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**LEADERSHIP FOR SCHOOL IMPROVEMENT: ANALYSIS OF PRACTICES AND
PROBLEMS IN WEST ARSI ZONE, 2014**

BY

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LEADERSHIP FOR SCHOOL IMPROVEMENT: ANALYSIS OF PRACTICES AND
PROBLEMS IN WEST ARSI ZONE

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DECLARATION

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

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Acronyms

CPD	Continuous Professional Development
ESDP	Education Sector Development Program
ETP	Education and Training Policy
GEQIP	General Education Quality Improvement Program
GTP	Growth and Transformation Plan
KETB	Kebele Education and Training Board
MoE	Ministry of Education
NGO	Non-Governmental Organization
OEB	Oromia Education Bureau
ORS	Oromia Regional State
PTA	Parent-Teachers Association
SIP	School Improvement Program
SIC	School Improvement Committee
SMC	School Management Committee
TDP	Teachers Development Program
WAAZ	West Arsi Administrative Zone
WAZ	West Arsi Zone

Abstract

The purpose of this study was to assess practices and problems of leadership towards school improvement in West Arsi Zone. To this end, basic questions were raised regarding leadership practices; problems (factors) affecting leadership practices and to what extent do the student outcomes provide evidence for the schools leadership practices in attaining its goals for improvement. The study employed descriptive survey design. Out of 32 government schools in the zone, 8 secondary schools were selected from seven different districts and one administrative town by purposive sampling technique. students and teachers were selected randomly as principals, vice principals, department heads, student councils, school management committees, woreda education officials, Parent Teachers Association committees, and Kebele Education and Training Board committees members were selected by availability sampling technique. To this end, 8 principals, 17 vice principals, 8 department heads, 107 teachers and 799 grade ten students, 8 student councils, 8 schools' school management committees, 8 woreda education officials, 8 Parent Teachers Association committees, and 8 Kebele Education and Training Board committees members were the sample subjects of the study. Before data collection, and consistency of the questionnaire was checked by doing appropriate checking and pilot study was conducted. Data for the study were collected through questionnaires, interviews, focus group discussion and document analysis. The data were analyzed using frequency, percentage, mean, likert scale was used to analyze the responses of respondents. The findings of the study revealed that principals' leadership practices were moderate in teaching-learning, school management and community participation but good in creating healthy school environment. The moderate results of the practices of principals show improvement in the practices of school leaders is very important to maximize their effort. Moreover, different problems were identified from data qualitatively interpreted as school environment, leaders own personal characteristics, local community associated, and government side problems. Most of these problems of leadership practices arisen from community participation gap, principals' lack of capacity to run the schools, and resource shortage. Therefore school principals should be trained and empowered in leadership and special attention should be given to community participation, awareness creation and empowerment.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

A common aspect of schools that concern those who wish to see improvement in educational outcomes is the way that they are organized to meet the critical educational needs of their students (Bradley S.Portin et al, 2006:2). Schools must improve their basic functions of teaching and learning process that aims at helping and empowering all students to raise their broad outcomes through instructional improvement. How well they work is a concern for teachers, parents, managers, politicians, employers and most of all pupils.

To this end, the government of Ethiopia has given a high priority to quality improvement of education at all levels. The Education and Training Policy (ETP) (1994) put special place, among other components, for the quality of education (MoE 2012:1). To address this issue, Ministry of Education (MoE) has developed a General Education Quality Improvement Package (GEQIP) that comprises six programs.

The Growth and Transformation Plan (GTP) of Ethiopia has forwarded that improving and ensuring the quality and efficiency of education at all levels will be an important priority. The set off professional standards for teachers and educational leaders is also part of the government's plan for developing and maintaining the quality of teaching and leadership, and improving learning outcomes for students.

The School Improvement Program (SIP) is a nationwide program, developed by the MoE (2010:1) in 1999, is one of the six programs of General Education Quality Improvement Program (GEQIP) to improve student results in primary and secondary schools. School improvement is a distinct approach to educational change that enhances student outcomes as well as strengthening the school's capacity for managing change. As cited in Million Morki.(2010) the program requires the effectiveness and commitment of the stake holders particularly teachers, school leaders and management (Aggarwl, 1985:104).

The ETP has stipulated that ensuring the quality, equity as well as the relevance of the Ethiopian education requires effective management and leadership at all levels of the education system. Effective implementation depends on the motivation and actions of school leaders. Policy makers

need to engage school leaders in meaningful and continuous dialogue and consultation on policy development and formulation. School leaders who feel a sense of ownership of reform are more likely to engage their staff and students in implementing and sustaining changes.

GEQIP has included school teachers, principals, and supervisors' capacity building strategy with clear objectives to facilitate and support schools improvement. For schools to experience sustained improvement, it is probably necessary that school staff and their surrounding communities take responsibility for their own improvement (MoE 2010: 23). But for schools to be able to take such improvement actions they need to be supported by the experts and supervisors in the administration and they need to receive some basic funds. For schools to be able to implement their strategic plans, most will need to receive some financial resources. Under GEQIP, a "school grants" program has been started which will be an integral part of ESDP IV.

As Stephen (1994:4) stated by citing Arkes, a principal interviewed was stated the following: "work on team building; put your agenda second; know that you don't have all the answers...everyone has limitations; learn from students and staff; put people before paper"(Getahun Workineh 2002: 49). This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To achieve school improvement program, schools should work on four broad elements (school domains) (OEB 2009:5). These are: - teaching learning process, school management, safe and healthy school environment and the community participation.

Thus, the general education quality improvement package gives emphasis for the leadership and management of school to improve the quality of education. Therefore, from the actual challenges of instructional leadership and the need to have effective schools, which provide quality education, study of practices and problems of leadership for school improvement in West Arsi Zone has a vital significance from the perspective of policy and the need of the societies.

West Arsi Zone was established in 1998 E.C constituting areas formerly administered under Bale, Arsi and East Showa Zone. The distance from Addis Ababa to its capital (Sheshemene) is 250 km. The zone covers part of the south eastern high lands and some parts of Lake Region of the Rift Valley. It is bounded in South and North Western direction by SNNP, in East by Bale and Arsi Zones and in North Eastern by East Showa Zone. The total population of the zone was

estimated to be about 1,964,838, accounting 7.3 percent of the total population of Oromia (OEB, 2011).

Agriculture is the dominant economic activity in the zone. Sedentary farming is dominantly practiced in the zone. The zone is known for cultivation of cereal crops such as Wheat, Barely, Maize and Teff. Enset is also the dominant activities in Kokosa and Nansebo Woredas. It is known for livestock herding such as Cow, Sheep, Goat, Horse, and Donkey (ZAO, 2011).

The zone is administratively structures into 12 Woredas and three Administrative towns. The education administration system is also structured accordingly. In each Woreda and three administrative towns there is at least one secondary school in each woreda and administrative town. According to the information obtained from West Arsi Education Office, there were 37 general secondary schools (9-10) of which 32 were government schools

1.2. Statement of the Problem

The principal is increasingly expected to create a climate that is conducive to teaching and learning; work towards improving student performance and be accountable for results; support and supervise teachers' work in instruction and classroom management; supervise the use of the curriculum and its localization to ensure its relevance to the school; and ensure effective staff development programs are operational in the school and that teachers improve their professional competence (Atkinson, 2001).

To this end, the ETP, (MoE, 1994: 29-30) states that educational management should be democratic, professionally coordinated, efficient and effective. The administration of elementary school and secondary education and training shall be decentralized in line with the ongoing regionalization process (MoE, 1994: 16-17). This strategy implies that the management of each school will be democratized and run with the participation of the community, the teachers, the student and other relevant government institutions that need effective leadership in the overall education system.

Local education authorities, districts and municipalities in some countries facilitate relationships between schools in order to develop and spread good practice. Working successfully with other schools and school leaders, collaborating and developing relationships of interdependence and trust, is a new role for many of them that is not always easy, particularly in environments still dominated by competition.

The responsibility for proper and adequate provision of the school curriculum and instruction rests with the school instructional leaders (the principal and/or assistant principal). To this end, the GEQIP which comprises six programs is a comprehensive coverage of critical components for quality improvement gave emphasis for school management as the element of SIP. They are usually former teachers selected to be principals mainly for their seniority rather than for their personal traits or performance. Principals often operate under significant constraints, such as chronic shortage of materials, operating funds, and staff development resources, which make instructional improvement extremely difficult to achieve. Also, principals are over burdened with administrative tasks and find it difficult to make time for instructional improvement.

The key challenge of school improvement today, then, is for school administrators to become leaders who develop and raise high level achievement by working with, learning from and influencing the behaviors of others within and beyond their schools. Instead of being managers who implement policy, school administrators will increasingly need to become leaders of their schools who can also exercise leadership in the environment beyond their schools, and articulate the connection between the two. The educational leader of the future, therefore, will increasingly be a system leader as well as a school leader.

School principal training before the appointment is virtually nonexistent among developing countries, except for on-the-job training for a teacher who has served as a deputy or assistant principal. School principal training before the appointment is virtually nonexistent among developing countries, except for on-the-job training for a teacher who has served as a deputy or assistant principal. Studies in Egypt, Indonesia, and Paraguay have found that a principal's teaching experience and instructional leadership training (number of courses taken) are related to higher student achievement (Fuller 1987; Heyneman and Loxley1983; Sembiring and Livingstone 1981).

The researcher experienced working in one secondary school of West Arsi Zone for 5 years teaching helped to observe the school management and line woreda officials starting from assignment to activities accomplishment problem in leadership practices in the zone. It was observed that, the bases of assignment/selection for leaders were political attitude of the person to be assigned rather than other general backgrounds/skills capacity of the individual. Besides, leaders training before assignment were non-existent except for teachers who will undertake teaching-learning whose certification is concerned with teaching-learning process. In addition to these, the assignment /selection of the leaders more stressed the very experiences of the individual teachers rather than the skills of these individuals.

Moreover, the work accomplishment nature practiced was like overloading the leaders and teachers not to look for innovative changes and this made the school management and line management of the zone busy to accomplish their professional work. Likewise, their work seems as if looking for the instruction from higher line officers hierarchy wise rather than the work they professionally assigned for. At the same time, no study was conducted in the target area of operation. That is why the researcher is inspired to look the problem more closely and initiated to

conduct this study to assess the practices and problems of leadership for school improvement in West Arsi Administrative Zone.

The aim of the current study was, therefore, to address the analysis of practices and problems of leadership for school improvement to assume new roles and responsibilities in a decentralized system.

In order to analyze the practices and problems of leadership for school improvement, the study addressed the following guiding questions:

1. What do the practices of leadership for school improvement look like in West Arsi Zone?
2. What are the challenges of leadership for school improvement in West Arsi Zone?
3. To what extent do the student outcomes provide evidence for the schools leadership practices in attaining its goals?

1.3 Significance of the Study

Principals must establish a culture that promotes excellence, equality and high expectations of all pupils. A principal that practices leadership provides vision, leadership and direction for the school and ensures that it is managed and organized to meet its aims and targets. This study was assumed to be very important expecting to benefit the following bodies. It may help policy makers and planners to facilitate strategies in producing man power (leaders) that are skillful in the implementation of school improvement and seeking solution for changing of the existing system. It may be basis for decision making (taking corrective measures) for the target line offices by getting useful information on the factors affecting leadership for school improvement in West Arsi Zone.

It may also encourage newly assigned leaders and stakeholders of the target area to change the system of task accomplishment by conducting action research to provide solutions for those factors affecting leadership for school improvement. It may make students of the target area and the society at large more profitable by exposing factors affecting effective leadership. Finally, it may provide information for those who are interested to make further studies on the topic i.e it may encourage future research.

1.4. Objectives of the Study

1.4.1 General Objective

The general objective of the study was to assess leadership for school improvement on the basis of practices and problems in West Arsi Zone, 2014.

1.4.2. Specific Objectives

The specific objectives of the study were:

1. To assess the leadership practices of the school principals towards school improvement in line with line offices in West Arsi Zone.
2. To identify the extent to which plans are made to increase students' outcomes in improving the schools in West Arsi Zone.
3. To identify the leadership problems in West Arsi Zone.

1.5. Delimitation of the Study

The study was conducted in West Arsi Zone of Oromia Regional State on the analysis of practices and problems of leadership for school improvement. The scope of the study was delimited to seven districts and one administrative town of the zone of which one governmental secondary school from each district and administrative town was selected. It was more essential if the study was conducted in all districts of West Arsi administrative Zone; however, such study needs much resource. The study was also delimited to leadership practices and problems of secondary school principals of sample woredas. The study was also delimited to governmental sectors with a special attention to (979 sample population) i.e. principals, vice principals, department heads, teachers, school management committee(SMC), supervisors, students (grade 10 only), and student councils (parliament), woreda educational office, parent teachers association committee (PTAC), kebele education and training board (KETB) in order to make the study manageable

1.6. Limitation of the Study

The researcher faced some limitations in this study. One of the limitations was that most of secondary school principals, vice principals, teachers and woreda supervisors were busy and had no enough time to respond to questionnaires and interview. Moreover, it was impossible to find them in schools at right time. Some of them who have enough time were also reluctant to fill in and return the questionnaire as per the required time and some of them are not interested to tell the real situation of their schools and the act of trying to reflect only the strong sides of the schools. As the result, it was difficult to collect all the data according to the schedule set. Another limitation was appointment giving even to distribute the questionnaire which cannot go across the time schedule and budget constraints. In addition to these, on the topic as a new researcher, shortage of books was among the limitations to be exposed. With these limitations the researcher interviewed most of the interviewees after schools in different places out of work time including evening time to go with the schedule. In spite of these shortcomings, however, it was attempted to make the study as complete as possible.

1.7. Definitions of Key Terms

Effective school improvement: refers to planned educational change that enhances learning outcomes and the school's capacity for managing change (Hopkins, Ainscow and West, 1994).

Effectiveness: is concerned with the ability to produce a desired result or goal (Sergovanni, 2006).

Instructional leadership:- Refers to role behavior (practices) of school leaders in defining the school mission, managing curriculum and Instruction, supervising instruction, monitoring student progress, promoting school learning, and promoting learning climate (Krug, 1992: 56), (cited in Yenew, 2012).

Leadership: is “a process whereby an individual influences a group of individuals to achieve a common goal (Nort house 2004) ”

School improvement: is the way in which the school gets effective in all aspects that is teaching- learning, making healthy school environment, creating effective management and community participation. (MoE, 2010)

School leaders: a person in school who influence a group of people and organize the activities performed in school.

Secondary school:-governmental/non-governmental school level encompassing grade 9 and 10

Woreda: is lower administrative hierarchy next to the zone which consists of kebeles.

Zone: - an intermediate administrative level between region and district. Yenenew A. (2012)

Key: the mean values were interpreted as : 1.00-1.49=very poor(very low) 1.50-2.49 = poor(low) 2.50-3.49 = moderate , 3.50-4.49 = good (high) , 4.50-5.00 = very good (very high), Agree = high & very high, Disagree = very low , low and moderate

1.8. Organization of the Study

This thesis was organized into five chapters. The first chapter holds the introductory part of the study which consists of background of the research, statement of the problem, significance, scope and limitation of the study. The second chapter deals with review of literature pertinent to the research. The third chapter discusses about research methodology. The collected data from the subject of the study was carefully analyzed and interpreted under the fourth chapter. The fifth chapter summarizes the research's summary, conclusions drawn and recommendations made on the basis of findings of the study. Reference and appendix including questionnaire, interview format, and other related materials were part of the document.

CHAPTER-TWO

2. REVIEW OF THE RELATED LITERATURE

2.1 The Nature and Concept of Leadership

2.1.1 Definition of Leadership

Several political orators, educational thinkers, business executives, social workers, and scholars have used the word leadership. The word lead, leader, and leadership come from the Anglo-Saxon word “lead”, meaning “path” or “road”, and the verb leader means “to travel” (Kets de Vries, 2006: 2). Thus, leader is one who shows fellow travelers the way by walking ahead. The history of leadership theories started from the “The Great Man” theory of the mid 1800s which assumed as trait theory (leaders are born not made), behavioral theory (there is one best way to lead), situational/contingency theory (leaders act differently depending on the situations), to the recently introduced theories- leader is rational, transformative, and empowering (Dr. Sushanta K. 2012).

Leadership and its role are the most concerning issues for business and organizations nowadays. The “ leaders are individuals who establish direction for a working group of individuals and who gain commitment from this group of members to established direction and who then motivate members to achieve the direction’s out comes ” (Conger,1992: 18). The term leadership can be viewed through multiple angles and concepts. Traditionally leadership is a set of feature owned by the leader or it is a social phenomenon that comes from relationship with groups.

These concepts can give different opinions about the definition of leadership. It is a continuous debate that whether the leadership comes from the personal qualities of leader or a leader makes followership through what he/she does or believes (Grint 2004). Grint also highlight position problems with the leadership, through which explores, is the leader a person in charge? With a true authority to decide or implement or it is only a person in front who takes his/her directions for some one.

Recent reviews take leadership as “a process whereby an individual influences a group of individuals to achieve a common goal (Nort house 2004)”. Another view about leadership is that “Leadership is like the abominable snowman, whose foot prints are everywhere but who is nowhere to be seen” (Bennis and Nanus 1995).

School leadership is an education policy priority around the world. Increased school autonomy and a greater focus on schooling and school results have made it essential to reconsider the role of school leaders (Portin et al 2006: 31-32). Leadership is part of the school's capacity to deliver a high-quality education to its students, and therefore assessment of staff's and schools' "capacity for leadership" is essential (Lambert, 1998). As cited in Abbas, Asghar (2010), Prestwood and Schumann states that "*Leadership is a state of mind not a position*" (Prestwood and Schumann 2002: 1). In this age of uncertainty, organizations and companies may face some unexpected and unwanted circumstances any time.

In short leadership/leader is either a person who is in charge and has authorities to take decisions and has also powers to implement his or her decisions or a process having a set of other authoritative process about organizational, personal or social process of influence for which the groups ,teams or organizations can do more to increase their ability. The selection of the leader not only depends on the personal characteristics of person but also on the social and cultural factors along with his/her exposure towards like (Bolden 2010)

Leadership is a subject that has long excited interest among people. The term *leadership* is a word taken from the common vocabulary and incorporated into the technical vocabulary of a scientific discipline without being precisely redefined. As a consequence, it carries extraneous connotations that create ambiguity of meaning (Janda, 1960). Additional confusion is caused by the use of other imprecise terms such as *power*, *authority*, *management*, *administration*, *control*, and *supervision* to describe similar phenomena. Researchers usually define leadership according to their individual perspectives and the aspects of the phenomenon of most interest to them. After a comprehensive review of the leadership literature, (Stogdill 1974: 259) concluded that "there are almost as many definitions of leadership as there are persons who have attempted to define the concept." The stream of new definitions has continued unabated since Stogdill made his observation. Leadership has been defined in terms of traits, behaviors, influence, interaction patterns, role relationships, and occupation of an administrative position. Researchers who differ in their conception of leadership select different phenomena to investigate and interpret the results in different ways. Researchers who have a very narrow definition of leadership are less likely to discover things that are unrelated to or inconsistent with their initial assumptions about effective leadership.

In research, the operational definition of leadership depends to a great extent on the purpose of the researcher (Campbell, 1977). The purpose may be to identify leaders, to determine how they are selected, to discover what they do, to discover. Brush and Bell (2003: 60).have stated that, in ongoing worldwide educational reforms, how to improve educational practice for the pursuit of educational quality is one of the key concepts.

As Karmel (1978: 476) notes, “It is consequently very difficult to settle on a single definition of leadership that is general enough to accommodate these many meanings and specific enough to serve as an operationalization of the variable.” Whenever feasible, leadership research should be designed to provide information relevant to a wide range of definitions, so that over time it will be possible to compare the utility of different conceptions and arrive at some consensus on the matter. In this book, leadership is defined broadly in a way that takes into account several things that determine the success of a collective effort by members of a group or organization to accomplish meaningful tasks. The following definition is used: Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.

2.1.2. The Nature of Leadership and Leadership Practices

School leadership is not something new or intrusive concern. It is what it always has been; the application of reason, logic, values to the achievement of educational objectives via the development of available resources (Holmes, 1993: 9). Thus, School leaders are those persons, occupying various roles in the schools goals. So, school leaders are viewed as holding the key to resolve a numbers of problems currently facing schools (Holmes, 1993: 39).Indeed, the leadership literature contains literally hundreds of at least slightly different conceptions of the concept.

One way often used to clarify the meaning of leadership is to compare it to the concept of management. Some of these comparisons seem largely unhelpful, as in Bennis and Nanus’(1985) claim that management is “doing things right” and leadership is “doing the right things”. More helpful, we think, is a distinction offered by Kotter J. (1990). According to this source, management is about producing order and consistency, whereas leadership is about generating constructive change. Adopting this perspective, the primary *effect* of organizational leadership would be significant change in a direction valued by the organization. In practice, of course, distinguishing between leadership and management *behaviors* can be extremely difficult. This is because the distinction rests not on the nature of the behavior but its effects. If behavior produces

order and consistency then it must be management; if it produces change in a valued direction it must be leadership.

Most conceptions of leadership do associate it with productive change. At the core of leadership, there are two functions generally considered indispensable to its meaning:

- i. *Direction-setting*: helping members of the organization establish a widely agreed on direction or set of purposes considered valuable for the organization; and
- ii. *Influence*: encouraging organizational members to act in ways that seem helpful in moving toward the agreed on directions or purposes.

Each of these functions can be carried out in different ways, such differences distinguishing many “models” of leadership from one another. As Yukl notes, leadership influences: “...the interpretation of events for followers, the choice of objectives for the group or organization, the organization of work activities to accomplish objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork, and the enlistment of support and cooperation from people outside the group or organization” (1994: 3).

2.2 The Importance of Leadership

Successful school leadership is one of the key conventional terms where the success of a school is being celebrated. In this regard, 22 research and practice have a great deal to say about the importance of school leadership with regard to its impact on school improvement and ultimately on students achievement. For example, Harris and Bennett (cited in Harris, et al, 2003: 9) have argued that the importance of leadership in securing sustainable school improvement has been demonstrated in both research and practice. Sergiovanni (cited in Harris, et al, 2003: 1) has indicated the dependability of school success on effective leadership and stated that “Tomorrows schools success will depend up on the ability of leaders to harness the capacity of locals to enhance sense and meaning and to build a community of responsibility.” Again, (warren Bennis, 2003: 54) has argued that thus, one may say that effective leadership is at the core of every successful organization.

In broader context, Harris and Chapman (2002: 87) stated that research findings from diverse countries and different school contexts have revealed the powerful impact of leadership in securing school development and change. To clearly know about successful school leadership,

research based conclusion is summarized by Leithwood and Richi (2003: 123) in to five claims as: Leadership has significant effect on student learning and to the effect of the quality curriculum and teachers instruction. Currently, administrators and teachers provide most of the leadership in schools, but other potential sources of leadership exist. A core of leadership practices form the ‘basic’ of successful leadership and are available in almost all educational contexts. Successful school leaders respond productively to challenges and opportunities created by the accountability oriented policy context. Successful school leaders respond productively to the opportunities and challenge of education in different group of students.

Through the development of the SIP, principals are given authority to implement their own school improvement initiatives on a monthly and annual basis. Principals can guide teachers to modify the national curriculum to meet students’ needs. Additionally, principals are given authority to provide teachers with enrichment opportunities through training and workshops.

School principals directly receive funding for school maintenance and other operating expenses from the Central and Regional offices. These funds are to be allocated by the principal’s discretion. Also, new teachers can apply for jobs at the specific school. Principals have the authority to recommend the hiring of a teacher which the divisional office must approve.

To sum up, the research and practice revealed the importance of the leadership in securing the sustainable school improvement and the dependability of school success will depend up on the ability of leaders to harness the capacity of local, to enhance sense and meaning and to build community of responsibility as well as the effective leadership is at the core of every successful organization. Indeed, leadership has a significant effect on student and quality curriculum and teachers instruction in which currently administrators and teachers provide most of the leadership in schools but other potential sources of leadership exist. Successful school leaders respond productively to challenges and opportunities created by the accountability oriented policy context and education in different group of students.

2.3 The Effect of Leadership on Students’ Achievement

As cited in (Hopkins et al 1996, 1998) Contemporary educational reform places a great premium on the effective leadership and management of schools. The logic of this position is that an orderly school environment, that is efficient and well managed, provides the preconditions for

enhanced student learning. Empirical backing for a relationship between leadership and higher levels of student outcomes is often claimed, and the school effects research is usually cited in support. At one level this contention is self-evidently true.

However, the correlation nature of the research evidence that is often cited in support inevitably masks the exact relationship between leadership and enhanced student learning. Consequently, policy initiatives that focus solely on leadership and management have difficulty in achieving more than a generalized impact on student learning. According to researchers Philip Hallinger and Ronald Heck, school principals “exercise a measurable, though indirect, effect on school effectiveness and student achievement.” Leadership appears to particularly impact the quality of teaching in schools (NGA Center for Best Practices (2003:2).

School leaders provide focus and direction to curriculum and teaching and manage the organization efficiently to support student and adult learning. Principals also evaluate teachers and make decisions about their classroom assignments. When classroom instruction is weak in underperforming schools, or when large numbers of teachers are teaching out-of-field in these schools, significant responsibility rests with the principal. Quality school leaders, the evidence suggests, understand teaching and are respected by their staff. Moreover, these individuals are willing to hold themselves and others responsible for student learning and enhancing the capacity of teachers to meet this goal. As Richard Elmore puts it:

It is now more than 20 years since leadership was identified as one of the key components of “good schools” by HMI, who stated that, without exception, the most important single factor in the success of the schools is the quality of the leadership of the head (DES, 1977:36). Since that time the changes imposed upon the UK education system, and indeed on most other “developed” educational systems, have radically altered the role and responsibilities of the head teacher or principal. In particular, the devolution of responsibility for local management of schools in many systems has resulted in the head teacher or principal becoming a manager of systems and budgets as well as a leader of colleagues. Also, the increasingly competitive environment in which schools operate has placed a much greater emphasis upon the need to raise standards and to improve the outcomes of schooling.

During the past decade, the debate over educational leadership has been dominated by a contrast between the so-called transactional and transformational approaches. As we have noted elsewhere, there seems to be a presumption with transactional models in systems where strong central control has been retained, while in those systems where de-centralization has been most evident considerable interest in transformational models has emerged (West et al 2000). It has been widely argued that complex and dynamic changes, such as the “cultural” changes that are required for sustained school improvement, are more likely to occur as a result of transformational leadership (Burns 1978, Caldwell 1999, Leithwood and Jantzi 1990). This style of leadership focuses on the people involved and their relationships, and requires an approach that seeks to transform feelings, attitudes and beliefs.

Transformational leaders not only manage structure, but they purposefully seek to impact upon the culture of the school in order to change it. Unfortunately there is a problem when reviewing the literature on educational leadership. It is that most commentators, certainly those writing during the past ten or twenty years, tend to conflate their own views about what leadership should be with their descriptions of what leadership actually is, and fail to discipline either position by reference to empirical research. This can lead us towards a somewhat mythical view of leadership that is often embellished by rhetoric. Consequently, transformational leadership is, as with many concepts in education, a somewhat plastic term. For the purposes of this paper I have selected, from our more comprehensive review, a few sources that capture the range of conventional wisdom on transformational leadership and that have adequate empirical support (Hopkins 2000). So for example: On the issue of change, Cheng (1997) claims that transformational leadership is critical to meeting educational challenges in a changing environment, and Turan and Sny (1996) argue that strategic planning, like transformational leadership, is vision-driven planning for the future. Innovation, inclusion and conflict management have all been linked to transformational leadership behaviors.

Berg and Slegers (1996) found that transformational school leadership plays a “particularly crucial” role in the development of the innovative capacities of schools. According to research by Leithwood (1997), principal leadership exercised its strongest independent influence on planning, structure and organization, as well as on school mission and school culture. These studies support the contention that the main outcome of transformational leadership is the “increased capacity of

an organization to continuously improve” (Leithwood et al 1999: 17). It is for this reason that I consider the approach a necessary but not sufficient condition for school improvement, for the simple reason that it lacks a specific orientation towards student learning. In line with many other educational reforms, transformational leadership simply focuses on the wrong variables.

There is now an increasingly strong research base that suggests that initiatives such as local management of schools, external inspection, and organization development or teacher appraisal only indirectly effect student performance. These “distal variables”, as Wang and her colleagues (1993) point out, are too far removed from the daily learning experiences of most students. The three key “proximal variables” that, according to their meta-analysis, do correlate with higher levels of student achievement are psychological, instructional and home environments.

The clear implications for policy are that any strategy to promote student learning needs to give attention to engaging students and parents as active participants, and expanding the teaching and learning repertoires of teachers and students respectively. Yet a sole focus on teaching and learning is also not a sufficient condition for school improvement. A leading American commentator on school reform explains it this way (Elmore 1995: 366): Principles of [best] practice [related to teaching and learning]...have difficulty taking root in schools for essentially two reasons: (a) they require content knowledge and pedagogical skill that few teachers presently have, and (b) they challenge certain basic patterns in the organization of schooling. Neither problem cannot be solved independently of the other, nor is teaching practice likely to change in the absence of solutions that operate simultaneously on both fronts.

What Elmore is arguing for is an approach to educational change that at the same time focuses on the organizational conditions of the school, in particular the approach taken to staff development and planning, as well as on the way teaching and learning is conducted. Leithwood and his colleagues (1999: 8) define it as an approach to leadership that emphasizes “the behaviors of teachers as they engage in activities directly affecting the growth of students”. Once again the term is subject to conceptual pluralism by the many commentators who are attracted to the notion (see for example Sheppard 1996, Geltner and Shelton 1991, and Duke 1987).

However, the most fully tested approach to instructional leadership is that of Hallinger and his colleagues (Hallinger and Murphy 1985). They propose a model of instructional leadership that

consists of 20 specific functions within three broad categories: defining the school mission, managing the instructional program, promoting school climate. There is considerable empirical support for this model, particularly as it relates to student outcomes (Hallinger 1992, Sheppard 1996).

Our own work in supporting a variety of school improvement initiatives suggests that the focus of instructional leadership needs to be on two key skill clusters (see for example Hopkins et al 1996, 1998). These are strategies for effective teaching and learning & the conditions that support implementation, in particular staff development and planning. As contemporary policy and practice exhibits a lack of precision in operationalising these domains I need to clarify, albeit briefly, our use of the terms.

The research evidence on effective patterns of teaching that result in higher levels of student learning is burgeoning (e.g. Creemers 1994, Brophy and Good 1986, Joyce and Weil 1996, Joyce et al 1997). One can summarize the evidence from the research on teaching and curriculum, and their impact on student learning, as follows: There are a number of well-developed models of teaching and curriculum that generate substantially higher levels of student learning than does normative practice. The most effective curricular and teaching patterns induce students to construct knowledge to inquire into subject areas intensively. The result is to increase student capacity to learn and work smarter. Models of teaching are really models of learning. As students acquire information, ideas, skills, values, ways of thinking, and means of expressing themselves, they are also learning how to learn. To ensure maximum impact on learning, any specific teaching strategy needs to be fully integrated within a curriculum.

Too often thinking skills or study strategies are presented in isolation, with the consequence a) that it is left to the student to transfer the strategy to real settings, and b) that teachers have no curriculum vehicle in which to share good practice. This analysis supports the view that teaching is more than just presenting material; it is about infusing curriculum content with appropriate instructional strategies that are selected in order to achieve the learning goals the teacher has for his or her students. Successful teachers are not simply charismatic, persuasive and expert presenters; rather, they create powerful cognitive and social tasks for their students, and teach the students how to make productive use of them. The purpose of instructional leadership is to facilitate and support this approach to teaching and learning (Hopkins 2000:3).

The other side of the coin is, of course, staff development. This is for the obvious reason that many of the curricular and teaching patterns alluded to above are new for most teachers. They represent additions to their repertoire that require substantial study and hard work if implementation in the classroom is to take place. The approach to staff development that we employ is specifically directed at assisting teachers to expand their range of teaching strategies. This approach is based on the research of Joyce and Showers (1995), who identify a number of key training components that need to be used in combination. The major components of training are: presentation of theory or description of skill or strategy, modeling or demonstration of skills or models of teaching, practice in simulated and classroom settings, structured and open-ended feedback (provision of information about performance) and coaching for application (hands-on, in-classroom assistance with the transfer of skills and strategies to the classroom)

Joyce (1992) has also distinguished between where these various forms of staff development are best located – either in the workshop or the workplace. The workshop, which is equivalent to the best practice on the traditional inset course, is where teachers gain understanding, see demonstrations of the teaching strategy, and have the opportunity to practice in a non threatening environment. The research evidence is very clear that skill acquisition and the ability to transfer vertically to a range of situations require on-the-job support. This implies changes to the way in which staff development is organized in schools (Joyce and Showers 1995). In particular, this means providing the opportunity for immediate and sustained practice, collaboration and peer coaching, and studying development and implementation.

Instructional leaders realize that one cannot ‘ad hoc’ staff development – time has to be found for it. It is in the confluence between expanding the teaching and learning repertoires of teachers and staff development that school improvement defines itself. In the sense that I have been using the term in this paper, school improvement is a distinct approach to educational change that enhances student outcomes as well as strengthening the school’s capacity for managing change (Joyce and Showers 1995).

School improvement is about raising student achievement through focusing on the teaching-learning process and the conditions that support it. It is about strategies for improving the school’s capacity for providing quality education in times of change (Hopkins et al, 1994:7). This definition is consistent with the research on effective school improvement initiatives. Those

strategies that enhance student outcomes tend (Joyce et al, 1993) to: Focus on specific outcomes which can be related to student learning, rather than succumbing to external pressure to identify non-specific goals such as “improve exam results”. Recognize the importance of staff development, since it is unlikely that developments in student learning will occur without developments in teachers’ practice. Provide for monitoring the impact of policy and strategy on teacher practice and student learning early and regularly, rather than rely on post hoc evaluations

In relation to the tasks expected from the school leaders for effective instructional leadership, different authors and researchers have developed different conceptual frameworks based on the characteristics of effective schools and effective principals. Snyder. (1983: 32), for instance, conceptualized instructional leadership in terms of planning, staff and program development and evaluation activities using such organizational properties, however may not entirely capture the normative dimension of school social organization without which the instructional leadership tasks of leaders could not influence the quality of instruction as well as student achievement.

Hopkins, Ainscow and West (1994), defined the concept of effective school improvement as follows: Effective school improvement refers to planned educational change that enhances student learning outcomes as well as the school’s capacity for managing change. The addition of the term “managing” emphasizes the processes and activities that have to be carried out in school in order to achieve change/improvement. To evaluate effective school improvement, an *effectiveness criterion* is needed as well as an *improvement criterion*. The effectiveness criterion refers to student outcomes; this might be learning gain in the cognitive domain, but it might also be any other outcome that schools are supposed to have for students (Creemers, 1996). The effectiveness criterion is met by the answer to the question ‘Does the school achieve better student outcomes’.

School improvement is a very powerful tool for the testing of theories. School improvement can also provide new insights and new possibilities for effective school factors, which can be analyzed further in effective school research. From this perspective, instructional leaders are able to create synergy between a focus on teaching and learning on the one hand, and capacity building on the other (Hopkins 2000:3).

Principals as the school chief educational leader play a major role in shaping the nature of the school organization. In supporting this argument, Ministry of Education, Govt. of Ethiopia (2005:16) commented that: *“Principals as educational leader play a pivotal role in the success of the school. In the successful school, leaders; create a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement, develop and communicate plans for effective teaching, and nurture cooperative relationship among all staff members: monitor students learning progress and closely work with parents, and community members.”* Dr. Sushanta K. (2012:2) from the above one can understand that without effective educational leaders, it is impossible for schools to attain their educational outcomes.

Principal as educational leader influences teachers and staffs for successful operations of teaching and learning in the school. Head teachers play a crucial role in creating the factors, which affect the Organization health of the school (Healy, 1994: 64). This implies that the school Principals is the most visible and directly accessible representatives of the school who highly influence the job performance of teachers. Thus, teachers’ job performance in the school system can positively or negatively be affected by their principals’ leadership style.

Leadership style is the patterns of behaviors which a leader adopts to influence the behaviors of his/her followers. Strengthening this idea, as cited in Sushanta K. (2012:2), Kinard, (1988: 326) wrote that “leadership style is a behavior pattern, which a leader exhibits in directing the behavior of the employees toward the attainment of personal or organizational goals.” Thus, effective principals use a wide range of leadership style according to the situation and context of their school. There are various leadership styles adopted by leaders. But many authors and researchers on why they are effective, or to determine whether they are necessary.

As cited in (NGA Center for Best Practices) historically, school leaders were expected to perform primarily managerial and political roles. “Schools of the twenty-first century will require a new kind of principals,” according to the Institute for Educational Leadership, one whose main responsibility will be defined in terms of “instructional leadership that focuses on strengthening teaching and learning.” The challenge for states is to redesign their systems of licensure,

preparation, and professional development to produce and reward principals that have these kinds of skills.

From the points raised here in above it is revealed that the principals play a great role in shaping the nature of the school organization and create a strong sense of vision and mission, build a strong culture of collaboration and creative problem solving, plan to facilitate work and possess an instructional leadership quality that takes responsibility for students achievement as well as develop and communicate plans for effective teaching. In fact, principal as educational leader influences teachers and staffs for successful operations of teaching and learning in the school which in turn principals' leadership style positively or negatively affects teachers' job performance. Leadership style is a behavior pattern which a leader exhibits in directing the behavior of the employees toward the attainment of personal or organizational goals. However, historically school leaders were expected to perform primarily managerial and political roles and one whose main responsibility will be defined in terms of instructional leadership that focuses on strengthening teaching and learning. Therefore, the challenge for states is to redesign their systems of licensure, preparation, and professional development to produce and reward principals that have these kinds of skills.

2.4. Roles of Leadership for School Improvement

2.4.1 Setting direction

A critical aspect of leadership is helping a group to develop shared understandings about the organization and its activities and goals that can undergird a sense of purpose or vision (Hallinger and Heck, 2002). The most fundamental theoretical explanations for the importance of leaders' direction-setting practices are goal-based theories of human motivation (e.g., Bandura, 1986; Ford, 1992; Locke, Latham and Eraz, 1988). According to such theory, people are motivated by goals which they find personally compelling, as well as challenging but achievable. Having such goals helps people make sense of their work and enables them to find a sense of identity for themselves within their work context.

2.4.2 Developing people

While clear and compelling organizational directions contribute significantly to members' work-related motivations, they are not the only conditions to do so. Nor do such directions contribute to the capacities members often need in order to productively move in those directions. Such

capacities and motivations are influenced by the direct experiences organizational members have with those in leadership roles (Lord and Maher, 1993), as well as the organizational context within which people work (Rowan, 1996).

The ability to engage in practices that help develop people depends, in part, on leaders' knowledge of the "technical core" of schooling –what is required to improve the quality of teaching and learning – often invoked by the term "instructional leadership." But this ability also is part of what is now being referred to as leaders' emotional intelligence (Goleman, Boyatzis and McKee, 2002). Recent evidence suggests that emotional intelligence displayed, for example, through a leader's personal attention to an employee and through the utilization of the employee's capacities, increases the employee's enthusiasm and optimism, reduces frustration, transmits a sense of mission and indirectly increases performance (McColl-Kennedy and Anderson, 2002).

2.4.3 Redesigning the organization

Successful educational leaders develop their districts and schools as effective organizations that support and sustain the performance of administrators and teachers as well as students. This category of leadership practices has emerged from recent evidence about the nature of learning organizations and professional learning communities and their contribution to staff work and student learning. Such practices assume that the purpose behind organizational cultures and structures is to facilitate the work of organizational.

According to Swetal P.Sindhvad (2009) the principals' new roles and responsibilities defined provide principals with a level of control over school improvement that did not exist earlier. First, principals are given the control to determine the overall goals and objectives for their school. Second, they are in control of devising and implementing monthly and annual school improvement plans. Third, principals are given authority to manage school funds and resources which was previously held solely by the division office. And fourth, principals have the authority to recommend new teachers and support and supervise teachers, which was previously done by the division Superintendent. Despite these new areas of control for the school principal, control over curriculum and standards and textbooks remains solely with the Central and Regional offices, respectively.

2.5 Factors Affecting Leadership for school improvement

Many contextual factors positively or negatively affect school performance. However, the type as well as the intensity of the problem is not the same in every school. For example, cited in Yenenew (2012) Bush and Bell(2003: 12-13) assert, shortage of highly educated work force is found as critical problems of those economically advanced countries, while scarcity of resource for more investment in education has created a dividing line between those developed and developing nations in the world (MoE,2007: 1). Such factors can be classified in to personal characteristics, Organizational, characteristics and district or zone education department characteristics.

2.5.1 Personal Characteristics and Leadership

Personal characteristics are factors which are most commonly used in selecting leaders for principal ship. Researchers also recognize the potential influence they have on how principals enact their role. The first factor is age. Little attention is given to age as a requirement for certification as well as selection of school leaders, one may expect the older principals tend to have greater experience in education and therefore, will offer more instructional leadership. Others, on the contrary, may expect that younger principals show more energy and capacity, and therefore ,strong instructional leadership, Research findings, however, are inconsistent about the relationship between age and leadership effectiveness, (Gross & Herriott ,1965: 76) for instance, found “negative” relations that dictate older principals provide less leadership than do the younger, whereas. (Jacobson, et al, 1973: 33), reported “very little” relationship between age and successful leadership”.

Work experience as a second factor, has been commonly used as criteria in selecting principles and assistant principals (MoE, 1996: 7). For instance, has set criteria for selecting principals who requires at least five years teaching experience or experience as a unit leader, department head, and head of pedagogical center or school supervisor. However, research findings do not support this. For example, Gross & Herriott,(1965: 68-73), found that the length of experience as teacher, previous administrative experience and even the number of years at the principal ship position have no significant relationship with leadership effectiveness (measured as EPL). Educational attainment and qualification are other personal factor more often used as criteria for selecting leaders for principal ship. For instance, MoE (1996: 8) requires educational attainment of at least

a MA and more preferably qualified in educational planning and management. For instructional leadership role, training in educational areas is highly considered for leader effectiveness. In this connection with, Halinger and Murphy (1987:55) suggested that lack of knowledge in curriculum and instruction determine the instructional leadership role.

2.5.2 Organizational Characteristics

Organizational characteristic in this context refers to the factors existing in the school. The first variable is resource availability regarding (Human, material, and financial). In instructional leadership process the availability of teachers, text books, equipment, supplies and finance are crucial for its success, cited in Yenew (2012) Mibit, (1994: 113), for example, stressed this when he suggested ‘...just as well trained personnel are important for the success of the school curricula, so are equipment and supplies’, Hence, leaders instructional leadership functions may be constrained or facilitated by the extent of resources available in their school. Confirming this, a research conducted in elementary schools of developing countries revealed that the instructional improvement effort of principals are highly constrained by the chronic shortage of materials, operating funds and staff development resource (Lockheed & Verspoor, 1991: 44).

Experience also shows that shortage of qualified teachers makes instructional leadership process problematic. Role diversity is the other organizational factors, to which most of secondary school leaders complain reviewing different studies on principals’ time allotment to their work, Jacobson, et al, (1973: 135). Reported that the variety of roles that the principals assumed made them unable to devote enough time to matters that concern instruction. Seymour (1976: 89).also pointed out that instructional leadership role of the principal is always dwarfed by the long list of administrative duties. So the multiplicity of roles and expectations by parents, students and teachers tend to fragment whatever vision the principal maybe attempting to Shape in the school. (Hallinger and Murphy, 1987: 57).

Professional norm is also another factor that influences instructional leadership effectiveness. Teachers in secondary school are sensitive, intelligent people who feel that their professional preparations and experience have equipped them to do a job skillfully (Corbally, et al, 1990: 38). Such professional norm makes the relationship between teachers and school leaders on the matters of instructional loosely coupled and leave educational decisions to teachers. Consequently, such professional norm limits the frequency and depth of principal’s classroom

visits as well as their initiatives of consulting teachers about instructional matters (Hallinger & Murphy, 2001: 56).

Many authors and research findings also, identified school size as one factor that influences principal's Leadership. Cited in Yenew (2012), Zenebe (1992: 127), for example, found that "the size of the school stress the job demands ofthe principal". Holmes, (1993: 41). Again confirmed that the learning priorities and needs of children can easily be detected in small schools than in larger ones. The findings of Gross and Herriott (1965: 153) as cited in Yenew (2012) also reveal that principal's leadership effectiveness increases in small schools of the principals.

Time budgeting over concluded that Principals of small schools spent more time in teaching while principals of longer schools spent more time in curriculum and instruction, guidance and problem of the staff (Herriott, 1986: 17). These imply that school size and instructional leadership effectiveness have a direct relationship. Other studies shows that principals have multiple roles they play Information over load, paper work, too many reports, many non academic demands and work over load consume much of the Principals time, Hence ,only principals committed to instructional improvement can choose and their time for the enhancement of the class room instruction and teachers development (sergiovanni, 2007).

2.5.3 District or Zone Education Department Characteristics

The third source of influence of the principals leadership is district or zone office characteristics, one of such factors is expectation of higher administrative officers. Different authors suggest that the expectation set by the administration of higher offices can influence the principal's role. As Hallings and Murphy, (1997: 56) pointed out that the informal culture of school district which emphasize managerial efficiency and political stability than instructional leadership constrains the principal effort in instructional improvement. On the positive side, Gross and Herriot's (1985: 109) findings that reveal high EPL by the principals when their superiors also have high EPL suggests that the district with a climate that promotes and rewards instructional leadership might enhance the ability and motivation of principal to successful leadership. Other district or zone administrative elements, such as rules, regulations and policies, financial and supply delivery problems numerous reporting requirements untimely teacher transfer and in deployment of teachers are suggested as constraining elements in principals instructional leadership process (Bossert et al, 1992: 53).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research design, source of data, sample population and sampling technique, instrument of data collection, procedures of data collection and method of data analyses were treated.

3.1 Research Design

The purpose of this study was to assess practices and problems of leadership towards school improvement in West Arsi Zone. To conduct this study descriptive survey design was employed, because this design is used to describe what was happened and what is happening (Kothari, 2007). The reason why the researcher preferred the descriptive survey was to show the current situation that exists in West Arsi Administrative Zone which influences the practices and problems of leadership for school improvement. Moreover, quantitative and qualitative approaches were applied, because it is used to obtain valid information to achieve the objectives of the study. Hence the research design is a mixed approach.

3.2 Sources of Data

3.2.1 Primary Sources of Data

The primary sources of data were principals, vice principals, department heads, teachers, School management committee, supervisors, students, and Student councils (parliament), Kebele education training board representatives, Parent-Teachers association representatives (community representatives) and woreda educational officials of the sample schools. Due to time and other resource scarcity, it was difficult to study the entire population. For that reason sample selection was made.

3.2.2 Secondary Sources of Data

The secondary sources of data were various school documents such as minutes, supervision archives, schedule, plans, report, and the like

3.3 Sample Size and Sampling Techniques

The study was conducted in government secondary schools of West Arsi Zone. West Arsi administrative zone consists of 12 districts and three administrative towns having secondary schools. The districts are more or less similar in infrastructures except their location in various distances from the zone, but the experience of the leaders varies highly. According to West Arsi

Zone education office, there were 37 secondary schools. Out of 37 secondary schools, 32 were government schools. As a result, sample selection was made from these government schools. Accordingly, 8 (25%) were selected purposely to minimize the concentration bias of woredas around the same area. Hence, to avoid sampling bias with experienced principals and to make a balance among the managing experience variability from twelve districts the following seven districts and one administrative town were selected purposely. These were: Adaba, Arsi Negelle, Dodola administrative town, Dodola (Herero), Gedeb-Hasasa, Kofale, Kokossa, and Kore secondary schools in which each district has one or more schools.

However, only one school was taken from each district as sample school to make the study manageable. From each sample school, principals, vice principals, department heads, teachers, students (grade ten only), and student councils (parliament), woreda officials, parent teachers association (PTA), kebele education and training board and school management committee (SMC) were selected as the subject of the study. The grade ten students were selected because they were assumed to be senior students than grade nine students and may have full information about the practices of schools with their stay in the school for one or more years in the school.

From a total of 7973 students, 799 (10%) and from 535 teachers 107 (20%) were selected randomly as a sample. Totally, 7973 students, 535 teachers, 8 principals, 17 vice principals, 8 woreda heads, 8 supervisors, 8 department heads, 8 student councils, 8 PTA committees and 8 KETB committees were included in the study as target population. All principals, vice principals, department heads in each schools, supervisors, woreda heads, student councils, PTA committees, KETB committees of the sample districts were taken because they were limited in number and therefore no need taking sample from them as their sampling was availability. From each district a single school was selected purposely. The fully consideration of the above population was assumed to increase the accuracy of the responses.

The purposive sampling is the judgmental sampling in which the researcher expected who would be appropriate for the study and is applicable if there is a limited number of people that have expertise in the area to be researched. For principals and vice principals, both the interview and the questionnaire were employed as they are the leading professionals in the school. For department heads also questionnaire were employed. For woreda heads, supervisors, PTA

committees, KETB committees and student councils, both structured and unstructured interview were employed.

Students and teachers were large parts of the population of the study and more focus was given. For them random sampling techniques in which 10% and 20% of the population respectively had been taken as the sample and the instruments of data collection were questionnaires for students and teachers. The details of the above description are shown in tables below.

Table 1: Sample Districts and sample schools

No	Sample districts	Population(schools)	Sample school
1	Adaba	4	1
2	Arsi Negele	3	1
3	Dodola administrative town	1	1
4	Dodola	3	1
5	Gedeb-Hasasa	3	1
6	Kofale	3	1
7	Kokossa	4	1
8	Kore	1	1
	Total	22	8

Table 2: Total population and samples used

Sample schools (8)	Students		Teachers		Dept Heads		Vice principals		Principals		Supervisors		Woreda educ. officials		Student Councils		PTA		KETB	
	P	S	P	S	P	S	P	S	P	S	P	S	P	S	P	S	P	S	P	S
Total	7973	799	535	107	8	8	17	17	8	8	8	8	8	8	8	8	8	8	8	8
Instruments used	Questionnaire		Questionnaire & FGD		Questionnaire		Questionnaire & Interview		Interview		Interview		Interview & FGD		Interview & FGD		Interview & FGD		Interview & FGD	

Key: P-population, S-sample

3.4. Instruments of Data Collection

For this study, both qualitative and quantitative data were collected from the respondents using data gathering tools. To increase the chance of depth and accuracy several instruments of data collection tools were employed. These are questionnaire, interview, focused group discussion and document analysis

3.4.1 Questionnaire

Questionnaire was the main instrument to collect information from selected teachers, and students of the sample schools. Questionnaires were prepared in English for teachers and other administrative and translated to Afan Oromo for students. Questionnaire was used commonly to gather data for descriptive survey. These questionnaires were structured with closed and open ended. The items in the questionnaires were developed a five point likert scale to measure the feeling of the respondents. In addition to this, it helped the respondents to choose one option from the given scales that best aligns with their views. Similarly, open-ended items were employed in order to give opportunity to express their feelings, perceptions, problems and intensions related to leadership practices and problems in the schools. The questionnaire was prepared for teachers, students, principals, vice principals and department heads. The questionnaires were partial different for different respondents i.e. the same questions for different respondents were also included.

3.4.2 Interview

Interview was designed for principals, vice-principals, department heads, supervisors, woreda education officials, student councils, PTA, and KETB .The researcher used structured and unstructured interview related to questionnaire to triangulate information. The interview allows greater depth of response which is not possible through any other means. Thus, the purpose of the interview was to collect more supplementary suggestions, so as to stabilize the questionnaire response.

To this effect, interview was conducted with 8 principals, 16 vice principals, 8 woreda

Education officials, 6 PTA committees, 7 KETB committees,8 supervisors and 8 student councils. These subjects were selected for interview because, they are small in number and their participation is important in describing leadership practices and problems for school improvement.

The interview was conducted in Oromo language and recorded .The recorded data was categorized based on similarities of responses and then translated in to English language. This helped the researcher to get more and significant information

3.4.3 Focus Group Discussion

Focus group discussion was carried out with teachers; PTA and KETB committees and valuable data were recorded and described qualitatively.

3.4.4 Document Analysis

To collect relevant data from theoretical and empirical literature, a document analysis will be prepared, and used to gather data from various school documents such as minutes, supervision archives, schedule, plans, report, and the like.

3.5 Procedures of Data Collection

3.5.1. Pilot Testing of the Instruments

The prepared questionnaires were tested in one preparatory school which was not included in the sample by students and teachers of the school because both students and teachers were expected that the students were more seniors and the teachers were more experienced experts. For this Kokossa preparatory school is selected. The purpose of piloting was to examine the quality or the appropriateness of prepared instruments. As a result the questionnaires are distributed to selected five teachers and ten students of the school. The researcher provided explanations on the objective of the study and how to respond to the questionnaires.

Finally, taking into account the suggestions from the advisor and respondents of the selected schools further modifications were made. Thus, the instruments were found valuable to collect the data for the main study and hence, it was administered as scheduled. Therefore, the clarity of the items to the respondents and the adequacy of time to respond the items were estimated

3.5.2 Data Collection Periods

The data were collected from eight sample district schools. In each district a minimum of average of three days had been used to distribute questionnaires, making interview and collect the necessary information. Data were collected from 18, March 2014-13, April 2014

3.6 Method of Data Analysis

The quantitative data obtained from respondents were organized using tables. Then the data were analyzed and interpreted using frequency, percentage, means, and likert scale. The qualitative data were collected through interview; focus group discussion and document analysis were discussed and interpreted in descriptive manner. The responses of respondents through questionnaires were analyzed from raw data presented by likert scale (ranging from 1-5) and the average of each item was calculated for different respondents. Then the group means of these different respondents were analyzed on the bases of likert scale of measurement for the final result. The qualitative parts of the responses were analyzed by taking the direct words of the respondents

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of data gathered from the respondents through questionnaires, interviews and document analysis. Through these tools, both quantitative and qualitative data were gathered. The quantitative part were analyzed through statistical measures and the qualitative were analyzed through organizing and giving shape to the responses of interviews and document analysis by selecting words of expressions.

The data were collected from a total of 934 respondents. To this end, a total of 939 questionnaires were distributed to 799 students, 107 teachers, 8 principals, 17 vice principals and 8 department heads. The return rates of the questionnaires were 760(95%) from students, 102(95%) from teachers, 100% from principals and department heads and 16(94%) from vice principals. Moreover, 8 principals, 16 vice principals, 8 supervisors, 8 woreda officials, 8 student councils, 8 department heads, 6 parent teachers association committees (PTA), 7 kebele education and training board committees (KETB), and the 8 woredas school management committees (SMC) were interviewed. In addition to these a focused group discussion was made with teachers, PTA and KETB to get the general core practices and problems in focus. In general this chapter organized the views (characteristics) of respondents and the presentation of analysis of data and its interpretation

3.1 . Characteristics of Respondents

Table 3: Socio demographic characteristics of respondents in West Arsi zone, 2014.

No	Items	Respondents									
		Students		Teachers		School management		Supervisors		Woreda officials	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Age										
	16-25	750	98.7	8	7.8	--	--	--	--	--	--
	26-35	10	1.3	73	71.6	27	84.4	2	25	5	62.5
	36-45	--	--	15	14.7	4	12.5	5	62.5	3	37.5
	46 & above	--	--	6	5.9	1	3.1	1	12.5	--	--
2	Sex										
	Male	471	62	91	89.2	29	90.6	8	100	8	100
	Female	289	38	11	10.8	3	9.4	--	--	--	--
3	Qualification										
	Grade 10	760	100	--	--	--	--	--	--	--	--
	Diploma	--	--	--	--	--	--	--	--	1	12.5
	BA/BSC	--	--	102	100	32	100	6	75	7	87.5
	MA/MSc	--	--	--	--	--	--	2	25	--	--
4	EPDM graduates										
	Yes	--	--	--	--	1	3.1	2	25	--	--
	No	--	--	102	100	31	96.9	6	75	8	100
5	Experience										
	5 years & below	--	--	15	14.7	1	3.1	--	--	--	--
	6-10	--	--	57	55.9	11	34.4	2	25	2	25
	11-15	--	--	4	3.9	13	40.6	3	37.5	3	37.5
	16-20	--	--	14	13.7	4	12.5	2	25	2	25
	21 & above	--	--	12	11.8	3	9.4	1	12.5	1	12.5

Regarding sex of respondents as shown in the table 3 above, almost all the respondents were male. Among 760 students 471 (62%) were male, while 289 (38%) were females. Teachers 91 (89.2%) were male and 11 (10.8%) were female from the sample taken. Almost all the school management were male i.e. 29(90.6%) and 3(9.4%) were male and female respectively. All the sampled woreda officials and supervisors are male. This indicates that gender participation in the study area is found to be disproportional and therefore attention should be given equally or nearly to participate both sexes. Likewise, under item 2 of the table the age of the majority of the students is in the range of (16-25) which is 750 (98. %) of the total sampled students, and only 10 (1.3%) students are in the age range 25-36

Regarding the ages of the respondents under item 1 of the table, most teachers were found in the age range of (26-35) that is 73 (71.6%) of the teachers were in the range (26-35), 8 (7.8%) were in the range of 16-25, 15 (14.7%) were in the range (36-45), and 6 (5.9%) were in the range of 46 & above. 27(84.4%) school management were fall in the age ranges of 26-35. At the same time 4(12.5%) lie in the ranges of 36-45 and only 1(3.1%) were lie in the range of 46 & above. Similarly, 5 (62.5%) woreda officials were in the age range of 26-35 which means they were youngsters. 3 (37.5%) woreda officials were in the age range of 36-45. From these age distribution shown most respondents were found to be youngsters. Already done research findings, however, are inconsistent about the relationship between age and leadership effectiveness, (Gross & Herriott ,1965;p.76) for instance, found “negative” relations that dictate older principals provide less leadership than do the younger, whereas (Jacobson, et al, 1973; P.33), reported “very little” relationship between age and successful leadership”. Therefore, the experience in teaching matters the selection of leaders in leading position.

On the other hand, as presented under item 2 of the table which means female teachers participation in teaching secondary schools in West Arsi Administrative Zone is very low. The age ranges indicates that most respondents are youngsters and only a few are elders. As shown in the table under item 3 the educational background of the sampled respondents were BA/BSC degree holders except students and one woreda official (head) being a diploma holder. Likewise, under item 4 of the same table only one principal that is degree holder in EDPM and 2 supervisors are MA degree holders in educational leadership and management to which the leading position concern.

Educational attainment and qualification are personal factors more often used as criteria for selecting leaders for principal ship. For instance, MoE (1996; 8) requires educational attainment of at least a MA and more preferably qualified in educational planning and management. For instructional leadership role, training in educational areas is highly considered fore leader effectiveness. In this connection with, Halinger and Murphy (1987:P.55) suggested that lack of knowledge in curriculum and instruction determine the instruction leadership role.

Regarding the experience of the respondents shown under item 5 of the table, most teachers were experienced i.e 57 (55.9%) were in the service year range of (6-10), 4 (3.9%) were in the ranges of (11-15), 14 (13.7%) were in the ranges of (16-20), 12 (11.8%) were in the ranges of 21& above years but only 15 (14.7%) were in the year ranges of 5years & below. Similarly 7 (87.5%) principals and 16 (100%) vice principals have an experience /service/ of 6 and above years which indicates both of them were more experienced. The experiences of woreda officials department heads, and supervisors were 11years and above but only 2 (25%), 1 (12.5%) department head and 2 (25%) supervisors have service years of 10 and below. From this it is possible to generalize that most of these respondents are well experienced, know how to accomplish activities and have full information/ images of their schools.

4.2 Respondents View on leadership practices and problems

4.2.1. Respondents' view on leadership practices regarding to teaching-learning process in West Arsi zone, 2014

Table 4: Respondents' view on leadership practices regarding to teaching-learning process in West Arsi zone, 2014

No	Items	Students (n=760)	Teachers (n=102)	School management (n=32)
		Mean	Mean	Mean
1.	The principal provides clear vision, mission, goals and objectives	3.59	3.97	4.42
2.	The principal sets direction & encourages staff towards goal achievement	3.71	3.65	—
3.	The principal plans and works towards highest achievement of students and assess their progress	3.67	3.47	—
4.	The principal encourages teachers to use students' academic data and facilitates useful professional materials	3.50	3.47	—
5.	The principal influences and supports others to work hard and inform the school performance to teachers	3.54	3.57	4.21
6.	The principal takes more time in improving instruction.	3.41	3.56	—
7.	The principal arranges different co-curricular and entertaining programs to students	3.20	2.51	4.63
8.	The principal works strongly on continuous attendance of teachers and discuss with them on students' academic progress	3.79	2.96	—
9.	The principal provides feedback to teachers, to set high achievable standards for the students.	3.41	3.17	3.75
10.	The principal observes teachers for professional development rather than evaluation	3.12	3.25	4.63
11.	The principal motivate and use different reward systems to teachers for best performances	3.52	3.22	—

As shown under item 1 of the table, 402 (52.9%) students & 77 (75.5%) teacher, 28 (87.5%) school management were agreed as to the principals' capability which indicates principals of the study areas are in a position of providing clear vision, mission, goals and objectives. The mean average of the three groups of respondents calculated to be 3.99 indicates that the principals of the sample woredas of the zone are good at capability in providing clear vision, mission, goals and objectives. Under item 2 of the table the reaction towards the statement which says ,the principal is capable in setting directions and encouraging the staff towards achieving the expected goals, 477 (58.8%) student and 63 (61.8%) teacher were agreed as to which the principals' practices . Likewise the mean average of the group means of teachers and students which is evaluated to be 3.68 confirms that there is nearly a good practice of principals in setting directions and encouraging the staff towards achieving the expected goals. Supporting this, A critical aspect of leadership is helping a group to develop shared understandings about the organization and its activities and goals that can undergird a sense of purpose or vision (Hallinger and Heck, 2002) .So from the theory implication and finding obtained it seems as if there was intermediately positive reaction toward the statement.

In a similar manner, under items 3, 4 & 6 of the table both student respondents and teacher respondents were intermediately reacted positively (agreed on) the statements listed i.e more than half of the respondents were in a position to support the statements. However, the mean average of the two group means revealed that principals are good in encouraging teachers to use data analysis of student academic progress to improve their instructions and facilitates useful professional materials for teachers and they are also moderate in giving more of their takes more of time in improving the instruction.

On the other hand, as can be described from item 7 of the table 399 (52.5%) students respondents and 85 (83.3%) teacher respondents were in a position to disagreeing the statement which says the principal arranges different co-curricular and entertaining programs for the students and the remaining number of respondents were agreed on the given statement and therefore teacher respondents were highly disagreed on the given statement, while students disagreed the given statement intermediately. The mean average of the three group means for the given item (variable) was found to be 3.45. Therefore, it is possible to conclude that principals of West Arsi

Zone are moderate in arranging different co-curricular activities and entertaining programs for their students.

On the other hand, under item 8 of the table 286 (38.6%) students and 67 (65.7%) teachers were disagreed and the remaining respondents agreed as to principal works strongly on continuous attendance of teachers and meet individually with teachers to discuss student's academic progress. The average mean of the two group means was found to be 3.38 which indicate moderate practices of principals in working strongly on continuous attendance of teachers and meeting individually with teachers to discuss students' academic progress.

Under item 9 of the table 444 (50.1%) respondents disagreed the statement that the principals' feedback provision to teachers, working with the staff to set high achievable standards for the students. The mean average of the three group means was found to be 3.44 gave a good confirmation for the practices of school principals regarding the given statement. Hence, principals of the sample schools were moderate in providing feedback to teachers, working with the staff to set high achievable standards for the students.

As shown under item 10 of the table 447 (58.8%) students and 58 (56.9%) teachers disagreed as to principal observation of teachers for professional development rather than evaluation and the remaining number of respondents agreed as to the statement presented. But 26 (81.3%) school management respondents agreed as to the statement. To check the reaction of respondents the average mean of three groups mean of respondents were calculated to be 3.67 implies that principals' observation or supervision of their teachers inclined toward professional development of teachers.

On the other hand, under item 11 of the table 364 (47.9%) students and 60 (58.8%) teachers were disagree on principal provision of motivation and use different reward systems to teachers for best performances. The average mean of the two group means calculated to be 3.37 confirmed that there is a moderate practice of the principals to motivate the teachers for best performances and use different recognition or reward systems for greater achievement of students.

4.2.2. Respondents' view on leadership practices regarding to Healthy School Environment

Table 5: Respondents' view on leadership practices regarding to Healthy School Environment in West Arsi zone, 2014

No	Items	Students (n=760)	Teachers (n=102)	School management (n=32)
		Mean	Mean	Mean
1.	The principal works to ensure safety and security of the school and to improve students disciplinary problems	3.96	3.33	4.42
2.	Create a nurturing environment that addresses physical and mental health needs	3.71	---	4.32
3.	established conducive environment for staffs and students	3.41	3.36	4.19

As shown under item 1 of table 5, 527 (69.3%) students and 50 (49%) teachers, 29 (90.6%) school management agreed as to the principals' works to ensure the safety and security of the school for the students and to improve students' disciplinary problems & academic achievement. The mean average of the three group means was calculated and found to be 3.9 and therefore principals of the sampled woredas were good at ensuring the safety and security of the school for the students and to improve students' disciplinary problems & academic achievement.

Similarly, 464 (61.1%) students, 22 (91.7%) school management agreed as to the principals create a nurturing learning environment that addresses the physical and mental health needs. Moreover, the average mean of the two group means (students and school management) was found to be 4.02 implies principals create a nurturing learning environment that addresses the physical and mental health needs in their schools but still needs improvement. Likewise 409 (53.8 %) students and 48 (47%) teachers, 20 (83.3%) school management were agreed as to the principals work to create conducive working environment and develop school level policy that hinder students learning from disruption. To check this the mean average of the three group means was calculated and found to be 3.65 and shows principals of the sample woredas are good at work to create conducive working environment and develop school level policy that hinder students learning from disruption that still needs improvement.

4.2.3. Respondents' view on leadership practices regarding to School Management

Table 6: Respondents' view on leadership practices regarding to School Management in West Arsi zone, 2014

No	Items	Students (n=760)	Teachers (n=102)	School management (n=32)
		Mean	Mean	Mean
1.	The principal is always available in his/her office to support others.	3.43	3.67	4.63
2.	The principal coordinate the staff to exchange their experience.	3.45	3.40	3.88
3.	Principal is effective in developing, representing, delegating responsibility and counseling team.	3.55	3.57	4.63
4.	The principal is courageous capable of confront challenges, evaluating and making fair judgments.	3.54	3.73	4.44
5	The principal uses information and feedback from teachers to motivate students for their best academic performance	3.43	3.66	4.00
6.	The principal works for change and school improvement.	3.85	3.62	4.25
7.	The principal makes his office open for the school stakeholders	3.68	3.98	--
8.	Ensure the timely distribution of test results	3.53	--	4.21
9.	Ensure that rules and regulations are consistently applied	3.98	--	4.42
10	Ensure the timely allocation of resources needed for instructional process.	3.25	3.47	3.94
11	The principal well manage human, financial resources and school facilities	3.56	3.31	4.09
12	Ensure that the instructional content taught is aligned with the national academic content standard.	3.39	3.58	4.13
13	Treat all students, staff, parents and community members with respect.	3.58	--	3.82

As shown in table 6, the majority of the respondents were agreed as to principals' regular availability in their offices to support others. The mean average calculated to be 3.91 tells that to some extent principals of the sampled woredas were available in their offices but need to stay in their offices. As shown under item 2 of the table 418(55%) students, 52 (51%) teachers, 18(75%) school management agreed as to principal coordinating the staff to exchange their experience. But the average mean of the three group means of respondents was found to be 3.58 which indicate nearly good practice of principals in coordinating the staff to exchange their experience.

Under item 5 of the table 377(49.6%) students, 55 (53.9%) teachers, and 18 (75%) school management were agreed as to the principal uses information and feedback from teachers to motivate students for their best academic performance. But the average mean of three group means found to be 3.70 indicates the good practices of principals in using information and feedback from teachers to motivate students for their best academic performance. Under item 7 of the table the majority of the respondents (439 (57.8%) students, 79(77.5%) teachers) agreed as to the principal makes his office open for different stake holders of the school and the mean average of the two group means found to be 3.83 implies there is a good practices of school principals in opening their offices open for different stakeholders of the school.

As shown under item 10 of the table 351(46.1%) students, 57 (55.9%) teachers, 15 (62.5%) management were agreed as to the principal ensure the timely allocation of resources needed for instructional process. At the same time the average mean of the three group means was calculated and found to be 3.65. Therefore, there is nearly a good practice of principals in ensuring timely allocation of resources needed for instructional process. Four hundred twenty eight (56.3 %) of students, 351 (46.2 %) teachers, 22 (68.8%) management respondents agreed as to the principals ensure the timely allocation of resources (Human, material, and financial) necessary for instructional process. But to decide the direction of the practice of principals' average mean of three group means were tested and calculated and found to be 3.83 which was a good performance. Therefore, for leaders in order to improve the schools timely allocation of resources plays an important role.

Under item 12 of the table, the majority of the respondents 445 (58.6%) students, 16 (66.7%) participated school management) agreed that principals ensure that the instructional content taught is aligned with the national academic content standard. The average mean calculated was found to be 3.70 also show good practices of principals towards the given statement. The

majority of respondents 445 (58.6%) students , 16 (66.7%) participated management) agreed as to the principals treat all students, staff, parents and community members with respect and the average mean of three group means calculated to be 3.70 found to be good. Therefore, from the study, the principals of the study area were good in treating community members with respect.

4.2.4. Respondents' view on leadership practices regarding to Community Participation

Table 7: Respondents' view on leadership practices regarding to Community Participation in West Arsi zone, 2014

No	Items	Students (n=760)	Teachers (n=102)	School management (n=32)
		Mean	Mean	Mean
1.	Ensure the connection of school with the community	3.50	--	4.04
2.	Principal encourages stakeholders to participate in decision making	3.56	3.39	4.25
3.	Inform the school's performance to teachers in a report form.	3.33	--	4.32
4.	Involve parents and community members in improving student learning.	3.18	3.37	3.92
5	The principal encourages the staff to participate and works cooperatively with them for planning, solving problems and making participatory decision	--	3.71	4.54
6	The principal helps the students to organize strong student council and encourages them to participate in school leadership	--	3.61	4.13

As described under item 2 of table 7, the majority of the respondents i.e. 433 (57%) teachers, 49 (48%) teachers, 7 (87.5%) school management (department heads) were agreed as to the principal encourages stakeholders to participate in decision making. But the average mean of the three group mean indicates principals were good at participating stakeholders in decision making. So leaders are required to fully participate stakeholders in decision making. As shown under item 4 of the table 472 (52.80%) of the respondents were disagreed as to principals' practices in involving parents and community members in improving student learning. The mean average of the three group means was calculated to be 3.49 confirms that there is moderate at the practices of principals in involving parents and community members in improving student learning.

4.3 Respondents View on Qualitative Data (through Interview, Focused Group Discussion and Document Analysis)

4.3.1. Major Challenges Confronting the School Principals in Leading

According to one of the respondents interviewed response “Resource scarcity, electric power problem, community participation problem in secondary schools were the major challenges of school principals in leading schools for improvement.” Another respondent also said that “the major challenges of school principals in leading schools for improvement were lack of skilled human resource, financial resource and drop out.”

Different challenges were informed through interviewing different respondents and open ended questionnaires for different respondents. Budget insufficiency, commitment, attitude of the community, number of staff, lack of confidence, scarcity of resources, lack of enough training and work shop, lack of supervisors’ service, attitude of students towards their lesson, Number of students, class student ratio , computer and computer lab, commercial background of students, lack of interest, electric power problem for plasma, performance problem in mobilizing the community at large as well as problem of planning (the strategy), problems of different school leading manuals , absence of innovative, monitoring & evaluation ,CPD & TDP problem, shortage of laboratory & lab materials, pedagogical center , staff group formation(indirect), lesson given by plasma , presence of unusable chemicals, and drop out, educational background , Plan and actual gap, community participation , lack of leadership ability, interference from others are the challenges reflected by the respondents.

4.3.2 Factors that Challenge Leadership practices

The factors which challenge leadership practices for school improvement to implement the program either positively or negatively were identified by classifying as follows.

1. School Environment Factors

The school environment factors are lack of integration to carryout activities together, school community relationship problem, scarcity on the market cable problem system problem, the presence of two institutions in the same compound (preparatory with high school) and difficult to manage large number of students. Regarding these one of the respondents said that “plasma cable scarcity on the market and plasma & laboratory technician problem was the headache of secondary schools of Oromia specifically West Arsi Zone.” Another respondent said that

“factors which challenge leadership practices for school improvement were classified as: school environment factors, leaders own personal associated factors, students and teachers side factors, local community factors /societal factors, and government side factors.”

2. Leaders Own Personal Associated Factors

The leaders own personal associated factors are principals self exercise problems, strategic plan designing and implementation, lack of experience and training in leadership in leading school, timely report

3 .Students and Teachers Side Factors

The student side factors are increment of the number of students, interests toward the instruction, note taking problems, dropout, interests and professional quality of teachers

4. Local Community Factors /Societal Factors

The local community factors are lack of awareness both in surround and school community, economical background of the community to support their children, educational background and the attitude, owns problem, community participation

5. Government Side Factors

Government side factors are interruption of plasma programs, human resources and merits associated with them, Problem of budget

4.3.3 Knowledge, Skills and Strategies Utilized by School Principals

Educational materials fulfillment to some extent regardless of the budget deficiency and working in integration with the stake holders was observed. Discussion of the problems with the school community, decentralization of management and government side encouragement on this made some of the school managements work cooperatively by commitment and open to the community and giving make up effectively.

Problem identification for school improvement, preparing strategic plan and action plan, Participation of stake holders in all school activities, committee empowerment in the school providing the necessary monitoring and supervision were some of the strategies developed by school managements to exercise their leadership

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter deals with the summary, major findings or results of the study concluded and recommendations made on the basis of the conclusion.

5. 1 SUMMARY

The purpose of the study was to address the analysis of practices and problems of leadership for school improvement in west Arsi zone. In order to meet this purpose, basic research questions related to the practices of leadership for school improvement in secondary schools, challenges/problems of leadership for school improvement, why is leadership needed for school improvement, to what extent do the student outcomes provide evidence for the schools leadership practices in attaining its goals were raised.

To this effect, the study was conducted in purposely selected eight government secondary schools of West Arsi zone. Then, 799 students and 107 teachers were selected using random sampling techniques. 8 sample schools principals, 17 sample school vice principals, 8 department heads, 8 supervisors, 8 woreda officials, 8 student councils, 8 PTA, and 8 KETB committees were taken as sample by availability sampling technique because all are important for the study. In doing this, the necessary information was gathered mainly through questionnaires filled by teachers, students, department heads, principals and vice principals. However, 5 teachers, 39 students, and 1 vice principal were not returned the questionnaires.

In addition to these a focused group discussion was made with teachers, PTA and KETB to get the general core practices and problems in focus. The data collected from the close ended questionnaire was analyzed and interpreted using different statistical tools such as frequency, percentage, means, and likert scale. The qualitative data were collected through interview; focus group discussion and document observation were discussed and interpreted in descriptive manner. Hence, based on the review of literature and analysis of the data, the study came up with the following findings:

1. The educational background of the sampled respondents is BA/BSC degree holders except students and one woreda official (head) being a diploma holder. Of these only one principal that is degree holder in EDPM and 2 supervisors are MA degree holders in educational leadership and management.

2. The study revealed that 312 (41.1%) students, and 42 (41.2 %) teachers disagreed the statement that the principals of the study area practices in encouraging teachers to use data analysis of students' academic progress to improve their instructions and facilitates useful professional materials for teachers. The mean average of the two group means was calculated and found to be 3.49.
3. The study also revealed that 391(51.4%)students, and 56 (54.9) teachers agreed as to principals take more of their times in improving the instruction and the average mean of the two group means was calculated and found to be 3.49.
4. The study also revealed that 399(52.5%) students, and 85 (83.3%) teachers disagreed as to the statement principals arrange different co-curricular and entertaining programs to students and the average mean of the two group means was calculated and found to be 3.49.
5. The study also revealed that 286 (38.6%) students and 67 (65.7%) teachers were disagreed and the remaining respondents agreed as to principal works strongly on continuous attendance of teachers and meet individually with teachers to discuss student's academic progress and the average mean of the two group means was found to be 3.38.
6. The study also revealed that, 418 (55%) students, 52 (51%) teachers, 18(75%) school management agreed as to principal coordinating the staff to exchange their experience. But the average mean of the three group means of respondents was found to be 3.58.
7. From the study conducted 444 (50.1%) respondents were disagreed with the principals feedback provision to teachers, working with the staff to set high achievable standards for the students and mean average of the three group means was found to be 3.44
8. Nearly half of the respondents i.e. 364 (47.9%) students and 60 (58.8%) teachers were disagreed on principal provision of motivation and use different reward systems for teachers for their best performances and for greater achievement of students. At the same time the average mean of the two group means calculated to be 3.37.
9. The study revealed that 351(46.1%) students, 57(55.9%) teachers, 15 (62.5%) management were agreed as to the principal ensure the timely allocation of resources needed for

instructional process and the average mean of the three group means was calculated and found to be 3.65.

10. The study also revealed that, 472 (52.80%) of the respondents disagreed as to the principals' practice in involving parents and community members in improving student learning and the mean average of the three group means was calculated and found to be 3.49.
11. The factors which challenges leadership for school improvement to implement the program was identified according to the respondents view on qualitative data as: - School environment factors, Leaders own personal associated factors, Local community associated factors /societal factors, government side factors.

5.2 CONCLUSIONS

Based on major findings of the study the following conclusions were drawn.

- Almost all the principals & vice principals, woreda officials, supervisors and department heads of the study area are youngsters, male, have experiences of 6 or more years, having educational background of BA/BSC in different teaching subject matters rather than management except one principal having BA in educational leadership management graduate and 2 supervisors MA in educational background required for the position. Most of these respondents are well experienced, know how to accomplish activities and have full information/ images of their schools.
- The study concluded that there were moderate practices of principals in encouraging teachers to use data analysis of student academic progress to improve their instructions.
- The study concluded that there were intermediate practices of principals in encouraging teachers to use data analysis of students' academic progress to improve their instructions and facilitates useful professional materials for teachers.
- The study concluded that there were moderate practices of principals take more of their times in improving the instruction.
- The study concluded that there were moderate practices of principals in working strongly on continuous attendance of teachers and meeting individually with teachers to discuss students' academic progress.
- It was concluded from the study that even if principals of the study areas have capability of providing clear vision, mission, goals they were moderate in arranging different co-curricular activities and entertaining programs for their students.
- The study concluded that there were nearly good practice of principals in coordinating the staff to exchange their experience among themselves but needs improvement.
- It was also concluded from the study that moderate practices of the principals to motivate the teachers for best performances and use different recognition or reward systems for greater achievement of students.

- It was also concluded from the study that there were moderate practices of the principals to provide feedback for teachers, working with the staff to set high achievable standards for the students.
- It was also concluded from the study that there were moderate practices of principals in providing motivation and use different reward systems for teachers for their best performances and for greater achievement of students.
- The study also concluded that there were moderate practices of principals in encouraging school communities to participate in decision making and informing the school's performance results to teachers.
- The study also concluded that there were moderate practices of principals in ensuring the timely allocation of resources needed for instructional process.
- The community participation aspect was generally a significant problematic area exposed by the study that is, there was a moderate practice of the school principals in involving parents and community members in improving student learning that became a headache for the zone in general.
- The factors which challenges leadership for school improvement (leadership effectiveness) to implement the program was identified according to the respondents view on qualitative data as:- School environment factors, Leaders own personal associated factors, Local community related factors /societal factors, government side factors.

5.3 RECOMMENDATIONS

Based on the conclusions drawn, the following possible recommendations were made.

1. The education line offices of WAZ, woreda offices, schools and concerned school communities should encourage the principals to arrange and make fruitful the co-curricular activities and entertaining programs for students
2. West Arsi Zone Education Office, Oromia Education bureau and the ministry of education should consider school leaders are the special and important personnel of the school and give opportunity to training in EDPM both BA/MA as much as possible so as to manage the school professionally in all directions expected.
3. West Arsi Zone Education office and other stakeholders should give special attention problems associated with libraries, pedagogy centers, plasma television, computers, computer skilled human power and laboratory specially using and destroying of unusable chemicals in laboratory rooms.
4. It is advisable for West Arsi Zone education office and line offices to give confidence to school leaders and make free in managing the schools without others interference.
5. Principals in general and of west Arsi zone in particular should assess, supervise, create a panel discussion with teachers and students see their reflection provide feedback to set high achievable standards for the students.
6. West Arsi Zone Education office and concerned stakeholders should make an adjustment to use different recognition or reward systems for teachers and students for their best performances leads to low achievement of students and development of bad behavior.
7. The stakeholders should give special attention for experience sharing encouragement among the staff members.
8. In order for leaders to improve the schools timely allocation of resources, special attention should be given to empower the school leader play an important role in planning resource mobilization to alleviate financial constraints and management capability problems.
9. School principals should participate parents and community at large to improve students' learning and alleviate resource shortage (financial, material and skilled human resource).

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APPENDICES

APPENDIX-A Questionnaire to be filled by students (grade 10 students) of the school

Dear, students:

The aim of this study is to collect valuable and tangible data on Leaders for School Improvement: Analysis of Practices and Problems in West Arsi Zone). The study focuses on assessing principals' existing activity practices, problems and other reasons and suggesting for solutions. Your careful and honest responses to the questionnaire determine the success of the study. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your responses will be kept confidential and this is used only for research purpose. Please read the directions given in each of the items in the questionnaire carefully before you respond to it. If you want to change any of your responses, make sure that you have cancelled the unwanted ones. ; do not hasitate to fill all the questions.

Please! Read and try to understand the following reminders.

1. No need to write your name on the paper.
2. Please! Read the instructions of the questionnaire.
3. Discussion on the given questionnaires is strictly forbidden as it is an individual work.
4. To give your own answer put a tick mark “✓” on the space provided under the column.
5. Please, try to attempt all the questions, no need of leaving any question unfilled on the space provided.

Part I. General and individual informations.

1. To express individual information use a tick mark (✓).

1.1 Name of the organization _____ Woreda _____

1.2 Sex : Male ☐ Female ☐

1.3 Age : 20-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41 & above ☐

1.4 Additional responsibility you have in the school :

SIPCommittee ☐ Students' council committee ☐ class monitor ☐
others (explain) ☐ _____

1.5 Stay time in this school:

1 year ☐ 1&1/2 years ☐ Two years ☐

2&1/2 years ☐ 3 & more years ☐

2. You are kindly requested to show your level of filling about school leadership practices for school improvement in your school by making a tick mark (✓) ranging 1 to 5.
1= Highly disagree; 2= Disagree; 3= Undecided; 4= Agree; 5= Highly agree

No	Items	Rating scales				
		1	2	3	4	5
I	Teaching-learning process					
1	The principal is capable in providing clear vision, mission, goals and objectives					
2	. The principal is capable in setting directions and encouraging the staff towards achieving the expected goals					
3	The principal plans and works towards highest academic achievement of students and use test result to assess progress toward school goals					
4	The principal encourages teachers to use data analysis of student academic progress to improve their instructions and facilitates useful professional					
5	The principal influences and support others to work hard and inform the school's performance result to teachers in a report form					
6	The principal takes more of his/her time in improving the instruction.					
7	The principal arranges different co-curricular and entertaining programs for the students					
8	The principal works strongly on continuous attendance of teachers and meet individually with teachers to discuss students academic progress					
9	The principal provides feedback to teachers, works with the staff to set high achievable standards for the students.					
10	The principal observes teachers for professional development rather than evaluation , i.e to improve instruction and ensure classroom instruction align					
11	The principal motivate the teachers for best performances and use different recognition or reward systems for greater achievement of students					
II	Healthy School Environment					
12	The principal works to ensure the safety and security of the school for the students and to improve students disciplinary problems academic achievement in					
13	Create a nurturing learning environment that addresses the physical and					
14	established an environment conducive to learning for staffs and students					
III	School Management					
15	The principal is always available in his/her office to support others.					
16	The principal encourages the teachers to attend professional development, activities that are aligned to school goals.					
17	The principal coordinate the staff to exchange their experience.					
18	The principal is effective in developing, representing, delegating responsibility and counseling team.					
19	The principal is courageous capable of confront challenges, evaluating and making fair judgments.					
20	The principal uses information and feedback from teachers to motivate students for their best academic performance					

21	The principal works for change and school improvement.					
22	The principal makes his office open for different stakeholders of the school					
23	Ensure the timely distribution of test results					
24	Ensure that rules and regulations are consistently applied.					
25	Ensure the timely allocation of resources (Human, material, and financial) necessary for instructional process.					
26	The principal well manage human, financial resources and school facilities					
27	ensure that the instructional content that is taught is aligned with the national academic content standard.					
28	The principal use different recognition or reward systems for teachers and students for their best performances					
29	Treat all students, staff, parents and community members with respect.					
IV	Community Participation					
30	Ensure the connection of school with the community					
31	The principal encourages stakeholders to participate in decision making					
32	Inform the school's performance results to teachers in a report form.					
33	Involve parents and community members in improving student learning.					

Part II: open ended questions

1. What activities were accomplished for school improvement?

2. State problems that hinder school improvement.

3. What major challenges do you think have been confronting the school principals in leading schools for improvement?

4. What possible solutions do you suggest to overcome these challenges?

APPENDIX-B: Questionnaire to be filled by Principals and Vice Principals

This questionnaire is designed to assess school principals' leadership practices and problems for school improvement. The objective of this research is partly academic and information gathered through this questionnaire will be only for academic purpose. Your careful and honest responses to the questionnaire determine the success of the study. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your responses will be kept confidential. Please read the directions given in each of the items in the questionnaire carefully before you respond to it. If you want to change any of your responses, make sure that you have cancelled the unwanted ones.

Thank you in advance to your kind cooperation!

Note Each question has its own directions to follow

Part I: Background Information

1. a) Name of the school _____ b) Administrative Zone _____

2. Location a. Woreda _____ b. Town _____

3. Sex: Male ☐ Female ☐

4. Age: Below 20 ☐ 21 -25 ☐ 26 – 30 ☐ 31-35 ☐
36 – 40 ☐ 41-45 ☐ 46 – 50 ☐ 51–55 ☐

5. Work experience

5.1 In current position _____

5.2 Total _____

5.3 What other responsibilities did you resume before and for how many years? (Possible to use more than one choice)

6. Level of educational attainment at present.

Diploma ☐ B.A /B.SC. Degree ☐ M.A. / M.Sc. Degree ☐ PhD ☐

7. Qualification (field of specialization) _____

8. Position attainment condition

- ☐ Appointed directly by zone education office
- ☐ Elected by the staff by woreda education office
- ☐ Elected by kebele Education Board
- ☐ Elected /Assigned by school Management Committees.
- ☐ Other (specify) _____

9. What were the criteria used in electing /appointing you to the director position?

- ☐ Training in Education Leadership and Management
- ☐ Prior Experience as school leader at lower levels
- ☐ Prior Experience as teacher
- ☐ Political affiliation
- ☐ Any other (specify) _____

II. Instructional Leadership Dimensions

Direction:- Read each statement carefully. Then circle the number that indicates the extent to which you are engaged with the specific job behaviors or practices described in each dimension. So you are kindly requested to show your level of filling by making a tick, ranging 1 to 5. 1= very low, 2= low, 3= medium, 4= high, 5= very high

No	Items	Responses				
I	Leading and managing learning and teaching process	5	4	3	2	1
1	Lead the change process for continuous improvement					
2	Ensure that the instructional content that is taught is aligned with the national academic content standard.					
3	ensure instructional practices are effective and meet the needs of all students including students with special educational needs and students at risk					
4	Make classroom visits for the purpose of improving instructional process					
5	Monitoring and evaluation of the quality of teaching and learning Programs are included in the plan.					
6	Monitor and evaluate the quality of teaching and learning Programs					
7	Ensure the timely distribution of test results					
8	Inform the school's performance results to teachers in a report form					
II	Creating Healthy School Environment					
9	Establish and maintain a safe school environment.					
10	Create a nurturing learning environment that addresses the physical and					
11	established an environment conducive to learning for staffs and students					
III	School Management.					
12	encourages the development of a shared mission, vision, beliefs, and goals for the school aligned with the School Improvement Plan (SIP) and the Woreda strategic plan plans and works towards highest academic achievement					
13	support staff in planning and implementing research-based professional development					
14	Managing human, financial resources and school facilities	.				
15	Ensure that rules and regulations are consistently applied					
16	understand, uphold and model professional ethics, policies, and codes of					
17	Ensure the instructional process timely allocation of resources (human, material and financial) necessary for and manage them.					
18	promote the values and challenges of the diverse school community					

19	encourages the staff to participate and works cooperatively with them for planning, solving problems and making participatory decisions					
20	Treat all students, staff, parents and community members with respect					
IV	Community participation					
21	report to the community and stake holders on effective and efficient use resources and management of school					
22	connect the school with the community					
23	Involve parents and community members in improving student learning.					
24	use community resources to improve student learning.					
25	establish expectations for the use of culturally responsive practices that acknowledge and value diversity					

Part III: Open ended Question.

1. What major challenges do you think have been confronting the school principals in leading schools for improvement?

2. What possible solutions do you suggest to overcome these challenges?

APPENDIX-C: **INTERVIEW FOR SUPERVISORS**

Woreda: _____

1. Background Information Age _____ Sex: Male ☐ Female ☐

Year of experience (service) as:

i) a teacher ☐

ii) a principal ☐

iii) Supervisor ☐ Qualification Major _____ minor _____

Level of educational attainment _____

2 How often do your Woreda provide supervisory services for senior secondary schools in a year?

3 How do you see the currently employed selection/election of leaders /for principal ship position from professional point of view?

4. What major challenges do you think have been confronting the school principals in leading schools for improvement? _____

5. What possible solutions do you suggest to overcome these challenges?

APPENDIX-D: Questionnaire to be filled by Teachers

Introduction:

The main purpose of this questionnaire is to investigate the role of leadership towards effectiveness of school improvement program. The study focuses on government secondary schools in West Arsi Administrative Zone of Oromia Regional State. Therefore, I would like to request you to fill this questionnaire genuinely, because your valuable contribution enables the study to be successful. And I would also like to appreciate your genuine response to the questionnaire in advance.

Thank you!

Directions:

Please

- *Make a tick mark (✓) in the blank spaces provided.*
- *Write your brief response in the blank spaces.*
- *Give only a single answer to each item*

Part I: Background

1.1 Name of the school-----

1.2 Sex: Male ☐ Female ☐

1.3 Age: 25 & below ☐ 26 – 35 ☐ 36 – 45 ☐ 46 & above ☐

1.4 Educational background

Diploma ☐ BA/BSC ☐ MA/MSc ☐ Other (Specify) ☐

1.5 Total years of Service

5 & below ☐ 6 – 10 ☐ 11 – 15 ☐ 16 – 20 ☐ 21 & above ☐

Part II: Leadership Practices: You are kindly requested to show your level of filling by making a tick, ranging 1 to 5.

1= Highly disagree; 2= Disagree; 3= Undecided; 4= Agree; 5= Highly agree

No	Items	Rating				
I	Leading and managing learning and teaching process	5	4	3	2	1
1	The principal is capable in providing clear vision, mission, goals and objectives					
2	The principal is capable in setting directions and encouraging the staff towards achieving the expected goals					
3	The principal plans and works towards highest academic achievement of students and use test result to assess progress toward school goals					
4	The principal encourages teachers to use data analysis of student academic progress to improve their instructions and facilitates useful professional materials					
5	The principal influences and support others to work hard and inform the school's performance result to teachers in a report form					
6	The principal takes more of his/her time in improving the instruction					
7	The principal arranges different co-curricular and entertaining programs for the students					
8	The principal works strongly on continuous attendance of teachers and meet individually with teachers to discuss students academic progress					
9	The principal provides feedback to teachers, works with the staff to set high achievable standards for the students					
10	The principal observes teachers for professional development rather than evaluation , i.e to improve instruction and ensure classroom instruction align with the school goals					
11	The principal motivate the teachers for best performances and use different recognition or reward systems for greater achievement of students					
II	Creating Healthy School Environment					
12	The principal works to ensure the safety and security of the school for the students and to improve students disciplinary problems academic achievement in school					
13	The principal works to create conducive working environment and develop school level policy that communicate the need for protecting instructional time from disruptions					
III	School Management					
14	The principal is always available in his/her office to support others					
15	The principal encourages the teachers to attend professional development, activities that are aligned to school goals					
16	The principal coordinate the staff to exchange their experience					
17	The principal is effective in developing, representing, delegating responsibility and counseling team					
18	The principal is courageous capable of confront challenges ,evaluating and making fair judgments					
19	The principal uses information and feedback from teachers to motivate students for their best academic performance					
20	The principal works for change and school improvement					
21	The principal makes his office open for different stakeholders of the school					
22	The principal clarifies and makes known school rules and regulations to all school members.					
23	Ensure the timely allocation of resources (Human, material, and financial) necessary for instructional process					

24	The principal makes the best use of the available budgets to provide resources						
IV	Community participation						
25	The principal encourages informal and formal groups to contribute to the school improvement						
26	The principal encourages stakeholders to participate in decision making						
27	The principal is communicating the vision in order to have common understanding and shared value						
28	The principal encourages the staff to participate and works cooperatively with						
29	The principal helps the students to organize strong student council and encourages them to participate in school leadership						
30	The principal with the surrounding community in organizing strong parents, teachers and students association (PTSA)						

Part V: Open ended Question

1. What major challenges do you think have been confronting the school principals in leading schools for improvement?

2. What possible solutions do you suggest to overcome these challenges?

APPENDIX-E: Questionnaire to be filled by Department heads

Introduction

The main purpose of this study is to assess the practices and problems of school leaders towards the effectiveness of school improvement program. The researcher also intended to discover the effectiveness of school leadership and makes an attempt to suggest possible solutions. Here, your contribution is important to reach valid conclusion in this study. The study focuses on governmental secondary schools in West Arsi Administrative Zone.

I would like also to appreciate your genuine response to this questionnaire in advance for your co-operation.

Thank you

General Directions:

- No need of writing your names
- Make a tick (✓) in the box provided to show your responses
- Give only one answer to each item unless you are requested to do so.

PART ONE: Background

1.1 Name of the school _____

1.2 Sex: Female ☐ Male ☐

1.3 Age: a) 25 and below ☐ b) 26–35 ☐ c) 36–45 ☐ d) 46 & above ☐

1.4 Educational Background: Diploma ☐ BA/BSC ☐ MA/MSc ☐ PhD ☐

1.5. Years of service: 5 and below ☐ 6 –10 ☐ 10 –15 ☐ 16 –20 ☐
21 years and above ☐

1.7 As a department head, do you have post- graduate diploma in principal ship? Yes ☐ No ☐

Part Two: How school leaders work in line with school vision?

Scaling: 1= highly disagree, 2= Disagree, 3= undecided, 4= Agree, 5= Highly agree

No	Items	Rating scale				
		5	4	3	2	1
1	The School leader is competent in planning school vision, mission, and goals					
2	The school leader brought a change based on school vision which is					
3	The school leader works with the staff towards students' achievement					
4	The school leader has got acceptance from the school community because of her/					
5	The school leader encourage different school committee members and render them any help to perform					

Part Three: To assess school Principal engagement in school environment, supporting students and encouraging school parent's relationship

Scaling: 1= very low, 2= low, 3=moderate, 4= High, 5=very high

No	Items	Rating scale				
		5	4	3	2	1
1	The school leader works for change and development					
2	The school leader gives awareness on education policy, rules and regulations of the school to the school community rules and regulations of the school to the school community					
3	The school leader is capable to perform well and utilize the allotted current budget and available resources					
4	The school leader is cooperative to work with school community for good relationship among themselves					
5	The school leader provide various non academic programs for students					
6	The school leader is giving a great attention for students' rights and safety					
7	The school leader works to empower students and invites them to take a part in the school leadership activities					
8	The school leader works with great attention to improve students' discipline and achievement in cooperation with parents					
9	The school leader invites parents to the school activities					
10	The school leader works to strengthen PTA and allows them to take part in the school management					

Part Four: Open ended Question

1. What major challenges do you think have been confronting the school principals in leading schools for improvement?

2. What possible solutions do you suggest to overcome these challenges?

APPENDIX-F: Interview for school Principals/Vice Principals, Woreda officials

PART ONE: Background

1.1 Name of the interviewee _____

1.2 Sex: Male ☐ Female ☐

1.3 Age: 25 and below ☐ 26–35 ☐ 36–45 ☐ 46 & above ☐

1.4 Work Experience 1.4.1 Teaching years _____

1.4.2 Principal ship years _____

1.4.3 Supervision years _____

1.4.4 Education office as a head years _____

1.4.5 Total work experience _____

10 and below ☐ 11-15 ☐ 16–20 ☐

21 years and above ☐

1.5 Educational Qualification: First Degree ☐ Second Degree ☐

Part II. Interview Questions

1. What are the characteristics of the sampled government secondary school?

2. What major challenges do you think have been confronting the school principals in leading schools for improvement?

3. What are the factors that contribute to be leadership challenges in implementation of school improvement program?

4. What possible solutions do you suggest to overcome these challenges?

5. What knowledge, skills and strategies are utilized by school principals to address challenges & problems?

APPENDIX-G: Interview Questions for Student Councils

1. Do the principal/vice principal encourage stakeholders to participate in decision making?
Dura taa'aan/Itti aanaan dhimmamtoota murteewwan kennaman irratti akka hirmaatan ni jajjabeessuu?_____
 2. What major challenges do you think have been confronting the school principals in leading schools for improvement? Rakkooleen hooggansa irratti dura taa'ota fooyya'iinsa mana barumsaa fiduu keessatti mudachuu danda'an maalfaadha ?

 3. What possible solutions do you suggest to overcome these challenges?
Rakkoolee kanneen furuuf furmaatni maal maal jettee yaadda?

 4. What are the factors that contribute to be leadership challenges in implementation of school improvement program? Wantootni raawwii hojii fooyya'iinsa hooggansa mana barumsaa gumaachutti gufuu ta'an maalfaadhaa?

 5. What knowledge, skills and strategies are utilized by school principals to address challenges & problems? Beekumsi,dandeettii fi malleen dura taa'onni mana barumsaa gufuuwwanii fi rakkoolee mana barumsaa furuuf fayyadaman maalfaadha?_____
- _____

APPENDIX-H: Interview Prepared for Parent-Teachers Association

1. Haala Odeeffannoo walii gala (Background Information)

Aanaa(Woreda): _____

Umrii (Age) _____ Saala (sex) : Dhiira(Male) ☐ Dubara (Female) ☐

Level of educational attainment: Uncertified ☐ Certificate ☐ Diploma ☐

Degree ☐ Masters ☐

2. What major challenges do you think have been confronting the school principals in leading schools for improvement? Rakkooleen hooggansa irratti dura taa'ota fooyya'iinsa mana barumsaa fiduu keessatti mudachuu danda'an maalfaadha ?

3. What possible solutions do you suggest to overcome these challenges? Rakkoolee kanneen furuuf furmaatni maal maal jettee yaadda?

4. By what would you evaluate the quality of education in your secondary school?

Qulqullina barnootaa mana barumsaa sadarkaa 2^{ffaa} keessan maaliin madaaltu? _____

APPENDX- I: Interview Questions for School management committee

1. Do the principal/vice principal encourage stakeholders to participate in decision making?

Dura taa'aan/Itti aanaan dhimmamtoota murteewwan kennaman irratti akka hirmaatan ni jajjabeessuu?_____

2. What major challenges do you think have been confronting the school principals in

leading schools for improvement? Rakkooleen hooggansa irratti dura taa'ota fooyya'iinsa mana barumsaa fiduu keessatti mudachuu danda'an maalfaadha?_____

3. What possible solutions do you suggest to overcome these challenges?

Rakkoolee kanneen furuuf furmaatni maal maal jettee yaadda?_____

4. What are the factors that contribute to be leadership challenges in implementation of

school improvement program? Wantootni raawwii hojii fooyya'iinsa hooggansa mana barumsaa gumaachutti gufuu ta'an maalfaadha?_____

5. What knowledge, skills and strategies are utilized by school principals to address

challenges & problems? Beekumsi,dandeettii fi malleen dura taa'onni mana barumsaa gufuuwwanii fi rakkoolee mana barumsaa furuuf fayyadaman maalfaadha?_____

APPENDIX-J: Interview Questions for Kebele Education and Training Boards

1. Do the principal/vice principal encourage stakeholders to participate in decision making?

Dura taa'aan/Itti aanaan dhimmamtoota murteewwan kennaman irratti akka hirmaatan ni jajjabeessuu? _____

2. What major challenges do you think have been confronting the school principals in leading schools for improvement? Rakkooleen hooggansa irratti dura taa'ota fooyya'iinsa mana barumsaa fiduu keessatti mudachuu danda'an maalfaadha ?

3. What possible solutions do you suggest to overcome these challenges?

Rakkoolee kanneen furuuf furmaatni maal maal jettee yaadda?

4. What are the factors that contribute to be leadership challenges in implementation of School improvement program? Wantootni raawwii hojii fooyya'iinsa hooggansa mana barumsaa gumaachutti gufuu ta'an maalfaadha ?

5. What knowledge, skills and strategies are utilized by school principals to address challenges & problems? Beekumsi, dandeettii fi malleen dura taa'onni mana barumsaa gufuuwwanii fi rakkoolee mana barumsaa furuuf fayyadaman maalfaadha?

APPENDIX-K: Focus Group Discussion (with Teachers, PTA, KETB)

1. In general what are your comments about the performance of school leaders in achieving?

School vision? _____

2. What are the reasons for your comments?

3. How do you compare recent leaders with previous leaders in improving the school? What are the similarities and/or differences _____

4. What suggestions do you have for improving performance of leaders for school improvement?

5. What major challenges do you think have been confronting the school principals in leading schools for improvement?

6. What possible solutions do you suggest to overcome these challenges?

APPENDIX-A'S TRANSLATION

Gaafannoo barattoota kutaa 10ffaa mana barumsichaatiin guutamu

Jaalatamtootaa barattootaa:

Sababiin gaafannoo kanneenii ragaalee qabatamaa waa'ee mata-duree Dursaa Fooyya'iinsa Mana Barumsaatiif: Muuxannoowwanii fi Rakkoolee Godina Arsii Lixaatti (Leaders for School Improvement: Analysis of Practices and Problems in West Arsi Zone) jedhu irratti funaanuudha. Qorannichi kan xiyyeeffatu dursaan mana barumsaa tokko akkamiin hojii isaa akka raawwataa jiru , muuxannoo jiruu fi rakkoolee mul'atanii fi sababootni gara garaa mul'atan adda baasuudhaan furmaata barbaachisu akeekuudha. Kanaaf kana yaada keessa galchuudhaan yeroo jedhame keessatti ragaa dhugaa kan ta'e deebii malu deebisuun keessan milkaa'ina qoranichaatiif barbaachisaa dha. Kanaafuu ragaa keessan shakkii tokko malee fudhachuun sababa qoranichaa qofaaf oolfachuu kiyya isiniif mirkaneessuu barbaada ; Isin immoo gumaachi isin irraa eegu nuffii tokko malee obsaa fi itti gaafatamummaa guddaadhaan yaada keessan akka baatan kabajaan isin gaafadha.

Maaloo! Osoo deebii gaaffannoowwanii hin kennine dura qabxiilee armaan gadii qayyabadhaa.

6. Maqaa keessan waraqicha irratti barreessuun hin barbaachisu.
7. Maaloo! Osoo deebii hin kennineen duratti qajeelcha gaaffannoowwanii dubbisaa.
8. Gaafiilee kennaman irratti mariin barbaachisaa miti, hojii dhuunfaa waan ta'eef
9. Deebii malu kaayuuf mallattoo “✓” fayyadamuun iddoo kennametti guutuu yaalaa. Kana malees yaada dabalataa keessan iddoo duwwaa kenname irratti guutaa.
10. Maaloo, gaafiilee kennamaniif deebii malu osoo hin guutne bakki duwwaan akka hin hafne dhaamsa kooti.

Kutaa I. Odeeffannoo waliigalaa fi dhuunfaa.

2. Iddoo oddeeffannoo dhuunfaa itti ibsamu.mallattoo (✓) fayyadamaa.

3.1 Maqaadhaabbatichaa _____Aanaa_____

3.2 Saala : dhi ☐ du ☐

3.3 Umrii : 20-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41 and ol ☐

3.4 Mana barumsaa keessatti barataa ta'uu cinatti qooda siif kenname:

Koree SFM ☐ Koree mana marii barattootaa ☐ Muusee Daree ☐
kan biroo(ibsi) ☐

3.5 Turtii mana barumsa kana keessa turtan ilaalchisee:

Waggaa tokko ☐ Waggaa 1 fi ji'a 6 ☐ Waggaa lama ☐

Waggaa lamaa fi cinaa ☐ Waggaa sadii fi ol ☐

6. Hojii manni barumsaa keessan geeggessaa jiru gama hooggansaatiin milkaa'ina mana barumsichaatiif raawwatamaa jiru akkamitti ilaalaa jirtu? Maaloo haala cimina raawwii manichaa mallattoo (✓) iddoo armaan gaditti kennametti kaa'uun ibsaa.

Baay'ee gad-aanaa = 1 ,gad-aanaa = 2,giddu-galeessaa = 3, Gaarii = 4, Baay'ee gaarii = 5

L ak	Qabxiilee madaallii Hooggansa mana barumsaa	Reetii				
		1	2	3	4	5
I	Haala baruu fi barsiisuu					
1	Duraa taa'aan mana barumsaa dandeettii mul'ata,ergama,galma fi kaayyoo ifa ta'e dhiyeessuu qaba.					
2	Dursaan mana barumsa dandeetti kallatti kaa'uu fi istaafii galma barbaadamu					
3	Dura bu'aan karoorsuun hojii qabxii barataa ol'aanaa galmeessisuu fi qabxii					
4	Dura bu'aan barsiisoonni qabxii firii barataa gamaaggamuun haala kenna barnootaa fi faasiliitiwwan ogummaa irratti barbaachisan ni iaijabeessu.					
5	Dura bu'aan iddoo guddaa qabaachuun,isaannan haalatti hojjatanii fi madaalli hojii mana barumsaa barsiisotaaf bifa gabaasaatiin ni dhiyeessuu.					
6	Dura bu'aan yeroo isaanii guddaa fooyya'insa kenna barnootaatiif kennaniiru.					
7	Dura bu'aan gumiiwwanii fi kilabii gara garaa tartiibaan akka hojjattamu godhaniiru.					
8	Dura bu'aan too'uu fi hordoffii barsiisootaa akkasumas barsiisota tokko tokkoon qunnamuun adeemsa qabxii barataa irratti akka mari'atan ni taasisu.					
9	Dura bu'aan duub-deebii barsiisotaaf ni kennu akkasumas istaafii guutuu wajjiin hojii barattoota bu'aa ol'aanaa irra geessisuu danda'u hojjataniiru.					
10	Dura bu'aan dooyuu daree kan godhaniif madaalii barsiisaatiif osoo hin taane ogummaa isaanii cimsuuf/guddisuuf.					
11	Dura taa'aan barsiisota madaalliin ol'aanaa galmeessaniif (bu'aa barataa ol'aanaa galmaa'eef) onnachiiftuu gara garaatiin ni jajjabeessu.					
II	Haala mijaa'ina mana barumsaa					
12	Dura taa'aan mana barumsaa nageenyii fi mirgi barattoota akka eeggamu taasisaniiru					
13	Mana barumsaa iddoo barnootaaf mijaa'uu fi barattoonni miira gaarii qabaatanii baratan taasisaniiru.					
14	Dura taa'aan mana barumsaa naannoo barnootaa mijaa'aa taasisuuf sadarkaa mana barnootaatti poolisii barnootaa bocuun barnoonni akka hin qisaasamne godhaniiru.					
II	Hooggansa mana barumsaa					
15	Dura bu'aan yeroo hunda waajjiratti argamuun kanneen biroo ni gargaaru.					

16	Dura taa'aan barsiisonni ogummaa isaanii akka cimsataniif dalagaa galma manni barnootaa kaa'ate keessatti akka hirmaatan ni jajjabeessu.					
17	Dura taa'aan barsiisonni muuxannoo akka waljijjiiraniif haala ni mijeessu.					
18	Dursaan mana barumsaa garee cimsuu/guddisuu, bakka buusuu, aangessuu fi gorsa barbaachisu kennutti cimaadha.					
19	Dursaan mana barumsaa rakkoolee furuu, madaallii geeggessuu fi murteewwan gara garaa hojii irra ni oolchu.					
20	Dursaan odeeffannoo fi duub-deebii barsiisotaa barattoota jajjabeessuuf ni fayyadamu					
21	Dura taa'aan jijjiiramaa fi fooyya'iinsa mana barumsaatiif hojjata.					
22	Dura taa'aan mana barumsaa dhimmamtoota m/b gara garaatiif waajjira isaanii banaa godhu.					
23	Durataa'aan m/b firii qabxii barattootaa yeroon akka dhaqqabu ni mirkaneessa.					
24	Dura taa'aan m/b seeraa fi heerri mana barumsaa hojii irra akka oolu ni mirkaneessa.					
25	Qabeenyi kenna barnootaatiif barbaachisu (humna namaa, faayinaansii fi meeshaalee) seeraa fi yeroo eeggatee ramadamuu ni mirkaneessa.					
26	Dursaan mana barumsaa humna namaa, faayinaansii fi faasiliitiwwan m/b haala gaariidhaan hoogganu.					
27	Dursaan mana barumsaa barnoonni kennamu, qabiyyee istaandardii barnoota biyyoolessaa wajjiin walqabachuu isaa ni mirkaneessu.					
28	Barattootaa fi barsiisota firii gaarii galmeessaniif manni barumsichaa onnachiiftuu gara garaa ni gumaacha.					
29	Dura taa'aan mana barumsaa hawaasa m/b fi naannoo kabaja gaariin ni keessummeessu.					
I	Hirmaannaa hawaasaa					
30	Walitti dhufeenyi mana barumsaa fi hawaasa naannoo akka cimu ni					
31	Murteewwan mana barumsaa kennamu keessatti dhimmamtoonni gara garaa fi barattoonni gahee isaanii akka bahanii fi hooggansa keessatti qooda akka fudhatan ni taasisu.					
32	Bu'aa firii mana barumsaa hawaasa mana barumsaa fi maatii barattootaatiif bifa gabaasaatiin ni ibsu.					
33	Fooyya'iinsa haala barachuu barattootaa irratti miseensa hawaasaa ni hirmaachisu.					

Kutaa II: Gaafiilee banaa

1. Sagantaa fooyya'iinsa m/b hojiilee maal maaltu hojjatame?

2. Rakkoolee fooyya'iinsa mana barumsaatiif gufuu ta'an yoo jiratan ibsi.

7. Rakkooleen hooggansa irratti dura taa'ota fooyya'iinsa mana barumsaa fiduu keessatti mudachuu danda'an maalfaadha ?

4. Rakkoolee kanneen furuuf furmaatni maal maal jettee yaadda?
