

THE ROLE OF SCHOOL LEADERS ON THE QUALITY OF EDUCATION: THE  
CASE OF BESHALE SECONDARY PREPARATORY SCHOOL

BY

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This is to certify that the thesis prepared by Tewabech Girma entitled The Role Of School Leaders On The Quality Of Education: The Case Of Beshale Secondary Preparatory School submitted in partial fulfillment of the requirements for the Degree of Master of Arts in civic and ethical education complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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## Abstract

The main purpose of this study was to assess the role of school leaders on the quality of education: the case of Beshale secondary preparatory school. In order to meet the objectives of the study, a descriptive survey method was employed. The study was carried out on 108 total populations of 48 teachers and 60 students using stratified sampling technique for this study. Questionnaires and interview used for collecting data. Documents were also analyzed to supplement the data. The data obtained through the questionnaires analyzed using frequency, percentages, mean, standard deviations, used to make the analysis clear. The information obtained through open-ended questions and the interviews were qualitatively analyzed to supplement the quantitative data. The findings revealed that the school leaders support the teaching learning process in the school, the school leaders, staff and students involve on supporting the teaching learning process in a variety of activities. But the school leaders do not give feedback and support for teachers on their work and majority of teachers are not equally supported. As a result these had a great influence on the quality of education.

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## Table of contents

### Contents

page	
ii	Abstract .....
iii	Acknowledgements .....
vi	List of Tables .....
1	CHAPTER ONE .....
1	1. Introduction .....
1	1.1 Back Ground of the Study .....
2	1.2 Statement of the Problem .....
3	1.3 Basic Research Questions .....
3	1.4 Objectives of the Study .....
3	1.4.1 General Objective .....
3	1.4.2. Specific Objectives .....
4	1.5 Significance of the Study .....
4	1.6 scope of the study .....
4	1.7 Organization of the study .....
5	1.8 Key terms .....
6	CHAPTER TWO .....
6	2. Review of the Related Literature .....
15	CHAPTER THREE .....
15	3. Methods and Research Design .....
15	3.1 Research design. ....
15	3.2 Source of Data .....
16	3.3 Instrument of Data Collection .....
16	3.3.1 Questionnaire .....
16	3.3.2 Interview .....
16	3.3.3 Document Analysis .....
17	3.4 Sample Size and Sampling Technique .....
17	3.4.1 Sample size .....
17	3.4.2 Sampling technique .....

3.5 Procedures of Data Collection .....17

3.6 Method of Data Analysis .....18

CHAPTER FOUR .....19

4. Presentation, Analysis and Interpretation of Data .....19

4.1. Characteristics of the Respondents .....19

4.2. Analysis of the Data .....20

CHAPTER FIVE .....26

5 .Summary, Conclusions and Recommendations .....26

5.1. Summary .....26

5.2. Conclusions .....26

5.3. Recommendations .....27

References .....28

Appendix .....30

## List of Tables

<i>Table 1</i>	<i>Respondents Back Ground</i> .....	19
Table 2	The role of school leader's implementation to bring the quality. ....	20
Table 3	The teaching learning process .....	22
Table 4	The teachers work with one another and with the administration .....	23
Table 5	The school leader the parents and community involvement to bring the quality of education. ....	24
Table 6	The planning, budgeting for educational activities and report systems .....	25

## CHAPTER ONE

### 1. Introduction

#### 1.1 Back Ground of the Study

Education is all-time process that helps to enhance the social and economic status of a given society and it is a primary instrument in the poverty alleviation process of any country. Now days, nations as well as international efforts are being exerted to achieve universal Primary education. Education as an important means of developing utilization of human resources is becoming critical for the social and economic development and poverty reduction (MOE, 1994).

According to (MOE, 1994), education helps human beings to improve change as well as develop and conserve his environment for the purpose of all rounded development by diffusing science and modern technology into the society and also it has great significance to understand and respect democratic and human rights. It is also considering as a prerequisite for personal development of an individual and economic development of the society as well for the country. Earlier the act of leadership was defined as highly personal role as opposed to set of function in which leaders carried full responsibilities for the direction they gave to their followers only those person who possessed a “charismatic personality” or God give qualities such as personal attractiveness, etc. were considered for a leaders. They did not require any training or academic qualification, since then definition of the concept are almost as numerous as the scholars engaged in its study.

Various scholars have attempted to define the term “leadership in various ways: leadership is the ability to persuade others to seek the defined objective enthusiastically and it is a human factor which binds a group together and motivates it towards goals.

Leadership is an art of organized group process in which one attempts to influence people towards the achievement of goal. A quality leader is defined as a person who measures his or her success by the success of the individuals within the organization (Arcaro, 1995). Therefore educational leadership extends beyond simply the involvement of teachers and

other adults in education. Pupils should take more active role within the school both in the management of their own and others, learning, and in the organization and running of the school itself (Grace, 1995).

To improve the institutional leadership style, the leaders know how to lead, whom to lead and the needs of the society because these are the basic concept for quality of education.

An effective board improves the organization results both financial and social and make sure the owners assets and funds are used appropriately. The right based approach to leaders implies that the holders of right should also participate fully in deciding how those rights are fulfilled. Such as through participation and greater empowerment and as millennium declaration emphasizes. Institutional type of leadership commonly found in school, institution of higher learning and other bodies performing institutional leadership. Good leader create strong future on an organization by continuously steering towards vision and making sure that day to day management is always lined up with the organization's goals.

## **1.2 Statement of the Problem**

Education deals with issue related to the heart and soul of the individual citizens and, at the same time, is critical to political and economic wellbeing of the nation and its security (king, 2003).As a result, the education system of any country is big industry involving large number of personnel building programs and use of materials resources. Because of these, in most countries, a great proportion of the gross national product (GNP) is spent on education. As a result Ethiopian government devotes large amount of money for education since it plays a major role in promoting economic development and improvement in the life standard of the society.

However, allocating large amount of budget alone couldn't bring change in the quality of education. It was observed that there is a problem of school leader in education. As indicated in ESDP III (2005), there was a problem of low budget utilization in civil works due to weak capacity of management implementation (MOE, 2006).Thus, continuous educational leadership training is very essential issue of provision of the quality of education and the achievement of educational objectives. For proper utilization of the

school leaders upgrading their knowledge and establishing sufficient training center in each region are essential .Because the leaders in education must be just, effective and appropriate to promote equity and quality of education. Lack of knowledge in educational management leads to the absence of quality of education. In addition to this, lack of capacity to plan educational program and coordinate different actions at the ground level results in low implementations of policies and objectives.

The major purpose of this study was to assess how the roles of institutional leadership are implemented in Beshale secondary preparatory school and to investigate the problems experienced in managing the institution and the result to help for the advancement of the quality of education. And Hence,

### **1.3 Basic Research Questions**

The study attempts to find out answers to the following basic questions:-

1. How the roles of school leaders implemented in the school to bring the quality of education?
1. How the school leaders support the teaching learning process in the school?
2. How do the educational plan and report systems are implemented in the school?
3. How the school leaders motivate the teachers to work with one another and with the administration?
4. Does the school leader involve the parents and community to bring the quality of education?

### **1.4 Objectives of the Study**

#### **1.4.1 General Objective**

The main objective of this study is to assess the role of school leaders on quality of education in Beshale Senior Secondary Preparatory School.

#### **1.4.2. Specific Objectives**

This study specifically deals with:

- To analysis whether the roles of the school leaders are implemented properly in the

school or not to bring the quality of education.

- To observe the school society regarding the implementation of the role of school leaders.
- To identify the mechanisms employed to solve the problems of school leadership.
- To make some relevant recommendation on the prevailing problems.

### **1.5 Significance of the Study**

The significance of this study is to investigate how the roles of school leaders are implemented to bring the quality of education. On this respect this research is important to address the following issues:

- It will help the education sector managers and responsible bodies in every affair to have better understanding about the problems of the roles of the school leaders to bring the quality of education.
- It will awaken educational leaders, planners and decision makers to consider and look at the role of school leaders on quality of education.
- It may indicate some solutions about the problem under the investigation.
- It will help to encourage and initiate other interested investigators in related fields to carry out further, broader and deeper study.

### **1.6 scope of the study**

In order to have more comprehensive information, it will be good if the study includes all the secondary schools of Addis Ababa. However, to increase the manageability of the study in relation to time, transportation, budget and other constraints this study is delimited to Beshale secondary and preparatory schools in bole sub-city of Addis Ababa.

Private schools do not include in this study due to the problems indicated above.

### **1.7 Organization of the study**

The study has five chapters. The first chapter is an introductory part which in-cooperates general back ground of the study, statement of the problem and research questions ,objectives significance delimitation limitation of the study and definition of key term. The second chapter devotes to the review of relevant literature under which formulation of

conceptual and theoretical frame works of the study area indicated .Then the third chapter followed which included the research design and methodology chapter four discusses the presentation, analysis and interpretation of the study. Finally chapter five comprises the summary of the major findings conclusions and relevant recommendations will be forwarded.

### **1.8 Key terms**

Head teachers –in the school, the one who lead the administrative and the academic staff.

MOE – Ministry of Education.

## CHAPTER TWO

### 2. Review of the Related Literature

The society we have, including the identity and cohesion within that society and its understanding and acceptance of other societies, is seen to be largely created in our schools. Schools are one of the few remaining institutions to offer partnerships to families in socialization and investment through learning. School education helps people make sense of the changes as well as fostering sustainability, including through lifelong learning. The creation, acquisition, communication and wise use of knowledge are of particular importance. In brief, society's most important investment is increasingly seen to be in the education of its people. we suffer in the absence of good education: we prosper in its presence. In this situation of high expectations of each country's educational provision, those leading schools have an enormous responsibility.

The administrative role of the principal has evolved from the practicing teacher, with added technical and administrative duties, to the full-time manager and developer of human, financial and physical resources. For example, school directors (principals) are responsible for the quality of their schools as well as for all personnel matters including hiring and firing, staff appraisals, and union negotiations. In respect of the curriculum a stable model has not yet emerged Mulford(2003).In line with this, according to Meador (2018), the role of the principal covers many different areas including leadership, teacher evaluation, student discipline, and many others. Being an effective principal is hard work and is also time-consuming. A good principal is balanced within all their roles and works hard to ensure that they are doing what they feel is best for all constituents involved. Time is a major limiting factor for every principal. A principal must become efficient at practices such as prioritizing, scheduling, and organization.

A school principal is the primary leader in a school building. A principal should be positive, enthusiastic, have their hand in the day to day activities of the school, and listen to what

their constituents are saying. An effective leader is available to teachers, staff members, parents, students, and community members. Good leaders stay calm in difficult situations, think before they act, and put the needs of the school before themselves. An effective leader steps up to fill in holes as needed, even if it isn't a part of their daily routine (Meador, 2018).

### **Role in Reviewing Policies and Procedures**

A principal should review, remove, rewrite, or write policies and procedures every year as needed Mulford (2003). Having an effective student handbook can improve the quality of education your students receive. It can also make a principal's job a little easier. The principal's role is to make sure students, teachers, and parents know what these policies and procedures are and to hold each individual accountable for following them.

According to Mulford (2003), an emphasis on organizational learning may also make sense at a time when a basic condition of our lives is hyper complexity and continual learning; where, Policy makers are often constrained by the duration of the political cycle as the depth of any reform in education is influenced by the sequence of the electoral process.

It is risky even trying to predict the future social and economic consequences of present trends and therefore it is improbable that we can accurately and precisely specify the characteristics of schools adapting to such consequences.

In order to meet the heightened, multiple expectations now placed on schools and to have engaged students and teachers, it is argued that schools need to become learning organizations, consciously and continuously pursuing quality improvement. One cannot prejudge what works in a given educational setting. Part of the challenge for schools is to evaluate approaches as they unfold, and to be willing to adapt strategies in the light of their outcomes, as well as applying multiple strategies as appropriate to different contexts. In other words, in developing new learning approaches for students, schools themselves had to be good at learning. It has been demonstrated that, Leaders who form effective management teams have a more pervasive influence than those who rely on their own

personal efforts (Mulford, 2003).

### **Role in Student Discipline**

A large part of any school principal's job is to handle student discipline (Meador, 2018). The first step of having effective student discipline is to make sure that your teachers know what you are expecting when it comes to student discipline. Once they understand how you want them to handle it, then your job becomes easier. The discipline issues you deal with will mostly come from teacher referrals. There are times that this can take a large part of the day.

A good principal will listen to all sides of an issue without jumping to conclusions collecting as much evidence as you can. A principal role in student discipline is much like that of a judge and a jury. You decide whether the student is guilty of a disciplinary infraction and what penalty should be enforced. An effective principal always documents discipline issues, makes fair decisions, and informs parents when necessary (Mulford, 2003).

### **Role as a Teacher Evaluator**

Most principals also are responsible for evaluating their teachers' performance following district and state guidelines. An effective school has to have effective teachers and the teacher evaluation process is in place to make sure that the teachers in your building are effective. Evaluations should be fair and well documented pointing out both strengths and weaknesses.

Spend as much quality time in your classrooms as possible. Gather information each time you visit, even if it is just for a few minutes. Doing this allows the evaluator to have a larger collection of evidence of what actually goes on in a classroom, than a principal who has had minimal visits to a classroom. A good evaluator always lets their teachers know what their expectations are and then offers suggestions for improvement if those expectations are not being met. Meador,(2018).

## **Role in Developing, Implementing, and Evaluating Programs**

According to (Mulford, 2003), developing, implementing, and evaluating the programs within your school is another large part of a school principal's role. A principal should always be looking for ways to improve the student experience at school. Developing effective programs that cover a variety of areas is one way to ensure this. It is acceptable to look at other schools in your area and to implement those programs within your own school that have proved to be effective elsewhere. Programs within your school should be evaluated every year and tweaked as necessary. If your reading program has become stale and your students are not showing much growth, then it may be necessary to review the program and make some changes to improve the quality of that program.

## **Role in Schedule Setting**

Creating schedules every year can be a daunting task. It can take some time to get everything to fall into its proper place (Mulford, 2003). There are many different schedules in which a principal may be required to create including a bell schedule, duty schedule, computer lab schedule, library schedule, etc. Cross-checking each of those schedules to ensure that you are not putting too much on any one person at once can be difficult.

With all the scheduling you have to do, it is almost impossible to make everyone happy with their schedules. For example according to Meador (2018), some teachers like their plan first thing in the morning and others like them at the end of the day, but it is not impossible to accommodate all of them. It is probably best to create the schedule without trying to accommodate anyone. Also, be prepared to make adjustments to your schedules once the year begins. You need to be flexible because there are times that there are conflicts you did not foresee that need to be changed.

Learning is no longer restricted to what goes on within the school walls. It is now universally accepted that schools must relate well to their surrounding communities if they are to be effective. In societies that have been undergoing profound economic and social restructuring, the school's role needs to be related directly to the changes that are taking place around it (MOE, 1994). Decentralization itself increases the pressure for new forms

of governance and partnership including shared decision-making with teachers, parents and members of the community. Principals and others in schools need to become alliance builders as much as managers of the internal running of schools themselves. The very terms 'school' and 'community' are no longer as precise as they once were. The schools' functions are being redefined as they become multi-service establishments, incorporating child care and pre-school as well as formal schooling and recreational services.

These added functions have only helped to reinforce the school's long established responsibility for socialization, morality and citizenship, that is, social capital. This role has, arguably, become even more important as the social capital generated by families, neighborhoods and communities Mulford(2003).

Having good relations with parents and community members can benefit you in a variety of areas. If you have built trusting relationships with a parent whose child has a discipline issue, then it makes it easier to deal with the situation if the parent supports the school and your decision. The same holds true for the community. Building relationships with individuals and businesses in the community can help your school out tremendously. Benefits include donations, personal time, and overall positive support for your school. It is a vital part of any principal's jobs to cultivate their relationships with parents and community members.

Building relationships with outside the school community were seen as essential to achieving long-term success. Head teachers developed positive relationships with community leaders and built a web of links across the school to other organizations and individuals. Strong links with key stakeholders in the local community were seen to benefit the school. Successful head teachers achieved improved performance, not only through the strategies they used but also through the core values and personal qualities they demonstrated in their daily interactions. They placed student care, learning and achievement at the heart of all their decisions. Building and improving the reputation of the school and engaging with the wider community were seen as essential to achieving long-term success Bryk & Schneider (2002).

## **Role in Delegating**

Many leaders by nature have a hard time putting things in others hands without their direct stamp on it (Bryk& Schneider, 2002). However, there is so much that has to be done, that it is vital that a school principal delegates some duties as necessary. Having people around you that you trust implicitly will make this easier. An effective school principal simply does not have enough time to do everything that needs to be done by them. They must rely on other people to assist them with getting things done and trust that they are going to do the job well.

## **Shaping a vision of academic success for all students**

According to (Wallace, 2018),although they say it in different ways, researchers who have examined education leadership agree that effective principals are responsible for establishing a school wide vision of commitment to high standards and the success of all students. Developing a shared vision around standards and success for all students is an essential element of school leadership. In line with this, According to Christopher,(2016),There are two forms of leadership: instructional/ pedagogical and transformational. Transformational leadership has traditionally emphasized vision and inspiration, pedagogical leadership has emphasized the importance of establishing clear educational goals, planning the curriculum and evaluating teachers and teaching. It sees the leader's prime focus as responsible for promoting better outcomes for students, emphasizing the importance of teaching and learning and enhancing their quality. The more leaders focus their influence, their learning and their relationships with teachers on the core business of teaching and learning, the greater their influence on student outcomes. Instructional/ pedagogical leadership has been shown to be important for promoting better academic outcomes for students, it is concluded that the two forms of leadership are not mutually exclusive. A combination of strategies can be most beneficial in ensuring school success and most leadership effects operate indirectly to promote student outcomes by supporting and enhancing conditions for teaching and learning through direct impacts on teachers and their work. School leaders, particularly principals, have a key role to play in setting direction and creating a positive school culture including the proactive school

mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances. In addition to these Christopher,(2016),said that the challenges facing school leaders include: ensuring consistently good teaching and learning , integrating a sound grasp of basic knowledge and skills within a broad and balanced curriculum , managing behavior and attendance , strategically managing resources and the environment , building the school as a professional learning community , developing partnerships beyond the school to encourage parental support for learning and new learning opportunities. The key dimensions of successful leadership are identified as: defining the vision, values and direction , improving conditions for teaching and learning , redesigning the organization, aligning roles and responsibilities , enhancing teaching and learning , redesigning and enriching the curriculum , enhancing teacher quality (including succession planning) , building relationships inside the school community , building relationships outside the school community and placing an emphasis on common values. Effective school leadership is important but, in isolation, is not a sufficient condition for successful schools.

### **Creating a climate hospitable to education**

Effective principals ensure that their schools allow both adults and children to put learning at the center of their daily activities. The most effective principals focus on building a sense of school community, with the attendant characteristics. These include respect for every member of the school community; an upbeat, welcoming, solution-oriented, no-blame, professional environment, and efforts to involve staff and students in a variety of activities (Wallace, 2018). A skilled and well-supported leadership team in schools can help foster a sense of ownership and purpose in the way that teachers approach their job. Conferring professional autonomy to teachers will enhance the attractiveness of the profession as a career choice and will improve the quality of the classroom teaching practice. Teachers who work together in a meaningful and purposeful ways have been found to be more likely to remain in the profession because they feel valued and supported in their work Mulford (2003).

Effective head teachers (school principal) provide a clear vision and sense of direction for

the school (Louis (2007). They prioritize, they focus the attention of staff on what is important and do not let them get diverted and sidetracked with initiatives that will have little impact on the work of the students. They know what is going on in their classrooms. They have a clear view of the strengths and weaknesses of their staff. They know how to build on the strengths and reduce the weaknesses. They can focus their programmed of staff development on the real needs of their staff and school. They gain this view through a systematic programmed of monitoring and evaluation. Their clarity of thought, sense of purpose and knowledge of what is going on mean that effective head teachers can get the best out of their staff, which is the key to influencing work in the classroom and to raising the standards achieved by students. Head teachers taking responsibility for raising the quality of teaching and learning and for students' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable students to become effective, enthusiastic, independent learners, committed to life-long learning.

Decentralization itself increases the pressure for new forms of governance and partnership including shared decision-making with teachers, parents and members of the community. Principals and others in schools need to become coalition builders as much as managers of the internal running of schools themselves. The very terms school and community are no longer as precise as they once were. The schools' functions are being redefined as they become multi-service establishments, incorporating child care and pre-school as well as formal schooling and recreational services. These added functions have only helped to reinforce the school's long established responsibility for socialization, morality and citizenship, that is, social capital. This role has, arguably, become even more important as the social capital generated by families, neighborhoods and communities.

Research suggests that while decentralization may have occurred from the system to school level, it has not necessarily occurred within schools. Further, where decentralization has occurred within schools it tended to be about administrative rather than education matters. This situation should be of concern, especially given evidence teachers are attracted to, and stay in, the profession if they feel they belong and believe they are

contributing to the success of their school and students.

The current trend is to stress that the success of school leadership lies in its influence on pupils' learning achievements through action taken by principals and teachers. It is therefore increasingly stated in the literature that principals must act to improve the professional development of primary and secondary-school teachers in order to boost pupils' scores. In line with this, according to Letih wood and Louis (2011), the connection between leadership and the improvements in learning achievement and quality education is critical. The principal's (leadership) can have a direct effect by improving teaching or an indirect effect by creating conditions conducive to good learning achievement. There is broad consensus in recent literature that leadership in education is what a principal, team and community can do.

## **CHAPTER THREE**

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

#### **3.1 Research design.**

This part covers the methods of the study, the sources of data, the sample size and sampling techniques, the instruments of data collection, procedure of data collection and methods of data Analyze.

The study focuses on investigating the problem and practices of the role of institutional leaders in selected secondary schools. Accordingly, among various research methods, the descriptive survey approach employed in this study. This is done by considering the versatility of the descriptive survey approach to get available information from school leaders, department heads, teachers, students, school club leaders, school finance offices and PSTA (parent- Student- Teacher Association).

According to Creas well, (2007), this approach generally uses mixed methods as a means to counter balance the weakness inherent within one method with the strength of the other. The mixing during this approach usually found in an interpretation one type of data to other type of data they can easily be complied. And also the descriptive survey approach helps for rapid turnaround in data collection and identifies the attributes of a large population form small group individuals.

#### **3.2 Source of Data**

Both primary and secondary sources of data will be used for the study. Primary sources of data obtained from school leaders, department heads school finance officers, students, teachers, PSTA members and school club leaders. The secondary sources obtained from Beshale secondary preparatory school record of ficedocuments and Education Bureau statistics.

#### **3.3 Instrument of Data Collection**

As the study focuses on investigating practices and problems of school leaders three

instruments will be employed for this study, namely Questionnaire, semi -structured interview and document analysis.

### **3.3.1 Questionnaire**

Open and close ended questionnaire prepared for staff members' school department heads, school club leaders and school Leaders and PSTA (parent-Students-Teacher- Association). The questionnaires preparing for staff personnel's in English and for students in Amharic. The respondents asked to responds to questions concerning them. The reason behind to use questionnaires is that, it helps to collect data from large number of respondents that are required to participate in the study.

### **3.3.2 Interview**

Interview questions will be employed for school leaders, PSTA members. In order to get relatively more detailed information and to fill in the gaps that is not covered in the questionnaire. And also interviews are types of survey where the subject of the study are delivered in face to face encounter by an interviewer. In this study all the interviews will be individual interviews. (Dewson, 2002) indicated that in a semi structured interview the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews.

The researcher uses recorder to take necessary information to avoiding any form of interruption in the course of face to face interview.

### **3.3.3 Document Analysis**

To obtain background information school leaders program and experiences of other organization key documents are in detail reviewed, in addition to this additional document that are directly related to school leaders program documents and work report are examined.

## **3.4 Sample Size and Sampling Technique**

### **3.4.1 Sample size**

According to the statistical information obtained from Bole sub-city education office, Bole sub-city is one of the ten sub-cities found in Addis Ababa city administration. From the respondents in Beshale secondary preparatory school in bole sub-city, one third of the total population considered as source of data.

### **3.4.2 Sampling technique**

The area of the study determines the types of tools used in collecting data from the field. Due to the existing organizational structure the researcher obliged to use purposive sampling technique to address the intended goal of the studies.

There are six secondary and preparatory schools in Bole Sub-city out of which one secondary school was selected by purposive sampling technique.

The school leader and PSTA members are selected for interview. Purposive sampling was employed with the assumption that school leaders, PSTA members and sub-city officers was employed at good position to assess all information and they are relative source of required information and a reliable data source for the study.

### **3.5 Procedures of Data Collection**

The questionnaires for staff members prepared in English, while those questionnaires for PSTA members prepared in Amharic. Interview for school leaders and financial officers held in Amharic. This is because to get relatively more detailed information and to fill in the gaps that is not covered in the questionnaire. On this basis appropriate comments will be gained from the Thesis advisor and after appropriate corrections and improvements made the instruments will set and cooperative letter to all the concerned bodies received from the department of behavioral science. After getting the permission from the schools and the participants, the objectives made clear, the questionnaire distributed. Collecting the questionnaire and providing them thanks, the interviews and observation check list conducted by arranging convenient time through discussion with participants.

### **3.6 Method of Data Analysis**

To analyze data, both qualitative and quantitative techniques employed. The data gathered through interview and questionnaire analyzed through quantities techniques. The data that gathered through closed ended questionnaire and statistical records obtained from schools analyzed through percentages and tables.

The data analyzed on the basis of the research question. Accordingly, frequency counts, percentage, mean and standard deviation employed to analyze the data obtained. The raw data obtained from respondents through questionnaires' paper organized by computer software called SPSS that makes the computation prices dependable and not time-consuming frequency count and percentage were used to figure out similar responses

Percentages and mean used to compute and to analyze the data gathered from sample respondent. The qualitative data gathered by using interview and document analysis analyzed, table used to display the responses of each group of respondents on analysis of each data the interpretation held.

Finally, the major finding of the study clearly reported, conclusion reached and workable recommendation given.

## CHAPTER FOUR

### 4. Presentation, Analysis and Interpretation of Data

This Chapter deals with the presentation, analysis and interpretation of the data collected through questionnaires. The Chapter consists of two parts. The first part is concerned with the description of the background characteristics of the respondents of the sample population. The second part is concerned with the analysis and interpretation of the main data.

#### 4.1. Characteristics of the Respondents

The questionnaires were administered to 48 teachers and 60 students. To tally, 108 papers were used for analysis and representing an overall response rate of 44.4% and 55.6% respectively. Table 1 the data collected from respondent frequency counted shows, teachers' educational Qualification BA/Bsc/Bedu 38(79.2%). many number 18(37.5%) of teachers of Beshale school serviced 6-10 Years. Indicate that the participants (teachers) have rich information about the Beshale School.

The background information of teachers and students properly were indicated here under.

*Table 1 Respondents Back Ground*

		Frequency	Percent (%)
1.Participants	Teacher	48	44.4
	Student	60	55.6
	Total	108	100.0
2.Sex	Male	26	43.3
	Female	34	56.7
	Total	60	100.0
3.Teachers' educational Qualification	Diploma	1	2.1
	BA/Bsc/Bedu	38	79.2
	MA/Msc	8	16.7
	Other	1	2.1
	Total	48	100.0
4.Teachers' service in Years	1-5 years	15	31.3
	6-10 Years	18	37.5
	11-15 Years	5	10.4
	16-20 Years	2	4.2
	21-25 Years	1	2.1
	26 and above	7	14.6
	Total	48	100.0

## 4.2. Analysis of the Data

4.2.1. Issue related to what extent the roles of school leaders implemented properly in the school to bring the quality of education.

Table 2 The role of school leader's implementation to bring the quality.

Items	Rating scale/alter natives	Frequency	Percent
1 .Is your school conducive to learning and Teaching processes?	Very comfortable	25	41.7
	comfortable	31	51.7
	Not Comfortable	2	3.3
	worst	2	3.3
	Total	60	100.0
2. To what extent do the school leaders work to bring the quality of education?	perfectly	5	10.9
	very good	35	76.1
	poor activity	5	10.9
	very poor activity	1	2.2
	Total	46	100.0
3. Do the school leaders prepare and implement yearly plan properly?	perfect	18	37.5
	Moderately	25	52.1
	poor way	4	8.3
	Very poor way	1	2.1
	Total	48	100.0
4. To what extent the school leaders give feedback and support for teachers on their work?	All the time	19	40.4
	sometimes	23	48.9
	never at all	4	8.5
	I don't know	1	2.1
	Total	47	100.0
5. Do the school leaders use the budget of the school properly?	perfectly	25	55.6
	Moderately	17	37.8
	poor Way	2	4.4
	Very poor Way	1	2.2
	Total	45	100.0
6. Do the required materials for teaching are supplied to the school on time?	Yes	28	60.9
	No	13	28.3
	I don't know	5	10.9
	Total	46	100.0
7. To what extent the school leaders create a climate hospitable to education?	very good	21	45.7
	Good	20	43.5
	Poor	5	10.9
	Total	46	100.0

In Table 2 Regarding item one, is your school convenient for learning and teaching

processes Participants responded views, Very comfortable 25 (41.7%), comfortable 31(51.7 %), Not Comfortable 2 (3.3%) worst 2 (3.3%). This shows Beshale school is convenient to learning and Teaching processes. How every 6.6% of the students are not comfortable with the school process?

In table 2 the issue of quality of Education asked to what extent the school leaders work to bring the quality of education. From the participants responding only Perfectly 5(10.9%)

very good 35(76.1%), poor activity 5(10.9%) very poor activity 1(2.2%) the school leaders work to bring the quality of education. This shows currently the status of school activities are very good stage but still there is poorly performing of school activity is visible.

Table 2 show the issue related To what extent the school leaders give feedback and support for teachers on their work, the rate of respondent responses shows how much time repeatedly supported 19(40.4%) All the time supported, 23(48.9%) Sometimes, 4(8.5%) never at all, 1(2.1%) I do not know. This shows that the school leaders do not give feedback and support for teachers on their work. Majority of teachers are not equally supported.

The overall issues addressed in Table 2 such as the school leaders prepare and implement yearly plan properly, properly use the budget of the school, the required materials for teaching are supplied to the school on time, and create a climate hospitable to education moderately on good status at Bashable school.

Based on the data one can conclude that Issue related to what extent the roles of school leaders implemented properly in the school to bring the quality of education is very complex. This mean sissies of quality of education is multi dimensions factors involved.

4.2.2 Issues related to how the school leaders support the teaching learning process in the school.

Table 3 The teaching learning process

		Frequency	Percent (%)
Do the school leaders, staff and students involve support the teaching learning process in a variety of activities?	Yes	35	74.5
	No	4	8.5
	sometimes	8	17.0
	Total	47	100.0

According to Table 3, concern the school leaders, staff and students involve support the teaching learning process in a variety of activities, 74.5% of the participants responded 'Yes' while 8.5% the participants responded 'No' and 17% of participants responded Sometimes. This show that 47 participants from total population 108, the school leaders, staff and students involve support the teaching learning process in a variety of activities.

4.2.3 Issues related to how the school leader motivates the teachers to work with one another and with the administration. (Assessments, problem solving and participating in peer observation)

Table 4 The teachers work with one another and with the administration

Questions		Frequency	Percent(%)
1. How do you express the team spirit in the school ?	Very good	22	45.8
	good	19	39.6
	poor	5	10.4
	very poor	2	4.2
	Total	48	100.0
2. To what extent the school leaders motivate the teachers to work with one another and with the administration on variety of activities (assessments , problem solving and participating in peer observation)?	Very good	22	45.8
	good	18	37.5
	poor	8	16.7
	Total	48	100.0

Table 4 the data collected from respondents' frequency counted show concerning How do school express the team spirit in the school, Verygood22 (45.8%), good19 (39.6%), Poor 5(10.4%), verypoor2 (4.2%). On table 4 also concerning the question to what extent the school leaders motivate the teachers to work with one another and with the administration on variety of activities (assessments, problem solving and participating in peer observation)? The respondents' frequency counted shows Very good 22(45.8%) Good 18 (37.5%) Poor 8 (16.7%).

This in dictate that 48 participants from total population 108, majority of teachers (84.4%) work in team spirit whereas only 15.6% not involved in team spirit.

1.1.1 Issues related to how does the school leader involve the parents and community to bring the quality of education.

Table 5 The school leader the parents and community involvement to bring the quality of education.

		Frequency	Percent
1. How can you express the communication between the school leaders and teachers, students and the school community as a whole?	very Good	16	33.3
	Good	25	52.1
	Poor	6	12.5
	Very poor	1	2.1
	Total	48	100.0
2. Do you have ever attended training on the quality of education in this year? How many times?	one time	16	42.1
	Twice	13	34.2
	three times	6	15.8
	more than three times	3	7.9
	Total	38	100.0
3. Do the school leaders involve the parents and community to bring the quality of education?	Yes	31	64.6
	No	6	12.5
	sometimes	11	22.9
	Total	48	100.0
4. Do the school leaders prepare and implement meeting with parents and community according to the plan?	perfect	20	42.6
	moderately	24	51.1
	poor way	3	6.4
	Total	47	100.0

Table 5 shows that 48 participants from total population 108, how school express the communication between the school leaders and teachers, students and the school

community as a whole, very Good 16(33.3%) Good 25(52.1%), Poor 6 (12.5%), Very poor1 (2.1%)

Also, in table 5 shows much attention given to quality of education and parents, community awareness (training) and implementation of bring of quality of education. From the collected data indicates that

The school leaders work with the community and parent than teachers and students to improve the quality of education.

4.2.5 Issues related How the planning, budgeting for educational activities and report systems are implemented in the school.

Table 6 The planning, budgeting for educational activities and report systems Implementation in the school.

		Frequency	Percent
Do the school leaders involve the staff and students in a variety of activities?	yes	35	74.5
	No	4	8.5
	Sometime s	8	17.0
	Total	47	100.0

According to Table 6, concern the school leaders involve the staff and students in a variety of activities,

74.5% of the participants responded 'Yes' while 8.5% the participants responded 'No' and 17% of participants responded Sometimes. This show that 47 participants from total population 108, the school leaders, staff and students involve support the teaching learning process in a variety of activities such the planning, budgeting for educational activities and report systems are implemented in the school.

## CHAPTER FIVE

### 5 .Summary, Conclusions and Recommendations

On the basis of the analysis and interpretation of the data gathered through the instruments (questionnaires, interview), the following summaries of the major findings, conclusions, and recommendations have been made.

#### 5.1. Summary

The following are the major findings of the study based on the research questions.

- The school leaders do not give feedback and support for teachers on their work. Majority of teachers are not equally get support.
- The school leaders, staff and students involve support the teaching learning process in a variety of activities.
- The majority of teachers (84.4%) work in team spirit whereas only 15.6% not involved in team spirit.
- The school leaders work with the community and parent than teachers and students to improve the quality of education.
- The school leaders, staff and students involve support the teaching learning process in a variety of activities such the planning, budgeting for educational activities and report systems are implemented in the school.

#### 5.2. Conclusions

Based on the major findings, the following conclusions were drawn:

- Concerning How the school leaders support the teaching learning process in the school, the school leaders, staff and students involve support the teaching learning process in a variety of activities. But The school leaders do not give feedback and support for teachers on their work. Majority of teachers are not equally get support.
- The issue of school leader motivates the teachers to work with one another and with the administration (assessments, problem solving and participating in peer

observation),

The majority of teachers (84.4%) work in team spirit whereas only 15.6% not involved in team spirit.

- Regarding the school leader involves the parents and community to bring the quality of education, the school leaders work with the community and parent than teachers and students to improve the quality of education.

### **5.3. Recommendations**

Based on the findings and conclusion reached, the following recommendations are forwarded.

1. The school leaders do not give feedback and support for teachers on their work. The leader of the school, vice leader of the school and training coordinator should keep support the teachers and give a kind of appreciation and equally give feedback to achieve success and improve quality of education. Also, the school leaders need to work to promote more by keeping school's standard activities.
2. The majority of teachers (84.4%) work in team spirit whereas only 15.6% not involved in team spirit, the school should take of those teachers who are not included in team spirit, the partiality among the teachers will affect the school environment and affect the process of teaching and learning process which will result as hindrances of quality.
3. The school leaders work with the community and parents than teachers and students to improve the quality of education, teachers and teachers are key role players in school, the quality of teachers and students have a big portion of quality of education, so teachers and students need attentions and support.

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## Appendix

### Reliability Statistics

Cranach's Alpha	Cranach's Alpha Based on Standardized Items	N of Items
.897	.902	13

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cranach's Alpha if Item Deleted
Titem1	19.70000	32.164	.606	.448	.889
Titem2	19.45000	33.023	.662	.625	.888
Titem4	19.82500	31.789	.559	.518	.892
Titem5	19.85000	31.772	.734	.665	.883
Titem6	19.80000	31.959	.676	.598	.886
Titem8	20.07500	33.558	.397	.338	.900
Titem9	19.95000	32.972	.417	.445	.900
Titem10	19.80000	31.600	.726	.651	.884
Titem11	19.75000	32.705	.589	.606	.890
Titem12	19.80000	34.010	.467	.422	.895
Titem13	19.80000	32.164	.745	.677	.884
Titem14	19.95000	32.100	.674	.587	.886
Titem15	19.95000	31.844	.667	.673	.886

## ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIARAL SIENCE

These questioners are to be filled by main principal, vice principal, department heads, and teachers.

Dear Respondents,

The purpose of this question is to collect data for the study which attempts to investigate on the practice and role of school leaders to bring the quality of education in Beshale secondary preparatory school which is required for the partial fulfillment of masters of art degree.

Thank you in advance!

Part 1

I. Back ground information

1. Name of your school-----

2. Your current position -----

3. Sex A) male  B) female

4. Age A) 20years  B) 21-30 years  C) 31-40 years  D) 41 years and above

II. Educational Qualification

A) Grade 12 complete  B) Diploma  C) BA /BSc/BED

D) MA/MSC  E) other (please specify) -----

III. Field of Specialization

A) Management  B) Accounting  C) Educational planning and management

D) Other (please specify) -----

IV. Years of service in current position in years

A) 1-5  B) 6-10  C) 11-15  D) 16-20  E) 21-25  F) 26 and above

V. Total of years of service in years

A) 1-5  B) 6-10  C) 11-15  D) 16-20  E) 21-25  F) 26 and above

Part 2

Please answer the following questions listed below by putting ``X`` mark in the box of your choice. You can select more than one alternative.

Thank you!

1. How can you express the communication between the school leaders and teachers, students and the school community as a whole?

A) Very good  B) good  C) poor  D) very poor

2. To what extent do the school leaders work to bring the quality of education?

A) Perfectly ☐ B) very good ☐ C) poor activity ☐ D) very poor activity ☐

3. Do you have ever attended training on the quality of education in this year? How many times?

A) One time ☐ B) twice ☐ C) three times ☐ D) more than three times ☐

4. How do you express the team spirit in the school?

A) Very good ☐ B) good ☐ C) poor ☐ D) very poor ☐

5. To what extent the school leaders create a climate hospitable to education?

A) Very good ☐ B) good ☐ C) poor ☐ D) very poor ☐

6. To what extent the school leaders are supportive and responsive?

7.A) Very good ☐ B) good ☐ C) poor ☐ D) very poor ☐

8. Do the school leaders involve the staff and students in a variety of activities?

A) Yes ☐ B) No ☐ C) sometimes ☐

9. Do the school leaders involve the parents and community to bring the quality of education?

A) Yes ☐ B) No ☐ C) sometimes ☐

10. To what extent the school leaders motivate the teachers to work with one another and with the administration on variety of activities (assessments, problem solving and participating in peer observation)?

A) Very good ☐ B) good ☐ C) poor ☐ D) very poor ☐

11. Do the school leaders prepare and implement yearly plan properly?

A) Perfectly ☐ B) moderately ☐ C) poor way ☐ D) very poor way ☐

12. Do the school leaders prepare and implement meeting with parents and community according to the plan?

A) Perfectly ☐ B) moderately ☐ C) poor way ☐ D) very poor way ☐

13. To what extent the school leaders give feedback and support for teachers on their work?

A) All the time ☐ B) sometimes ☐ C) never at all ☐ D) I don't know ☐

14. Do the school leaders use the budget of the school properly?

A) Perfectly ☐ B) moderately ☐ C) poor way ☐ D) very poor way ☐

15. Do the required materials for teaching are supplied to the school on time?

A) Yes ☐ B) No ☐ C) I Dint know ☐

16. What are the major problems of the school leaders in the school?

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17. What are the major problems to bring the quality of education in your school?

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Thank you!

**አዲስ አበባ ዩኒቨርሲቲ የትምህርትና የባህሪ ጥናት ትምህርት ክፍል**

**ሰተማራዎች የሚቀርብ መጠይቅ**

**የዚህ መጠይቅ አሳማ በትምህርት ቤት ውስጥ ርዕሳን መምህራን የርዕሳን መምህርነት ሚናቸውን በተገቢው ስየተወጡ ወይም ስየተወጡ ስንዳሰቡን ጥናት ማካሄድ ነው።**

**ጥያቄዎችን ለመመለስ ፍቃደኛ በመሆናችሁ በቅድሚያ አመሰግናለሁ!**

**ክፍል ስንድ**

የተማሪው አጠቃላይ የግሰ ሁኔታ

- 1. የትምህርት ቤቱ ስም -----
- 2. ደታ ሀ) ወንድስ) ሴት
- 3. እድሜ ሀ) ከ16-18 ሰ) ከ19-21 ሐ) ከ 21 በላይ
- 4. የትምህርት ደረጃ ሀ) 9ኛ ሰ) 10ኛ ሐ) ንግድ-ትምህርት

ክፍሉ ሁለት

ከዚህ በታች ስቀረቡት ጥያቄዎች ትክክለኛውን መልስ “□” ምስክት በምርጫው መልስ ሳጥን ውስጥ በማስቀመጥዎ መልሱ::

- 1. ትምህርት ቤታችሁ ስመማር ማስተማር ምቹ ነው ?
  - ሀ) በጣም ምቹ ነው □ ሰ) በመጠኑ ምቹ ነው □ ሐ) ምቹ አይደለም □ መ) በጣም ምቹ አይደለም □
- 2. ትምህርት ቤታችሁ ከአዋኪ ነገሮች ስምሳሌ ጫት ቤት፣ጭፈፈ ቤት፣የማይመቹ ድምፃች የራቁ ናቸው?
  - ሀ) አዎ □ ሰ) አይደለም □
- 3. በትምህርት ቤታችሁ ቤተ መጻሕፍት ውስጥ በቂ ማጣቀሻ መጽሀፍቶች አሉ?
  - ሀ) አዎ □ ሰ) አይደለም □
- 4. ወሳጆቻችሁ ስለ ትምህርት ቤት ሁኔታ ከትምህርት ቤቱ ሀሳፎዎች ጋር ውይይት ያደርጋሉ?
  - ሀ) አዎ □ ሰ) አያደርጉም □
- 5. ሰጥዎቁ ቁጥር 4 መልስዎ “አዎ” ከሆነ በዚህ አመት ስንት ጊዜ ተወያይተዋል?
  - ሀ) አንድ ጊዜ □ ሰ) ሁለት ጊዜ □ ሐ) ከሁለት ጊዜ በላይ □
- 6. ርዕሳን መምህራን ተማሪዎች ትምህርታቸውን በተገቢው እንዲከታተሉ በተገቢው ቁጥጥር ያደርጋሉ ወይ?
  - ሀ) አዎ □ ሰ) አንዳንድ ጊዜ □ ሐ) አያደርጉም □
- 7. በትምህርት ቤታችሁ ውስጥ የትምህርት ጥራትን የሚያጋድሱ ነገሮችን ይጥቀሱ

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**እናመሰግናለን**