CHALLENGES AND OPPORTUNITIES OF SCHOOL LEADERSHIP IN IMPLEMENTING SCHOOL IMPROVEMENT PROGRAM IN SECONDARY SCHOOLS OF WEST ARSI ZONE OROMIA RIGION

By

Adem Wado Alijo

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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Adem Wado Alijo

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Abstract

The purpose of this study was to identify and assesse the challenges and opportunities of educational leadership in implementing school improvement program in secondary schools of West Arsi Zone, Oromia. In order to attain the objective of the study, descriptive survey method was applied. The study was carried out in six secondary and two preparatory schools in five woredas which were selected by simple random sampling. The respondents were also selected by using simple random sampling techniques. The study involved 195 teachers, 40 department heads, 8 principals, 18 vice principals, 40 School Improvement Committee, 5 Woreda Education Office heads and 5 supervisors. Questionnaires, interviews, focus group discussions, and document reviews were applied as instruments to collect information. The data gathered through questionnaires were analyzed quantitatively by statistical tools such as percentage, frequency count, mean scores, Kuruskal-Wallis test using SPSS (mean rank chi-square, degree of freedom, and P-value). Interviews, focus group discussion, and document reviews were analyzed qualitatively using the content analysis technique. Based on the analysis, the findings show that resource constraints were one of the major challenges in implementing school improvement program in secondary schools. Besides, capacity of principals, tradition and norms, socio-economic condition, the resistance to change were found to be among the serious challenges of the schools. The study also indicated that there were a good possibilities of external environment to implement School Improvement Program. But the current practice of school leaders were only moderately performed. Regarding the domain of School Improvement Program, school leaders' awareness was high on learning and teaching practice, on strategic vision, in evaluating student's achievement. Even though, there was lack of implementation due to training on the area of educational leadership courses. The recommendation given was that the regional education bureau, zonal and woreda education office should work with donor organization and community at large to bring more financial resources, to build the capacity of principals leadership on the basis of their needs analysis.

CHAPTER ONE

The Problem and its Approach

1.1 Introduction

Education is one of the major driving forces behind economic, social, cultural, and political development of a country. In any country education is highly expected to contribute much to the overall national development. In this regard the Education and Training Policy of 1994 states "Education enables individuals and society to make all rounded participation in the development process by acquiring knowledge, ability, skills, and attitudes."

To achieve the goals and objectives of education effectively, the importance of educational leadership is a major concern, because it is considered as vehicle for change and educational development (Musazi, 1988). Confirming this idea, Ubben and Hughes (1997:121) state that with increased value put on educational leadership, what comes to vision is the school as an environment of change and productivity which depends mainly on the ability of its leaders to analyze existing conditions and future challenges in implementing strategies for attaining the goals.

Ethiopia is among those countries which gave high policy emphasis in recent years to school leadership. The government has put a policy direction regarding the management and organization of schools stating that professional, coordinated, efficient, and effective with an overall coordination and democratic leadership with committees consisting of members from the community (MoE, 2001:8).

The government has designed a General Education Quality Assurance Package which consisted of six programs such as Teacher Development Program; School Improvement Program; Civic and Ethical Education Improvement Program; Information Communication Technology Service Expansion Program, General

Education Management and Organization Improvement Program and Launching the improvement programs beginning from 2006 all over the country (MoE, 2007:12).

Ministry of education provided Regional Education Bureau through the Woreda Education Office to school some writing materials like blue print, framework, handbook and other guidelines and check-lists so as to enable schools implement the improvement program effectively. As part of its continual efforts, Ministry of Education made advertisement on a topic, education week has been celebrated at National level (2008) became a duty of Educational Quality and indicate the role that education play a role to solve the problem and make poverty a history.

During Education Sector Development Program I and II implementation phases the substantial achievements were not more than increasing the number of school and education enrollment. Thus, whatever great effort has been exerted both by the local region and federal government, there is along-way to go in addressing the challenges that stand on the way towards, the provision of quality education in the country (MoE 2006:17).

Hence, from the actual challenges of education system of the country, many formal and informal reports regarding school improvement program have been reported. Some of the reports are advocating the good future of the implementation while others are not. There are two things which are going side-by-side General Education Quality Assurance Package Implementation and poor educational quality. This indicates that there are gaps among policy, strategies, programs and reforms of General Education Quality Assurance Package, that is why the researcher interested to identify and may be fill the gaps of one of the packages that is the challenges and opportunity of educational leadership in implementing the school improvement program which contain four domains and elements of schooling such as, learning and

teaching, student environment, leadership and management and community involvement in West Arsi Zone Secondary Schools of Oromia Region.

1.2 Statement of the Problem

Leadership is important and necessary for achieving individual, group and organizational performance. According to Howell and Costley (2006), leadership is a real social process that affects important events in our lives and organization. They further indicated that executive leadership can account to 45 percent of an organization's performance. Hooper and Potter (1999) cited in Mullins (2005) discuss the importance of leadership in the time of change and uncertainty, and they suggested that good leaders are sensitive to the impact of the change process on the people.

In relation to this, Sashkin and Sashkin (2003), maintain the viewpoint that leadership matters because leaders help to reduce ambiguity and uncertainty in an organizations or society. In other words, leaders take constructive acts to achieve long-term goals and provide clear positive reasons for their actions, goals and accomplishments.

According to MoE (1999:16), these days, school leadership in the country is facing a number of problems that largely to do with principals themselves, and some originate outside the schools that are related to community involvement, personnel and officials in Woreda Education Office, and rules and guidelines being implemented by this sector. Among these problems that were related to school leadership were: selection of school leaders that do not consider interest and efficiency, lack of vision and mission, absence of standards set for educational training for school leaders, and absence of professional trainings and development strategies for school leaders. Those leaders without necessary educational leadership training fall to (provide strong instructional leadership, facilitate academic programs, establish positive working relationship etc.)

Yukl in Fiddler and Atton (2004:154) emphasized that leaders should articulate and communicate clear and appealing visions and must also convince followers that the visions are attainable. That is why an instructional leadership role has become the most widely accepted role of the school leader. This means, the centeral job of school leaders has to be redirected from routine administrative duties to instructional leadership. MoE (2006) stated that, principals that did not engage in monitoring and providing feedback of the teaching and learning process had a negative effect on teachers and classroom.

Nowadays, quality education has been found to be the challenge of many countries. And it has been a topical issue in the world, especially in developing countries. Many have been undertaking different educational initiatives that they thought are important to assure the quality of education for all citizens. Currently, the Leadership Effectiveness and School Improvement program are the main agenda of Ethiopian educational policy as well as Oromia regional state. This has initiate the researchers interest to assess the challenges and opportunities of leadership in implementing the school improvement program.
Generally, the purpose of the study was:

- To identifying the practices of leadership in implement School Improvement Program in the schools.
- To indicate the opportunities (external environment) of educational leadership in implementing School Improvement Program.
- To assess the challenges (capacity and internal factors) to Implement School Improvement Program in West Arsi Zone secondary schools.

The study was try to seek possible answers for the following basic questions.

1. What are the current major practices of school leadership in implementing school implement program?
2. What are the opportunities of school leadership in implementing School Improvement Program?

3. What were the major challenges of educational leadership in implementing school improvement program?

4. To what extent were school leaders made aware of the domains of School Improvement Program such as learning and teaching, student environment, leadership management, community involvement?

1.3 Objective of the Study

The main objective of the study was to investigate the challenges and opportunities of educational leadership in implementing School Improvement Program in West Arsi Zone. More specifically, the study was launched to achieve the following objectives:

1. To identify the major practices of school leadership in implementing School Improvement Program.

2. To assess the methods and process involved in conducting School Improvement Program in West Arsi zone.

3. To find out the internal and external factors that affect implementing of School Improvement Program in secondary schools of west Arsi zone.

4. To recommend further research in the area under consideration.

1.4 Significance of the Study

Educational leaders can play a great role in development of a country in general, and education sector in particular. In this line, this study is very useful to create awareness among secondary and preparatory school principals by indicating what sort of leadership roles do they lack during leading and how they should fill these gaps and how they overcome the challenges that face in implementing school improvement program. It is expected that from the finding of this study educational leaders may get some important information about he

challenges and opportunities of educational leadership in implementing school improvement program. Hence, this study was very important for the following points.

1. The study may provide information for educational leadership to have better understanding of the challenges and opportunities of school leadership in school improvement program implementation.
2. It may help school principals and other stakeholders to create strategies for expressing the school improvement programs in their schools.
3. It may help higher officials of the Regional, Zonal, and Woreda levels regarding how the school leaders perform their practices to achieve educational objective effectively.
4. The study may encourage further research works in the area by serving as the steppingstone.

1.5 Delimitation of the Study

The study was delimited to assess challenges and opportunities of educational leadership in implementing school improvement program in West Arsi Zone secondary schools of Oromia region. The delimitation of the study was also founded on the realities and facts on the ground. Oromia Regional State is the largest national states in the federal democratic of Ethiopia. Taking this in to account the researcher is only delimited to West Arsi Zone. In this zone, there are a total of 30 governmental schools of which 26 were secondary and 4 preparatory schools. The study delimited to only governmental secondary and preparatory schools, out of the total schools in the zone, eight of them are selected for the study. Principals, vice principals, department heads, teachers, Woreda Education Office, supervisors and School Improvement Committee were selected as the participant in the sample study.

1.6 Limitations of the Study

The study was not totally free of any kind of limitations. Accordingly, the following limitations were attributed. Firstly, while conducting this research many respondents were very careless to fill out and return the questionnaire within the required time. Secondly, most of the respondents were found to not only have responded hastily, carelessly or without correctly understanding the questions, but also seem to be hidden, and might have responded in consistently. To solve such problem the researcher cross checked their response by other instruments such as interview, Focus Group Discussion and document review.

Thirdly, few principals gave the researcher little attention to respond to some of the interview question as they were extremely busy. However, the researcher had to pay sacrifice to influence them personally so that they respond at their convenient time.

1.7 Definition of Terms

Challenges:- A new or difficult task that tests some body's ability and skill (Hornyby, 2006).

Leadership:- Is a process through which an individual, resources, the cooperation of others, towards the achievement of goals in particular setting Deighton, (1971:556).

Opportunity – A time when a particular situation makes it possible to do or to achieve something (Hornyby, 2006).

School Improvement Domain:- It is one component of the school improvement frame work that shows the essential capacity of effective schools (MoE, 2007).

School Improvement Program:-Is a concept focused on enabling students achieve excellent result by making schools conduct self-assessment based on varied school domains (Teaching-learning,

school leadership and management, safe school environment, and community participation) and improves the input and process of education (MoE, 2007b)..

School Improvement Committee:- The officially organized committee which consists of the school principal, and representatives of department heads, teachers, parents, students, non-academic staff members and the community. It is formulated to plan monitor and evaluate school improvement program implementation in school.

The main objective of School Improvement Program is to develop learning outcomes of students by improving their learning and behavior, School Improvement Program framework (MoE 2007).

1.8 Organization of the Study

The study was organized into five chapters. The first chapter deal with the problem and its approach that includes background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitations of the study and definition of terms. The second chapter was cover review of the related literature. The third chapter presents the research design and methodology. The fourth chapter was covered presentation, analysis and interpretation. The fifth chapter deals with the summary of major findings, conclusion and recommendations.

CHAPTER TWO

Review of Related Literature

This chapter deals with the nature and concepts of educational leadership, challenges and opportunities of the implementation in school improvement program of governmental selected secondary schools of West Arsi Zone, Oromia Region.

2.1 An Overview of Educational Leadership

Many researchers like Katz and Kahn (1978:528; Burns (1978:18); Schein (1992:2), cited in Yukl (2006) have proposed their own definition of what leadership is. It is a concept that does not still scholars in the field. Gamage (2006:15) admits this saying that until now, numerous attempts to search for an accurate definition of leadership have not been successfully and is unlikely to succeed in the near future. Yukl (2006) also states that the term leadership is a word taken from the common vocabulary and incorporated into the technical vocabulary of scientific discipline without being precisely redefined. As a consequence, it carries extraneous connotations that create ambiguity of meaning. On the other hand serious confusion is caused by the use of other imprecise terms such as power, authority, management, administration, control and supervision on 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, many researchers 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 and some researchers defined in terms of traits, behaviors. Influence, interaction patterns, role relationships and occupation of an administrative position.

Generally, to limit ourselves to some comparative definition, leadership is the ability of a manager to influence subordiantes to work with confidence and enthusiasm. If subordiantes are only guided by rules and regulations enforced by managerial authority, they may work just enough to satisfy the requirements for holding their jobs. It is the heart of the managerial functions because it is involved with initiating action. Moreover, leadership is the ability to step outside the culture... to start evolutionary change processes that are more adaptive Yukl (2006).

2.2 Importance of Educational Leadership

There is consensus among scholars that the importance of effective leadership cannot be over emphasized. For example, Dubrin (2007) reported that the idea that leaders actually influence organizational performance and morale is so plausible that there is not an abundance of research and opinion that deal with this issue. Nevertheless, some of the sample of the existing research and opinion can be cited. For instance, leadership is important in attempting to reduce employee dissatisfaction (Mullins, 2005). Good leadership involves the effective process of delegation and employment. According to Mullins (2005), the leader-follower relationship is reciprocal and effective leadership is a two-way process which influences both individual and organizational performance.

Hooper and Potter (1999) cited in Mullins (2005) discuss the importance of leadership in time of change and uncertainty, and that good leaders are sensitive to the impact of the change process on people. Thus, the study of leadership in organizations is closely linked to the analysis of organizations efficiency and effectiveness. In an organization in every aspect of the school, instructional practices, academic achievement, school improvement programs, teachers' performance, students' discipline, etc.

2.3 Theoretical Background of Leadership

The need to lead and the need to be led is a pervasive feature of human being. Therefore, leadership has great value in human society. Since the coming into existence of leadership, many studies have been conducted and various scholars, authors, educators and others have said a lot about leadership on its various aspects such as on duty of leaders and characteristics of effective leaders. In order to express their ideas on these, different theories were developed. The major ones are discussed here under.

2.3.1 Trait Theory

The trait theory is also called the "Great man theory" because according to this theory leaders are born and not made (Kreitner, et al., 2001:535). According to this theory it was believed that leadership was a result of personality trait or characteristics that leaders possess but not followers (Moorhead, 1995:299).

According to Hersey, (1998:101) trait theory of leadership is characterized by the belief that there were certain characteristics such as physical, energy or friendliness that were essential for effective leaders. Confirming this, Stogdill, cited in (Owens, 1987:125-126), after thorough survey of the psychological literature then in print, has come up with that there was little to approve the belief that traits and the capacity to lead effectively are systematically related. Hence, the assumption that leaders are born not made is largely incorrect as far as research findings are concerned because they don't prove true for all leaders. The main limitation of this theory seems that no leader could have all the traits and it is not possible for individual leaders to meet the demands of their own context. Moreover, the trait theory also ignores group behavior and environment in which the group behavior happens (Owens, 1987:126).

2.3.2 Behavioral Theory

The inability of trait approach to explain leadership effectiveness made management scholars relentless and initiated them to shift their emphasis to the analysis of the actual behavior of leaders. Then studies were launched by many scholars in order to come up with leaders' behavior that was essential for the attainment of group and organizational goals. In other words the attention has shifted from trying to determine what effective leaders are to what effective leaders do. Scholars then continued their research investigation in order to identify leaders' behaviors that were crucial for the satisfaction of group and organizational goals.

Finally, two major behaviors of leader were identified as consideration and initiation structure (Galatter, 1988:31). Consideration refers to the extent to which a leader acts in a worm supporting way, mutual respect trust for others and friendship, initiating structure refers the extent to which leaders detach himself/herself from the members of work group and define, structure his/her own roles and the role of subordinate toward the attainment of organizational goal.

After investigating series of studies regarding the relationship between these dimensions and leaders effectiveness, the scholars reported that in order to be effective, leaders need to be high on both dimension simultaneously. The importance of this approach is that the two dimensions of leadership behavior are real and observable that account for great proportion of actual leader behavior that they provide a framework for solving problems in school organization (Lunenburg, et al., 1991:134).

2.3.3 Fiedler's Contingency theory

Most scholars in the area of leadership now agree that neither the personality trait approach nor the search for best leadership style/behavior was adequate to deal with the complexity of underlying process, (Owens, 1987:135). This view

led to the contingency theory which states that leadership behavior is dependent on the situation and is now getting recognition by contemporary researchers and school administrators. The theme of contingency approach is that leadership can not be explained by assigned factor. Luthans (1981:422) states that the core point of situational leadership is the flexibility of a leader in selecting a leadership style that best first with the situation of a given time. This idea indicates that leadership varies from organization to organization depending on the particular situation. So that leaders must first look into their working situation in order to apply an appropriate leadership styles that best fit the situation. To this end, the conclusion of Ubben & Hughes (1997:5) say that "one could not simply speak of effective and ineffective leadership practices but only of effective and effective practices in one situation on another.

Owens (1987:135) has clearly underlined the situational nature of leadership and approved that there is no one best leadership styles to be used under all situations. More importantly this theory is applicable to school leaders in providing the direction to better understanding of leadership.

2.4 Leadership Styles

The classic leadership studies and the contingency theories of leadership have direct implications for what style the leader uses in managing human resources in his/her organization. The term style is roughly equivalent to the manner in which the leader influences subordinates.

2.4.1 Authoritarian Style

This style is some times referred to as coercive leadership because autocratic leaders usually demand unquestionable obedience from all within the organization. The member has no voice in matters that affect their welfare. Thus, he/she has the sole authority to decide, control, instruct, penalize and reward (Rue, et al., 1990:292).

Confirming the above idea, Bush (1980:258) state that autocratic leaders can be regarded as are that cares little for the feeling of others, personally over see administration and excludes others from decision making. Moreover, it is rigidly structured and task oriented (Monahan & Hengst, 1982:253). Therefore under this type of leadership styles the duty of subordinates was to listen to the order of their leader and perform accordingly.

2.4.2 Democratic Style of Leadership

Democratic leadership argues that the group is greater than the sum of its part. The leaders take note of the society, nature and man ensures that the needs of these are taken into account in the decision making process. It is a great shift from the mechanistic interpretation of leadership to an organic principle of leadership interpretation under democratic style leadership function within the group are decentralize and delegated (Adesina, 1990:150) and encourages group discussion and subordinates were informed (Lunenburg & Ornstein, 1991:131). Leaders may be helpful to their subordinates, delegates freely and allows appropriate leadership act to develop within the group.

Educational leaders, when engage in organizations are supposed to lead many human interactions. Moreover, they are professionals, thus if they over look the participative style of leading at work within the school they service, their leadership function may be greatly hampered.

2.4.3 Laissez-Fair Style

A leader, who uses this style of leadership, give complete freedom to the followers, essentially provides no leadership (Rue & Byars, 1990:292). In other words, under laissez-fair leadership style, there is no strict follow up on the group members, therefore the members are allowed to do what ever they want to do (Hersey, et al., 1998:123).

Generally, even if different situations require different styles and that effectiveness of style depends up on the situation in which it is used,

subordinates like the democratic style the best. Concerning education, it has been maintained that schools which are effective are those which use group work, consultation and participation.

2.5 Leadership and School Improvement

The issue of leadership for school improvement is now high on the research and policy agendas of many countries. Successful school improvement projects focus specifically upon the teaching and learning processes and the condition at school and classroom level that support and sustain school improvement. Literatures given a great deal of attention to the issues of school improvement have to be one of the primary tasks of the school heads. The nation of school improvement largely suggested introducing change in schools. Hence it can be viewed the school that school leaders Should be initiators and agents of change they should introduce new culture and climate and stand as agents of change processes in schools. Gamage (2006:182) adds that if the educational administrator functions as a change agent, taking the staff with him/her, such a program will give the leader more, not less, control of the school program.

Principals will have to perform roles, such as instructional leaders, system specialist, planner, and coordinator, change agent one can find, in the literatures, many explanations on the meaning and nature of school improvement. However, what is largely representation of many definitions was presented by (Gamage, 2006:71). He defines that school improvement is a systematic, sustained effort aimed at change in learning conditions or other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively and he also referred that the nation of school improvement suggest change.

2.6 The Concept of School Improvement

School system is a dynamic system where input, through put, and out put processes is continually underway. This continually changing feature of school system demands it for a continuous improvement. Although the concept of school improvement dates back to the 1960s, it was strengthened in the mid 1980s following the establishment of the Organization for Economic Cooperation and Development sponsored by International School Improvement Project that established a distinctive body of knowledge which become internationally recognized (Stoll, et al., 1996).

School improvement is defined in International School Improvement Program as a systematic, sustained effort aimed at change in learning conditions in one or more schools with the ultimate aim of accomplishing educational goals more effectively. The term school improvement also refers to the process of altering specific practices and policies in order to improve teaching and learning. School improvement means making schools better places for learning. This relies on changes at both school level and within classrooms, which intern depend on schools being committed to fulfilling the expectations of children and their parents. In this context, school improvement refers to a systematic approach that improves the quality of schools and hence the quality of education.

According to Gallagher (2004:15), "... school improvement refers to the process were by schools under the governance of school board; undertake a continuous cycle of self assessment. Schools monitor performance against system and school goals and report to the school community and the chief executive." School Improvement Program framework (MoE, 2007), further states that School Improvement Program is a concept focused on enabling students score excellent result by making schools conduct self evaluation based on varied school domains and improve the input and process of education.

2.7 The Practice of School Leadership in Implementing School Improvement Program

From the experience of improving schools, transformational school leadership has significance importance for success of change. In fact the need to change leadership in time of change is what the concern of every conventary becomes now days. A form of school leadership which frequently mentioned for success of School Improvement Program is found transformational leadership. Thus, the discussions of certain vital dimensions of transformational school leadership such as vision and capacity building have vital importance for success of School Improvement Program. (Reynolds, 1996:74) have also explained that vision is the moving sprit behind educational change. With transformational leadership, the followers feel trust, admiration, loyalty, and respect towards the leader, and they are motivated to do more than they originally expected to do. The leader transforms and motivates followers by (1) making them more aware of the importance of task outcomes, (2) inducing them to transcend their own self-interest for the sake of the organization or team, and (3) activating their higher-order needs. In contrast, transactional leadership involves an exchange process that may result in follower compliance with leader requests but is not likely to generate enthusiasm and commitment to task objectives. Thus, the vision building leadership has vital importance for success of School Improvement Program.

The other important issue of school leadership practice is capacity building or school leadership capacity building. From the relatively simplest prospective (Harris, 2005:73) stated, "capacity building is concerned with providing opportunity for people to work together in a new way" In this regard, Harris, (2003:96) have explained that capacity building requires building an infrastructure of support moreover, they have listed that building good relationship, culture of enquiry, organizing school for leadership, purposeful collaboration, and building professional learning community as a best strategy to build leadership capabilities of all those involved.

2.8 Challenges of Educational Leadership and School Improvement Program Implementation

Educational leaders are very important for the achievement of educational objectives. In carrying out the task of leading principals face a lot of challenges. Stressing this point, different scholars listed different challenges that impeded leadership responsibility. Some of these include, lack of training and skill, lack of resources, the press of duties, shortage of time. In line with the above challenges of educational leaders different scholars put different ideas.

Regarding lack of training and skill Glatter (1988:15) states that professional knowledge, skills, and attitude have great impact on the achievement of organizational goals and objectives and the lack of skills will create an impediment to principals. According to Bennars (1994:258), principals are selected from teachers. All of them have barely any leadership experience or prior training in school administration and management. Saddenly a head teacher finds himself in a leadership position which calls for a lot of commitment, dedication and tolerance.

In line with lack of resource Ubben & Hughes (1997:304) state that resources are the means to the end. The matters in terms of school leaders are the one who over see the entire program and holds great responsibility of his or her school. Confirming this idea Gorton (1983:261) states that exercising instructional leadership take time and energy over and above that which must be spent on administering a school or school district.

The nature of the school is one of the changes of educational leaders. Because the participants of the school are parents, students, teachers, principals and other staff with different backgrounds and interests in relation to this, Hanson (1996:1) states that unlike most other formal organizations, the school has a human product that give rise to unique problem of organization and management.

Fullan and Miles (1992) in Hopkins (2005:2) assert that "... the emphasis on self-improvement has increased in the past decade with the trend in most western countries of decentralizing the responsibility for the implementation of educational reform, whilst at the same time decreasing the level of support to schools from external agencies. ... in recent years, it has become starkly apparent that as strategies for educational reform, neither centralization nor decentralization work and that a better way must be found.

Hopkins (2005:14) summarizes the efforts of scholars' in to the following five main problems with current school improvement interventions: absence of a contextual and diagnostic analysis of the school; lack of focus upon classroom and the primary of instruction; failure to understand the complex dynamic between structure and culture; and the necessity to focus just on how innovations impact schools and systems.

Hopkins (2005:31) has also suggested the following challenges to schools: connecting essentials of today's curriculum with the future; moving from a traditional re-production process in the classroom towards creativity and production in multiple environments; reducing dramatically much of the activity of today; providing space for both students and teachers initiatives; preparing staff and other human resources for new roles and new curriculum; working politically in the local community to build alliances for the twenty-first-century schools.

Dodd, et al. (2000:4) have also indicated that when any change is introduced any where, it is likely to generate conflict. As we have all seemed many times, the more radical the change, the more people affected by it, the more widespread, disruptive, and painful the reaction against the change will be because public education affects people every where, discussions and decisions about change in schools create a public arena for conflict or cooperation. In similar manner, (Evanas, 1996:24-25) further states that "... when we think of

change as learning, we can readily remember the value, the experiment, the pride and the fun-of new things we have learned in our lives.

2.9 Opportunities of Educational Leadership in Implementing School Improvement Program

In identifying the opportunities, it is best to comprises the external assessment of the environment to implement school improvement program. This includes, the areas in which the school was formed, the technologies that found at that area, and the possibility of growth in enrollment in that area. One of the important external condition to implement School Improvement Program was community involvement because school improvement requires changes in individuals as well as in organization and all these changes take the involvement and interaction of many people within and out side the school. Change will come surely, if every one is willing to participate in the process (Joseph, 2007). Due to this fact, though the target for educational change more often should be the local school without the support from other agencies and people, the local school is unlikely to change (Ross, et al., 1981).

To improve school collaboration and partnership between the staff and other stakeholders is essential to improve and maximize the learning out comes of the learners, parents and other community members are powerful resources to be utilized in the school. Their involvement helps to achieve provision of curricular and learning materials and to identify and address factors that contribute to educational problems such as low participation and poor academic achievement.

2.10 Capacity of Educational Leadership

2.10.1 Human Resource

School leaders are personnel in charge of developing teachers in their profession. In this regard, (Harris, 2005:69) confirms that school leadership must build the capacity of developing the school as a learning community, to conduct an internal Continuous Professional Development program,

inventories has to be conducted by the principal of find out special skills and interests that staff may have that are unrevealed in other sources which should included a list of teaching and organizing skills and knowledge areas if it is the higher-order external staff development, it needs the principal in collaboration with local district educational offices who should engage in clinical supervision, helping staff members initiate individual development plans, and organize.

Human resource development program must be diverse and continues process. It is not a one time business. In accordance with this (Schlechy, 1990:65) illustrated that attention needs to be directed to four factors: the nature of the adult learner; the different kinds of learning required of effective staff members, the varying amount of time required to effect different kinds of behavior change, and the application of appropriate training or development process give factors. Teachers and administrators should be expected to participate in continuing education in supporting of this (Schlechy, 1990:78). Underlines that the continuing education of teacher and administrators is or should be the responsibility of the employee just as the case with other corporate employer.

2.10.2 Financial Resources

This is one of the resources needed by educational leadership it is an essential tool used to purchase goods and services required to affect the teaching and learning operation. It's allocation and acquisition could be many and varied William (1971:4) suggested the following ways for the acquisition of financial resources: amount allotment for education of the total budget and domestic product, public (community) donation for education of youth private foundation, international organization aids is to be budgeted into recurrent and capital budget. As the source of equalization is narrow and scarce it requires careful distribution to job areas and careful management, particularly in developing countries including Ethiopia because they can not all by themselves provide the amount of money (Finance for attraction this was being ascertained by (UNESCO, 1991:13) said that Educational expenditures already account for

a high percentage of Growth Domestic Product exceeds this threshold. Accordingly the increase in education financing depends essentially on economic grown.

2.10.3 Material Resources

The material resource includes those items so designed modified and prepared to assist teaching-learning activities. They are produced according to specific age and level of instructions e.g. text books, reference books, teaching guides, manual programmed instructions, audio-visual aids, radio plasma TV. Since resources are scarce they need proper management within and outside class-room situation. Accordingly costly resources need to be managed and used properly. Next to teachers, textbooks and other teaching materials remain the most costly items required for a minimum standard of education and they are critically short in supply in the college of the poorer developing countries. In addition the school leadership should open their doors for information pertaining to resources acquisition, allocation, distribution and application to the objective it is mean to serve (Evanas, 1996).

2.11 Leadership Development and School Improvement Program in Ethiopia

School leadership is one of the influential administrative positions in the success of school plans, with respect to the historical background of school leadership, authorities give their own argument, as indicated in Knezevich (cited in Ahmed 2006) the origin of principal leadership can be traced to 1515 to the time of Johann Sturum in USA. The position developed from classroom teacher with few administrative duties to principal teacher and then to supervising principal. The history of Ethiopian education system traces its origin to introduction of Christianity about forth century A.D. Ethiopia for a very long time had found schools for the children of their adherents (Ahmed 2006).

However, the western types of educational system were formally introduced into Ethiopia in 1908 with the opening of Menilik II School and there was no government owned high school in this country until 1943. And it was in this year that the first high school which was totally dominated by expatriates was opened. According to (Ahmed, 2006), the history of school leadership in Ethiopia was at its early age was a history dominated by foreign school leaders. According to (MoE, 2002:38), prior to 1962 expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930s and 1940s. During this time, Indians were given the leadership position which may be for their higher educational level and experience in principal ship.

From the second half of 1940s, documents prove that Ethiopian school heads were directly assigned in elementary schools without competition among candidates. Only educational level and teaching experience were given highest priority for leadership. After 1960 it was known that Ethiopians who were graduated with firs degree in any filed were assigned as school leaders by senior officials of the MoE. The major selection requirements were educational level and work experience (MoE, 2002:42).

It is also stated in the job description of the MoE issued in 1989 that secondary schools principals should have first degree in school administration and supervision including a sufficient work experience. Literature on the placement of primary school principals in Ethiopia is generally scarce. The trend in primary schools in Oromia in the past ten years was some what different. Teachers with highest teaching experience were selected by their staff members and become principals of primary schools. This experience has changed in the past five years and leaders are no more selected by the staff from among them. The trend of placement to day in Oromia Region is that school leaders for this level were assigned based on the guideline prepared by the education bureau. The responsibility of selecting the school leaders was taken by the education

offices in the woredas. A committee in these offices is changed of properly applying the stated guidelines in selecting from among the applicant teachers.

2.12 Awareness of Educational Leadership on School Improvement Program Domains

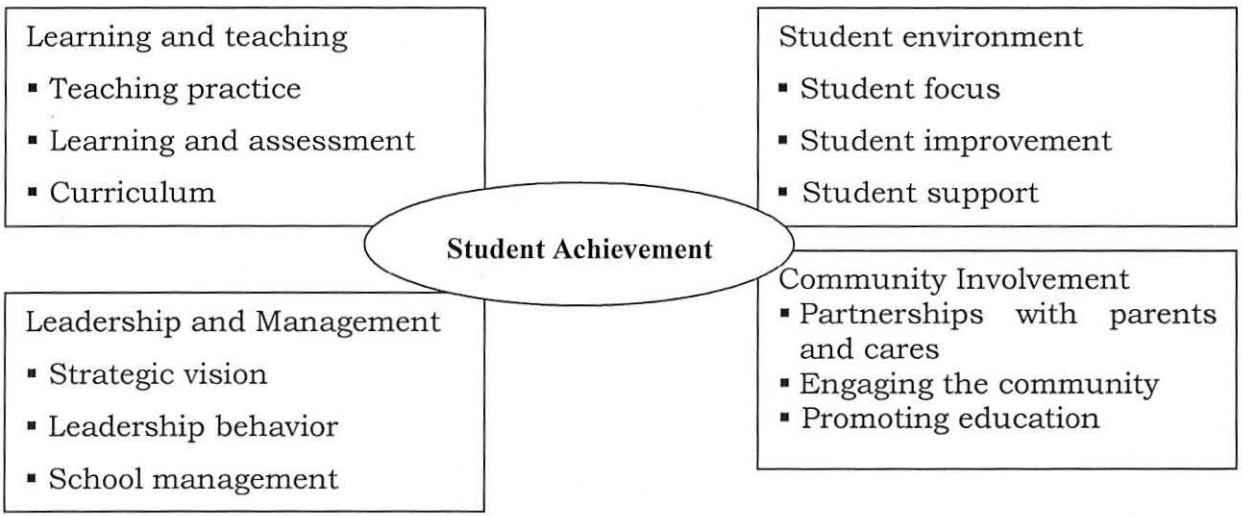
Schools as organization are established to educate citizens of nations. To discharge this responsibility, schools need domains based on which they can operate effectively. To implement this program the awareness of educational leaders is very important. For instance, (Wisconsin Department of public instruction 1985), (cited in Klousmeier 1985:6) approved the following characteristics of effective schools, strong instructional leadership; high expectations for students; an orderly school learning climate; opportunity to learn and an emphasis on academic learning time; Frequent monitoring of pupil progress; high degree of community involvement. (Gartner and Lipsky 1987:389) in (Cookson, et al., 1992:416) has also indicated the following five key factors that define successful schools: high expectations for all students and staff acceptance of responsibility for student learning; instructional leadership on the part of the principal; a safe and orderly environment conducive to learning; a clear and focused mission concerning instructional goals shared by the staff; and frequent monitoring of student progress. (Edmonds, 1986:216) in (Jones, et al., 1988:5) further suggest that effective schools are characterized by positive schools leadership agreement on goals and objectives, high expectations for students, an orderly climate, and continual monitoring and feedback on student's achievement.

McNergeny & McNergney (2004:193) have also forwarded the following attributes to school effectiveness: effective shared leadership; standard schools mission and clear goals; staff professional development and professional collaboration; strong core or integrated curriculum and instruction; safe and positive school environment; small class size, flexible scheduling and varied

student groupings; valuation of diversity and positive peer relations; positive family and community relations and parental involvement.

As to Gallagher (2004:8) and MoE (2007) high performing school support student learning through best practice across a range of elements within the four domains of schooling: learning and teaching; student environment: leadership and management, and community involvement. These four domains have been identified as the constant factors in schooling. They can be further broken down in to elements. The relationship between these elements is dynamic and each one influence and supports practice in all domains.

Figure 1: Domain and Elements of schooling



Source: Gallagher K. and MoE, (2004:8; 1999 E.C. P. 2) MoE Translation

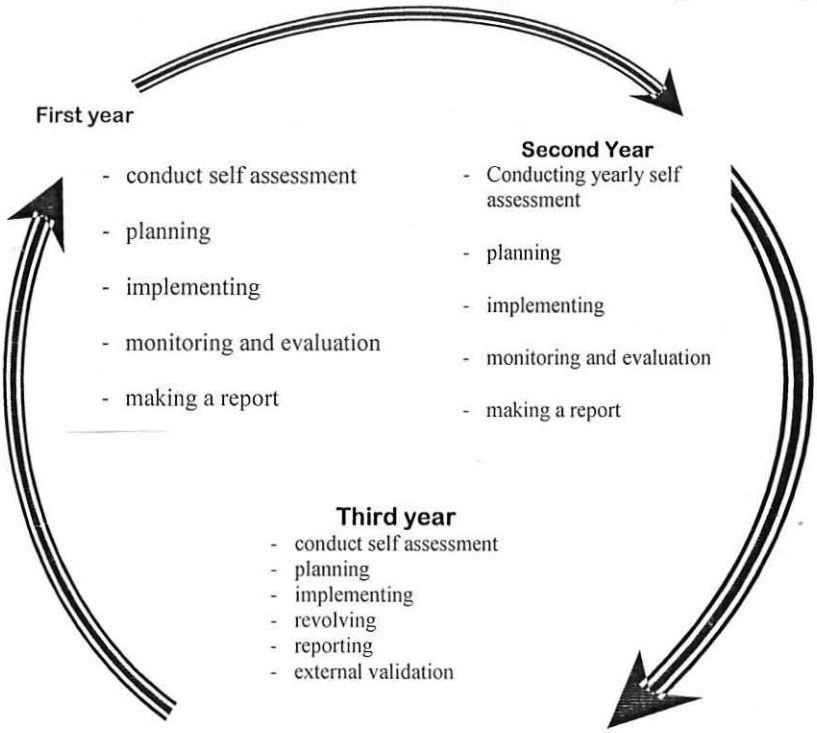
2.13 Strategic Planning for Implementation School Improvement Program

Strategic management in school can be conceptualized as a management process including various stage: environmental analysis; planning and structuring; stuffing and directing; implementing; monitoring and evaluating at the school level.

Gallagher (2004:10) and MoE (2007:5) have also suggested the following school improvement implementation strategies: Schools establish a school improvement committee to oversee the school improvement process; schools assess their performance across any or all four domains; school boards produce a plane that describes the school's strategic intentions and evaluations measures based on the assessment of performance across the domains; school boards monitor and review school performance and report on it to the chief executive, parents of students at the school and staff. An external panel validates judgments about school performance and school planning processes in the third year of the cycle.

Klausmier (1985:8) has also enumerated the following sequence based improvement processes to be carried out by the committee: awareness creation and raising, conduct self assessment, identifies and prioritizes areas of improvement annually, develops an improvement plan for each selected area of improvement annually, ensure that the relevant staff is properly prepared implement the evaluation annually repeat the cycle annually starting with 2 (self assessment) in refining the improved practice.

Figure 2: The school improvement planning cycle



Source (MoE 2007:4) translation

CHAPTER THREE

Research Design and Methodology

Under this chapter, the research method, data sources, sampling techniques, data gathering instruments, procedures of data collection and data analysis techniques have been treated.

3.1 The Research Method

To conduct any type of research, there must be a research method that commensurate with the purpose, structure, problem and other related elements of the case under the study. In this research, the descriptive survey method was employed on the assumption that the descriptive survey method enables to assess the challenges and opportunity of educational leadership in implementing school improvement program.

Thus, the descriptive survey method was appropriate when the investigator wants to collect opinion and attitude of respondent regarding an issue in the wider areas under consideration because the leadership performance were effectively perceived from the opinion survey of school principals, vice principals, department heads teachers, woreda education office heads, school improvement committees, and supervisors perception. It also enables one to gather data within a short period of time and with minimum cost and helps to asses the recent practice and make generalizations. To this end both quantitative and qualitative methods were employed.

3.2 Sources of Data

The data were gathered from different respondents that were thought to have adequate exposure to the challenges and opportunities of educational leadership in implementing school improvement program in West Arsi Zone. Accordingly, the primary sources of data for this research included Woreda education office heads, supervisors, school leaders (principals, vice principals,

Department heads), secondary and preparatory school Teachers, School Improvement Committee (principal, Representative of teachers, parents, students, non academic staff members and community). In addition to this related documents, such as strategic plan, different reports, community involvement records, and student assessment formats were reviewed and used as secondary sources of data.

3.3 Sample and Sampling Techniques

The study was based on data obtained from West Arsi Zone Education Office statistical and data processing center. Thus, according to the 2010 quick statistical data, there were 13 woredas and one Administrative town in the Zone. Among these woredas five of them were selected using simple random sampling technique as it insures equal chance of being included in the sample. West Arsi Zone has 26 governmental secondary schools and 4 preparatory schools, 971 teachers, 30 principals and 58 vice principals.

The selected woredas were: Adaba, Asassa, Dodola, Kokosa, Kore. In these selected woredas, there were a total of 11 schools from these 9 were secondary schools and 2 were preparatory schools. The two preparatory schools were selected using availability sampling techniques because there were no other preparatory schools with such information in the woredas.

Only one secondary school in each woreda was selected except Asassa and Adaba which comprises three schools. From the rest of three general secondary schools two of them from Asassa and one from Adaba were taken using simple random sampling. Thus, a total of 8 (6 general secondary schools and 2 preparatory schools) of government were selected as sampled schools based on the above mention sampling methods following the selection of the sample schools the students researcher tried to choose appropriate respondents from various categories of study population such as school Leaders (principals, vice principals Department heads), teachers, Woreda Education Office, supervisor and School Improvement Committee.

All principals and vice principals in the sample school were taken using availability sampling technique because their number could be manageable for the researcher. Thus 8 principals and 18 vice principals from the sampled governmental school were participated.

Table 1: List of target sampled secondary and preparatory schools

No	Wored as	Schools	Target population	Sampled schools	
			Total		Total
1	Asassa	Asassa preparatory school Asassa secondary school Negelle secondary school wokentera secondary school	4	Asassa preparatory school Asassa secondary school Negelle secondary school	3
2	Adaba	Adaba senior secondary school Lajo birbirsa secondary school Hoko secondary school	3	Adaba senior secondary school	1
3	Dodola	Dodola preparatory school Dodola secondary school	2	Dodola preparatory school Dodola secondary school	2
4	Kokosa	Kokosa secondary school	1	Kokosa secondary school	1
5	kore	Kore secondary school	1	Kore general secondary school	1
		Total	**11**		**8**

In addition, five department heads (social science, Natural science, Language, Mathematics and Civics) in each sampled schools were taken by using purposive sampling techniques because they have large members. Five departments were selected from eight schools and a total of 40 department heads were taken as a subject.

In the sampled schools, there were a total of 409 teachers 72 department heads 18 vice principles and 8 principals from this population size, a total number of 195 of teachers 8 principals, 18 Vice principals and 40 department heads were taken in the study for the sample to be representative.

The number of sample teachers from selected governmental school was again determined by using probability proportion to size sampling technique. That is

each school contributed to the sample a number of members proportional to its size. Therefore, 40% of the total teachers from each governmental sampled school were included in the study. A simple random sampling technique also used to select a particular teacher from each sample school.

3.4 Instruments of Data Collection

In an attempt to collect data, questionnaires were constructed as main source of data gathering instrument. Questionnaires are less expensive, offer greater anonymity of respondents, and appropriate for collecting factual information (Kumar, 2001.) These justifications made questionnaire more appropriate for this study. Questionnaire comprised both open-ended and closed-ended (likert scale) questions, because it provides freedom to fill in whatever respondents think is right without external pressure and it also helped to collect information from a large sample size within limited time. There were two sets of questionnaires but largely similar in their content. Each of these tools was distributed to school leaders (principals and vice principals, department heads), and teachers.

In addition to questionnaires, interviews were employed. It is clear that interview, if it is conducted well it can produce in-depth data not possible with a questionnaire, moreover to support and cross-check the findings from the questionnaire, well-constructed, structured, and semi-structured interview questions were also prepared and administered to Woreda Education Office and supervisors interviews are appropriate to collect in depth. In addition allows opportunity for explanations of questions and can be applied to any type of population (Best and James 2004). Data from interviews can be supplemented with other responses (Sarantakos, 2005). These justifications from authorities convinced the student researcher to apply this tool.

Focus Group Discussion guides were prepared and used to obtain in relevant information. Focus-group discussions were used in this study because they are an efficient and interesting ways of gaining insight into ways in which people

share their knowledge and argue their different point of view (Best and James, 2004). They gave reflections of participants on the problems of educational leaders in implementing school improvement program.

Focus Group Discussion sessions were held in each woreda among school improvement committee which consists of school principal; Representatives of department heads, Teachers, parents, students, non-academic staff members and the community. During Focus Group Discussion participants were asked to indicate their views on challenges and opportunity of educational leadership in implementing school improvement program, problems the leaders face during exercising School Improvement Program and the strategies they would recommend to tackle these problems.

Finally, the student researcher reviewed different documents. Such as educational abstracts, plans and performance reports school improvement policy related documents or guidelines. Community involvement records were used as data collecting instruments.

3.5 Pilot Testing

Before administering the instruments of data collection, the questionnaires were tested for validity and reliability. Confirming this (Wilkinson and Birmingham 2003:20), have stated that usually mistakes are quickly spotted through piloting; ambiguous questions can be restated or redeveloped.

In order to make the necessary correction and improvements on the questionnaire items, pilot testing was conducted for the content validity at Wakentara Secondary School Found in West Arsi Zone outside the sampled school. This pre-test was done with the objective of checking weather or not the items contained in the instruments could enable the researcher to gather relevant information. The draft questionnaires were distributed and filled with 22 teachers 4 department head and 2 school leaders the total of 28 respondents were participated.

After the questionnaires were distributed to the groups and filled the reliability test was conducted for the three groups using Cronbach's alpha value which is obtained with increasing computer power. Thus, the result was calculated reliable 0.82 for teachers and 0.76 for department heads and 0.86 for school leaders despite minor differences among the three groups, the tests were reliable in all cases. As a result, based on the information obtained from the pilot testing some basic change and arrangements were made, the sequences of questions were corrected and some vague and long sentences were restated in short forms. The items were improved and the final copies of the questionnaire were distributed to the respondents selected under each secondary, and preparatory, schools of West Arsi Zone of Oromia Regional State.

3.6 Procedures of Data Collection

Before distributing the questionnaire, conducting an interview and focus group discussion, the researcher had made contact with West Arsi Zone Education office to get necessary statistical data. Secondly, West Arsi Zone Education Desk was contacted to get accurate information regarding their population. Thirdly the principals in respective sampled schools were communicated to assign some one who could help the researcher as the principals were busy with daily routine activities. To that effect, one teacher who is responsible, sociable, and cooperative with the staff members was assigned in each school before distributing the questionnaire and enters directly to the process of data collection, necessary information about the research of clarifications of the objectives of the study was made to the target group of the study by researcher. The participants were informed that the provision of the responses for each question would not be an ability test and would not have any harm to them.

With regard to interview and focus group discussion, the researcher contacted the participants to obtain permission to participate in the interview and discussions. The researcher collected data by taking note during the interview and discussion. Later on, when the interview and group discussion was over

the researcher re-arranges what has been collected and finally reviewed the school documents, such as strategic plan, different reports, were use for the research activity.

3.7 Method of Data Analysis

Having done the collection of the questionnaires, the work of tabulation was carried out. The items were classified in to different tables in line with the basic questions. Each of the item was analyzed and interpreted in analyzing the data both qualitative and quantitative methods were used. The data collected through interview, focus group discussions were analyzed using the content analysis technique qualitatively. The quantitative data obtained through questionnaire were tabulated, analyzed and interpreted by using the appropriate statistical tools. The following were statistical tools used in the study:

1. Frequencies and percentage were used to analyze various characteristics such as sex, age, qualification work experiences and other nominal and ordinal data.
2. The Kruskal-Wallis test which is a non parametric equivalent to the one-way between subject analysis of variance was used to test whether the relationship between demographic characteristics of school leaders, department heads, and teachers were statistically significant or not.
3. SPSS computer program was used to compose the Kruskal-Wallis test, which is a non parametric equivalent to one-way Analysis of variance between subject analysis of variance for ordinal data. The Kruskal-Wallis one-way analysis of variance for ranks is applicable for two or more population distributions from which the sample were selected are the same.
4. Mean scores were used to identify the degree of challenges, opportunities, current practice and awareness of educational leadership in implementing School Improvement Program.

3.8 Ethical Considerations

As much as possible efforts were made in order to make the research process professionally ethical. To this end, the researcher has tried to clearly inform the respondents that the purpose of the study is purely academic as he introduced the purpose of the study in the introduction part of the questionnaire. In addition, they informed that their participation in the study was conducted only upon their consent.

During the interview and focus group discussion, besides providing orientation similar to that of questionnaire clarification was made to interviewee respondents. Getting the consent of interviewees and focus group discussion participants were mandatory to record their response using tape recorder. Furthermore, in order to avoid misconception, at the end of each discussion the researcher had tried to get their confirmation by presenting the summary of the respondents for themselves. The researcher also wouldn't personalize any of the response of the respondents during presentation.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

This chapter has two sections. The first section reports on the characteristics of the respondents. The second deals with the presentation, analysis and interpretation of the data collected from the respondents through different data gathering tools such as questionnaires, interview, focus group discussion and document reviews on challenges and opportunities of educational leadership in implementing school improvement program.

4.1 Characteristics of the Respondents

In order to diversify the source of information the study were included different categories of respondent.

Accordingly, 5 Woreda Education Office heads, 5 supervisors, 40 school improvement committee, 26 school leaders (principals, vice principals, 40 department heads) and 195 Teachers were selected for the study. The total population on which the study was conducted amounts to 311 respondents of these total respondents, 261 (83.92%) were contacted through questionnaires, 10 (3.22%) were interviewed and 40 (12.86%) were approached through Focus Group Discussion. A total of 261 copies of questionnaires were distributed to school leaders (principals, vice principals, department heads) and teachers. Out of the total questionnaires distributed 227 (86.97%) of the respondents were satisfactorily filled and returned. But 34 (13.03%) of the respondents did not reply and return the questionnaires because of various reasons.

From the total questionnaires returned school leaders were (principals, vice principals) comprises 26 (11.45%), Department heads share 40 (17.62%), secondary and preparatory school teachers were 161 (70.93) over all the data obtained by different tools including document review was adequate for analysis and to draw inferences. Regarding the characteristics of the population, the following tables illustrate respondent's distribution by

responsibility and sex, qualification level, age, years of service, and training on educational leadership in implementing school improvement program.

Table 2: Characteristic of the respondents by responsibility and sex

Responsibility	***sex***				***Total (N=277)***		
	Female		***male***				
	F	*%*	***F***	*%*	***F***	*%*	
School leaders	1	3.85	25	96.15	26	9.39	
Depart heads	16	40	24	60	40	14.44	
Teachers	34	21.12	127	78.88	161	58.12	
Supervisors	-	-	5	100	5	1.81	
WEO	-	-	5	100	5	1.81	
SIC	12	30	28	70	40	14.44	
Total	**63**	**22.74**	**214**	**77.26**	**277**	**100**	

From the Table 2 above, it can be seen that sex wise 1 (3.85%) of school leaders (principals, vice principals) were female and 25 (96.15%) of the school leaders were male. From these data one could concluded that the school leaders position were the male dominated. Concerning department heads 16 (40%) were females and 24 (60%) of the department heads were male these also show the male domination. Similarly data from the table reveals that 34 (21.12%) of teachers were females and 127 (78.88%) were male. Moreover, Woreda Education Office heads and supervisors were 100% male this implies that the majority of school teachers and all in all Woreda Education Office heads and supervisors were male dominated. From the data on Table 2 one can see that from School Improvement Committee 12(30%) were females and 28 (70%) were males. Overall, it can be concluded in education sector of the zone, there was male domination regarding school leaders, department heads, Teachers, Woreda Education Office heads, supervisors, and school improvement committee.

Table 3: Characteristics of the respondents by age

Age	Variables													
	SL (N=26)		**Dept head(N=40)**		**Teach (N=161)**		**WEO (N=5)**		**Super (N=5)**		**SIC (N=40)**		**Total (N=277)**	
	F	*%*	*F*	*%*	*F*	*%*	*F*	*%*	*F*	*%*	*F*	*%*	*F*	*%*
20 Or below 20 years	-	-	1	2.5	-	-	-	-	-	-	8	20	9	3.25
21-30 years	3	11.54	11	27.50	100	62.11	-	-	-	-	-	-	114	41.16
31-40 years	22	84.62	22	55.00	55	34.16	5	100	5	100	32	80	141	50.90
41-50 years	1	3.85	6	15.00	6	3.73	-	-	-	-	-	-	13	4.69
Above 50 years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	26	100	40	100	161	100	5	100	5	100	40	100	277	100

Key – SL = School leaders *Teach = Teachers*

Dept= Department heads *Super= Supervisors*

Table 3 Refers to the distribution of respondents, such as school leaders, department heads, teachers, Woreda Education Office heads, supervisors, and school improvement committee by ages. As it can be seen from the table clearly 9 (3.25) of the total respondents were 20 or below 20 years, 114 (41.16%) were from (21-30) years, 141 (50.90%) were from (31-40) years and 13(4.69%) were from (41-50) years.

From the above data one can conclude that almost half of the respondent 141 (50.90%) of them were from (31-40) years the table also show that the majority of teachers 100 (62.11) were from (21-30) years

Generally one can say that 255 (92.06%) of the respondents were from (21-40) years from this one can conclude except very small percent age. Most of the respondents are in a productive age or they are young enough to implement the

School Improvement Program in their respective secondary and preparatory schools.

Table 4: Characteristics of respondents by qualification

Qualification	Variables													
	School leaders (N=26)		Teachers (N=161)		Department heads (N=40)		Woreda Education Office (N=5)		Supervisors (N=5)		School Improvement Committee (N=40)		Total (N=277)	
	F	%	*F*	%	*F*	%	*F*	%	*F*	%	*F*	%	*F*	%
MA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
BA/BSC /BED	26	100	155	96.27	39	97.5	5	100	5	100	16	40	246	88.80
Diploma	-	-	6	3.73	1	2.5	-	-	-	-	8	20	15	5.42
Certificate	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	16	40	16	5.78
Total	26	100	161	100	40	100	5	100	5	100	40	100	277	100

Table 4 refers to the qualification of the respondents. Data corresponding to each qualification variables indicate that, there were no MA holder respondent, 246 (88.80) of the total respondents were first degree holders, 15 (5.42%) were diploma holders, and 16 (5.78%) were others (students, parents, nonacademic staff members and community members). All the school leaders 26 (100%) were first degree holders. The majority of teachers 155 (96.27%) were also first degree holders. 39 (97.5%) of the department heads were in similar qualification. All the (Woreda Education Office 5 (100%), supervisors 5 (100%) and 16 (40%) of School Improvement Committee) were first degree holders. Generally from the total respondents 277 (100%), 246 (88.80%) were first degree holders but the rest few percent 31 (11.2%) were Diploma holders and grade 9-12 students.

Thus, data obtained from different sources reveald that majority of the respondents 246 (88.80%) of them were first degree holders at secondary and preparatory school. This was one of the important qualifications that were needed in secondary and preparatory schools as well as woreda education office school leaders and supervisors. From this the researcher believed that these were one of necessary qualification to implement School Improvement Program at the secondary school level.

Table 5: Characteristics of the respondents by work experience

Experience in years	Variables													
	SL (N=26)		Teach 161		Dept. head 40		WEO (N=5)		Super (N=5)		SIC (N=40)		Total (N=277)	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
5 or below 5	-	-	47	29.19	-	-	-	-	-	-	16	40	63	22.75
6-10	1	3.85	37	22.98	3	7.5	-	-	-	-	-	-	41	14.80
11-15	1	3.85	34	21.12	6	15	-	-	-	-	20	50	61	22.02
16-20	5	19.23	26	16.15	21	52.5	2	40	1	20	-	-	55	19.86
Above 20	19	73.07	17	10.56	10	25	3	60	4	80	4	10	57	20.57
Total	26	100	161	100	40	100	5	100	5	100	40	100	277	100

Table 5 refers to the respondents characteristics by work experience. As it can be seen from the table data that obtained from different source indicate the following responses of the respondents. The majority, 19 (73.07%) of school leaders served more than 20 years either as leaders or teaching staff in different schools. Concerning teachers experience data from the table show that 144 (89.44%) of the teachers have below 20 years experiences. Regarding the department heads 30 (75%) of them would have served more than 20 years. Data from interviews held with Woreda Education Office, supervisors and School Improvement Committee indicate that most of these respondents have more than 20 years experience. From the total respondents 61 (22.02%) have 11-15 years experience, 57(20.57%) with above 20 years and 55 (19.86%) from the range of 16-20 years.

From the above data it was possible to conclude that most of the respondents have more than 5 years experience and this may created good opportunities for educational leadership to implement school improvement using such very experienced school communities.

Table 6: Respondent distribution by training on educational leadership

Training on educational leadership to implement SIP	Variables													
	School Leaders (N=26)		**Teachers (N=161)**		**Department heads (N=40)**		**Woreda Education Office (N=5)**		**Supervisors (N=5)**		**School Improvement Committee (N=40)**		**Total (N=277)**	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Yes	20	76.9	19	11.8	27	67.5	5	100	5	100	34	85	110	39.71
No	6	23.1	142	88.2	13	32.5	-	-	-	-	6	15	167	60.29
Total	**26**	**100**	**161**	**100**	**40**	**100**	**5**	**100**	**5**	**100**	**40**	**100**	**277**	**100**

Table 6 refers to the respondent's distribution by training on educational leadership to implement School Improvement Program. Data from the table indicate that 110 (39.71%) of the total have got training on educational leadership to implement School Improvement Program and 167 (60.29%) of the total respondents did not get any training on educational leadership. From the Table, data indicated 20 (76.9%) of school leaders have training. All Woreda Education Office heads, supervisors and 34 (85%) of School Improvement Committee have got training on educational leadership area. Majority 142 (88.2%) of the teachers did not receive any training concerning educational leadership to implant School Improvement Program. Hence, teachers are the backbone of school community to implement School Improvement Program this

could be the major challenges of educational leadership in implementing school improvement program in secondary and preparatory school.

4.2 The Current Practice of School Leadership in Implementing School Improvement Program

Under this section the current practice of school leadership in implementing SIP such as the leaders participation of community, conducting evaluation, having goals, objective, mission, having plan, staff development practice, practice of using results of action research were presented under this subsection.

Table 7A: Responses of respondents regarding the current practice of school leadership in implementing School Improvement Program item (1-5)

No	Item	Respondents	N	Response in f and %										Mean scores	Kruskal-Wallis test			
				Almost always		Frequently		Sometimes		Rarely		Never at all			Mean rank	Chi-Square (χ^2)	Degrees of freedom	Sign
				F	%	F			%	F	%	F	%					
1	Educational leaders participate community in implementing SIP	School leaders	26	6	23.1	18	69.2	2	7.7	-	-	-	-	3.1538	104.52	17.989	2	.001
		Department head	40	21	52.5	18	45.0	1	2.5	-	-	-	-	3.500	149.30			
		Teachers	161	39	24.2	80	49.7	39	24.4	3	1.9	-	-	2.9627	118.42			
2	Leaders conduct evaluation of SIP to judge its performance	School leaders	26	6	23.1	19	73.1	1	3.8	-	-	-	-	3.1923	107.22	9.420	2	.973
		Department head	40	6	15.0	29	72.5	5	12.5	-	-	-	-	3.0250	124.48			
		Teachers	161	19	11.8	99	61.5	37	23.0	6	3.7	-	-	2.8137	139.88			
3	Leaders have goals, objective, mission and work accordingly	School leaders	26	7	26.9	16	61.5	3	11.5	-	-	-	-	3.1538	113.78	.055	2	.973
		Department head	40	8	20.0	29	72.5	3	7.5	-	-	-	-	3.1250	113.26			
		Teachers	161	51	31.7	77	47.8	33	20.5	-	-	-	-	3.1118	116.52			
4	Level based types of plan (strategic, tactical, operational) are employed by leaders to implement SIP	School leaders	26	7	26.9	15	57.7	4	15.4	-	-	-	-	3.1154	110.82	2.553	2	.279
		Department head	40	11	27.5	16	40.0	12	30.0	1	2.5	-	-	2.9250	115.80			
		Teachers	161	28	17.4	88	54.7	38	23.6	7	4.3	-	-	2.8509	130.90			
5	School leaders allocated sufficient time for staff development	School leaders	26	5	19.2	11	42.3	10	38.5	-	-	-	-	2.8077	112.95	.952	2	.621
		Department head	40	9	22.5	21	52.5	10	25.0	-	-	-	-	2.9750	121.99			
		Teachers	161	38	23.6	67	41.6	49	30.4	7	4.3	-	-	2.8447	108.21			

NB. (Mean < 0.05 = Never at all, 0.05≤ mean < 1.5 = Rarely, 1.5≤ mean < 2.5 = Sometimes, 2.5 ≤ mean < 3.5 = Frequently, mean ≥ 3.5 Almost always).

As depicted in item 1 of Table 7A data that corresponding to this item indicates that 6 (23.1%) of school leaders, 21 (52.5%) of department heads, and 39 (24.2%) of teachers responded that educational leaders almost always participate community in school improvement program implementation. On the other hand 18 (69.2%) of school leaders, 18 (45.0%) of department heads, 80 (49.7%) of teachers answered that the leaders participate community frequently. From these data one could concluded that school leaders participate community in school improvement program implementation. The Kruskal-Wallis test also show that χ^2 (2, N =227)=17.989, ρ-value=0.000.

The mean scores for educational leadership, department heads, and teachers were 3.1538, 3.500, 2.9627 respectively. These indicate that there was statistically significant difference among the groups. From the mean scores the responses of school leaders, department heads and teachers show that the educational leaders frequently participate community in implementing School implement Program. On the other hand the discussion which held with School Improvement Committee and interview that made with Woreda Education Office heads and supervisors indicted that, there was very interesting participation of community in implementing School Improvement Program.

Item 2 of Table 7A refers to the evaluation of leaders. The data corresponding to this item indicate the following results. The high numbers of the respondents replied that the educational leaders conduct evaluation frequently. From the table of frequency and percentage it could be seen that 19 (73.1%) school leaders, 29 (72.5%) of department heads and 99 (61.5%) of teachers answered that the leaders conduct evaluate frequently this indicate that leaders made evaluation in their current practice.

The result from Kruskal-Wallis test show that χ^2 (2, N =227)= 9.420 ρ-value= 0.973. The mean scores were 3.1923, 3.0250, 2.8137 respectively for the three respondents. These show that there was no statistically significance different because the ρ-value>0.05. From the mean scores one could conclude that

leaders conduct evaluation of School Improvement Program to judge its performance from the Focus Group Discussion it was mentioned that the leaders made evaluation of School Improvement Program.

In item 3 of Table 7A data obtained indicates that 16 (61.5%) of school leaders, 29 (72.5%) of department heads, and 77 (47.8%) teachers responded frequently. This shows that more than half of the respondents agreed that the school leaders have objective, goals, and mission of their work and do accordingly. From the Kruskal-Wallis test χ^2 (2, N =227)= 0.055 ρ-value=0.973 this data show insignificance and the mean scores were 3.1538, 3.1250,3.1118, this also indicate that leaders have goals, objective, mission and work accordingly. The document review also shows that, the goals, objectives and mission are correctly prepared.

Item 4 of Table 7A was about plan. Data that corresponding to this item indicate that 15 (57.7%) of leaders, 16(40.0%) of department heads, 88 (54.7%) of teachers responded that the strategic, tactical and operation plans were employed by the school leaders. Using Kruskal-Wallis test data corresponding to this item show the following results. $\chi^2(2,N =227)=2.553$, $\rho=0.279$. The scores of the respondents (school leaders, department heads and teachers were 3.1154, 2.9250, 2.8509 respectively. From this data it could be possible to concluded that there was no statistically significant difference among the groups. On the other hand, from the mean scores one could conclude that school leaders used the (strategic, tactical, and operational) plan to implement School Improvement Program frequently. From the Focus Group Discussion which held with School Improvement Committee, and interview held with Woreda Education Office heads, secondary and preparatory schools have their own strategic, tactical and operational plans. To summarize, the school principal as the head of institution should have the capacity and perspective to clearly define the goals and tasks of the institution.

Item 5 of table 7A was about time allocation of school leaders for staff development data that corresponding to this item indicated that most of the respondents responded that school leaders frequently allocate sufficient time for staff development. From data on the table 11 (42.3%) of school leaders, 21 (52.5%) of department heads, and 67 (41.6%) of teachers answered frequently. On the other data from Kruskal-Wallis test indicated that following results, $\chi^2(2, N = 227) = 0.952$ ρ-value= 0.621. The mean scores of the school leaders, department heads and teachers were 2.8077, 2.9750 and 2.8447 respectively. This shows that from ρ-value there was no statistically significant difference among the groups. From the mean scores one can see that the means were less than three and show that school leaders allocate insufficient time for staff development.

Table 7B: The responses of respondents regarding the current practice of school leadership in implementing School Improvement Program item (6-10)

No	Item	Respondents	N	Response in f and %										Mean scores	Kruskal-Wallis test			
				Almost always		Frequently		Sometimes		Rarely		Never at all			Mean rank	Chi-Square (χ^2)	Degrees of freedom	Sign
				F	%	F	%	F	%	F	%	F	%					
6	Educational leaders use the results of action research to solve classroom problem.	School leaders	26	3	11.5	8	30.8	14	53.8	1	3.8	-	-	2.5000	116.67	3.523	2	.172
		Department head	40	7	17.5	19	47.5	14	35.0	-	-	-	-	2.8250	117.20			
		Teachers	161	37	23.0	66	41.0	45	28.0	11	6.8	2	1.2	2.7764	92.56			
7	Inter-department meeting and discussion is arranged	School leaders	26	6	23.1	12	46.2	8	30.8	-	-	-	-	2.9231	113.03	.151	2	.927
		Department head	40	11	27.5	16	40.0	13	32.5	-	-	-	-	3.9500	117.13			
		Teachers	161	43	26.7	62	38.5	49	30.4	6	3.7	1	0.6	2.8696	115.19			
8	Set a standard for each activity to be complete on time	School leaders	26	6	23.1	13	50.0	7	26.9	-	-	-	-	2.9618	111.98	.681	2	.711
		Department head	40	5	12.5	26	65.0	9	22.5	-	-	-	-	2.9000	117.26			
		Teachers	161	38	23.6	64	39.8	52	32.2	7	4.3	-	-	2.8261	121.52			
9	Develop bench mark for further school progress	School leaders	26	4	15.4	11	42.3	11	42.3	-	-	-	-	2.7308	115.48	4.573	2	.102
		Department head	40	15	37.5	15	37.5	10	25.0	-	-	-	-	3.1250	122.94			
		Teachers	161	47	29.2	75	46.6	33	20.5	6	3.7	-	-	3.0124	91.06			
10	Transfer and share knowledge gained from different training and workshops to school community	School leaders	26	3	11.5	12	46.2	11	22.3	-	-	-	-	2.5321	111.45	5.136	2	.077
		Department head	40	13	32.5	18	45.0	9	22.5	-	-	-	-	2.5323	132.76			
		Teachers	161	36	22.4	67	41.6	47	29.2	9	5.6	2	1.2	2.7851	100.90			

NB. (Mean < 0.05 = Never at all, 0.05≤ mean < 1.5 = Rarely, 1.5≤ mean < 2.5 = Sometimes, 2.5 ≤ mean < 3.5 = Frequently, mean ≥ 3.5 Almost always).

Item 6 of Table 7B refers about the use of action research to solve class room problems. As depicted on the Table 9B data that corresponding to this item indicates that educational leaders use the results of action research only sometimes, the data corresponding to this item show that high numbers of respondents responded sometimes for example, 14 (53.8%) of school leaders, 14 (35.0%) of department heads, 45 (28.0%) of teachers responded that leaders use the result of action research sometimes only.

From the Kurskal-Wallis test $\chi^2(2, N =227)=3.23$, $\rho=0.172$. The mean scores of the respondents were 2.5000, 2.8250, 2.7764 for school leaders, department heads and teachers respectively. From these one could conclude that there was not statistically significant difference among the groups response. From the mean scores, educational leaders use the results of action research sometimes. From interview and Focus Group Discussion, as well as document review the school leaders almost do not use the action research to solve the class room problems.

Item 7 of Table 7B refers about the inter-department meeting and discussion of school community. Data corresponding to this item indicate the following results. Most of the respondents 2(46.2%) of school leaders, 16 (40.0%) of department heads, 62 (38.5%) of teachers responded that as a current practice of school leaders inter-department meeting and discussion is arranged frequently.

The Kurskal-Wallis test also shows that $\chi^2(2, N =227)=0.151$, ρ-value=0.711 and the mean scores for school leaders, department heads and teachers were 2.7731, 2.95000 and 2.9615 respectively. From these data it was possible to conclude that P> 0.05 shows that there was no statistically significant difference among the group responses. The mean scores indicate that the inter-department meeting and discussion was arranged frequently, from the Focus Group Discussion, interview and document review the data indicate that there was inter-department meeting and discussion once twice

a month because of the complex work in the secondary and preparatory school.

Item 8 of Table 7B was about the standard for each activity to be complete on time. Data which corresponds to this item indicates the following results. From table of percentage most of the respondents answer shows that school leaders set a standard for each activity to be completed on time frequently. From Kuruskal-Wallis test $\chi^2(2, N = 227) = 0.681$, ρ-value= 0.711. The mean scores for the three respondents were 2.9615, 2.9000 and 2.826. For school leaders, department heads, and teachers respectively. From the above data it could be seen that $\rho > 0.05$ show insignificance and from mean score one could conclude that in their current practice the school leaders use the standard only sometimes. The same responses were given from the Focus Group Discussion and interview that held with the School Improvement Committee, Woreda Education Office heads and supervisors.

Item 9 of Table 7B refers about the bench mark for further school progress. Data corresponding to this item indicate that, high percentage of respondents responded school leader develop bench marks frequently. Data that corresponding to this item shows that 11 (42.3%) of school leaders, 15 (37.5%) of department heads and 75 (46.6%) of teachers responded frequently. This indicates that in their current practice the school leaders develop bench mark for further school progress. Moreover, data from Kurskal-Wallis test indicated the following results $\chi^2(2, N = 227) = 4.573$, ρ-value=0.102. The mean scores of the three respondents show that for school leaders 2.7308, for department heads 3.1250 and for teachers 3.0124. These results indicate there was no significant difference in the groups. The mean scores show that secondary schools and preparatory school have bench marks. The document review also indicate that each schools has bench mark for their further school progress.

Item 10 of Table 7B refers to the sharing of knowledge gained from different training. Data that corresponds to this item indicate the following results. From frequency and percentage data indicates that most of the respondents responded frequently. It means 12 (46.2%) of school leaders, 18 (45.0%) of department heads, and 67 (41.6%) of teachers responded that educational leaders share knowledge gained from different training and workshops to school community frequently. Data gained from Kurskal-Wallis test indicated that $\chi^2(2, N = 227) = 5.136$, ρ-value=0.077.

The mean scores of this item for school leaders 2.5321, for department heads=2.5323 and for teachers 2.7851. From this $\rho > 0.05$ show in significance. The mean scores show less than three indicate that the transfer and share of knowledge gained from different training was sometimes. Data from Focus Group Discussion indicate that, the school leaders sharing of knowledge gained from different training to their staff members was very low and insufficient.

Generally the analysis of data from Table 7B indicated that using of action research to solve classroom problem, inter-department meeting, setting of standard, developing bench mark, and transferring and sharing of knowledge gained from different training to school community were practiced frequently by school leaders in implementing school improvement program. To sum up the above, any leader must practice a) provide strong instructional leadership b) facilitate improved academic programs, c) establish positive working relationships, d) provide a vision and clear goals for the school e) employ situation appropriate to behavior.

4.3 Challenges of Educational Leadership in Implementing School Improvement Program

Under this section, there are 5 items which were prepared and given to the respondents to conclude whether they were the challenges or not for educational leadership implementing school improvement program. Those were the resource constraints, capacity of principals, community attitude, influence of tradition and socio-economic condition in implementing school improvement program.

As can be seen from Table 8A on the next page data respective to item 1 indicate that the resource constraints in implementing school improvement program were rated as high challenges between the respondents from the table one could see that 24 (12.5%) of school leaders, 38 (95%) of department heads and 101 (62.7%) of teachers responded as there were high challenges of resources to implement School Improvement Program. χ^2 (2, N= 227) = 42.552 ρ = 0.001. Therefore, $\rho < 0.05$, indicates that there is a statistically significant difference using Kruskal-Wallis test among respondents. On the other hand, the mean of school leaders = 4.576 and that of department heads = 4.4250, and 3.6957 for teachers. This shows that, the mean of the three respondents was > 3. From this we can concluded that the resource constraints in implementing school improvement program was a serious challenges for educational leadership in secondary and preparatory schools.

Table 8A: The responses of respondents regarding challenges of educational leadership in implementing School Improvement Program

No	Item	Respondents	N	Response in f and %										Mean scores ($\bar{x}$)	Kruskal-Wallis test			
				Very high		High		Medium		Low		Very			Mean rank	Chi-Square (χ^2)	Degrees of freedom	Sign
				F	%	F	%	F	%	F	%	F	%					
1	The resource constraints in implementing (SIP).	School leaders	26	17	65.4	7	26.9	2	7.7	-	-	-	-	4.5769	97.07	42.552	2	0.001
		Department head	40	19	47.5	19	47.5	2	5.0	-	-	-	-	4.4250	150.36			
		Teachers	161	25	15.5	76	47.2	48	29.8	10	6.2			3.6957	162.87			
2	Capacity of principals and teachers at secondary school level.	School leaders	26	8	30.8	15	57.7	3	11.5	-	-	-	-	4.1923	107.34	8.482	2	0.142
		Department head	40	10	25.0	20	50.0	10	25.0	-	-	-	-	4.0006	123.38			
		Teachers	161	20	12.4	91	56.5	50	31.1	-	-	-	-	3.8137	140.83			
3	The community attitude towards SIP and partnership development.	School leaders	26	1	3.8	14	53.8	9	34.6	2	7.7	-	-	3.5385	108.27	7.256	2	.027
		Department head	40	3	7.5	27	67.5	10	25.0	-	-	-	-	3.8250	136.89			
		Teachers	161	12	7.5	70	43.5	61	37.9	16	9.9	2	1.2	3.4596	114.27			
4	The influence of traditions and norms in SIP.	School leaders	26	1	3.8	7	26.9	14	53.8	4	15.4	-	-	3.1923	113.42	3.802	2	.149
		Department head	40	4	10.0	17	42.5	18	45.0	1	2.5	-	-	3.6000	125.53			
		Teachers	161	15	9.3	61	37.9	61	37.9	18	11.2	5	3.1	3.3938	95.48			
5	The socio-economic condition of the students.	School leaders	26	3	11.5	8	30.8	13	50.0	2	7.7	-	-	3.4615	111.47	1.635	2	.441
		Department head	40	4	10.0	18	45.0	16	40.0	2	5.0	-	-	3.6000	125.13			
		Teachers	161	17	10.6	52	32.3	77	47.8	13	8.1	2	1.2	3.4286	112.58			

NB. (mean < 1.5 = very low, 1.5 ≤ mean < 2.5 = low, 2.5≤ mean < 3.5 = medium, 3.5≤ mean < 4.5 = mean ≥ 4.5 = very high).

Item 2 on Table 8A refers to the degree of challenges regarding capacity of principal and teachers at secondary and preparatory school levels. From data it was obtained the challenges which face the school principals in implementing school improvement program was very high. As the data indicated 23 (88.5%) of school leaders, 30 (75%) of department heads and 111 (68.9%) of teachers responded that the capacity of school leaders was a high challenges in implementing school improvement program. On the other hand the data from Kruskal-Wallis test indicates that χ^2 (2, N= 227) = 8.482, ρ–value = 0.14, this indicate that ρ>0.05. Means there was no a statically significant different among the groups, when we see the mean of the three respondents for school leaders, department heads and teachers (4.1923, 4.0000, 3.8137) respectively show that the capacity of principals and teachers was a serious problem or challenges to implement School Improvement Program at the school level because mean is greater than three.

As per the responses of interviewees and Focus Group Discussion participants, the capacity of educational leaders to implement School Improvement Program was a potential difficulty to plan, organize and evaluate in implementing School Improvement Program.

From the review of literature in this regard (Harris et al., 2005:69) confirms that school leadership must build the capacity of developing the school as learning community to conduct an internal Continuous Professional Development program. In addition to this the school leader as the head of institution should have the capacity and perspective to clearly and define the goals and tasks of the institution.

Item 3 Table 8A refers to the community attitude towards School Improvement Program and partnership development. Respondents were asked to rate the attitude of community towards School Improvement Program. The data corresponding to this item indicate that the High percentage of school leader 15 (57.6%), 30 (75.0%) of department heads and

82 (15%) of teachers indicate that the attitude of the community was a high challenge of educational leaders to implement school improvement program. Also data that obtained from Kuruskal Wallis test competed by using chi-square = χ^2 (2, N= 227) = 7.256 and Asymptotic significance ρ = 0.027 which is < 0.05, implies that there were statistically significant difference among the groups response. On the other hand, the mean scores of this item for school leaders, department heads and teachers about the community attitude were 3.5385, 3.8250, and 3.4596 respectively.

According to these mean values majority of respondents believed that the attitude of the community was one of the challenges to implement School Improvement Program. In contrasting to this, during the Focus Group Discussion there were strong indications that show good participation of the community to implement school improvement program the community supports the school by building new classrooms to solve overcrowded problem. In this regard Harris (2003:3-4) stated that the school have much responsibility to initiate communication and provide an atmosphere which allows parents and community some voice in key school decisions and in the day-to-day running of school activities.

Item 4 in Table 8A refers to influence of traditions and norms in implementing School Improvement Program. Regarding this the results obtained from the respondent reveals that 8(30.7%) school leaders responded as high and 14(53%) as medium, 21 (52.5%) of department heads responded as high and 18 (45%) responded as medium, 76 (47.2%) of school teachers responded as high this show that there was influence of tradition and norms to implement school improvement program from the Kruskal-Wallis test the data competed show that χ^2 (2, N= 227) = 3.802, ρ = 0.149, imply that ρ – value greater than 0.05 inline with this one can conclude that there was no statistically significant difference from the respondents, using the Kruskal-Wallis test, the mean scores of the three respondents were 3.1923, 3.600 and

3.3938 respectively. This indicates that traditions and norms were some of the barriers that may hinder the success of educational leadership in implementing school improvement program.

In addition, data from interviews with supervisors and Woreda Education Office revealed that there were gender gaps in schools, between the two sexes and at different position among the educational leaders. For example from the proceeding discussions we have seen that due to tradition and norms influence only there was one female as school leader or vice principal from 8 secondary and preparatory schools taken as a sample for the study. From this one can concluded that tradition and norms were among the major challenges to implement School Improvement Program.

Item 5 of Table 8A refers to the socio-economic condition of the students as the challenges of educational leadership in implementing School Improvement Program. The data obtained from the respondents portrays that, high percentage of the respondents responded that socio-economic condition of students was the challenges of educational leadership to implement school improvement program from data 12 (42.3%) of school leaders responded high and 13 (42.3%) of school leader responded high and 13 (50%) responded medium and 22 (55%) of department heads show that as high challenge from teachers 69 (42.9%) indicate as high. From this one could be concluded that the socio-economic condition of students was one of the challenges of educational leaders to implement school improvement program. From Kruskal Wallis test $\chi^2 = 1.635$ df = 2 ρ-Value = 0.441. This implies that there were no statistically significant differences among the group responses.

In addition to this the mean scores of the school leaders, department heads, and teachers were 3.4615, 3, 6000, 3.4286 respectively. This indicates that the socio-economic condition of students have problem to implement School Improvement Program. Moreover, during the Focus Group Discussion and interview held with School Improvement Committee, Woreda Education Office

heads, and supervisors revealed that there were many problems with socio-economic condition. For example, lack of adequate infrastructures and equipment, less access to new technology, lack of knowledge of School Improvement Program etc. was mentioned as some of the socio-economic problems. In addition to this lack of laboratory in the school, lack of library, reference book, student text books as the major challenges for school leaders to implement School Improvement Program.

Generally, from the above data analysis, the results show that almost all the items of Table 8A directly or indirectly were among the major challenges of educational leadership in implementing school improvement program. The resource constraints, capacity of principals, attitude of community, tradition and socio-economic conditions are critical problems. In this regard (Harris, 2005:69) confirms that school leadership must build the capacity of developing the school as a learning community, to conduct internal inventories.

Table 8B: Responses for item (6-10) on challenges of educational leadership in implement School Improvement Program

No	Item	Respondents	N	Response in f and %										Mean scores	Kruskal-Wallis test			
				Very high		High		Medium		Low		Very			Mean rank	Chi-Square (χ^2)	Degrees of freedom	Sign
				F	%	F	%	F	%	F	%	F	%					
6	Shortage of budget and low financial support from center.	School leaders	26	8	30.8	11	42.3	7	26.9	-	-	-	-	4.0385	109.72	8.459	2	0.5
		Department head	40	4	10.0	14	35.0	21	52.5	1	2.5	-	-	3.5250	109.65			
		Teachers	161	22	13.7	57	35.4	62	38.5	17	10.6	3	1.9	3.4845	147.19			
7	Difficult policy, rules and regulation to implement.	School leaders	26	-	-	9	34.6	13	50.0	4	15.4	-	-	3.1923	110.84	5.293	2	.071
		Department head	40	9	22.5	12	30.0	16	40.0	3	7.5	-	-	3.6750	133.76			
		Teachers	161	16	9.9	49	30.4	68	42.2	23	14.3	5	3.1	3.2981	103.13			
8	Lack of commitment and resistance to change.	School leaders	26	1	3.8	7	26.9	13	50.0	5	19.2	-	-	3.1538	112.27	4.988	2	.083
		Department head	40	4	10.0	19	47.5	15	37.5	2	5.0	-	-	3.6250	131.43			
		Teachers	161	23	14.3	45	28.0	63	39.1	26	16.1	4	2.5	3.3540	97.90			
9	Training on the area of educational leadership.	School leaders	26	1	3.8	7	26.9	16	61.5	2	7.7	-	-	3.2692	110.60	3.378	2	.185
		Department head	40	4	10.0	17	42.5	16	40.0	3	7.5	-	-	3.5500	130.41			
		Teachers	161	19	11.8	45	28.0	61	37.9	29	18.0	7	4.3	3.2484	109.83			
10	Interact with staff in away that result the staff feeling is motivated.	School leaders	26	1	3.8	8	30.8	11	42.3	6	23.1	-	-	3.5500	118.11	2.449	2	.294
		Department head	40	2	5.0	14	35.0	14	35.0	8	20.0	2	5.0	3.1527	105.10			
		Teachers	161	18	11.2	53	32.9	66	41.0	19	11.8	5	3.1	3.3218	102.27			

NB. (mean < 1.5 = very low, 1.5 ≤ mean < 2.5 = low, 2.5≤ mean < 3.5 = medium, 3.5≤ mean < 4.5 = mean ≥ 4.5 = very high).

Item 6 of Table 8B indicated that from the Response of frequency and percentage, 19 (73.1%) of school leader responded that the shortage of budget is high and 18 (45%) of department also indicated as high from teachers 79(49.1%) were indicated as high 62 (38.5%) as medium. This indicates that shortage of budget was one of the serious challenges of leaders to implement school improvement program on the other hand from the Kurskal-Wallis test χ^2 (2, N= 227) = 8.459, ρ = 0.5 and the mean scores for the respondents were 4.6385, 3.5250, and 3.5250 respectively for School leaders, department heads, and teachers.

This shows that there was not a statistically significant difference from respondents' opinion. The respondents mean scores indicate that the shortage of budget is a serious problem to implement school improvement program. In supporting this the interview conducted with Woreda Education Office heads and supervisors, as well as the Focus Group Discussion held with School Improvement Committee confirm that, the shortage of budget and low financial support from center were the challenges of educational leaders to implement School Improvement Program.

Item 7 of Table 8B, refers about the policy, rules and regulation difficulty to implement School Improvement Program. Data corresponding to this item indicates that 9 (34.6%) of school leader responded high 13 (50.0%) responded medium 21 (55%) of department heads responded high and 16 (40%) medium 65 (40.3%) of teachers answered high and 68 (42.2%) of them answered medium. This indicate that the policy, rules and regulation were among the challenges of educational leaders to implement school improvement program from the Kruskal-Wallis test χ^2 (2, N= 227) = 5.296, ρ = 0.071. This data reveled that the ρ-value was greater than the critical ρ-value. From this one can conclude that there was no a statistically significant difference among the respondents' opinions.

As depicted in this item of Table 8B, the mean scores were 3.1923, 3.6750, 3.2981 for school leaders, department heads and teachers, respectively. These imply that as it was new idea the policy, rules and regulation were somewhat difficulty for school community to implement School Improvement Program. But data obtained from other sources such as interviews with Woreda Education Office, Focus Group Discussion with School Improvement Committee and the document review of secondary and preparatory schools do not agree with these results. The majority of these respondents admit that the only problems were the awareness of the school community to implement School Improvement Program. Concerning the implementation of policy the researchers agreed that policy can not mandate what matters; it is implementation at the local and school level that dominates outcomes.

From item 8 of Table 8B respondents were requested to show their responses on lack of commitment and resistance to change. From the data corresponding to this item the respondents response indicate that 8 (30.7%) of school leaders responded high, 3(50.0%) of school leaders responded medium, 23 (57.5%) of department heads responded high and 15 (37.5%) responded medium from the teachers side 68 (42.3%) answered high and 63 (34.1%) answered medium. These show that lack of commitment and resistance were among the challenges of leaders to implement school improvement program. The calculated Kruskal-Wallis test indicate that χ^2 (2, N= 227)= 4.988 and ρ-value was 0.083. This indicate that there was no a statistically significant difference among respondents responses.

The calculated mean scores for the groups were 3.1538, 3.6250, and 3.3540, respectively. From these one can concluded that the lack of commitment and resistance to change were among challenges of educational leadership to implement School Improvement Program. In addition to these the data obtained from Focus Group Discussion which held with School Improvement Committee, Woreda Education Office heads, supervisors and document review conveys that, especially the resistance to change was one of the

difficulties to implement School Improvement Program. In this respect (Fullan, 2001:89-90) has noted that when a new initiate is introduced undoubtedly it would create difficulties to both individuals and institutions. Thus, for success of the program it needs to forecast or consider challenging factors prior to the implementation of the program and in due process.

Item 9 of Table 8B, refers about lack of training of educational leadership or whether the training was the challenges of educational leadership to implement School Improvement Program or not. It was indicated in this item that 8 (30.7%) of school leaders answered high, but 16 (61.5%) of them answered medium, from the department heads side 21 (52.5%) of them responded high and 16 (40.0) of them responded medium, 64 (49.7) of teachers also answered high and 61 (37.9) answered medium. These indicate that lack of training on the area of leadership was a serious challenges to implement school improvement program from the Kuruskal-Wallis test χ^2 (2, N= 227)=3.378= 3.378, ρ-value = 0.185, from these results it could be inferred $x^2 = 3.378$ ρ – value was 0.185. From these result it can be inferred that there was no statistically significant difference.

On the other hand the mean scores for school leaders, department heads and teachers were 3.2692, 3.5500 and 3.2484 respectively. All the three respondents indicate that the training was one of the serious challenges to educational leadership in implementing School Improvement Program. In addition to these data from Focus Group Discussion of School Improvement Committee, interviews with Woreda Education Office and supervisors indicate that, majority of the school and Woreda Education Office leaders have not any qualification, of the position. The document analysis of school communities also show that most of the school leaders are from non-Educational Planning and Management filed of studies.

Item 10 of Table 8B was about interact within staff in away that result the staff feeling is motivated or whether or not the interaction within the staff

were the challenges of educational leadership to implement School Improvement Program or not. Data from the table indicate that there was no statistically significant difference among respondents. The mean scores of the school leader, department head and teachers also indicate that interaction within staff was a serious obstacle in implementing school improvement program.

From the Focus Group Discussion, interview and document reviews the data indicate that in most school principals were not often regarded as honest by their staff and disguise facts, the availability of trust between individuals or groups were very low. During the Focus Group Discussion the participants clearly revealed that principals were least effective in building trust. The groups show that there were the availability of greater degree of mistrust between the staff and school leaders. From the proceeding discussion it cold be possible to concluded that the interaction within staff can be one of the major challenges of educational leadership in implementing school improvement program. Confirmation to this Fullan, (2001:83) has also suggested that the internal capacity is the power to engage in and sustain continuous improvements.

4.4 Opportunities of Educational Leadership in Implementing School Improvement Program.

Under this section the environmental condition to implement School Improvement Program, the leaders capacity, community participation to implement School Improvement Program, the relation of Non Governmental Organization's and schools to implement School Improvement Program and the knowledge of educational leaders on the domains of School Improvement Program have been prepared and given to the respondents to rate the extent of opportunities to implement School Improvement Program from strongly agree to strongly disagree using the five point likert scale.

Table 9: The respondents opinions regarding the opportunities of educational leadership in implementing School Improvement Program.

No	Item	Respondents	N	Response in f and %										Mean scores	Kruskal-Wallis test			
				Strongly agree		Agree		Undecided		Disagree		Strongly disagree			Mean rank	Chi-Square (χ^2)	Degrees of freedom	Sign
				F	%	F			%	F	%	F	%					
1	The environmental condition to implement SIP is encouraging	School leaders	26	13	50.0	11	42.3	2	7 .7	-	-	-	-	4.4231	99.96	30.142	2	.000
		Department head	40	22	55.0	15	37.5	3	7.5	-	-	-	-	4.4750	150.06			
		Teachers	161	28	17.4	89	55.3	37	23.0	7	4.3	-	-	3.8571	145.46			
2	The leaders have enough capacity to implement SIP	School leaders	26	2	7.7	13	50.0	3	11.5	8	30.8	-	-	3.3462	11.97	5.568	2	.062
		Department head	40	7	17.5	22	55.0	10	25.0	1	2.5	-	-	3.8750	131.98			
		Teachers	161	10	6.2	88	54.7	56	34.8	6	3.7	1	0.6	3.6211	98			
3	The participation of community in implementing SIP is high	School leaders	26	-	-	12	46.2	10	38.5	4	15.4	-	-	3.3077	92	3.144	2	.208
		Department head	40	5	12.5	18	45.0	17	42.5	-	-	-	-	3.7000	112.07			
		Teachers	161	19	11.8	62	38.5	51	31.7	26	16.1	3	1.9	3.4224	128.63			
4	Leaders have the possibilities to invite the NGO's to work together in SIP	School leaders	26	1	3.8	7	26.9	14	53.8	4	15.4	-	-	3.1923	103.42	2.204	2	.332
		Department head	40	-	-	17	42.5	23	57.5	-	-	-	-	3.4250	112.18			
		Teachers	161	16	9.9	41	25 .5	78	48.4	22	13.7	4	2.5	3.2671	126.25			
5	All levels of educational leaders have the knowledge of SIP domains	School leaders	26	1	3.8	3	11.5	7	26.9	14	53.8	1	3.8	2.5769	106.42	2.783	2	.249
		Department head	40	-	-	7	17.5	13	32.5	20	50.0	-	-	2.6750	118.08			
		Teachers	161	3	1.9	35	21.7	56	34.8	64	39.8	3	1.9	2.8199	107.59			

NB. (Mean < 1.5 = strongly disagree, 1.5≤ mean < 2.5 = Disagree, 2.5 ≤ mean< 3.5 = undeceided, 3.5≤ mean < 4.5 = Agree and mean ≥ 4.5 = strongly agree)

The above data of item 1 on Table 9 refers to the environmental condition to implement School Improvement Program. Data corresponding to this item indicate that, 24 (92.3%) of school leaders, 37 (92.5%) of department heads and 117 (72.7%) of teachers responded that the environmental condition to implement school improvement program in the zone were encouraging. From the Kruskal-Wallis test which uses χ^2 distribution of one way between subjects analysis of variance. χ^2 =30.142 df=2 ρ-value= 0.001. On the other hand the mean scores of educational leaders, department heads, and teachers were, 4.4231, 4.4750, and 3.8571 respectively. From data preceding, it could be possible to conclude that the p-value was less than 0.05 (critical p-value) this show that there was statistically significant difference among the respondents view.

From the mean scores one could understood that the environmental conditions to implement School Improvement Program is encouraging because the mean of the respondents were greater than three, and it indicates that almost all respondents see, to agree with the statement about environmental condition to implement School Improvement Program. In addition to these the data from interview of Woreda Education Office heads, supervisors, Focus Group Discussion which was held with School Improvement Committee, indicate that the environmental conditions in West Arsi Zone secondary and preparatory schools was encouraging and suitable for School Improvement Program implementation.

Item 2 on Table 9 was about the capacity of educational leaders to implement school improvement program. Concerning this, data obtained from different sources could be described as follows. From percentage and frequency table data indicates that 15 (57.7%) of school leaders, 29 (72.5%) of department heads and 98 (60.9%) of teachers responded agree on educational leaders capacity. This shows that the leaders have enough capacity to improvement school improvement program on the other hand, from Krushal-Wallis test χ^2

(2, =227)= 5.568, ρ-value=0.062. Besides these the mean scores of the three respondents were 3.3462, 3.8750, and 3.6211 respectively for school leaders, department heads and teachers respectively. From these data it was clear that the ρ-value was greater than 0.05 (critical ρ-value) these imply that there was no statistically significance different among the groups.

On the other hand the mean scores show that the capacity of educational leadership to implement School Improvement Program was much enough. In contrast to this result, interview which held with, Woreda Education Office heads, supervisors, Focus Group Discussion and document review conveys that educational leaders have no enough capacity because majority of them have no educational leadership knowledge to implement School Improvement Program. From the review of literature on capacity of educational leadership (Harris et al, 2005:69) confirms that school leadership must build the capacity of developing the school as learning community to conduct an internal Continuous Professional Development program.

On item 3 of Table 9 respondents were asked to rate the degree of participation of community to implement School Improvement Program. Accordingly, the data from the table revealed that 12 (46.2%) of school leaders, 23 (57.5%) of department heads and 81 (50.3%) of teachers agreed that the participation of community in implementing school improvement program was high. This show that more than half of the respondents agree on the opportunities of participation of the community in implementing of participation of the community in implementing school improvement program from the table the Kruskal-Wallis test indicated that χ^2 (2, N =227) = 3.144, ρ-value= 0.208 which was >0.05 (critical p-value).

The mean scores for the three groups (leadership, department heads, and teachers) were 3.3077, 3.700 and 3.4224 respectively. The above data mentioned that form ρ-value one can conclude that there was no statistically significant difference among the groups. From the mean scores it could be

conclude that the participation of community in implement School Improvement Program was high. In addition, from Focus Group Discussion held with School Improvement Committee, interview held with Woreda Education Office hades and supervisors convey that the community participation in facilitating infrastructure was very high.

Item 4 of Table 9 was about the supportive connection between educational leaders and non-governmental organization's to implement School Improvement Program. Data that corresponding to this item indicate that 8 (30.7%) of school leaders, 17 (42.5%) of department heads, and 57 (35.4%) of teachers were responded agree but 14 (53.8%) of school leaders, 23 (57.3%) of department heads and 78 (48.4%) of teachers were responded undecided. These data indicate that the respondents were undecided weather the educational leaders work with Non-Governmental Organization's or not. From the table Kruskal-Wallis test indicate that χ^2 (2, N =227)= 2.204, ρ-value= 0.332.

Moreover, the mean scores of the respondents were 3.1923, 3.4250 and 3.2671 for school leaders, department heads and teachers respectively. From the preceding data it was possible to conclude that ρ-value was less than the critical ρ-value. This indicate that there was no a statically significant different between the opinion of the respondents from the mean scores one could conclude that that the respondents undecided because the mean score < 3.5 this indicates that the respondents undecided whether educational leaders and Non-Governmental Organization's possibly could work together or not in implements School Improvement Program at the school level. In contrasting to this during the Focus Group Discussion the participants mentioned that with exceptions of some woredas with out Non-Governmental Organization's, in most of the woredas there were high relation between the secondary schools and Non-Governmental Organization's to help each other in implementing School Improvement Program. The data revealed from

Woreda Education Office heads also indicate that donation of Non-Governmental Organization's were very important in implementing school improvement program.

Item 5 of Table 9 was about educational leadership knowledge of school improvement domains. The item request respondents to rate whether the educational leaders have the knowledge of School domains or not. Data that corresponding to this item indicates the following results 4 (13.5%) of school leaders, 7 (17.5%) of department heads and 38 (33.6) of teachers responded agree on the item but most of the respondents disagree on this item it means 14 (53.8%) of school leaders, 20 (50.0%) of department heads, 64 (39.8%) of teachers responded disagree and the mean scores <3.5 indicates that the respondents undecided weather all levels of educational leaders have the knowledge of school domains or not. From Kurskal-Wallis test χ^2 (2, N =227)=2.783, ρ-value=0.249.

Mean scores for school leaders = 2.5769 for department = 2.6750 for teacher=2.8199. As depicted in item 5 of table 9 from these data one could conclude that, from ρ-value there was no statistically significant difference among the respondents opinion. From the mean scores one could concluded that all levels of educational leaders have no the same knowledge of School Improvement Program domains. From interview of the Woreda Education Office heads the data indicated that most of the school leaders were newly selected teachers with out any training of School Improvement Program domains.

Therefore, from the data interpreted qualitatively and quantitatively above using frequency and percentage, mean scores, and Kruskal-Wallis test it could be possible to conclude that, all levels of educational leader have not the same knowledge of domain and elements of schooling in school improvement program.

From the above result of table 8 one could be concluded that an external environment to implement school improvement was high data indicated that the participation of community in implementing school improvement was high leaders can develop their capacity through continuous professional development program. (Gamage, 2006:238) states that the school leader must develop a shared vision to determine where the school is heading so as to provide long-term direction for the school community.

4.5 Awareness of Leaders Regarding the Domains of School

The following are statements about the awareness of educational leadership on domains of School, such as knowledge on School Improvement Program, the partnership of parents and leaders, leaders awareness on teaching and learning, the leaders understanding, leaders ability to have strategic vision and student environment, leaders participatory style f leadership and management practice and the educational leaders ability in evaluating students achievement practice and ability of leaders to evaluate curriculum.

Table 10A: The responses of respondents regarding awareness of school leaders on School domains from item (1-5)

No	Item	Respondents	N	Response in f and %										Mean scores	Kruskal-Wallis test			
				Very High		High		Medium							Mean rank	Chi-Square (χ^2)	Degrees of freedom	Sign
				F	%	F			%	F	%	F	%					
1	The principal knowledge on SIP domains	School leaders	26	3	11.5	17	65.4	6	23.1	-	-	-	-	3.8846	104.00	21.723	2	001
		Department head	40	22	55.0	12	30.0	6	15.0	-	-	-	-	4.4000	154.38			
		Teachers	161	26	16.1	75	46.6	54	33.5	6	3.7	-	-	3.7576	113.83			
2	The partnership of parents and educational leaders to implement SIP	School leaders	26	3	11.5	14	53.8	9	34.6	-	-	-	-	3.7692	101.82	23.374	2	001
		Department head	40	4	10.0	31	77.5	5	12.5	-	-	-	-	3.9750	150.19			
		Teachers	161	9	5.0	65	40.4	77	47.8	10	6.2	-	-	3.4438	128.19			
3	The leaders awareness on learning and teaching practice	School leaders	26	3	11.5	17	65.4	6	23.1	-	-	-	-	3.8846	114.21	3.453	2	.178
		Department head	40	5	12.5	15	37.5	18	45.0	2	5.0	-	-	3.5750	102.49			
		Teachers	161	18	11.2	81	50.3	59	36.6	3	1.9	-	-	3.7081	130.40			
4	The leaders understanding of community involvement	School leaders	26	4	15.4	10	38.5	12	46.2	-	-	-	-	3.6923	111.18	.868	2	.648
		Department head	40	4	10.0	18	45.0	17	42.5	1	2.5	-	-	3.6250	117.79			
		Teachers	161	16	9.3	66	41.0	69	42.9	10	6.2	-	-	3.5375	121.19			
5	The ability of school leader to evaluate curriculum	School leaders	26	2	7.7	6	23.1	17	65.4	1	3.8	-	-	3.3469	113.12	2.540	2	.303
		Department head	40	5	12.5	15	37.5	19	47.5	1	2.5	-	-	3.6000	124.25			
		Teachers	161	18	11.2	55	34.2	68	42.2	19	11.8	1	0.6	3.4348	103.67			

NB. (mean < 1.5 = very low, 1.5 ≤ mean < 2.5 = low, 2.5≤ mean < 3.5 = medium, 3.5≤ mean < 4.5 = high mean ≥ 4.5 = very high).

ρ >0.05 show insignificance. ρ <0.05 shows significance.

Item 1of Table 10A refers about the principals' knowledge on school domains, in this regard, data which corresponding to this item indicated the following results. From percentage, most of the respondents responded that the school principals have the knowledge of school domains. Data which corresponding to this item indicate that 20 (76.9%) of school leaders, 34 (85.0%) of department heads, and 101 (62.7%) of teachers answered high. This indicates school leaders have high knowledge of school domain to implement school improvement program. The Kruskal-Wallis test also indicates that $\chi^2(2, N =227)= 21.723$, $\rho=0.00$. The mean scores were 3.8846, 4.4000 and 3.70999 for school leaders, department heads and teachers, respectively.

From the above data it was possible to conclude the following. $\rho<0.05$ show that there was statistically significance difference among the groups. The mean scores show that principals have knowledge of school domains because the mean scores greater than three and it indicates high performance. The data obtained from other sources such as Focus Group Discussion, review of documents and interview which held with Woreda Education Office heads conveys that, most of the principals know about schools improvement program domains such as learning and teaching, students learning environment, school leadership and management and community involvement.

Item 2 of Table 10A refers to the partnership of parents and leaders in implement School Improvement Program. Data corresponding to this item indicated the following results. From frequency Table 17 (65.3%) of school leaders, 37 (87.5%) of department heads and 74 (45.4%) of teachers responded high but 77 (47.8%) of teachers responded medium. This indicates that there were the partnership of parents and educational leaders to implement school improvement program data from Kurskual-Wallis test indicates that $\chi^2(2, N =227)= 23.374$, $\rho=0.000$. The mean scores for the groups were 3.7692, 3.9750 and 3.4438 respectively for school leaders, department heads and teachers. It was clearly shows that $\rho<0.05$ and it indicate that there was significant

difference among the group responses. On the other hand the mean scores show that there was the partnership of parents and educational leaders to implement School Improvement Program. The data obtained from other source such as Focus Group Discussion, interview, and document review indicate that most school leaders work with Parent Teachers Association and Kebele Education Training and Board members during the preparation of school strategic plan.

Item 3 of Table 10A refers to the leaders' awareness on learning and teaching practice. Data corresponding to this item indicates that, 20 (76.9%) of school leaders, 20 (50.0%) of department heads, and 99 (61.5%) of teachers responded that the awareness of school leaders on school domains was high. This indicates that the leaders' awareness on learning and teaching practice was high at secondary and preparatory schools of West Arsi Zone. The Kruskal-Wallis test also show the following results $\chi^2(2, N = 227) = 3.453$, $\rho = 0.178$. The mean scores for educational leaders=3.8846 for department heads=3.5750 for teachers= 3.6923. This indicates that $\rho > 0.05$ show that there was no statically significant difference among the groups. On the other hand the mean scores show that the leaders have awareness on learning and teaching practice. From the Focus Group Discussion held with School Improvement Committee and interview held with Woreda Education Office and supervisors data indicate that, majority of school leaders have the awareness of learning and teaching practice but there was implementation problem due to varies reasons.

Item 4 of Table 10A refers to the leaders understanding of community involvement. Data of this item from the table indicate that 14 (53.9%) of school leaders, 22 (55.0%) of department heads and 88 (50.3%) of teachers responded that the awareness of school leaders in community involvement was high. This show that most of the respondents agreed that leaders use community involvement to implement school improvement program. From data of Kruskal-

Wallis test $\chi^2(2, N = 227) = 0.868$, $\rho = 0.648$. The mean scores of the three groups were 3.6923, 3.6250 and 3.5375 respectively. From the above data one could concluded that $\rho > 0.05$ show that there was no statistically significant difference among the groups. Also the mean scores indicate that the leaders understanding of community involvement was very high. The Focus Group Discussion held with School Improvement Committee, interview held with Woreda Education Office heads indicate that there was no secondary or preparatory schools with out community involvement.

Item 5 of table 10A refers to the ability of school leaders to evaluate curriculum. From the table data indicate that 8(30.8%) of school leaders, 20 (50.0%) of department heads and 73 (45.4%) of teachers responses was indicate that the ability of school leaders to evaluate curriculum was high but half numbers of respondents that means 17 (65.4%) of school leaders, 19 (47.5%) of department heads, and 68 (42.2%) of teachers responses show that, the ability of school leaders to evaluate curriculum was medium. This indicates that even though it was not very high there was evaluation of curriculum in secondary and preparatory schools. On the other hand from the Kuruskal=Wallis test data indicate the following result. $\chi^2(2, N = 227) = 2.540$, $\rho = 0.303$. The mean scores of school leaders, department heads, and teachers were 3.3462, 3.6000 and 3.4348 respectively. From data $\rho > 0.05$ show that there was no statistically significant difference among the respondents. From mean score one could conclude that mean greater than three shows that majority of school leader have the ability to evaluate the curriculum. Data gathered from different sources such as Woreda Education Office heads, School Improvement Committee and document review revealed that the school leaders evaluate the curriculum and reported to woreda education office every year.

Table 10B: Responses regarding awareness of school leaders on domains of School Improvement Program From item (6-10)

No	Item	Respondents	N	Response in f and %										Mean scores	Kruskal-Wallis test			
				Very High		High		Medium		Low		Very Low			Mean rank($\bar{x}$)	Chi-Square (χ^2)	Degrees of freedom	Sign
				F	%	F			%	F	%	F	%					
6	The leaders ability to have strategic vision	School leaders	26	3	11.5	7	26.9	16	61.5	-	-	-	-	3.5000	117.87	2.540	2	.281
		Department head	40	3	7.5	12	30.0	22	55.0	3	7.5	-	-	3.3750	101.56			
		Teachers	161	20	12.4	61	37.9	72	44.7	8	5.0	-	-	3.5776	109.15			
7	The principals understanding about student environment	School leaders	26	1	3.8	11	42.3	13	50.0	1	3.8	-	-	3.4615	117.92	2.387	2	.303
		Department head	40	4	10.0	16	40.0	18	45.0	2	5.0	-	-	3.5500	106.98			
		Teachers	161	36	22.4	54	33.5	58	36.0	13	8.1	-	-	3.7019	100.56			
8	The participatory style of leadership and management practice	School leaders	26	2	7.7	6	23.1	14	53.8	4	15.4	-	-	3.2308	118.14	4.860	2	.088
		Department head	40	5	12.5	15	37.5	17	42.5	2	5.0	1	2.5	3.5250	113.28			
		Teachers	161	24	14.9	63	39.1	63	39.1	61	37.9	13	8.1	3.6087	89.46			
9	The leaders help in monitoring the elements of schooling	School leaders	26	1	3.8	8	30.8	15	57.7	2	7.7	-	-	3.3077	115.11	4.214	2	.122
		Department head	40	6	15.0	19	47.5	12	30.0	3	7.5	-	-	3.7000	123.54			
		Teachers	161	28	17.4	54	33.5	68	42.2	11	6.8	-	-	3.6149	92.42			
10	The educational leaders ability in evaluating student achievement	School leaders	26	-	-	8	30.8	17	65.4	1	3.8	-	-	3.2692	119.41	4.865	2	.088
		Department head	40	4	10.0	12	30.0	21	52.5	3	7.5	-	-	3.4250	105.43			
		Teachers	161	24	14.9	64	39.8	54	34.8	16	9.9	1	0.6	3.5839	93.69			

NB. (mean < 1.5 = very low, 1.5 ≤ mean < 2.5 = low, 2.5≤ mean < 3.5 = medium, 3.5≤ mean < 4.5 = high mean ≥ 4.5 = very high).

ρ >0.05 show insignificance. ρ <0.05 shows significance.

Item 6 of Table 10B refers to the ability of leaders regarding strategic vision. Data that corresponding to this item indicate that 10 (38.4%) of school leaders, 15 (37.5%) of department heads 81 (50.3%) of teachers responded that the awareness of school leaders on strategic vision was high. But 16 (61.5%) of school leaders, 22 (55.0%) of department heads and 72 (44.7%) of teachers responded that the awareness was medium. This indicates that most of the leaders have strategic vision. Data from the Kruskal-Wallis test indicate that $\chi^2(2, N = 227) = 2.540$, $\rho = 0.281$.

The mean scores of the school leaders, department heads and teachers were 3.500, 3.3750 and 3.4615, respectively. These data indicate $\rho > 0.05$ show that there was no statistically significant difference among the three groups. The mean scores imply that the leaders have the ability to prepare the strategic plan that indicate their strategic vision. Data obtained from other source also conveys that most of the school leaders have their school vision and missions in their office and outside their office clearly by writing as to any one could read and understood.

Item 7 of Table 10B refers to the principals understanding about student environment. Data that corresponding to this item indicates 12 (46.1%) of school leaders, 20 (50.0%) of department heads and 90 (55.9%) of teachers answered that the principals have high awareness about student environment. But on the other hand 13 (50.0%) of school leaders, 18 (45.0%) of department heads and 58 (35.0%) of teachers responded medium. These show that secondary and preparatory school principals have the awareness of student environment in school improvement program. Data from Kruskal-Wallis test also show that χ^2 (2, N=227) = 2.387, $\rho = 0.303$. The mean scores for the three groups were 3.4615, 3.5500 and 3.7019 respectively. From this data it was possible to conclude the following. $\rho > 0.05$ indicate that statistically no significant difference among the groups. From the mean

scores one could be inferred that the principals understanding about the students environment was very high.

Item 8 of Table 10B also requested respondents to indicate their views on the question weather the school leaders use the participatory style of leadership and management practice or not. It was indicated in this item that, the responses of the respondents from frequency table 10 (30.8%) of school leaders, 20 (50.0%) of department heads, and 87 (54.0%) of teachers responded that the school leaders have high awareness to use the participatory style of leadership but 14 (53.8%) of school leaders, 17 (42.8%) of department heads and 63 (39.1%) of teachers indicate that school leaders have medium awareness on participatory style of leadership. From these data one can see that school leaders have the awareness of using participatory style to implement school improvement program. From Kruskal-Wallis test χ^2 (2, N=227) = 4.860, ρ = 0.088.

On the other hand the mean scores of the groups were 3.2308, 3.5250, and 3.6687 for school leaders, department heads and teachers respectively. Data that obtained from the Kruskal-Wallis test show that ρ>0.05 this indicates that there was no statistically significant difference among the group. The mean scores indicate that the leaders practice the participatory style of leadership and management. Data obtained from other source such as, Focus Group Discussion held with School Improvement Committee, interview held with Woreda Education Office heads and supervisors indicate that there was indication of participatory leadership and management style practicing in secondary and preparatory school in West Arsi Zone.

Item 9 of Table 10B refers to the degree of leaders whether they monitor the elements of schooling or not. From the data it was indicated 9 (34.6%) of school leaders, 25 (52.6%) of department heads and 82 (50.9%) of teachers replied that the awareness of leaders to monitoring the elements of schooling was high. But 15 (57.7%) of school leaders, 12 (30.0%) of department heads

and 68 (42.2%) of teachers responded the awareness was medium. These indicate that there was awareness of school leaders to monitoring the elements of schooling from Kruskal-Wallis test data indicates that $\chi^2(2, N=227) = 4.214$, $\rho = 0.122$. The mean scores of the three groups show that 3.3677 for school leaders, 3.6149 for department heads and 3.6149 for teachers. From these data it could be inferred that $\rho > 0.05$ indicates that there was no statistically significant difference among the groups view. From the mean scores one could conclude that the leaders help in monitoring the elements of schooling.

Item 10 of Table 9B was about the evaluation of educational leadership the students' achievement. The data corresponding to this item indicate that 8 (30.8%) of school leaders, 16 (40.0%) of department heads, and 88 (54.7%) of teachers, replied that the awareness of educational leaders to evaluate the students' achievement was high. But 17 (65.4%) of school leaders, 21 (52.5%) of department heads, and 54 (34.8%) of teachers responded that the awareness was medium. These data indicate that educational leaders have the awareness to evaluate the student's achievement. From the Kuruskal-Wallis test data show that χ^2 (2, N=227) = 4.865, $\rho = 0.088$. On the other hand the mean scores of school leaders, department heads, and teachers were 3.2692, 3.4250 and 3.5839 respectively. From the above data one could concluded that $\rho > 0.05$ show that there was no statistically significant difference among the respondents. From data obtained using mean scores it can be possible to infer that the leader's ability in evaluating student's achievement was medium.

In addition to these, data from Focus Group Discussions that held with School Improvement Committee, interview which held with Woreda Education Office heads and supervisors indicate that most of school leaders evaluate their student's achievement simply from the mark list that was reported by their teachers comparing with the planed bench marks of the subject in that

year in secondary and preparatory schools of West Arsi Zone Oromia region. From the above data analysis it could be possible to generalized that the mean scores for all the items indicated that the awareness of school leaders on school domains was high to implement school improvement program, those school leaders who have the awareness of school domains successfully could implement the program. Harris et al (2003:154) underlines that there is growing recognition that deep and sustained school improvement will depend on the leadership of many rather than just a few. It can be said that with out appropriate leadership in place, realizing any quality program in education will fall in a serious doubt and principals are the vital persons behind successful schools in the midst of rapidly changing school environment.

CHAPTER FIVE

Summary, Conclusions and Recommendations

This chapter deals with the presentation of summary of the major findings, conclusions drawn from the findings and recommendations.

This study was conducted on governmental secondary and preparatory schools of West Arsi Zone. The main purpose of the study was to identify the challenges and opportunities of educational leadership in implementing school improvement program.

In order to achieve those purposes the following basic questionnaires were designed.

- What were the major challenges (problems) of educational leadership in implementing School Improvement Program?
- What were the opportunity (possibilities of external environment) to implement School Improvement Program?
- What were the current practices of school leadership to implement School Improvement Program?
- Do the school leaders have the awareness of school domains? Such as, learning and teaching, student learning environment, school leadership and management, and community involvement?

5.1 Summary

5.1.1 In Relation to the Characteristics of Respondents

The aim of the study was to identify and assess the challenges and opportunities of educational leadership in implementing school improvement program in secondary schools of West Arsi Zone Oromia Region. In order to attain the objective of the study, descriptive survey method was applied. The study was carried out in six secondary and two preparatory schools in five woredas which were selected by simple random sampling.

The study comprises 5 Woreda Education Office heads, 5 supervisors, 26 school leaders 195 teachers, 40 department heads and 40 school improvement committee.

The total population on which the studies were conducted amounts to 311 respondents. Of these 261 (83.9%) were conducted by questionnaires, 10 (3.22%) were interviewed and 40 (12.86%) were approached through Focus Group Discussions. 261 copies of questionnaires distributes to school leaders, department heads, and teachers from these 227 (86.97%) were filled and returned, 34 (13.03%) of respondents were not reply and return the questionnaires because of various reasons. From the returned questionnaires school leaders share 26 (11.45%), department heads were 40 (17.62%), and teachers were 161 (70.93%). Concerning sex, from the total (277) respondents in addition to those interviewed and discussed through Focus Group Discussion, 63 (22.74) were female and the rest 214 (77.26%) were male respondents. Regarding the age of the respondents 255 (92.06%) of them were founded at the interval of (20-40) years old.

In relation to the qualification from total 277 respondents 246 (88.80%) were first degree holders and 15 (5.42%) were diploma level from the analysis of the respondents responses concerning work experience data from different sources conveys that, the majority of the respondents served more than five years and below 20 years or from (5-20) years.

From the result of data analysis regarding the training of the respondents 110 (39.71%) of them have got training on educational leadership to implement School Improvement Program and 167 (60.29) have no any training on educational leadership and management.

The following are major finding of the study

5.1.2 In Relation to the Current Practice of School Leadership in Implementing School Improvement Program.

From the result of data analysis educational leaders made to participate community in school improvement program and they themselves were conducted evaluation of School Improvement Program to judge its performance. According to the result of the study the school leaders have goals, objectives, and mission in implementing School Improvement Program. They also use (strategic, tactical and operational) plan to implement the program.

Data reveals that the allocated time for staff development, using action research, transfer of knowledge gained from different training to school community, completing of each activity on time, inter-department meeting and discussion as current practice of school leadership were not practiced regularly and this could be one of potential barriers that may hinder the success of school improvement program in the zone.

5.1.3 Regarding the Challenges of Educational Leadership in Implementing School Improvement Program

In the study it was found out that the resource constraints in implementing School Improvement Program was one of the very serious problem. In addition to this the study shows that capacity of principals, tradition and norms, socio-economic conditions, shortage of budget, the resistance to change, and interaction within staff were the major problems in secondary schools of West Arsi Zone. From interview and Focus Group Discussion which held with Woreda Education Office heads and School Improvement Committee respondents were asked to replied concerning difficult policy, rules and regulation as well as the communities attitude and partnership development weather they are challenges of educational leadership or not to

implement School Improvement Program. But majority of the respondents do not agree that the community attitude, rules and regulation were the challenges of educational leadership to implement School Improvement Program.

5.1.4 In Relation to Opportunities to Implement School Improvement Program

The result of this study indicates that the environmental condition to implement SIP was encouraged in West Arsi Zone secondary and preparatory school. On the other hand the study shows those leaders have enough capacity to implement School Improvement Program. In contrast to this interview which held with Woreda Education Office heads and Focus Group Discussion which hold with School Improvement Committee indicated that educational leaders have no enough capacity to implement School Improvement Program. The result of the study also show that there was high possibility of educational leadership to work with Non-Governmental Organization's in implementing school improvement program concerning the knowledge domains of school improvement program from the data analysis corresponding to this item indicated that all levels of educational leaders have no the same knowledge on school improvement domains (learning and teaching, student learning environment, school leadership and management, and community involvement).

5.1.2.4 In Relation to the Awareness of Leaders on the Domain of School Improvement Program

From the result of data analysis the awareness of leaders on domain of SIP, the partnership of parents and leaders to implement School Improvement Program, awareness on learning and teaching practice, evaluation of curriculum by leaders, the degree of having strategic vision, the style of leadership and management to participate the others in the system, the way they evaluate the students achievement were very high. But, from the

document review even though the awareness were very high it revealed that there were lack of implementation due to resource constraint, shortage of budget, educational capacity of principals, and training on the area of educational leadership courses.

5.2 Conclusions

- Authorities advise that educational leaders have to be alert in driving their staff towards goal, mainly towards high students' achievement; organizing and coordinating tasks for effective and efficient outcome allocating adequate resources for learning improvement and maintaining effective human relation to create collaboration and commitment among school members. Hence, these statements have been used as the starting point for the study done in West Arsi Zone secondary school of Oromia Region. The results of the study revealed that, among others absence of adequately trained school leaders in the fields of educational leadership and management added to the weak instructional leadership commitment, many of the secondary schools were not in the best situation to marshal their potential resources effectively and efficiently.

- Lack of strong educational leadership support, mainly from the sides of principals assigned without sufficient knowledge, courage or skills in the fields of educational management schools were not successful in building strong school culture and creating conducive school climate where every one commits himself/ herself to build a learning community.

- Shortage of well-qualified and capable principals that coordinate effective staff efforts, lack of knowledge of educational leaders about School Improvement Program domains, shortage of budget and low financial support from center, lack of students' and teachers' motivation and development may limit school success and consequently high students achievement in most of the secondary schools of the zone.

- Many of educational leaders in the zone have lack of adequate knowledge, techniques and skills in coordination and managing effective schools to implement School Improvement Program in secondary schools. On the other side insufficient financial and materials supply from the side, of educational managers in the high levels, schools were not providing improved instruction for their students. Unless effective and efficient instructional leadership support the school towards success. Most of the secondary schools of West Arsi Zone may lack the achievement of high quality and quantity in their out puts. From the findings of the study it could be concluded that effective implementation of School Improvement Program suffered from high turnover of educational leadership, the difficulty of sustaining commitment, absence of external assistance, weak leadership from the school and Woreda Education Office heads, and lack of adequate financial support were the major challenges in school improvement program implementation.

5.3 Recommendations

Based on the findings and conclusions drawn, the following recommendations were made to improve the challenges and opportunities of educational leadership in implementing School Improvement Program. In West Arsi Zone Oromia Region.

- Educational leaders in prevailing secondary schools did not equip the laboratory equipment properly. This was due to lack of enough budgets in their schools to fulfill this demand. Thus, Woreda Education Office should work with donor organizations and community at large to bring more financial resources so that the schools could be provided with sufficient equipment as these has an effect on educational leadership in implementing school improvement program.
- The process of transfer and sharing of knowledge gained from different training and workshops to school community by educational leadership was one of the key solutions in implementing school improvement program.

Therefore, the leaders who work at different level must transfer and share their experience to the one below them using different short term training and cluster resource center at school level.

- Adequate budget should be allocated and utilized. Accordingly, at different levels to fulfill the facilities and materials required for the School Improvement Program in secondary and preparatory schools by school stockholders.
- Best practice of schools, regarding to educational leadership in implementing School Improvement Program should be organized and shared to all secondary and preparatory schools to enhance School Improvement Program using cluster resource center.
- Educational leaders of each school have to set standards of academic excellence and expectations to the teachers and students with regular feedback and communication on student's progress.
- All school leaders who were subject specialists, without adequate knowledge base, training, and skills in the area of educational management, as the findings witness may fail to lead schools effectively and efficiently. As to McEwan (2003:12) without adequate knowledge, technique, and skills in the field of educational management, it would be difficult for the subject specialist principals to give comments and suggestions on the technical and educational aspects of school improvement program.

Therefore, zone and woreda educational managers may need to consider the issue of building school leaders capacity to improve the quality and quantity of schools' outputs. School leaders need to be trained, focusing on what Sergivonni (2001:99-129) calls the five educational leadership forces namely technical, human, educational, symbolic and cultural forces.

- Regular evaluation of leading process is one aspect of the role of educational leaders. Moreover, using evaluation result to improve instructional process is what makes complete this aspect of leader's role in promoting the leading process. However, even if principals carried out regular evaluation in

teaching learning process, they were not using evaluation results to enhance leading effectiveness. Hence, educational leaders must use evaluation results to improve teaching learning process rather than using it only for judgments and reporting.

- Action research helps to solve classroom problems, so educational leaders must use themselves and crate a conducive working environment for the practitioners, identify problems of study and assign them to teachers to do research in groups, encourage teachers to conduct researches on challenges of educational leadership in implementing school improvement program.

- Finally the researcher would like to recommend that further researchers need to be conducted on the challenges and opportunities of educational leadership in implementing school improvement program.

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Appendices

Appendix A

Addis Ababa University

School of Graduate Studies, Graduate School of Education

Department of Educational Planning and Management

Educational leadership and management stream

A questionnaire to be completed by school principals, vice principals, department heads and teachers

General Instruction:

Dear respondent: Educational leadership is one of the initiated domains of School Improvement Program aimed at ensuring quality of education. The success of such initiative has its own challenges and opportunities for educational leadership.

Therefore, this questionnaire is designed to collect relevant information on challenges of educational leadership to implement School Improvement Program. Analyses of the obtained relevant data from field with other source serve to identify and measure school's progress towards realizing School Improvement Program objectives in West Arsi Zone.

The information provided in the questionnaire will be treated confidentially and used for academic purposes only. Hence your genuine contribution will be essential for the success of this academic endeavor. Thus, you are kindly requested to respond carefully and honestly.

Pleas note that:

1. There is no need of writing your name
2. follow the general directions given under each part

Thank you for your cooperation

Section 1: Personal Information

Direction: Please put a check mark (✓) on the space provided after each questions.

1.1 **Name of school** _____, woreda _____

1.2 **Sex**: Female ☐ Male ☐

1.3 **Age**: 20 or Below 20 Years ☐ 21-30 years☐

31-40 years ☐ 41-50 years ☐ above 50 years ☐

1.4 **Qualification**: MA☐ (BA/BSC/BED) ☐

Diploma ☐ Certificate ☐ Others ☐

1.5 **Work experience**: 5 /below 5 years ☐ 6-10 years☐ 11-15 years ☐

16-20 years ☐ above 20 years ☐

1.6 Please indicate your current position:

School principal ☐ Teaching Staff ☐ Supervisors ☐

Vice principals ☐ School improvement committee ☐

Woreda education office ☐ Department heads ☐

1.7 Have you obtained any training on educational leadership in implementing SIP Yes ☐ No ☐

1.8 If your answer for Q. 1.7 is 'yes', please list down the major areas or topics covered on the training:

_____

_____

Section 2: Challenges of Educational leadership in implementing School Improvement Program.

2.1The major challenges of educational leadership in implementing (School Improvement Program)

The following are statements about the challenges of implementing school improvement program. Please rate each items from high to low and put a check mark (✓) in the space provided under the number which closely represents your opinion using the 5 point scale. The number indicates: **Very High=5, High=4, Medium=3, Low=2 and Very low=1.**

No	Item	*Practices*				
		5	*4*	*3*	*2*	*1*
1	The resource constraints in implementing (School Improvement Program).					
2	Capacity of principals and teachers at secondary school level.					
3	The community attitude towards SIP and partnership development.					
4	The influence of traditions and norms in School Improvement Program.					
5	The socio-economic condition of the students.					
6	Shortage of budget and low financial support from center.					
7	Difficult policy, rules and regulation to implement.					
8	Lack of commitment and resistance to change.					
9	Training on the area of educational leadership.					
10	Interact with staff in away that result the staff feeling is motivated.					

Section 3: Opportunities of Educational Leadership in implementing School Improvement Program

3.1 Possibilities of external environment to implement School Improvement Proram

Following are statements about the opportunities of educational leadership to implement SIP. Please rate the extent of opportunities to implement SIP in your schools from strongly agree to strongly disagree and put a check mark (✓) in the space provided under the number which closely represents your opinion using the 5 point scale. The number indicates: **Strongly Agree=5, Agree=4, Undecided=3, Disagree=2 strongly Disagree=1**

No	Item	Practices				
		5	*4*	*3*	*2*	*1*
1	The environmental condition to implement School Improvement Program is encouraging					
2	The leaders have enough capacity to implement School Improvement Program					
3	The participation of community in implementing School Improvement Program is high					
4	Leaders have the possibilities to invite the Non Governmental Organization's to work together in School Improvement Program					
5	All levels of educational leaders have the knowledge of School Improvement Program domains					

Section 4: The current practice of school leadership in implementing School Improvement Program

Following statements are about the current major practices of school leaders in implementing School Improvement Program. Please rate how often practiced at your schools from almost always to almost never and put a tick mark (✓) in one of the boxes. The numbers indicate: **Almost always=5, Frequently=4, Sometimes=3, Rarely=2, Never at all=1.**

No	Items	Practices				
		5	*4*	*3*	*2*	*1*
1	Educational leaders participate community in implementing SIP					
2	Leaders conduct evaluation of SIP to judge its performance					
3	Leaders have goals, objective, mission and work					

	accordingly					
4	Level based types of plan (strategic, tactical, operational) are employed by leaders to implement SIP					
5	School leaders allocate sufficient time for staff development					
6	Educational leaders use the results of action research to solve classroom problem.					
7	Inter-department meeting and discussion is arranged					
8	Set a standard for each activity to be complete on time					
9	Develop bench mark for further school progress					
10	Transfer and share knowledge gained from different training and workshops to school community					

Section 5: Awareness of leaders about the domain of School Improvement Program

The following are statements about the awareness of educational leadership on domain of School Improvement Program. Please rate the level of involvement from very high to very low and put a check mark (✓) in the space provided under the number which closely represents your opinion using the 5 point scale. The number indicates: **Very high=5, High=4, Medium=3, Low=2, Very low=1**.

5.1 Awareness of Educational leadership on domain of School Improvement Program

No	Item	Practices				
		5	*4*	*3*	*2*	*1*
1	The principal knowledge on School Improvement Program domains					
2	The partnership of parents and educational leaders to implement School Improvement Program					
3	The leaders awareness on learning and teaching practice					
4	The leaders understanding of community involvement					
5	The ability of school leader to evaluate curriculum					
6	The leaders ability to have strategic vision					

7	The principals understanding about student environment					
8	The participatory style of leadership and management practice					
9	The leaders help in monitoring the elements of schooling					
10	The educational leaders ability in evaluating student achievement					

5.2 If you have any comment, opinion, or views on how to enhance success of educational leadership in implementing School Improvement Program please list down blow?

1. _____
2. _____
3. _____
4. _____
5. _____

Appendix B

Addis Ababa University

School of Graduate Studies, Graduate School of Education

Department of Educational Planning and Management

Educational leadership and management stream

Interview Guide for woreda education office and Supervisors

The purpose of this interview is to collect data on challenges and opportunities of educational leadership in implements School Improvement Program from government secondary school of Oromia regional state west Arsi Zone. Thus the information you provide will be used only for this research purpose and you are kindly requested to contribute your own in giving response honestly and responsibly.

1. What type of structure does your office have to facilitate and evaluate the challenges of educational leadership in school improving program?
2. What are the major activities that teachers perform in school improvement program?
3. In your opinion, what type of improvement do educational leaders show after the implementation of School Improvement Program?
4. What are the duties that take most of your times in your leadership?
5. Do you think having the necessary leadership skills and competence is very important for leading education? How?
6. What role should an effective woreda education leader play to implement school improvement program in secondary schools?
7. How do you evaluate the attitude of teachers and students toward the school improvement program?
8. As educational leadership how do you evaluate community participation especially students, parents in teaching-learning process?
9. How do you see the availability of school facilities (library, pedagogical center and laboratory) in facilitating School Improvement Program?
10. What do you think are the major problems of your woreda educational office in implementing school Improvement Program?

Appendix C

Addis Ababa University

School of Graduate Studies, Graduate School of Education
Department of Educational Planning and Management
Educational leadership and management stream

Focus group discussion guide for School Improvement Committee

[Principal, Representatives of teachers, parents, students, non academic staff members and community]

This is to consider the perceptions of the school improvement committee regarding challenges and opportunities of educational leadership in implementing school improvement program

Guiding questions for School Improvement Committee

1. Would you involved in the school improvement program implementation?
2. As an School Improvement Committee did you discuss the plan's goal with the school and communicate to the community about School Improvement Program?
3. Have you participate in establishing priorities, setting goals and strategies for school improvement?
4. Do you review the school progress and implementing School Improvement Program with the principal?
5. What is the role of School Improvement Committee in resource mobilization (Financial, material, labor)?
6. Do School Improvement Committee receive training before they commence this function? On what? By whom? For how long? Does it help them to manage their responsibilities effectively?
7. As a key school partners how you understood and respond to the school improvement program (in terms of purpose and objectives)?
8. What is your opinion concerning the challenges and opportunities of educational leadership in implementing the school improvement program?
9. What do you suggest to improve the implementation of School Improvement Program?
10. What are the major problems associated with implementation of school improvement program?

Appendix D

Addis Ababa University

School of Graduate Studies, Graduate School of Education

Department of Educational Planning and Management

Educational leadership and management stream

The different document review in the school's

Strategic plan

Different school meeting

Reports

Mark lists

Portfolios

Discipline policies

Disciplinary case records

Community involvement records

Vision and mission of the school

Student assessment formats or documents

Appendix E

Addis Ababa University

School of Graduate Studies, Graduate School of Education

Department of Educational Planning and Management

Educational leadership and management stream

SPSS kruskal-wallis test table 1: comparison of group response on challenges of educational leadership in implementing School Improvement Program.

No	Item	Respondents	N	Mean rank	Chi-square	df	Sign
1	The resource constraints in implementing (SIP).	School leaders	26	97.07	42.552	2	.00
		Department head	40	150.36			
		Teachers	161	162.87			
2	Capacity of principals and teachers at secondary school level.	School leaders	26	107.34	8.482	2	0.14
		Department head	40	123.38			
		Teachers	161	140.83			
3	The community attitude towards SIP and partnership development.	School leaders	26	108.27	7.256	2	.027
		Department head	40	136.89			
		Teachers	161	114.27			
4	The influence of traditions and norms in SIP.	School leaders	26	113.42	3.802	2	.149
		Department head	40	125.53			
		Teachers	161	95.48			
5	The socio-economic condition of the students.	School leaders	26	111.47	1.635	2	.441
		Department head	40	125.13			
		Teachers	161	112.58			
6	Shortage of budget and low financial support from center.	School leaders	26	109.72	8.459	2	0.5
		Department head	40	109.65			
		Teachers	161	147.19			
7	Difficult policy, rules and regulation to implement.	School leaders	26	110.84	5.293	2	.071
		Department head	40	133.76			
		Teachers	161	103.13			
8	Lack of commitment and resistance to change.	School leaders	26	112.27	4.988	2	.083
		Department head	40	131.43			
		Teachers	161	97.90			
9	Training on the area of educational leadership.	School leaders	26	110.60	3.378	2	.185
		Department head	40	130.41			
		Teachers	161	109.83			
10	Interact with staff in away that result the staff feeling is motivated.	School leaders	26	118.11	2.449	2	294
		Department head	40	105.10			
		Teachers	161	102.27			

Appendix F

Addis Ababa University

School of Graduate Studies, Graduate School of Education

Department of Educational Planning and Management

Educational leadership and management stream

SPSS kruskal-wallis test table 2: comparison of group response on concerning opportunities of educational leadership in implementing School Improvement Program.

No	Item	Respondents	N	Mean rank	Chi-square	df	Sign
1	The environmental condition to implement SIP is encouraging	School leaders	26	99.96	30.142	2	.000
		Department head	40	150.06			
		Teachers	161	145.46			
2	The leaders have enough capacity to implement SIP	School leaders	26	11.97	5.568	2	.062
		Department head	40	131.98			
		Teachers	161	98			
3	The participation of community in implementing SIP is high	School leaders	26	92	3.144	2	.208
		Department head	40	112.07			
		Teachers	161	128.63			
4	Leaders have the possibilities to invite the NGO's to work together in SIP	School leaders	26	103.42	2.204	2	.332
		Department head	40	112.18			
		Teachers	161	126.25			
5	All levels of educational leaders have the knowledge of SIP domains	School leaders	26	106.42	2.783	2	.249
		Department head	40	118.08			
		Teachers	161	107.59			

Appendix G

Addis Ababa University

School of Graduate Studies, Graduate School of Education

Department of Educational Planning and Management

Educational leadership and management stream

SPSS Kruskal-Wallis test table 3: comparison of group response on current practice of educational leadership in implementing School Improvement Program.

No	Item	Respondents	N	Mean rank	Chi-square	df	Sign
1	Educational leaders participate community in implementing SIP	School leaders	26	104.52	17.989	2	.00
		Department head	40	149.30			
		Teachers	161	118.42			
2	Leaders conduct evaluation of SIP to judge its performance	School leaders	26	107.22	9.420	2	.973
		Department head	40	124.48			
		Teachers	161	139.88			
3	Leaders have goals, objective, mission and work accordingly	School leaders	26	113.78	.055	2	.973
		Department head	40	113.26			
		Teachers	161	116.52			
4	Level based types of plan (strategic, tactical, operational) are employed by leaders to implement SIP	School leaders	26	110.82	2.553	2	.279
		Department head	40	115.80			
		Teachers	161	130.90			
5	School leaders allocated sufficient time for staff development	School leaders	26	112.95	.952	2	.621
		Department head	40	121.99			
		Teachers	161	108.21			
6	Educational leaders use the results of action research to solve classroom problem.	School leaders	26	116.67	3.523	2	.172
		Department head	40	117.20			
		Teachers	161	92.56			
7	Inter-department meeting and discussion is arranged	School leaders	26	113.03	.151	2	.927
		Department head	40	117.13			
		Teachers	161	115.19			
8	Set a standard for each activity to be complete on time	School leaders	26	111.98	.681	2	.711
		Department head	40	117.26			
		Teachers	161	121.52			
9	Develop bench mark for further school progress	School leaders	26	115.48	4.573	2	.102
		Department head	40	122.94			
		Teachers	161	91.06			
10	Transfer and share knowledge gained from different training and workshops to school community	School leaders	26	111.45	5.136	2	.077
		Department head	40	132.76			
		Teachers	161	100.90			

Appendix H

Addis Ababa University

School of Graduate Studies, Graduate School of Education

Department of Educational Planning and Management

Educational leadership and management stream

SPSS Kruskal-Wallis test table 4: comparison of group response regarding awareness of educational leadership in implementing School Improvement Program.

No	Item	Respondents	N	Mean rank	Chi-square	df	Sign
1	The principal knowledge on SIP domains	School leaders	26	104.00	21.723	2	000
		Department head	40	154.38			
		Teachers	161	113.83			
2	The partnership of parents and educational leaders to implement SIP	School leaders	26	101.82	23.374	2	000
		Department head	40	150.19			
		Teachers	161	128.19			
3	The leaders awareness on learning and teaching practice	School leaders	26	114.21	3.453	2	.178
		Department head	40	102.49			
		Teachers	161	130.40			
4	The leaders understanding of community involvement	School leaders	26	111.18	.868	2	.648
		Department head	40	117.79			
		Teachers	161	121.19			
5	The ability of school leader to evaluate curriculum	School leaders	26	113.12	2.540	2	.303
		Department head	40	124.25			
		Teachers	161	103.67			
6	The leaders ability to have strategic vision	School leaders	26	117.87	2.540	2	.281
		Department head	40	101.56			
		Teachers	161	109.15			
7	The principals understanding about student environment	School leaders	26	117.92	2.387	2	.303
		Department head	40	106.98			
		Teachers	161	100.56			
8	The participatory style of leadership and management practice	School leaders	26	118.14	4.860	2	.088
		Department head	40	113.28			
		Teachers	161	89.46			
9	The leaders help in monitoring the elements of schooling	School leaders	26	115.11	4.214	2	.122
		Department head	40	123.54			
		Teachers	161	92.42			
10	The educational leaders ability in evaluating student achievement	School leaders	26	119.41	4.865	2	.088
		Department head	40	105.43			
		Teachers	161	93.69			