	10154.45377	483.54542	2.53	0.0003
Error	298	57057.93259	191.46957		
Corrected Total	319	67212.38636			

R-Square	Coeff Var	Root MSE	Comp_SLE Mean
0.151080	19.08736	13.83725	72.49432

Source	DF	Type I SS	Mean Square	F Value	Pr > F
respondenttype	1	810.045885	810.045885	4.23	0.0406
Region	4	5918.106279	1479.526570	7.73	<.0001
Sex	1	5.259652	5.259652	0.03	0.8685
Age	7	1708.883146	244.126164	1.28	0.2623
Yearsexperience	6	1493.350662	248.891777	1.30	0.2570
Education	2	218.808145	109.404072	0.57	0.5654

Source	DF	Type III SS	Mean Square	F Value	Pr > F
respondenttype	1	243.392657	243.392657	1.27	0.2605
Region	4	4913.335242	1228.333810	6.42	<.0001
Sex	1	9.042667	9.042667	0.05	0.8281
Age	7	654.403553	93.486222	0.49	0.8429
Yearsexperience	6	1503.231849	250.538641	1.31	0.2530
Education	2	218.808145	109.404072	0.57	0.5654

II Analysis without *** POSTION ***

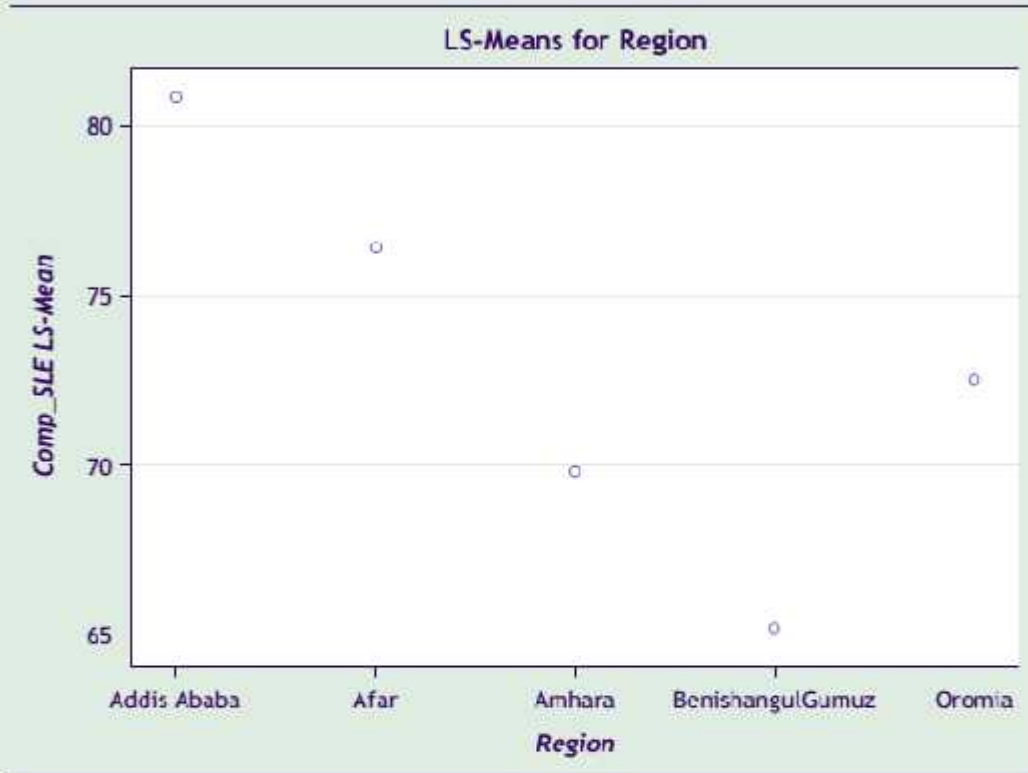
The GLM Procedure
 Least Squares Means
 Adjustment for Multiple Comparisons: Tukey-Kramer

Region	Comp_SLE LSMEAN	LSMEAN Number
Addis Ababa	80.8763120	1
Afar	76.4332943	2
Amhara	69.8276079	3
BenishangulGumuz	65.2076537	4
Oromia	72.5282185	5

Least Squares Means for effect Region $Pr > |t|$ for $H_0: LS\text{Mean}(i)=LS\text{Mean}(j)$ Dependent Variable: Comp_SLE					
i/j	1	2	3	4	5
1		0.8688	0.0017	<.0001	0.1014
2	0.8688		0.6019	0.1690	0.9180
3	0.0017	0.6019		0.5409	0.9123
4	<.0001	0.1690	0.5409		0.3648
5	0.1014	0.9180	0.9123	0.3648	

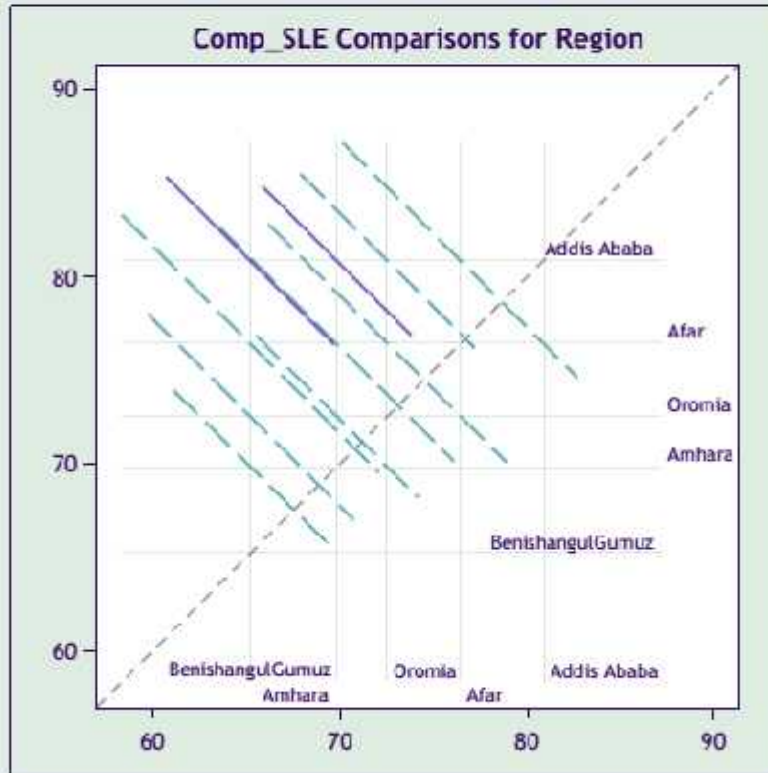
II Analysis without *** POSTION ***

The GLM Procedure
Least Squares Means
Adjustment for Multiple Comparisons: Tukey-Kramer



II Analysis without *** POSTION ***

The GLM Procedure
Least Squares Means
Adjustment for Multiple Comparisons: Tukey-Kramer



II Analysis without *** POSTION ***

The GLM Procedure

<i>Class Level Information</i>		
<i>Class</i>	<i>Levels</i>	<i>Values</i>
<i>respondenttype</i>	2	Managers Teachers
<i>Region</i>	5	Addis Ababa Afar Amhara BenishangulGumuz Oromia
<i>Sex</i>	2	Female Male
<i>Age</i>	8	21-25 years 26-30 years 31-35 years 36-40- years 41-45 years 46-50 years 51-60 years below 20
<i>Yearsexperience</i>	7	1-5 years 11-15 years 16-20 years 21-25 years 26-30 years 31 yearsabove 6-10 years
<i>Education</i>	3	BA/BSC MA/MSC Other

<i>Number of Observations Read</i>	374
<i>Number of Observations Used</i>	324

II Analysis without *** POSTION ***

The GLM Procedure

Dependent Variable: Comp_IL

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
<i>Model</i>	21	10433.54942	496.83569	2.67	0.0001
<i>Error</i>	302	56181.83520	186.03257		
<i>Corrected Total</i>	323	66615.38462			

R-Square	Coeff Var	Root MSE	Comp_IL Mean
0.156624	19.43736	13.63938	70.17094

Source	DF	Type I SS	Mean Square	F Value	Pr > F
<i>respondenttype</i>	1	243.959561	243.959561	1.31	0.2531
<i>Region</i>	4	6207.382311	1551.845578	8.34	<.0001
<i>Sex</i>	1	5.810530	5.810530	0.03	0.8598
<i>Age</i>	7	1141.215671	163.030810	0.88	0.5255
<i>Yearsexperience</i>	6	1069.345740	178.224290	0.96	0.4539
<i>Education</i>	2	1765.835604	882.917802	4.75	0.0093

Source	DF	Type III SS	Mean Square	F Value	Pr > F
<i>respondenttype</i>	1	530.680939	530.680939	2.85	0.0923
<i>Region</i>	4	4897.715255	1224.428814	6.58	<.0001
<i>Sex</i>	1	7.082631	7.082631	0.04	0.8454
<i>Age</i>	7	432.612790	61.801827	0.33	0.9390
<i>Yearsexperience</i>	6	1119.634132	186.605689	1.00	0.4233
<i>Education</i>	2	1765.835604	882.917802	4.75	0.0093

II Analysis without *** POSTION ***

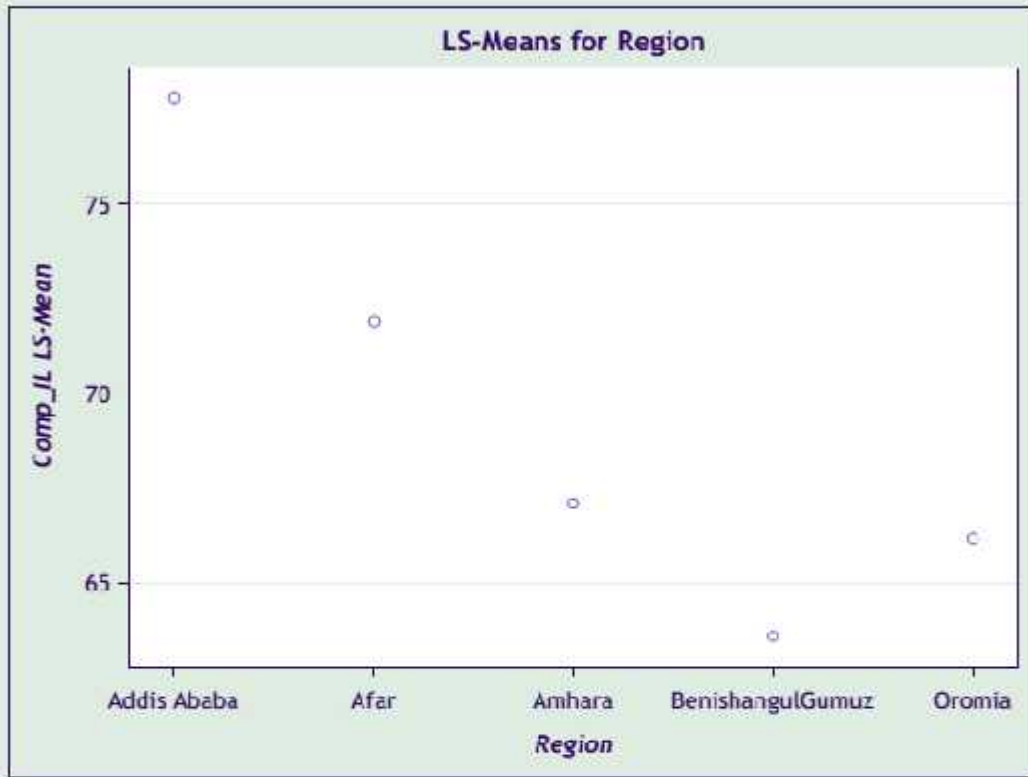
The GLM Procedure
 Least Squares Means
 Adjustment for Multiple Comparisons: Tukey-Kramer

Region	Comp_IL LSMEAN	LSMEAN Number
Addis Ababa	77.8086416	1
Afar	71.9256446	2
Amhara	67.1136020	3
BenishangulGumuz	63.6013360	4
Oromia	66.1754342	5

Least Squares Means for effect Region $Pr > |t|$ for $H_0: LS\text{Mean}(i) = LS\text{Mean}(j)$ Dependent Variable: Comp_IL					
i/j	1	2	3	4	5
1		0.6261	0.0021	0.0001	0.0047
2	0.6261		0.7841	0.3609	0.6738
3	0.0021	0.7841		0.7484	0.9982
4	0.0001	0.3609	0.7484		0.9661
5	0.0047	0.6738	0.9982	0.9661	

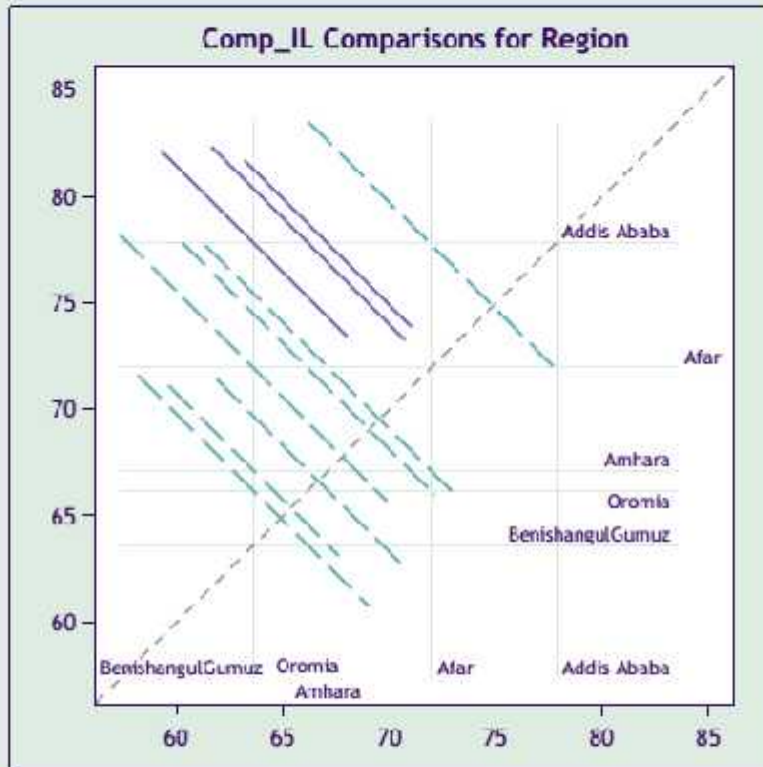
II Analysis without *** POSTION ***

The GLM Procedure
Least Squares Means
Adjustment for Multiple Comparisons: Tukey-Kramer



II Analysis without *** POSTION ***

The GLM Procedure
 Least Squares Means
 Adjustment for Multiple Comparisons: Tukey-Kramer



II Analysis without *** POSTION ***

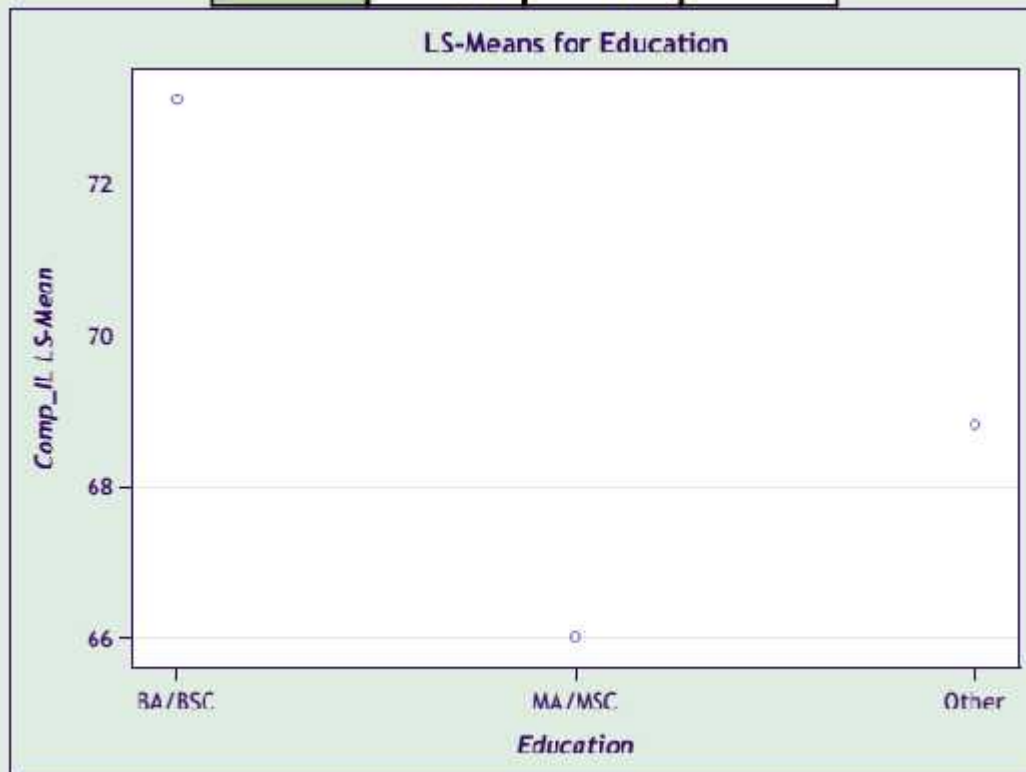
The GLM Procedure
 Least Squares Means
 Adjustment for Multiple Comparisons: Tukey-Kramer

Education	Comp_IL LSMEAN	LSMEAN Number
BA/BSC	73.1325574	1
MA/MSc	66.0210442	2
Other	68.8211934	3

Least Squares Means for effect Education
 $Pr > |t|$ for $H_0: LS\text{Mean}(i) = LS\text{Mean}(j)$

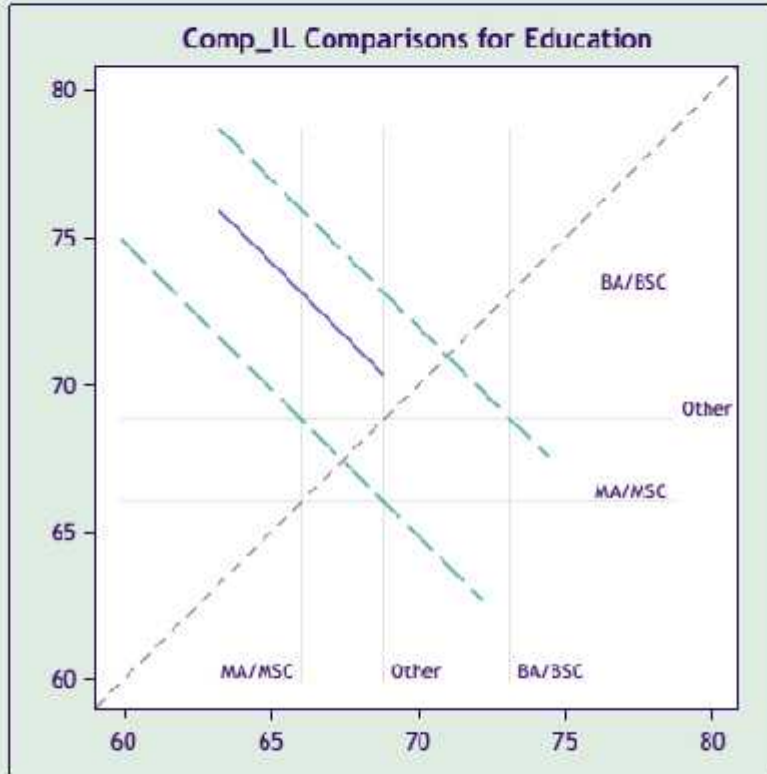
Dependent Variable: Comp_IL

i/j	1	2	3
1		0.0087	0.6341
2	0.0087		0.8526
3	0.6341	0.8526	



II Analysis without *** POSTION ***

The GLM Procedure
Least Squares Means
Adjustment for Multiple Comparisons: Tukey-Kramer



II Analysis without *** POSTION ***

The GLM Procedure

<i>Class Level Information</i>		
<i>Class</i>	<i>Levels</i>	<i>Values</i>
<i>respondenttype</i>	2	Managers Teachers
<i>Region</i>	5	Addis Ababa Afar Amhara BenishangulGumuz Oromia
<i>Sex</i>	2	Female Male
<i>Age</i>	8	21-25 years 26-30 years 31-35 years 36-40- years 41-45 years 46-50 years 51-60 years below 20
<i>Yearsexperience</i>	7	1-5 years 11-15 years 16-20 years 21-25 years 26-30 years 31 yearsabove 6-10 years
<i>Education</i>	3	BA/BSC MA/MSC Other

<i>Number of Observations Read</i>	374
<i>Number of Observations Used</i>	346

II Analysis without *** POSTION ***

The GLM Procedure

Dependent Variable: Comp_M

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	21	10808.22141	514.67771	2.38	0.0007
Error	324	70073.34570	216.27576		
Corrected Total	345	80881.56712			

R-Square	Coeff Var	Root MSE	Comp_M Mean
0.133630	20.18133	14.70632	72.87091

Source	DF	Type I SS	Mean Square	F Value	Pr > F
respondenttype	1	188.017938	188.017938	0.87	0.3518
Region	4	7153.244490	1788.311123	8.27	<.0001
Sex	1	81.992331	81.992331	0.38	0.5385
Age	7	1402.422771	200.346110	0.93	0.4861
Yearsexperience	6	258.301562	43.050260	0.20	0.9769
Education	2	1724.242320	862.121160	3.99	0.0195

Source	DF	Type III SS	Mean Square	F Value	Pr > F
respondenttype	1	195.381776	195.381776	0.90	0.3426
Region	4	5848.745289	1462.186322	6.76	<.0001
Sex	1	11.750575	11.750575	0.05	0.8158
Age	7	1046.099527	149.442790	0.69	0.6797
Yearsexperience	6	283.340372	47.223395	0.22	0.9708
Education	2	1724.242320	862.121160	3.99	0.0195

II Analysis without *** POSTION ***

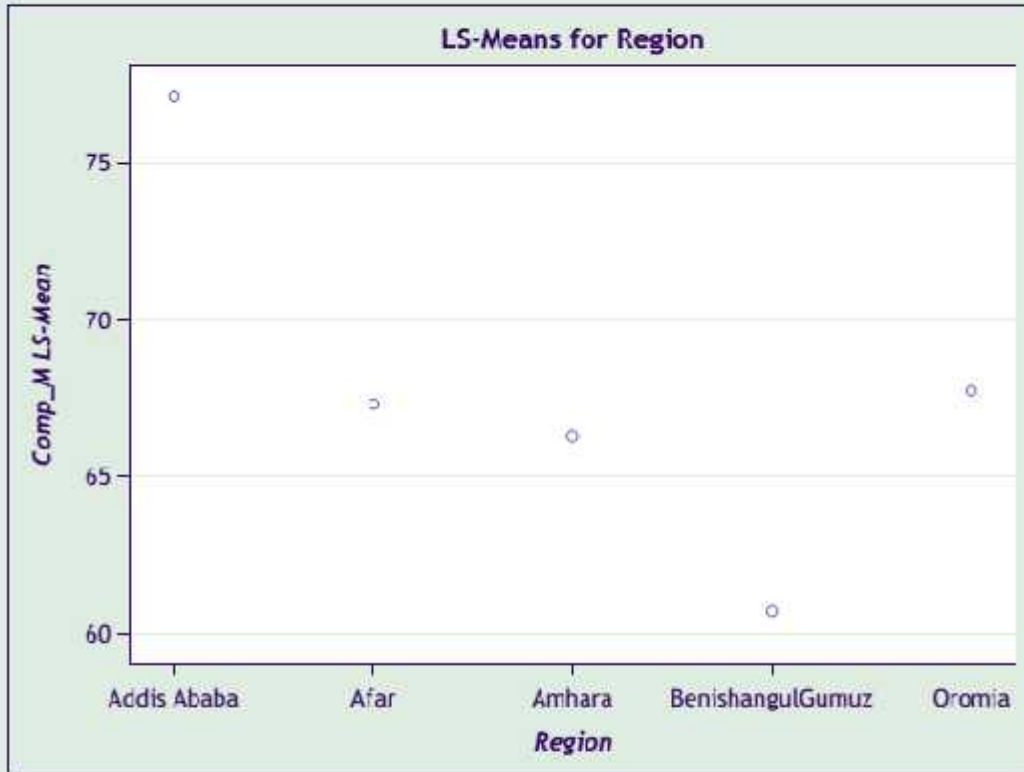
The GLM Procedure
 Least Squares Means
 Adjustment for Multiple Comparisons: Tukey-Kramer

Region	Comp_M LSMEAN	LSMEAN Number
Addis Ababa	77.1662316	1
Afar	67.3308496	2
Amhara	66.2985440	3
BenishangulGumuz	60.7204052	4
Oromia	67.7356216	5

Least Squares Means for effect Region $Pr > |t|$ for $H_0: LS\text{Mean}(i) = LS\text{Mean}(j)$ Dependent Variable: Comp_M					
i/j	1	2	3	4	5
1		0.1940	0.0027	<.0001	0.0516
2	0.1940		0.9994	0.6606	1.0000
3	0.0027	0.9994		0.3661	0.9919
4	<.0001	0.6606	0.3661		0.4299
5	0.0516	1.0000	0.9919	0.4299	

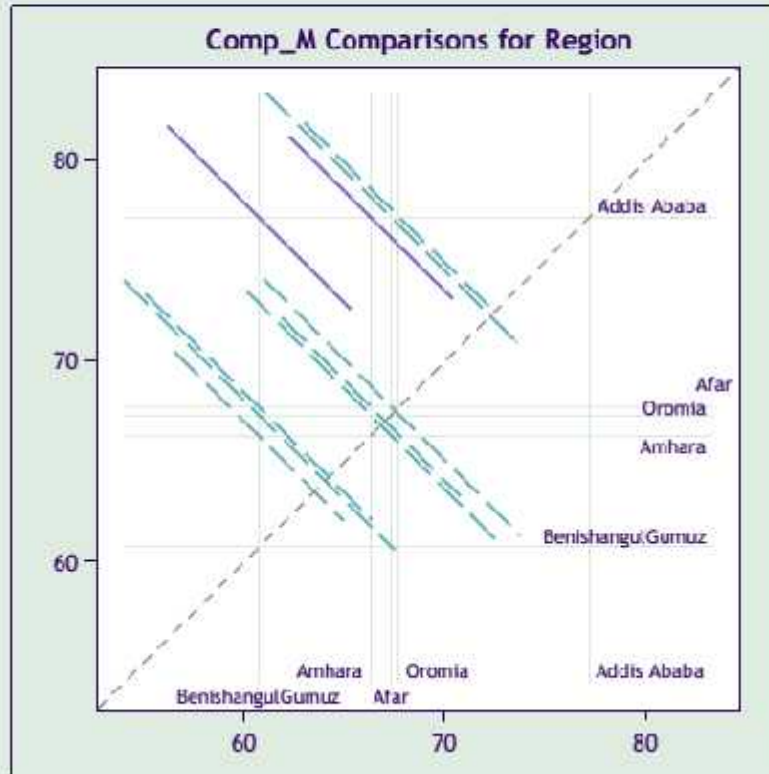
II Analysis without *** POSTION ***

The GLM Procedure
Least Squares Means
Adjustment for Multiple Comparisons: Tukey-Kramer



II Analysis without *** POSTION ***

The GLM Procedure
Least Squares Means
Adjustment for Multiple Comparisons: Tukey-Kramer



II Analysis without *** POSTION ***

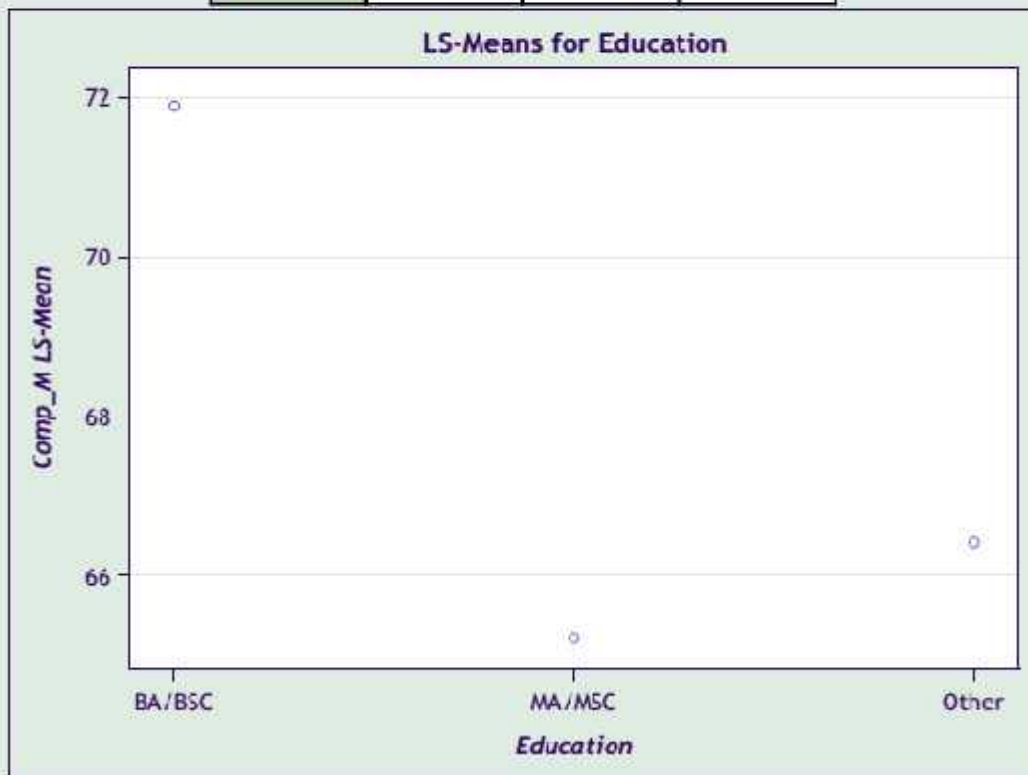
The GLM Procedure
 Least Squares Means
 Adjustment for Multiple Comparisons: Tukey-Kramer

Education	Comp_M LSMEAN	LSMEAN Number
BA/BSC	71.9039857	1
MA/MSC	65.2214623	2
Other	66.4255432	3

Least Squares Means for effect Education
 $Pr > |t|$ for $H_0: LS\text{Mean}(i) = LS\text{Mean}(j)$

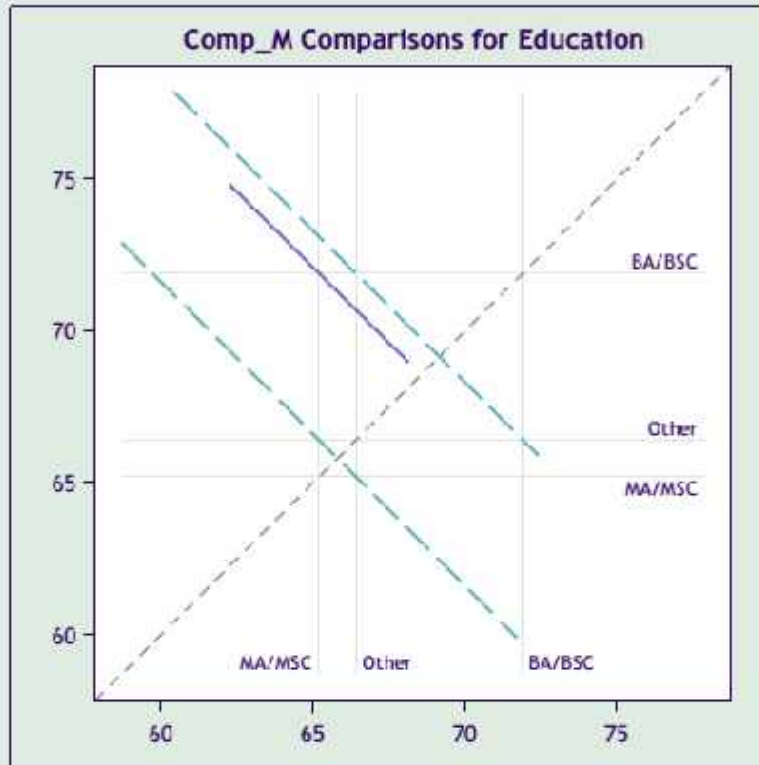
Dependent Variable: Comp_M

i/j	1	2	3
1		0.0216	0.5301
2	0.0216		0.9743
3	0.5301	0.9743	



II Analysis without *** POSTION ***

The GLM Procedure
Least Squares Means
Adjustment for Multiple Comparisons: Tukey-Kramer



II Analysis without *** POSTION ***

The GLM Procedure

<i>Class Level Information</i>		
<i>Class</i>	<i>Levels</i>	<i>Values</i>
<i>respondenttype</i>	2	Managers Teachers
<i>Region</i>	5	Addis Ababa Afar Amhara BenishangulGumuz Oromia
<i>Sex</i>	2	Female Male
<i>Age</i>	8	21-25 years 26-30 years 31-35 years 36-40- years 41-45 years 46-50 years 51-60 years below 20
<i>Yearsexperience</i>	7	1-5 years 11-15 years 16-20 years 21-25 years 26-30 years 31 yearsabove 6-10 years
<i>Education</i>	3	BA/BSC MA/MSC Other

<i>Number of Observations Read</i>	374
<i>Number of Observations Used</i>	344

II Analysis without *** POSTION ***

The GLM Procedure

Dependent Variable: Comp_FCL

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	21	12576.09258	598.86155	2.24	0.0016
Error	322	86081.72137	267.33454		
Corrected Total	343	98657.81395			

R-Square	Coeff Var	Root MSE	Comp_FCL Mean
0.127472	23.87726	16.35037	68.47674

Source	DF	Type I SS	Mean Square	F Value	Pr > F
respondenttype	1	274.877321	274.877321	1.03	0.3113
Region	4	8020.022602	2005.005650	7.50	<.0001
Sex	1	1018.872183	1018.872183	3.81	0.0518
Age	7	1664.675582	237.810797	0.89	0.5149
Yearsexperience	6	1202.950441	200.491740	0.75	0.6098
Education	2	394.694449	197.347225	0.74	0.4788

Source	DF	Type III SS	Mean Square	F Value	Pr > F
respondenttype	1	80.845961	80.845961	0.30	0.5828
Region	4	6926.415589	1731.603897	6.48	<.0001
Sex	1	851.168862	851.168862	3.18	0.0753
Age	7	1288.962824	184.137546	0.69	0.6816
Yearsexperience	6	1183.814281	197.302380	0.74	0.6193
Education	2	394.694449	197.347225	0.74	0.4788

II Analysis without *** POSTION ***

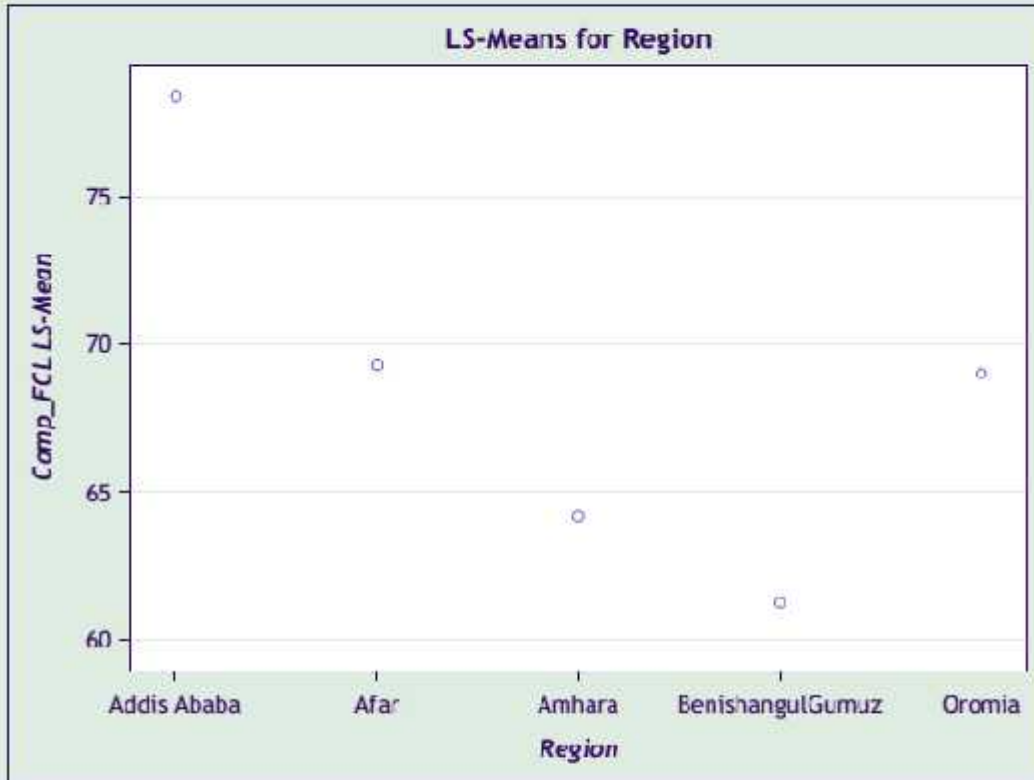
The GLM Procedure
 Least Squares Means
 Adjustment for Multiple Comparisons: Tukey-Kramer

Region	Comp_FCL LSMEAN	LSMEAN Number
Addis Ababa	78.4097983	1
Afar	69.2918800	2
Amhara	64.2061462	3
BenishangulGumuz	61.2460998	4
Oromia	69.0191825	5

Least Squares Means for effect Region $Pr > |t|$ for $H_0: LS\text{Mean}(i) = LS\text{Mean}(j)$ Dependent Variable: Comp_FCL					
i/j	1	2	3	4	5
1		0.3346	0.0002	<.0001	0.1060
2	0.3346		0.8349	0.5572	1.0000
3	0.0002	0.8349		0.9132	0.6697
4	<.0001	0.5572	0.9132		0.4428
5	0.1060	1.0000	0.6697	0.4428	

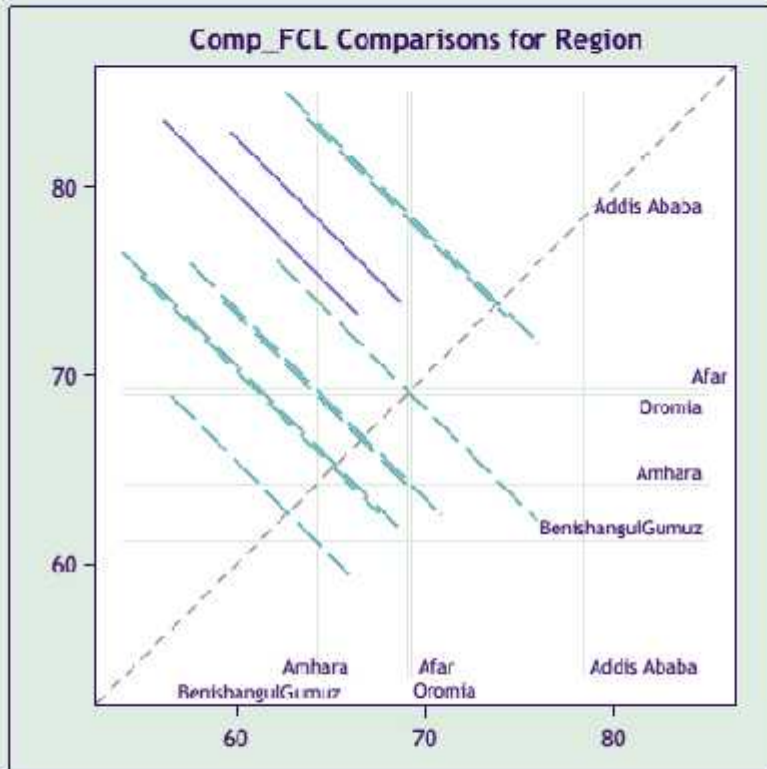
II Analysis without *** POSTION ***

The GLM Procedure
Least Squares Means
Adjustment for Multiple Comparisons: Tukey-Kramer



II Analysis without *** POSTION ***

The GLM Procedure
Least Squares Means
Adjustment for Multiple Comparisons: Tukey-Kramer



II Analysis without *** POSTION ***

The GLM Procedure

<i>Class Level Information</i>		
<i>Class</i>	<i>Levels</i>	<i>Values</i>
<i>respondenttype</i>	2	Managers Teachers
<i>Region</i>	5	Addis Ababa Afar Amhara BenishanguGumuz Oromia
<i>Sex</i>	2	Female Male
<i>Age</i>	8	21-25 years 26-30 years 31-35 years 36-40- years 41-45 years 46-50 years 51-60 years below 20
<i>Yearexperience</i>	7	1-5 years 11-15 years 16-20 years 21-25 years 26-30 years 31 yearsabove 6-10 years
<i>Education</i>	3	BA/BSC MA/MSC Other

<i>Number of Observations Read</i>	374
<i>Number of Observations Used</i>	342

II Analysis without *** POSTION ***

The GLM Procedure

Dependent Variable: Comp_TLCS

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	21	13195.78543	628.37073	3.42	<.0001
Error	320	58732.02744	183.53759		
Corrected Total	341	71927.81287			

R-Square	Coeff Var	Root MSE	Comp_TLCS Mean
0.183459	18.31336	13.54760	73.97661

Source	DF	Type I SS	Mean Square	F Value	Pr > F
respondenttype	1	531.239532	531.239532	2.89	0.0899
Region	4	9532.639702	2383.159925	12.98	<.0001
Sex	1	35.191934	35.191934	0.19	0.6618
Age	7	1844.307114	263.472445	1.44	0.1902
Yearsexperience	6	461.170738	76.861790	0.42	0.8664
Education	2	791.236409	395.618205	2.16	0.1175

Source	DF	Type III SS	Mean Square	F Value	Pr > F
respondenttype	1	20.031194	20.031194	0.11	0.7413
Region	4	9526.358342	2381.589585	12.98	<.0001
Sex	1	6.265596	6.265596	0.03	0.8535
Age	7	1086.722214	155.246031	0.85	0.5500
Yearsexperience	6	508.564491	84.760748	0.46	0.8364
Education	2	791.236409	395.618205	2.16	0.1175

II Analysis without *** POSTION ***

The GLM Procedure
 Least Squares Means
 Adjustment for Multiple Comparisons: Tukey-Kramer

Region	Comp_TLCS LSMEAN	LSMEAN Number
Addis Ababa	81.1109900	1
Afar	72.4851338	2
Amhara	66.1175157	3
BenishangulGumuz	59.7784902	4
Oromia	72.5095897	5

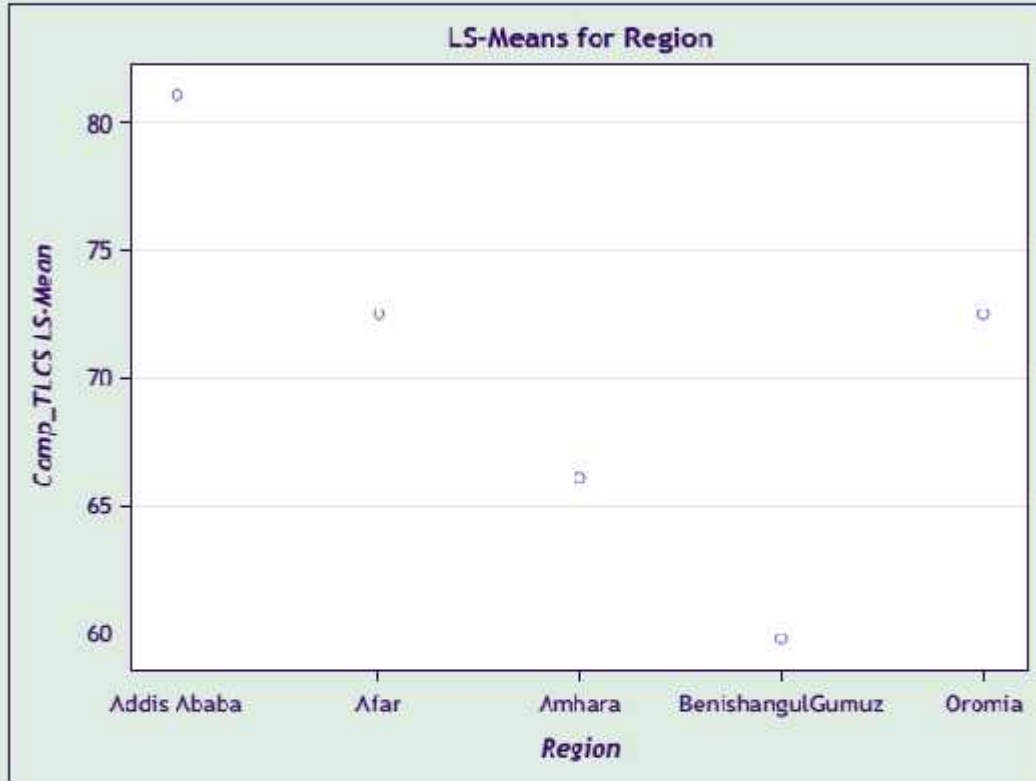
Least Squares Means for effect Region
 $Pr > |t|$ for $H_0: LS\text{Mean}(i)=LS\text{Mean}(j)$

Dependent Variable: Comp_TLCS

i/j	1	2	3	4	5
1		0.2323	<.0001	<.0001	0.0562
2	0.2323		0.5513	0.0428	1.0000
3	<.0001	0.5513		0.1880	0.2132
4	<.0001	0.0428	0.1880		0.0089
5	0.0562	1.0000	0.2132	0.0089	

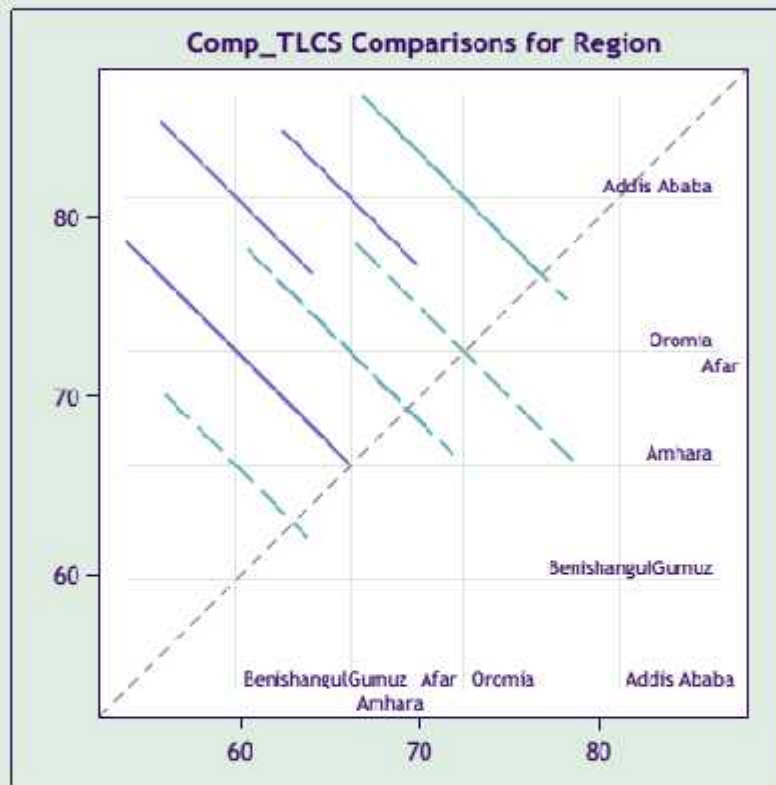
II Analysis without *** POSTION ***

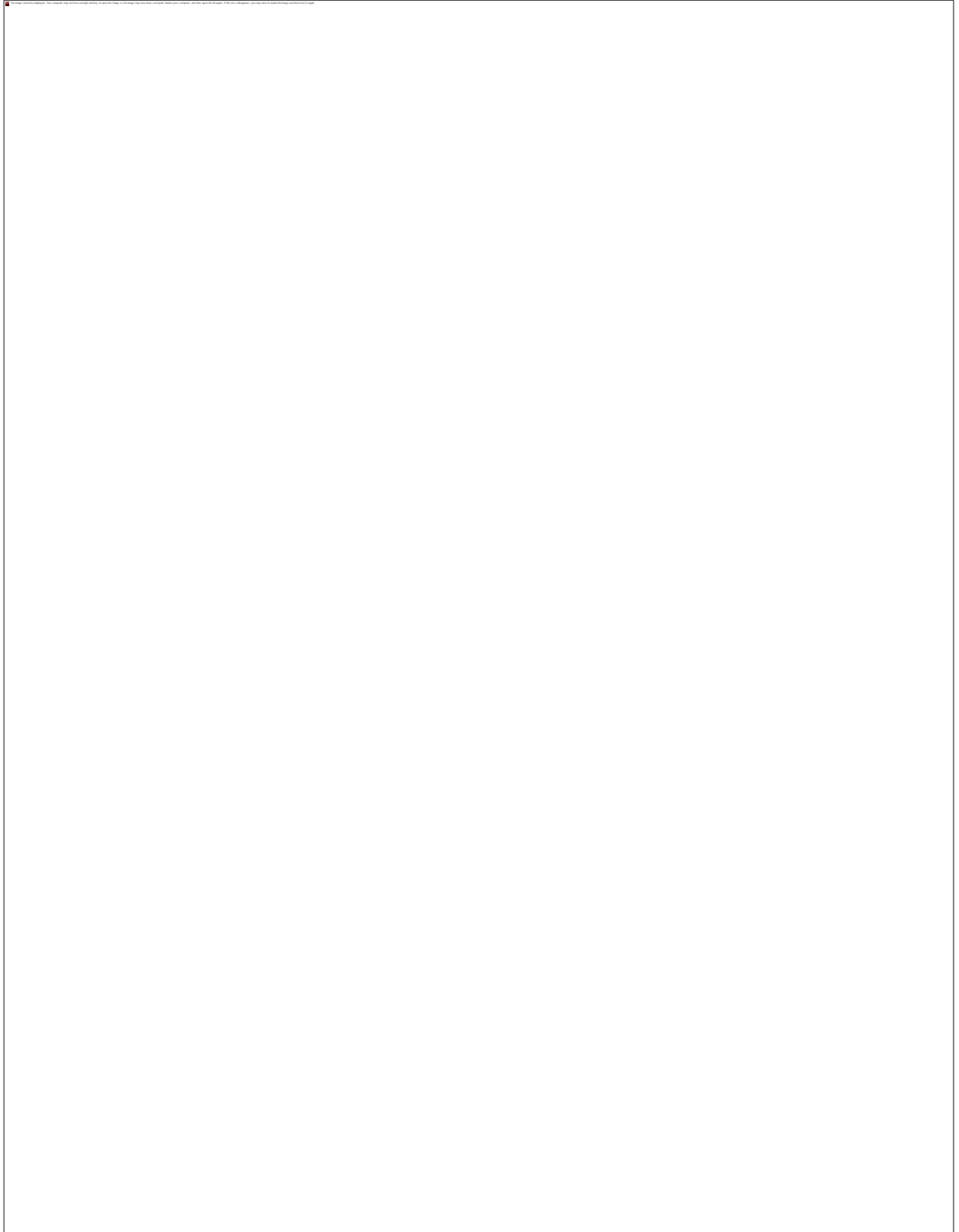
The GLM Procedure
Least Squares Means
Adjustment for Multiple Comparisons: Tukey-Kramer



II Analysis without *** POSTION ***

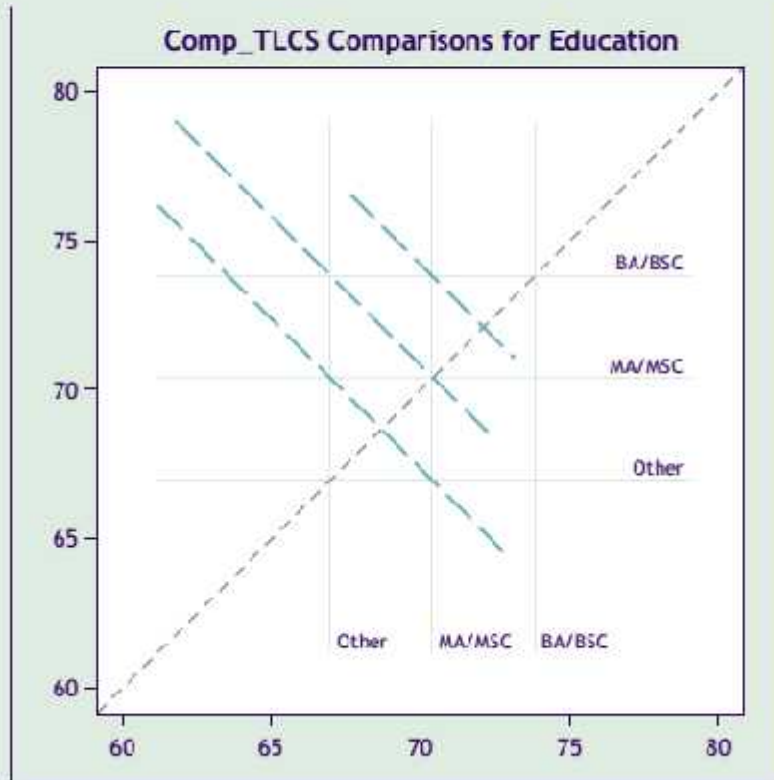
The GLM Procedure
 Least Squares Means
 Adjustment for Multiple Comparisons: Tukey-Kramer





II Analysis without *** POSTION ***

The GLM Procedure
Least Squares Means
Adjustment for Multiple Comparisons: Tukey-Kramer



II Analysis without *** POSTION ***

The GLM Procedure

<i>Class Level Information</i>		
<i>Class</i>	<i>Levels</i>	<i>Values</i>
<i>respondenttype</i>	2	Managers Teachers
<i>Region</i>	5	Addis Ababa Afar Amhara BenishangulGumuz Oromia
<i>Sex</i>	2	Female Male
<i>Age</i>	8	21-25 years 26-30 years 31-35 years 36-40- years 41-45 years 46-50 years 51-60 years below 20
<i>Yearsexperience</i>	7	1-5 years 11-15 years 16-20 years 21-25 years 26-30 years 31 yearsabove 6-10 years
<i>Education</i>	3	BA/BSC MA/MSC Other

<i>Number of Observations Read</i>	374
<i>Number of Observations Used</i>	336

II Analysis without *** POSTION ***

The GLM Procedure

Dependent Variable: Comp_TC

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	21	13202.23648	628.67793	3.76	<.0001
Error	314	52469.00161	167.09873		
Corrected Total	335	65671.23810			

R-Square	Coeff Var	Root MSE	Comp_TC Mean
0.201035	17.61583	12.92667	73.38095

Source	DF	Type I SS	Mean Square	F Value	Pr > F
respondenttype	1	85.119879	85.119879	0.51	0.4759
Region	4	9147.202001	2286.800500	13.69	<.0001
Sex	1	424.773185	424.773185	2.54	0.1119
Age	7	744.637094	106.376728	0.64	0.7255
Yearsexperience	6	2067.485775	344.580963	2.06	0.0574
Education	2	733.018547	366.509273	2.19	0.1132

Source	DF	Type III SS	Mean Square	F Value	Pr > F
respondenttype	1	5.011083	5.011083	0.03	0.8626
Region	4	7445.989295	1861.497324	11.14	<.0001
Sex	1	234.988104	234.988104	1.41	0.2366
Age	7	868.668043	124.095435	0.74	0.6360
Yearsexperience	6	2090.461805	348.410301	2.09	0.0547
Education	2	733.018547	366.509273	2.19	0.1132

II Analysis without *** POSTION ***

The GLM Procedure
 Least Squares Means
 Adjustment for Multiple Comparisons: Tukey-Kramer

Region	Comp_TC LSMEAN	LSMEAN Number
Addis Ababa	82.9783614	1
Afar	73.9128206	2
Amhara	69.9437554	3
BenishangulGumuz	63.8517887	4
Oromia	74.1355478	5

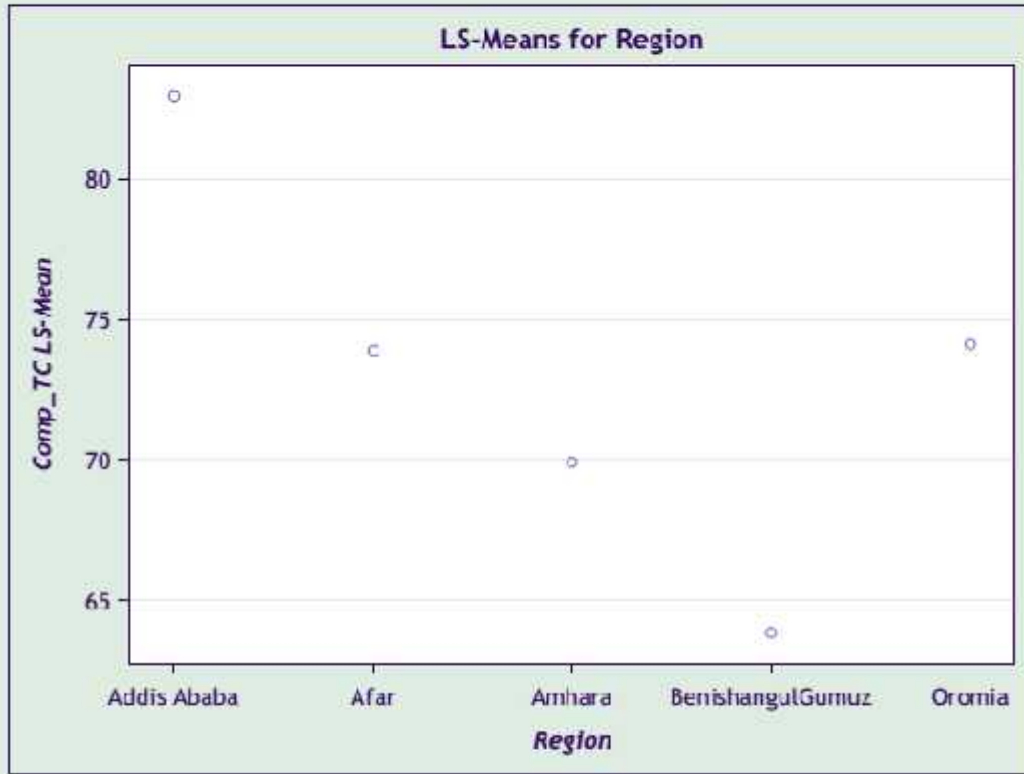
Least Squares Means for effect Region
 $Pr > |t|$ for $H_0: LS\text{Mean}(i) = LS\text{Mean}(j)$

Dependent Variable: Comp_TC

i/j	1	2	3	4	5
1		0.1487	<.0001	<.0001	0.0354
2	0.1487		0.8575	0.1360	1.0000
3	<.0001	0.8575		0.1771	0.5858
4	<.0001	0.1360	0.1771		0.0416
5	0.0354	1.0000	0.5858	0.0416	

II Analysis without *** POSTION ***

The GLM Procedure
Least Squares Means
Adjustment for Multiple Comparisons: Tukey-Kramer



II Analysis without *** POSTION ***

The GLM Procedure
Least Squares Means
Adjustment for Multiple Comparisons: Tukey-Kramer

