ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Practice and Challenges of Leadership in Leading Change in some Selected Government secondary schools in the case of Addis Ababa City Administration

BY:

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ADDIS ABABA, ETHIOPIA

Practice and Challenges of Leadership in Leading Change in some Selected Government High Schools the case of Addis Ababa City Administration

A Thesis Submitted to Addis Ababa University College of Education and Behavioral Studies Department of Educational Planning and Management & Leadership and Management Stream In Partial Fulfillment of the Requirements for the Award of Masters In EDPM.

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DECLARATION

This is to certify that this thesis is my original work done under the guidance of Zenebe Baraki (Ph.D) and that it has not been presented for a degree in any other university. All relevant sources of information used in this thesis have been accordingly acknowledged.

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Abstract

The purpose of this study was to assess the practice and challenges of leadership in leading change among government secondary schools in Addis Ababa city Administration in relation to access and implementation of technology.

The research in specific attempts to respond the questions of how does the application of support government secondary schools' leaders in leading change; how learning management system is a challenge and how access of information technology is used in leading change in government secondary schools of Addis Ababa city administration.

The design applied in the research was descriptive research design was selected to conduct the research. The research applied a mixed approach that combines qualitative and quantitative approach. For the data gathering questionnaire, semi structured interview and secondary documents were used as a primary and secondary data gathering. From the 10 sub cities found in the city the research focused on 4 sub cities. Again from the 40 schools found in the sub cities the research was done on the selected 20 government high schools and decided to have 200 respondents for the questionnaire to be distributed.

Out of the 200 questionnaires distributed 183 were collected and analyzed in the research process. To analyze the data gathered through questionnaire and interview the researcher used using frequency count, percentage and mean. Microsoft excel software was used for data analysis. Meanwhile the data gathered through interview was reported in verbatim.

For all the variables considered, mean values were taken for analysis and interpretation that is the practice and challenges of leaders to lead change was identified.

The conclusion indicated the application, the access and implementation of technology in the school management system and work process of schools is not supported by technology.

Finally based on the finding it was recommended that the Ministry of Education and Addis Ababa Education bureaus to give directive and guidelines in the case that whenever short coming and gaps are observed as a challenge and the schools should organize public relation on the access and implementation of technology to lead change and create citizens of 21st century.

CHAPTER ONE

The Research Problem and its Approach

1.1 Introduction

In this part of the research, we are going to see the research background and the research problem mainly; in addition how the research addresses its scope and significance in due course of the research.

1.2 Background of the Study

Change can be a challenging process for both leaders and participants involved, as people may be worried about the consequences (Applebaum eta,l 1998). In many educational systems, it is policymakers who often initiate many school-related changes; these are external drivers. However, there are also other instances where school leaders, with their teachers, have also made small or medium-sized changes to their schools in response to the needs and interests of their students and perhaps the community; these are internal drivers (Blacke and Mc Canse; 1991).

Education is essential condition in order to provide the chances and perspectives envisioned in a competitive and quality demanding labor market for all students of the country in an emerging global environment. Whether the future graduates are bound to success and whether their educational culture has made them acquire skills for becoming prospective workforce in the real world of work (Brookfield, 1995).

School Administration is a term that has to do mainly with the duties and responsibilities of the administration team in order to improve school operations as well as students' achievement (Rober and Timothy, 2005). Robert and Timothy also mentioned that in order to enhance and improve results persons in charge with school administration, comprising the principal, deputy manager, teachers, have to attend effective training. On top of that they must be equipped with updated and useful data that can allow them to identify the strong and weak points in learning and teaching, as well as the auxiliary activities leading to planed results or achievements (Rober and Timothy, 2005)

According to Education Statistics Annual Abstract 2010 E.C (2017/18 G.C) there are governmental schools in Addis Ababa at the level of Pre-primary education, Kindergarten ("O" Class), Primary, Secondary and preparatory schools. School Administration should play a pivotal role in leading the changes to be implemented in the school system (bolden, 2004). However the leadership role is mostly observable in High Schools than other school levels.

Hence the research focused on studying the practice and challenges of leadership in leading change in some selected government high schools in the case of Addis Ababa city administration.

1.3 Statement of the Problem

Like in most African countries, Ethiopia has low quality of education due to the unfavorable economic and political policies (systems). Most of the citizens are not educated and the rest can't get quality education. To enhance the development of the country, to maintain and boosting the education quality is the first solution (Tekeste, 2006).

All current school leadership goals and functions aim to improve the quality of teaching and learning. But there are huge differences in how they go about it. For example, some attempt to improve all schools in a district, state or country at the same time. While others want to influence the overall approach to teaching and learning within a school and do so one school at a time. Focused on innovative curriculum (in science and mathematics, for example), typically address one part of a school's program and aim for widespread implementation, while innovative approaches to instruction, such as cooperative learning, hope to change teachers' practices one teacher at a time. As different as these approaches to school reform are, however, they all depend for their success on the motivations and capacities of local leadership.

Ethiopian Policy makers need to adapt school leadership policy to new environments by addressing the major challenges which have arisen over the past decades. There is a growing concern that the role of school principal designed for the industrial age has not changed enough to deal with the complex challenge's schools are facing in the 21st century. Countries are seeking

to develop new conditions for school leadership better suited to respond to current and future educational environments. As expectations of what school leaders should achieve have changed, so must the definition and distribution of tasks, as well as the levels of training, support and incentives (Beatriz etal, 2008).

One of the rapid growth or change in scientific discoveries is technology, including information communications technology (ICT), affecting the entire world population. But it is also a context of growing unevenness in such developments in different parts of the world and/or within individual countries (Hage, 1999). The consequences of this situation include a blurring of boundaries, growing gaps between people, groups and countries in the professions such as education outputs or quality graduates (Brookfield, 1995).

Among the many changes that have to be done in the school system the change pursuant to technology Support or ICT implementation in the school system is the one which is given a critical focus as the technology support or ICT in education is advancing very dramatically (Hage, 1999). In due course of coping up with the implementation of the changes in areas of technology support or ICT in education leaders were observed being challenged by many factors.

On top of that school leaders were found being challenged by their own attitude towards their teaching profession; aspect of educational quality, their capacity to lead change, administrators' capacity to lead school changes, and administrators' role in leading school changes which is directly impacting the quality of Education and school achievement.

In light of the problem observed in relation to leading changes in the schools, the researcher suggests that ongoing developments in societies and their provision of education as reflected in the roles, recruitment and development of education by studying on the critical challenges of school leaders to lead change. The paper first examines how, as a result of these developments, the role of school leaders is changing. There is a need to generate accurate and trustworthy Information about challenges of governmental school leaders to lead change. The researcher tries to know and state the challenges of school leaders with regard to technology from the

perspective of learning management system and access to information communication technology on the work process of government secondary schools. For school Administration staff to provide effective leadership in their schools in the 21st century.

Hence, the researcher raised the following basis research question and makes an attempt to address in the research process.

1. How does the application of technology supports government secondary school leaders' in leading changes of the work process of the schools
2. How the learning management system of government secondary Schools is a critical challenge of leaders in leading change?
3. Is there an access of information communication technology for leaders in leading change on the work process of government secondary schools?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this research is to assess the practice and challenges of leadership in leading changes in some selected government high schools in the case of Addis Ababa city administration.

1.4.2 Specific Objectives

Under the umbrella of the general objective the politic objective of the research is to

- Assess how the application of technology supports government secondary school leaders' in leading changes of the work process of the schools.
- Review how the learning management system of government secondary Schools is a challenge of leaders in leading change.
- Identify if there is access of information communication technology for leaders in leading change on the work process of government secondary schools.

1.5. Significance of the Study

This research study is believed to have significance to the school leaders, sub city school system administrators and city level education bureau official in discovering possible unforeseen consequences of educational technology on the work process of schools in relation to critical challenges of leadership in leading change. The research can also provide them information about challenges and values of leadership in leading change also have impact on the quality of education. It is a determinant Factor for delivering successful leadership process and quality education to the students. It will find successful leadership in the school is an important factor in the teaching and learning process.

On top of that this research can be used a spring board for other research to make further in depth study on the area of practice and challenge of leading school changes.

1.6. Scope of the Study

In light of the research area this researcher bounded its scope to assess the practice and challenge of leading change particularly the one related to the educational technology support impacting on quality & effectiveness of learning.

In light of the school type and research setting the scope of the research is also bounded to some selected high schools of Addis Ababa city administration. In determining the scope of the study within the city administration the researcher delimits the scope to five sub cities of Addis Ababa namely; Nifas silk lafto, kolfe, Yeka, AkakiKality and Kirkos Sub cities.

In conducting the research the research bounds its scope only on the current practice and current challenges that high school leaders are facing in leading changes on their respective high schools.

Delimitation was made because the research would not be manageable, in terms of time and other resources. This study is limited by sample size due to higher number of government in ten sub-cities of Addis Ababa. It is difficult to cover the whole schools in all sub cities.

1.7.Operational Definition of Terms

1. Challenge: Against something: a refusal to accept something as true, correct, or illegal. (Merriam-Webster Dictionary, 2008).

2. Leading Schools for change: the movement of schools away from its present state and toward some desired future state to increase its effectiveness (Lunenburg, 2010).
3. Secondary school: four years duration, consisting of two years of general secondary education will be completed at the first cycle (grade 9and10) and the second cycle of secondary education will be completed at second cycle (11and12) (MOE, 1994).

4. Leader: a group of people, especially the head of a country, organization etc. A leader in a group of people or an organization is the person who is control of it or in charge of it (Black and Mc Canse; 1991).

5. Leadership: the quality that make leader. Or the methods a leader uses to do his/her job. It is the state or position of being a leader (Blacke and Mc Canse; 1991).

6. Technology: to personal computers, networking devices and other computing devices (e.g., electronic whiteboards and personal digital assistants (PDAs)); also includes software, digital media, and communications tools such as the Internet, email, CD-ROMs, and video conferencing (Brookfield, 1995).

7. Technology Planning: Any process by which (e.g., district administration, school administration, faculty, and parents) convene to develop a strategy for the use or expanded use of technology in instruction and operations. Technology planning need not be separate from other planning efforts, but should be a recurring theme if integrated within a more comprehensive planning process (Brookfield, 1995).

1.8. Limitation of the Study

It is obvious that research work cannot be totally free from limitation. While conducting the research especially during data gathering the secondary school Administration staff were busy and had no enough time to respond to questionnaires. And some responders lack the interest or

willingness to fill and reply the questionnaire they received. And interview respondents were not available as per the schedule they set for interview.

However by lobbying them and close follow up the researcher was able to get reasonable number of filled questionnaire. In addition the researcher remains extremely flexible to conduct the interview by the respondents' convenient timing to get the most lucrative interview discussion and responses.

1.9. Organization of the study

The research paper was organized in to five chapters. The first chapter deals with the introduction part which covers the background of the study, background of the organization, statement of the problem, general and specific objectives of the study, definition of terms, significance of the study, scope of the study and limitations of the study. The second chapter deals with the review of related literature. Chapter 3 focused on the research methodology, data collection and procedures, sample and sampling techniques, whereas the fourth chapter presented the result analysis and discussion of the data. Finally, conclusions and recommendations are presented under the fifth chapter.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

Introduction

This chapter gives a better understanding of relevant and important theories as explained in the following sections like Maslow's Hierarchy of Needs Theories, Herzberg's Two-factor Theory, the Expectancy Theory and Adam's Equity Theory. This study applies Lester's (1987) instrument. The critical challenge of leadership in leading change is also defined in this literature review.

2.1 Theoretical Framework of leadership in school

As countries are seeking to adapt their education systems to the needs of contemporary society, expectations for schools and school leaders are changing. Many countries have moved towards decentralization, making schools more autonomous in their decision making and holding them more accountable for results. At the same time, the requirement to improve overall student performance while serving more diverse student populations is putting schools under pressure to use more evidence-based teaching practices (Beatriz etal, 2007).

School leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling (ibid).

As the key intermediary between the classrooms, the individual school and the education system as a whole, effective school leadership are essential to improve the efficiency and equity of schooling. Within each individual school, leadership can contribute to improve student learning by shaping the conditions and climate in which teaching and learning occur. Beyond the school borders, school leaders can connect and adapt schools to changing external environments. And at the school-systems interface, school leadership provides a bridge between internal school improvement processes and externally initiated reform.

But school leadership does not operate in static educational environments. As countries are seeking to adapt their education systems to the needs of contemporary society, the expectations for schools and school leaders have changed profoundly. Many countries have made schools more autonomous in their decision making while centralizing standards and accountability requirements and demanding that schools adopt new research-based approaches to teaching and learning. In line with these changes, the roles and responsibilities of school leaders have expanded and intensified. Given the increased autonomy and accountability of schools, leadership at the school level is more important than ever (Beatriz etal, 2007).

The motivation evolved from a series of concepts related to constructivist learning and the recognition of a transformational culture developing around technology-based learning environments. The concepts form a story beginning with an analysis of learning paradigms that focus on the learner and the infrastructure designed to support a changing, student-based learning environment (vroom, 1993).

References to distance education, virtual learning opportunities, and electronic learning communities lead the discussion to consider the role of leaders in these new environments, the real control they have over school-based innovations, and the direction of professional development in the process of supporting a new way of thinking about schooling. Emphasis is also placed on the need to develop leadership confidence and self-efficacy, along with the recognition that technology-mediated learning environments require the development of certain leadership characteristics, and a clear and informed vision of what new learning environments might look like. The technology is making some of the staff change, and new school leaders need to be ready for their role in that process (Tekeste, 2006).

2.1.1 School leadership theories

The leadership literature has evolved through three phases over the study period. Until the 1980s Scholars viewed leadership and leaders as ‘doing things right’ (Bennis and Nanus, 1985). On this generation “theories and studies were driven by assumptions about being efficient and managerial of scientific management, rational decision making, positivist epistemology, and

behaviorist psychology" (Starrett, 1993). Leadwood and his colleagues (1998) summarize seven second-generation leadership styles that have influenced educational policy and practice through the 1980s and 1990s managerial practices named as: contingent, instructional, transactional, moral, transformational, and participative. The first five models tend to be 'instrumental' in design (Sergiovanni and Starratt, 1988).

In each of these models, formal leaders attempt to influence followers to achieve organizational goals by employing various sources of power - the positional power of the manager or contingent leader, the expertise of the instructional leader (Smith & Andrews, 1989), or system values by the moral leader (Sergiovanni, 1992).

All of these approaches are grounded in traditional assumptions of directionality that define goals precisely, articulate specific plans of action with timelines and role descriptions, and expect leaders to influence subordinates to achieve predetermined organizational goals. The other two styles described by Leithwood and his colleagues (1999), transformational and participative leadership, call for formal leaders to involve the larger group in decision-making activities to ensure organizational improvement.

Some critics however have argued that transformational leadership and similar participative approaches are really 'instrumental' in nature (Alix, 2000) and modern day extensions of the 'great man' theory (Gronn, 2003). While less coercive than traditional managerialism, this more subtle approach assumes directionality resides with the larger organization or the leader, and not within the school community itself in recent times, complexity theory have influenced the leadership literature (Christopher, 2000). Successful school reform in times of turbulence would appear to turn on the degree of alignment between any reform initiative, and the personal goals and aspirations of individuals and organizations engaged in the reform process (Murphy and Adams, 1998).

2.1.2 School leadership in Ethiopia

Educational leadership has been an integral part of the Ethiopian traditional education. Nonetheless, the practical evolution of the school leadership of the country has been

started when the first principal deployed to western type school in the nation a century and a decade ago. Since then, the Ethiopian school leadership evolved through seven distinctive phases: school administration evolved into separate position, Ethiopian replaced expatriate staff, internal principals preparation initiated, principals' preparation reduced while their task enlarged, administration professionalized, principals' preparation emphasized, and finally PGDSL training started (Tony, 2007).

During these phases of involution, the development of the Ethiopian school leadership was extremely shaped by international and national forces. International actors played the parts through such roles as holding principal ship and advisory positions, negotiating program formulation and implementation, and influencing on the educational agenda setting of the nation through the agreements the country negotiated internationally. National politics were the one force that exceptionally affected the school leadership development of the nation mostly through its policy decision. More specifically, the predominant model of a policy decision that was repeatedly used in the system for initiating the school leaders' development programs was to capitalize on political command. However, the decisions didn't involve the wider educational stakeholders in general and educators in particular (ibid).

2.1.3 School leadership in government schools of Ethiopia

Educational leadership is a profession which has its own theories and implications. Therefore, secondary school principals should be recruited based on their educational merits. Heavily work load has been found impeding principals of governmental schools effort to support the teaching-learning process in their capacity (Tony, 2007).

Administrative assignments other than the official instructional role were absorbing their time and effort. Thus, the education Bureau need to revise a clear job description that enables principals focuses on the growth and development of school community. Parents' involvement in school affairs has been found to be low. Thus, principals including the concerned body need to inform and influence parents relentlessly for their more involvement in the school affairs.

Regular evaluation of instructional process is one aspect of the role of instructional leaders. Moreover, using evaluation result to improve instructional process is what makes complete this aspect of principals‟ role in promotion of instructional process (Segiovani and Starratt, 1988).

However, even if principals carried out regular evaluation result in the teaching-learning process, they were not using evaluation results to enhance the instructional process. Hence, principals must use evaluation results to improve teaching-learning process rather than using it only for judgments and reporting (Smith and Riley, 2012).

Schools are organizations where different school communities exist to work together for the attainment of school goals and objectives which are not possible for principals alone. However, principals were not participative in involving and working with school communities in different school affairs (Musaazi 1982).

Hence, principals must work together with school communities in different school affairs by involving them. To sum up, further study and due attention should be given to school leadership by responsible bodies so as to address the challenges more adequately and to invest for the future betterment of the coming generation because there are faults on the leadership in governmental school.Concerning the qualification, all school leaders in government schools are not qualified with principal ship or not trained in the area of educational leadership. So principal's performance has a negative impact in the attainment of the educational goals of the school. Principals were not doing well in regular staff meeting to discuss about the plan, setting a standard for each activity to be completed on time (Smith and Riley, 2012).

Educational leaders were not stood themselves for change. Principals by themselves agreed that they were in a poor performance in inviting change and innovation. They were also poorly performed in their ability to mobilize stakeholders, invite change and innovation. Therefore the government tried to bring change but leaders were not committed to facilitate it (Segiovani and Starratt, 1988).

Principals and teachers perceive and respond with a significance difference on creating conducive environment to teaching learning and further development, overcome resistance to change. This way of responding in different manner implies that there is a big crack created between teachers and principals, because one of the two groups did not see the actual situation and practical implementation of the items stated above (ibid).

Principals‟ capability to develop clear and specific plan, facilitate stakeholders‟ participation in planning, ability to communicate vision of the plan and Implementation status depending on annual planning were not good. There was significance difference between teachers and principals in responding to; - Facilitating stakeholder's participation in planning and ability to communicate vision of the plan and Implementation status depending on annual planning and Making recent data collection mechanism, and give meaning to collected data. This implies that either principal put themselves over what they practiced in reality or teachers are not willing to accept and recognize the performance of their leaders (Musaazi 1982).

Concerning time allocation principals are not spend their academic time for proper work but they mostly consume the time for routine tasks it is another biggest problem in principals work. So principals were not following their procedure to use their time in a proper and wise way (Smith and Riley, 2012).

Frequent classroom observations were not carried out by principals who were expected from them so as to improve the teaching-learning process. Moreover, principals didn't arrange condition for experience sharing after supervision and not motivate teachers for professional development through which teachers‟ increases their academic performance. Principals are not good in evaluating the ongoing achievement of the teaching-learning process in each semester and improving the instructional process based on evaluation results. Without evaluating the ongoing achievement of the teaching-learning process it is difficult to make effective decision (McEwan, 2003).

Societal and Organizational culture of the schools were very week. Therefore, administrative functions and organizational success were not influenced by organizational culture. Simply employees were doing their work without motivation, leadership, decision making, communication and change. There were no teachers‟ encouragement to participate in all activities, student parent participation and higher official support from the sector. Hence there were no self-reliance on the parts of teacher's professional development, high acceptance, smooth relationship, sense of ownership and better understanding on what the school is doing. Depending on the results of the study and the review of related literature, the following recommendations are put forward (Megginsonet, 1983).

2.1.4 Components of leadership in school

Followers, context, consequence and leader by itself is components of leadership. Across time, each component interacts with and influences the other components, and whatever consequences (such as leader-follower trust) are created influence future interactions. As any one of the components changes, so too will leadership (Murphy. 1941).

There are several key components to this "working relationship": the leader, the followers, the context (situation), the leadership process per se, and the consequences or outcomes (Stodgily, 1984).

Management for school goals explicit management via the school's goals and curriculum development Principals scoring high on this index frequently take actions to manage schooling operations in accordance with the school's goals, with direct emphasis on ensuring that teachers' instruction in classrooms aims to achieve these goals. These principals also tend to use student performance levels and examination results to set goals and promote curricular developments. They Endeavour to ensure clarity within the school about the responsibility for co-coordinating the curriculum. Principals scoring high on this index also report that they frequently make sure that teachers' professional development activities are aligned with school goals and curricular objectives.(Ibid)

Instructional management actions to improve teachers' instruction Principals scoring high on this index frequently work with teachers to improve weaknesses and address pedagogical

problems, and also to solve problems with teachers when there are challenges to learning in a particular classroom. Also, they often inform teachers about possibilities to update their curricular knowledge and instructional skills. Finally, these principals report being vigilant about disruptive student behavior in classrooms. In general, principals scoring high on this index spend significant amounts of their managerial time in attempting to improve classroom instruction. (Ibid)

Direct supervision of instruction in the school: - actions to directly supervise teachers' instruction and learning outcomes Principals who score high on this index frequently use direct observation of teachers' pedagogical practices and also make frequent suggestions to teachers on how to improve instruction in classrooms. These principals also frequently monitor students' academic efforts and work.

Accountable management: - managing accountability to shareholders and others Principals score high on this index see their role as making the school accountable internally and to stakeholders outside the school. Their role is to ensure that ministry-approved instructional approaches are explained to new teachers and that all teachers are held accountable for improving their teaching skills. These principals also focus on convincing students' parents of the need for new ideas and procedures at the school.

Bureaucratic management:- actions mostly aimed at bureaucratic procedures Principals scoring high on this index report that it is important for them to ensure that everyone in the school follows the official rules. They see their role as being significantly involved in dealing with problems in the scheduling of teachers and courses and in ensuring adequate administrative procedures and reporting to higher authorities. These principals also focus on creating an orderly and task-oriented atmosphere in the school. (Ibid)

2.1.5 Impact of leadership for change in school

According to Labaree and Grant (1988) these are the impacts of leadership on leaner performance, on principal, teachers, and school's vision, teaching process and curriculum as well.

Impact on learner performance: to harbor expectations of school principals to bring about change in their schools. This situation required the principals to adopt a particular leadership style that would see them being hands on‖ in the management of teaching and learning in their schools. Instructional leadership was identified as the most appropriate leadership style for this purpose. The literature review for this study has indicated that there is indeed a correlation between instructional leadership and learner performance.

Impact on basic skills and capacity of the principal: The literature review reiterated the increasingly changing role of the principal from that of a traditional school manager and administrator to that of an instructional leader. This change of roles brings with it many expectations of principals, including inter alia, managing the curriculum and instruction, monitoring and providing feedback on the teaching and learning process, communicating a shared vision and goals for the school, and providing teacher development. This study sets out to investigate the extent to which the principal has the basic skills and capacity for engaging in all the above instructional leadership roles, and whether this brings about improvement in learner performance in the matriculation examination.

Promoting frequent and appropriate school-wide teacher: this implies that the department of education needs to support and build the capacity of principals. Principals, in turn, need to support and build the capacity of their teachers to enable them to carry out their teaching obligations. The principal can achieve this by attending teacher development workshops and seminars for all learning areas. The main concepts that developed from this variable are support and capacity development. Questions to establish the extent of support and the level of capacity building which the principals receive from the department were asked during the structured interviews.

Defining and communicating shared vision and goals: the plan of action should allow all parties to participate and feel a sense of ownership that will enable quality learning to be realized. A further view that emerged from the literature review is that the principal must ensure

that there is dialogue between him/her and the rest of the stakeholders. Such dialogue would promote alignment of all the stakeholders to the vision and goals of the school. During the structured interviews, the principals were questioned about the extent to which they engage the stakeholders on issues related to the strategic direction of their schools, and how much they engage their teachers in planning activities that might impact directly on learner performance in the matriculation examination.

Monitoring and providing feedback on teaching and learning: Some scholars in the IL paradigm have referred to the monitoring and provision of feedback on the teaching and learning process as facilitative leadership. This implies that they see the role of the principal as instructional leader as one of facilitating the provision of effective teaching and learning. The literature emphasizes the following activities in which the principal should engage during the monitoring and provision of feedback: provision of instructional leadership through discussion of instructional issues; observing classroom teaching and giving feedback on his/her observations as a way of providing and encouraging.

Best instructional practices are the combination of: providing and supporting improvement through monitoring; using learner progress data for programmed improvement; encouraging networking among teachers; and modeling effective instructional practices. During the structured interviews, the principals were questioned as to how much they monitor and provide feedback on their teachers 'instructional activities; and the extent to which they thought this facilitative leadership contributed to improved learner performance in the matriculation examination.

Managing the curriculum and instruction: The final, but equally important, secondary challenge for the principal's instructional leadership activities is managing the curriculum and instruction. In practice, management of the curriculum is the competency of the HODs, but within the instructional leadership paradigm this variable also falls within the scope of the principal's core responsibilities. The literature has revealed that the principal must possess an array of skills and competencies in order to address the dynamic nature of this variable. He/she must have knowledge of curriculum, instruction and assessment. The literature further indicates

that a principal need to be a ―head learner‖ by attending curriculum related seminars and workshops with his teachers. Such practice would go a long way to enabling the principal to assist his/her staff with regard to curriculum matters generally and learning related matters in particular.

One consistent factor in most of the effective school's research is an emphasis on strong, instructional leadership and Leadership theories, such as trait, behavior, contingency, and charismatic, provide a theoretical framework for viewing the historic evolution of instructional leadership (Chance, 1991).

Defining and communicating shared goals encompass activities that focus attention to the technical core of schools. These goals increase the effort exerted by school members, increase persistence, and increase the development of strategies (Locke and Latham, 1990). Instructional leaders consistently make decisions with these goals in mind. The shared goals of a school foster group unity and help provide for a climate characterized by academic press, trust and commitment.

Monitoring and providing feedback on the teaching and learning process encompass behaviors that evolve around the academic curriculum. Principal activities may include being visible throughout the school, providing praise and feedback to teachers about classroom and professional growth activities, providing praise and feedback to students about classroom performance or behaviors, and ensuring uninterrupted instructional time. Instructional leaders that monitor the teaching and learning process do so for the purpose of professional growth for the teacher and administrator, not evaluation (Glickman etal, 2001). Instructional leaders focus on ways of improvement to obtain the shared goals of the school.

Promoting school-wide professional development embraces activities that encourage life-long learning. The educational field consistently evolves and changes as research on learning and child development emerges. It is paramount that educators continue to learn and keep abreast of advances and issues in education. Instructional leaders play an essential role, as they can either

stifle or enhance professional development of staff members. Leaders enhance professional growth of staff members by building a culture and climate of collaboration and learning, promoting attendance at workshops or conferences, and providing resources and in-services that cultivate teacher innovation. Providing praise and feedback to staff members about professional development goals and efforts enhances the likelihood that life-long learning will continue (Dean and Carol, 2004).

Instructional leadership behaviors have significant impact on the technical core of schools. Research shows that principals who demonstrate instructional behaviors extract more commitment and satisfaction from teachers, as well as establish a climate that encourages trust, risk, and collaboration (Larson, 2000; Blasé & Blasé, 1999). These influences culminate into a classroom where students experience lessons designed around learning theory and diverse learning strategies (Sheppard, 1996; Chrispeels, 1992).

2.2 Empirical framework of leadership in School

Description of the leadership process used to study this population or phenomena, including selection criteria, controls, and testing instruments of leadership in school.

2.2.1 Value of leadership for change in school

Looking at leadership as a more holistic style or approach rather than a mere aggregate of individual competencies, acknowledges that leadership is more than a set of trainable behaviors. Leadership is both more personal in how it is grounded in the character of the individual leader (Sergiovanni, 2000), and more cultural in how it spreads across and is communicated and shared among a community of leaders. Simply put, leaders are both agents and bearers. They are real people who learn from each other. Creating successful leadership is therefore as much about development as training, and about ensuring that leaders learn from others, not just according to the lottery of whoever once led them, but through peers and mentors who become part of a deliberately created culture of leadership that spreads across entire systems or communities (Hargreaves and Fullan, 1998).

The learning of leadership and the collective effects of leadership are not only connected through space, but also articulated over time. Leaders change over time. They mature or decline as they move through the life and career cycle (Day and Baglioku, 1996). They carry knowledge and experience with them as they shift from job to job, taking on new challenges and avoiding repeating past mistakes.

Incoming leaders may have to fill the shoes of beloved predecessors, or be the new broom that sweeps a school clean of the previous leader's incompetence or complacency. While the death or departure of a principal who has led a school over a long period is often a traumatic moment in the life of a school (Sarason, 1972), the procession of principals through a school with frequent leadership turnover may be as uneventful as traffic passing through a revolving door (MacMillan; 1996). And as leaders change, so too does leadership itself becoming more managerially demanding (Tye, 2000; Gronn, 2003), more inspirationally challenging (Fullan, 2001; Sergiovanni,2000), more emotionally engrossing and exhausting (James & Connelly, 2000) with every passing year.

Recent years have seen the study of leadership start to mean more than the study of leaders and their behaviors'. Educational leadership is increasingly regarded as a culture, a collective phenomenon distributed across space. But very little attention has been given to the equally significant issue of how leadership is arranged and articulated over time (Sergiovanni, 2000).

Many of the School Leadership units deal with the challenges of change. You may already have studied the unit perspective on leadership: planning and leading change in the school, which introduces the importance of managing change so that it is effective and has impact. Resistance to change is normal and understandable behavior according to Marris (1986), because we are attached to our current reality no matter how unsatisfactory that might be. Therefore, one of the biggest challenges facing school leaders is persuading the people who work in their schools to change the way they do things.

The characteristics of successful change include having goals that are manageable, credible and appropriate to the school. The school needs to select carefully from all of the possible changes

open to it to identify the most important and implement those well. PPTA suggests that no more than three changes should be implemented at any one time (subject to the workload and change readiness of the teaching staff). Other changes can be planned for later implementation, and once one of the selected changes has been embedded as ongoing practice, the next most important on the list can be initiated (Conley etal, 1992).

2.2.2 Strategic approach on leadership

Within the literature on leadership styles there are two general approaches to the ways leaders 'influence' others to achieve organizational goals (Gronn, 1996) – one set of strategies can be described as instrumental, and the second as empowering strategies. Instrumental strategies can be overt, such as a demand for compliance, or subtler, such as involving teachers in committees in which the goals are predetermined. Regardless of the style, instrumental strategies are calculated, and sometimes cynical, ways to motivate others to improve procedures and practices and submit to sources of power that reside outside themselves and their school community. Conversely, leaders who empower others distribute leadership widely throughout the school community, and 'empower' colleagues to evaluate what goals are important and what conditions are helpful (Foster, 1986). 'Instrumental' leaders lead from the apex of the pyramid whereas 'empowering' leaders operate from the center of a web of human relationships (Murphy 1994).

Strategies need to focus on developing and strengthening skills related to improving school outcomes; Make school leadership an attractive profession, Provide options and support for career development and increase responsibilities and accountability of school leadership are creating the need for distribution of leadership both within schools and across schools (Gronn, 2003).

2.2.3 Measurement variable of leadership

A school system is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders. Nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders. Here, principals are prominent figures to lead the school community for improvement. Educational researches on school

effectiveness have recently been dominated by the concept of principals as leaders (Musaazi, 1982).

According to Sergiovanni (1995) Principals' key functions in effective schools in establishing goal consensus among staff and developing an institutional identity. Therefore, it is a fact that a school principals‟ leadership behavior has a subtle influence on the progress of the school. Effective leadership is at the core of every successful organization and the leadership is measured by.

Creating a Vision and optioning it: A vision refers to the shared values and aspiration agreed by the members of the organization, which guides the present action and decision to create a desirable future. Chance (1991) describes vision as being the force of the dream towards which effective administrators strive in the development and shaping of their schools. Conley, Dunlop and Goldman (1992) explained vision by using the metaphor of an internal compass that assists an organization in understanding how its action relates to its organizational goals.
goals could be attained. The third way of preparing a good atmosphere for motivation is through feedback. Undoubtedly, feedback is an important element in motivation. For maximum effectiveness feedbacks must be immediate and specific.

Huneryger and Heckmanna (1967) describes about employees' motivational behavior as: "if morale is high employees are satisfied and happy about their job, working conditions, pay and other aspects and employment situation and are consequently effectively and efficiently. On the other hand, if they believe morale is low, they assume that employees are dissatisfied with things in general and that quality and quantity of production is accordingly low to the workers.

2.2.4 Challenges of leadership

There are some major challenges which were identified through the literature review and are reflected in the conceptual framework of this study.

Lack of Training and Skills: To be influential in discharging their educational leadership responsibilities principals need to have skills and training that make them effective and efficient

leader. In line with this Glatter (1988) state that professional knowledge, skills and attitude have great important on the achievement of organizational goals and objectives and lack of skills will create an impediment to principals. According to Bennars (1994), principals are selected from teachers. All of them have barely any leadership experience or prior training in school administration and management. Confirming the idea, McEwan, (2003) state that while many institutions are restructuring their administration program to provide more opportunities to develop leadership skills. In addition to academic knowledge, a gap remains between the academic and real world. So professional development or training will fill the knowledge gap by updating the recent technology and other updates which are important for overcome the challenge facing on the work process of schools.

Lack of Resource: the matter in terms of the school's improvement and long-term effectiveness. In research synthesis about practices in high performance schools, the finding that role to resources is evidence Ubben and Hughes (1997), in other worlds a lack of resource (Financial, physical or human) can be a serious obstacle to principal. A principal may want to lead and the situation and expectations of others may call for his leadership. But if the resources necessary to implement his/her leadership are inadequate, the principals will face a significant impede (Gorton, 1983).

2.3 Conceptual Framework

By definition, a conceptual framework is a consistent and comprehensive theoretical framework emerging from an inductive integration of previous literature, theories, and other pertinent information. A conceptual framework is used in research to outline possible courses of action, or to present a preferred approach to an idea or thought. It can also act like a map to provide coherence for an empirical inquiry.

The conceptual framework for this study is in two parts. The first part details three major issues which impact directly on a principal. These are the decline in learner performance in the matriculation examination; the basic skills and capacities of principals; and the professional preparation of principals. These issues are referred to in the conceptual framework as the primary or major challenges because they form the basis of the entire study; that is, they encompass the

issue that prompted me to engage in this study, namely, addressing the question of the decline in learner performance. The second part of the conceptual framework provides an overview of some ways that instructional leadership, as suggested in the literature, in the form of the four variables, namely: promoting frequent and appropriate school-wide teacher development activities; defining and communicating shared vision and goals; monitoring and providing feedback on the teaching and learning process, and managing the curriculum and instruction may respond to the challenges faced by principals with regard to learner performance.

These issues are referred to as secondary challenges because whilst their purpose is to address learner performance (as functions of IL), there is actually no compatibility between them and the traditional role of the principal. Based on this view, the enactment of these variables will always pose a challenge to the instructional leader

2.4 Summary of related literature

The researcher conducted this literature review to explore the concept of leadership and technology as a challenge of school leaders to lead change in access and application of technology on the work process of schools, on classroom management, school environment, teaching, and learning. I analyzed, synthesized, and summarized relevant literature to discuss past and current leadership types, roles, and applicability of technology to school systems. The literature provided an understanding of critical challenges of school leaders to lead change, leadership practices that influence school leadership, classroom management, school environment, and academic underperformance at governmental school on secondary level.

Organizations, especially schools, need leadership, because schools are where personal development begins. Leadership is needed to guide productive growth, which involves shared responsibility, a diligent work ethic, determination, persistence, consistency, and a commitment to increase academic performance. School leaders need to share their visions through collaborative, collective, and coordinated practices.

School leadership was highlighted in the context of its contribution to teaching, learning, and the creation of an appropriate environment for learning. The framework of distributed leadership has emerged in other countries with similar performance issues as a strategy for implementation in underperforming schools.

Principals' Succession and Educational Change in investigations of long-term educational change, large scale historical studies tend to point to structural or systemic factors that promote or inhibit change, such as the recurring rise and fall of waves of reform, and the institutionalized "grammars" of structures and schedules that resist them (Tyack and Tobin, 1994). Interestingly, while case studies of individual schools over long periods of time also point to how societal and systemic actors influence how and why schools change (Fink, 2000; Labaree, 1988; Grant, 1988), it is the personalities of leaders and principals, and the impact of their visions and styles on their schools that typically assume the greatest prominence especially in the case of innovative schools that are common candidates for inquiry (Smith et al, 1987; Fletcher, et al 1985: Gold & Miles, 1981).

These two sets of interpretations represent a long-standing source of contention and controversy in historical explanation. Is the path of History charted by the hidden hand of unseen systems and structures of which individuals are mere bearers, or is it the result of the heroic acts of "Great Men" (and women) of their time (Hook, 1955, Gustavson, 1955). Are schools shaped by their leaders, or by the systemic agendas their leaders bear and deliver? Are leaders 'event making' because they actually shape the social forces around them, or 'eventful' because they are shaped for good or ill by their environment? (Carr, 1964).

For other researchers, the more important issue is how these characteristics and competencies cluster together to form particular styles of, or approaches to leadership. These researchers have sought to define and refine theoretically driven models of leadership, then to operational them so that the models can be empirically tested and exemplified in relation to their impact on improvement. Examples include the advocacy and/or investigation of instructional (Smith & Andrews, 1989; Hallinger& Heck, 1998; Greenfield, 1995), distributed (Spillane et al, 2001;

Riley, 2000), transformational (Leithwood, Jantzi and Steinbech, 1999; Bass, 1985) and productive (Lingard, 2003) leadership, as well as leadership for learning (Knapp et al, 2003: Stoll et al, 2002; Glickman, 2002). Critics contend that the prescriptively oriented and advocacy-driven approach towards identifying the right kind of leader tends to distort or draw attention away from evidence regarding the mainstream experience of most leaders (Gronn, 2003) which might be emotionally turbulent (Ackerman etal, 2002; Beatty, 2002; Blackmore, 1996), politically unsavory (Blase& Blasé, 1998), and managerially overwhelming (Quinn, 2002; Williams 2001).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. The Research Process

In this part of the study, the research design, methodology, population, sample size, data collection instruments and the data presentation with its analysis technique is discussed as follows.

3.1 The Research Design and Approach

For this research descriptive research design was selected for its simplicity and its advantage to demonstrate a research problem as it appears in the research setting with very minimal external intervention (Leady, 2005).

Within the descriptive research design, the research applied a mixed approach (Creswell, 2002) that combines qualitative and quantitative approach. The quantitative approach (Leady, 2005) was applied for testing customers' trust and satisfaction level.A quantitative approach is structured in nature, and the data are interpreted in statistical form, using questionnaires. In quantitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs (Creswell, 2012:13).This implies that quantitative approaches of gathering and analyzing data were used.

And qualitative approach was applied for the remaining issues of the study. This was done for the reason that the combination approach paves freedom of investigation through the use of interview and observation as well (Creswell, 2002; Leedy, 2005). In addition observation of secondary documents from the schools and sub city education bureau was made in due course fo the research when required.

3.2 The Research Methodology

More specifically under the descriptive research design the research applied a survey method to be able to collect various kinds of data related with the problem under investigation.The descriptive survey method is used in this research as mentioned by (Seyoum and Ayalew, 1989) cited by Adugna, (2014) descriptive survey method becomes useful when the purpose of the research is to picture the current situations or practice of a certain phenomena.

Accordingly; the major purpose of this research is to study and analyze the current practice and challenges of leadership in leading the changes of the selected government high schools in Addis Ababa.

3.3. Sources of Data

The study used both primary and secondary source of data. The primary source of data for the research was school administrators who have been involved both in filling questionnaires and interview discussion. In the mean time administrative documents, thesis, relevant book, school policy manuals and information from internet website pursuant to the research theme were secondary documents observed and reviewed by the research in time of need.

3.4. Population, Sample size and Sampling Techniques

3.4.1. Population

In determining the research setting the researcher found that there are 71 government secondary schools in Addis Ababa and the study only sampled 20 schools from five sub cities by simple random sampling , which is 50% of all sub cities in Addis Ababa because government secondary schools are more similar in structure among themselves in collecting data from school administrations.

In accordance; from the 20 selected schools the study only focused on administrative staff. To select the administrative staff respondents' Purposive and available sampling techniques were used; in order to get available information from the concerned bodies.

Since it is unmanageable to include all the population of the school in the study (teachers, students, parents and other school communities) in the study;there comes a need to determine and identify number of respondent that would serve as representative sample to generalize the findings of the study. On top of that to make valid inferences about the population, the researcher select the sample to that it is representative of the total population with regarding to the study title and objective. Singh (2007) on this side agreed that, "the concept of sampling has been introduced with a view to making the research findings economical and accurate."

3.4.2. Sample size and Sampling Technique

The researcher purposefully selected the Addis Ababa city Administration because of its proximity and accessibility to the researcher. Within the city administration there are ten sub-cities out of five subcities namely Nifas silk lafto, kolfe, Yeka, AkakiKality and Kirkos Sub cities which counts for 50% were again selected by geographical cluster sampling technique. In support of this Kothari (2004) states that geographical cluster sampling is best to select sample of the study from wide area of research setting.

Totally within the city administration under study, there are 71 government secondary schools, out which NN government secondary schools were found in these selected five sub cities therefore the researcher takes four government secondary schools from each selected sub city and decided to conduct the research on the selected 20 government secondary schools. To select these 20 government secondary schools the researcher applied systematic random sampling technique. In support of this Cohen and his colleagues (2007) stated that, systematic random involves selecting subjects from a population list in a systematic rather than a random fashion. One can decide how frequently to make systematic sampling by a simple statistic – the total number of the wider population being represented divided by the sample size required.

Furthermore 10 respondents from each of the selected government high schools were taken for the study by combing purposive and availability sampling,

3.5. Data Gathering Tools

The research used Questionnaires which is Close –ended questions items. Close-ended questionnaire is easy to process and in this "closed ended questions are useful for sensitive questions because participants might feel more comfortable knowing the parameters of response options. They also provide a means for coding responses or assigning a numeric value and statistically analyzing the data (Creswell, 2012).

In addition the research used semi structured interview question to collect detailed respondents opinion on points of discussion raised during interview session. At last documents reviews and observations were made at the time of need.

In order to make sure whether the questionnaires are free from vague and unclear items, the draft questionnaires were taken by the approval of my advisor for comment. Then comments were incorporated. Thereafter, the improved ones were given to school administration staff.The questioners consist of two major sections, the first section deals with the demographic back ground of the respondents and the second section presents the analysis and interpretation of the main data. The question items were stated to indicate the extent to which the respondents agree or disagree about the availability of such resources in their schools. Each statement had a five-point Likert scale i.e. (1) Strongly disagree, (2) Disagree, (3) Undecided, (4) Agree, (5) Strongly Agree. On each instrument were ratings tabulated to determine the mean value for each of the six variables.

3.6 Reliability and Validity of Instrument

Regarding to the Reliability and Validity of Instrument, it was essential to make pretesting process, to make sure that the terminologies are correct, and to obtain feedback about the forms and guidance on how to improve the clarity of instruments and their use. Therefore, for the researcher had taken ten respondents. Then test reliability for six variables and eighteen items

separately as well were fed aggregately on SPSS, version 20he aggregated Cronbach' Alpha result was 0.667 which suggests it can be used with the needed modification of the items with problems.

3.7. Procedures of Data Collection

Permission to conduct the study was requested and granted to Sub-city Education offices and the selected schools principals. After gaining permission, the investigator was contacted every principal physically to explain the purpose of the study, what instruments the Administration staff were expected to fill the instruments. In the sample schools the researcher was described the study, invited the Administration staff to participate, give instructions for completing the questionnaire and assure confidentiality, and identified a respondent were be responsible for collecting and returning the questionnaires. Questionnaires were being returned in a prepared envelope.

3.8. Methods of Data Analysis

Primarily, data collected using questionnaire from sampled respondents was processed and analyzed by using descriptive statistics, i.e. frequency, percentage, and mean score. Finally, data was interpreted using descriptive statistics. During data analysis and interpretation, quantitative data were combined in explaining, confirming, refuting and enriching data from one approach to another.

In addition to that discussed on the points and what they want to indicate based on the responses given by majority of the population using five point Likert scale options for the questions were analyzed. The results and the findings were discussed in relation to leading change and their challenges as stated in the basic research questions.

In toting up, responses obtained through interview were presented in report or vignette forma using the words of mouse of respondents.

3.9Ethical Considerations

Respondents were informed that the researcher uses the information only for the purpose of the study. Taking this reality in mind, any communication with the concerned bodies was accomplished at their voluntary consent without harming and threatening the personal and institutional wellbeing of the respondents. The researcher ensured confidentiality by making the participants unnamed. Finally, to start the study the researcher explained the objective and advantage of the study to the respondent to obtain their voluntarily participation. The information obtained from the respondent, data obtained from the document and others were kept confidential. In doing so, the researcher respected to all Administrative staff attends their work respectfully by sharing all the current stipulation of the school. These were done by showing positive path to the respondents as they filled the questionnaires properly and return back honestly to the researcher. The response of each target/sample/ population was kept as secrete to protect them from any doubt. All these were considered for the effectiveness of the issue under the study.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

This section of the research presents the research finding, analysis and interpretation of the data collected through questionnaire and semi structured interview. Accordingly, relevant issues and collected data were analyzed quantitatively and qualitatively. In particular, this section examines practice and challenges of leadership in leading change in selected government secondary schools of Addis Ababa city administration.

4.2. Response rate data gathering basics

In the research process as stipulated in the methodology 200 copies of the questionnaires were distributed to respondents. Out of the 200 copies, 17 were not returned. Therefore, 183 copies were used and that makes the response rate 91.5%. Meanwhile 5 (five) randomly selected interview respondents were interviewed from each sub city and their responses were presented in line with the tables and charts presented below. Overall, the data gathering instruments were used as data set being helpful to answer the following basic research questions.

1. How does the application of support government secondary schools' leaders in leading change in the work process of schools?
2. How the learning management systemof government secondary schools being the challenge of leaders in leading change?
3. Is there an access to information communication technology as the challenge of leaders in leading change on the work process of government secondary schools?

The investigative statements in the questionnaire were divided into six major categorical variables:

a) Leadership & Vision, b) Learning & Teaching, c) Productivity & Professional Practice, d) Management & Operations, e) Assessment & Evaluation and f) Social, Legal & Ethical Issues.

The question items were stated to indicate the extent to which the respondents agree or disagree about the availability of such resources in their respective schools. Each statement had a five-point Likert scale i.e. (1) Strongly disagree, (2) Disagree, (3) Undecided, (4) Agree, (5) Strongly Agree. On each instrument were ratings tabulated to determine the mean value for each of the six variables. In addition the questioners consist of two major sections, the first section deals with the characteristics of the respondents and the second section presents the analysis and interpretation of the main data.

4.3. Respondents Profile

Table 4.1: - Participants Background Information

No.	Description	Respondents	
1.	**Age (in years)**	**Frequency**	**%**
	20-30	18	9.83
	31-40	87	47.54
	41-50	64	34.97
	above 51	14	7.65
	Total	**183**	**100%**
2.	**Sex**		
	Male	117	63.93
	Female	66	36.06
	Total	183	**100%**
3.	**Qualification**		
	Diploma	4	2.18
	1st Degree	76	41.53
	2nd Degree and Above	103	56.28
	Total	**183**	**100%**
4.	**Experience (in years)**		
	1-5	15	8.19
	6-10	44	24.05
	11-20	95	51.92
	21-30	29	15.84
	Total	**183**	**100%**

The sample respondents were asked to indicate their age, sex, qualification and years of experience. As indicated the table 4.1, With regard to the age category, 18 (9.83%) were 20-30, 87 (47.54%) were 31-40 age category, 64 (34.97%) were 41-50 age category and 14 (7.65%) were above 51 age categories, the demographic information regarding age indicated that, most of

the respondents were between 31-40 age category. Regarding to gender, 66 (36.06%) respondents were female and 117 (63.93%) were male; In terms of Sex most of the respondents were male. Regarding to qualification, there were three categories: Diploma, first degree, second degree and above. The respondents, in the first category 4 (2.18%) were diploma holders, 76 (41.53%) first degree holders and 103 (56.28%) were second degree and above holders, Most of the respondents were second degree and above holders and the others were first degree and diploma holders, As it can be seen from the table above, the information on year of experience showed that 15 (8.19%) were 1-5 years, 44 (24.05%) were 6-10 years, 95 (51.92%) were 11-20 years and 29 (15.84%) were 21-30 years, most of the respondents had 6-10 years of work experience.

This implies that from the respondent almost 82% were found with in the age range of 31-50, around 64% found to be male and 51% of the respondents were found to have 2nd degree in terms of education level. Hence the city administration shall think of gender equality of staff in the high schools of the city.

4.4. Analysis and Interpretation of Data Collected for the Study

This section focuses on the results of the study in line with the research questions and objectives. Furthermore, the results of the study were based on the information gathered through questionnaires and semi structured questionnaire.

4.4.1. Leadership and Vision

Regarding to Leadership & Vision respondents were asked to rage their level of agreement on technology planning process participation, communication & promotion of technology planning, use of technology in other school plans. Accordingly the table below table 4.2 shows the responses of the respondents.

***Table 4.2: - Responses Regarding of Leadership*& Vision**

No.	Items		Level of Agreement					Total	Mean	Agg. Mean
			SA	**A**	**U**	D	SD			
1.	Participate in school's technology planning process.	Frq.	9	23	28	82	41	183	**2.32**	**2.12**
		%	4.91	12.56	15.30	44.80	22.40	100		
2.	Communicate with School administrators about technology planning.	Frq.	4	13	18	94	54	183	**2.01**	
		%	2.18	7.10	9.83	51.36	29.50	100		
3.	Promote participation in technology planning	Frq.	3	8	13	97	62	183	**1.86**	
		%	1.63	4.37	7.10	53	33.87	100		
4.	Compare and contrast school technology plan, improvement plan, strategic plan, and other instructional plans with others.	Frq.	5	10	31	91	46	183	**2.10**	
		%	2.73	5.46	16.93	49.72	25.13	100		
5.	Advocate research-based technology practice in plans.	Frq	12	20	19	85	47	183	**2.26**	
		%	6.55	10.11	10.38	46.45	25.68	100		
6.	Participate in identifying best practice in technology use.	Frq.	7	13	42	71	50	183	**2.21**	
		%	3.82	7.10	22.95	38.80	27.32	100		

Note: - SD= strongly disagree, D= disagree, U= undecided, A= agree, SA= strongly agree, Frq= Frequency

In table 4.2 above, six items were meant to address the practice and challenges of leadership in leading change in case of some selected government secondary schools of Addis Ababa. For item mean score are 2.32. This implies that the respondents have disagreed that they participate in school's technology planning process. The pattern of response in the case of the 2nd item the mean score is 2.01 and this implies that the respondents have disagreed in the perspective of Communicate with School administrators about technology planning is the challenge to lead change, In the cases of the 3rd item the mean score is 1.86, this implies that the respondents have disagreed on Promote participation in technology planning. 4th item the mean score is 2.10, this implies that the respondents have disagreed on Compare and contrast school technology plan, improvement plan, strategic plan, and other instructional plans with others. 5th item the mean score is 2.26, this implies that the respondents have disagreed on the Advocate research-based technology practice in plans. 6th item the mean score is 2.21, this implies that the respondents have disagreed on the Participate in identifying best practice in technology use. The aggregate

mean score also is close to 2.12. Therefore, it implies that Leadership & Vision of the governmental school leaders in leading change is a serious challenge.

Interview respondents also said that school technology plan, improvement plan and strategic plan and other instructional plans are available in the schools, whereas research technology practice is not that much practiced in the schools.

4.4.2. *Learning*& Teaching

Regarding learning and teaching respondents were asked to explain their level of agreements on the items mentioned in table 4.3.

***Table 4.3: - Responses regarding of Learning*& Teaching**

No.	Items		Level of Agreement					Total	Mean	Agg. Mean
			SA	A	U	D	SD			
1.	Teachers use technology for student assessment data.	Frq.	17	8	25	86	47	183	**2.24**	**2.48**
		%	4.37	9.28	13.66	47	25.68	100		
2.	Teachers use student assessment data for instruction modification.	Frq.	38	66	40	28	11	183	**3.50**	
		%	20.76	36.06	21.83	15.30	6.01	100		
3.	Practice best strategies in learning and teaching with technology.	Frq.	6	13	23	92	49	183	**2.09**	
		%	3.28	7.10	12.57	50.27	26.77	100		
4.	Support staff that want to share info about technology.	Frq.	8	21	37	74	43	183	**2.32**	
		%	4.38	11.48	20.22	40.44	23.50	100		
5.	Conduct staff assessment for technology use development.	Frq.	11	23	39	69	41	183	**2.42**	
		%	6.01	12.57	21.31	37.70	22.40	100		
6.	Facilitate the delivery of technology use development.	Frq	5	29	31	77	41	183	**2.34**	
		%	2.73	15.85	16.93	42.07	22.40	100		

Note: - SD= strongly disagree, D= disagree, , U= undecided, A= agree, SA= strongly agree Frq= Frequency %= percent

In table 4.3 above, six items were meant to address practice and challenges of leadership in leading change in case of some selected governmental secondary schools of Addis Ababa. The mean score is 2.24, this implies that the respondents have disagreed that they participate the Teachers use technology for student assessment. The pattern of response in the case of the 2nd item the mean score is 3.50 and this implies that the respondents have disagreed in the perspective of Teachers use student assessment data for instruction modification is the challenge to lead change, In the cases of the 3rd item the mean score is 2.09, this implies that the respondents have disagreed on Practice best strategies in learning and teaching with technology. 4th item the mean score is 2.32, this implies that the respondents have disagreed on Support staff that want to share info about technology. 5th item the mean score is 2.42, this implies that the respondents have disagreed on the Conduct staff assessment for technology use development. 6th item the mean score is 2.34, this implies that the respondents have disagreed on the Facilitate the delivery of technology use development.

The aggregate mean score also is close to 2.48. Therefore, it implies that Learning & Teaching of the governmental school leaders in leading change is a challenge. Regarding to the Productivity & Professional Practice, see on the following table 4.4.

Similarly interview respondents stated that teachers are challenged in the use of technology for assessment data for instruction modification. Though it is one of the major challenges to lead change.

4.4.3. *Productivity*& Professional Practice

With regards to productivity and professional practice respondents were asked to rage their level of agreement on the Likert scale on how to improve your use of technology, use technology based system for the staff record retrieval, student record retrieval. In addition points of using technology as a means of communication was also raised and the responses are presented in the table 4.4 below.

***Table 4.4: - Responses regarding of Productivity*& Professional Practice**

No.	Items		Level of Agreement					Total	Mean	Agg. Mean
			SA	A	U	D	SD			
1.	Participate to improve your use of technology.	Frq.	55	85	20	13	10	183	**3.88**	**3.67**
		%	30.05	64.44	10.92	7.10	5.46	100		
2.	Use technology for everyday life activities at work.	Frq.	32	78	29	28	16	183	**3.44**	
		%	17.48	42.62	15.85	15.30	8.74	100		
3.	Use technology-based system for staff record retrieval.	Frq.	44	76	23	26	14	183	**3.73**	
		%	24.04	41.53	12.56	14.20	7.65	100		
4.	Use technology-based system for student record retrieval.	Frq.	47	87	13	25	11	183	**3.73**	
		%	25.69	47.54	7.10%	13.66	6.01	100		
5.	Use technology as a means of communication.	Frq.	40	77	29	30	7	183	**3.61**	
		%	21.86	42.08	15.85	16.40	3.82	100		

Note: - SD= strongly disagree, D= disagree, , U= undecided, A= agree, SA= strongly agree, Frq= Frequency

In table 4.4 above, five items were meant to address practice and challenges of leadership in leading change in case of some selected governmental secondary schools of Addis Ababa. The mean score is 3.88. This implies that the respondents have agreed that they participate in school technology to improving your use of technology. The pattern of response in the case of the 2nd item the mean score is 3.44 and this implies that the respondents have agreed in the perspective of using technology for everyday life activities at work. In the cases of the 3rd item the mean score is 3.73. This implies that the respondents have agreed on use technology-based system for staff record retrieval. 4th item the mean score is 3.73, this implies that the respondents have agreed on use technology-based system for student record retrieval. 5th item the mean score is 3.61, this implies that the respondents have agreed on the use technology as a means of communication.

The aggregate mean score also is 3.67. Therefore, it implies that Productivity & Professional Practice is not a challenge of the governmental school leaders in leading change. Regarding toSupport, Management & Operations, see on the following table 4.5.

With the similar title interview respondents were asked How does technology enhance productivity and professional practice. In their response they strongly stated that technology really enhances the productivity of teachers and administrators in their professional practice.

4.4.4. Support, Management & Operations

Regarding support, management and operation respondents were asked to rate the level of agreement they had on support of technology in grading, and other tasks. On top of that the set of budgets of the hardware and software part of the technology to satisfy the technology need of the staff and students. Accordingly, the responses are presented in the table blow table 4.5.

***Table 4.5: - Responses Regarding to* Support, Management & Operations**

No.	Items		Level of Agreement					Total	Mean	Agg. Mean
			SA	A	U	D	SD			
1.	Support using technology for grading, name list, etc.	Frq.	11	29	26	74	43	183		
		%	6.01	15.85	14.20	40.44	23.50	100	**2.40**	
2.	Set a budget to fund technology needs for the school.	Frq.	58	83	15	18	9	183		
		%	31.70	45.35	8.2	9.83	4.91	100	**3.89**	
3.	Look into supplemental funding for technology needs.	Frq.	53	79	13	22	16	183		
		%	28.96	43.16	7.10	12.02	8.74	100	**3.71**	
4.	Ensure hardware and software upgrades are in place.	Frq.	61	79	12	17	14	183	**3.85**	
		%	33.33	43.16	6.55	9.28	7.65	100		
5.	Provide a high-quality technology product support.	Frq.	39	82	24	27	11	183	**3.60**	**3.24**
		%	21.31	44.80	13.11	14.75	6.01	100		
6.	Investigate on the satisfaction of faculty and students.	Frq.	3	19	13	87	61	183	**1.99**	
		%	1.63	10.38	7.10	47.54	33.33	100		

Note: - SD= strongly disagree, D= disagree, , U= undecided, A= agree, SA= strongly agree, Frq= Frequency

In table 4.5 above, six items were meant to address practice and challenges of leadership in leading change in case of some selected governmental secondary schools of Addis Ababa. The mean score was also 2.40, this implies that the respondents have disagreed that they Support using technology for grading, name list, etc. The pattern of response in the case of the 2nd item the mean score is 3.89 and this implies that the respondents have agreed in the perspective of Set

a budget to fund technology needs for the school. In the cases of the 3rd item the mean score is 3.71 and this implies that the respondents have agreed on look into supplemental funding for technology needs. 4th item the mean score is 3.85, this implies that the respondents have agreed on Ensure hardware and software upgrades are in place. 5th item the mean score is 3.60, this implies that the respondents have agreed on the Provide a high-quality technology product support. 6th item the mean score is 1.99, this implies that the respondents have disagreed on the Investigate on the satisfaction of faculty and students.

The aggregate mean score also is 3.24. Therefore, it implies that Productivity & Professional Practice is not decided as a challenge of the governmental school leaders in leading change. Regarding to Assessment & Evaluation, see on the following table 4.6.

With in the same subtitle interview respondents were asked the availability of the budget both for the hard ware and software part of the technology and they mentioned that there is a budget allotted for the same though the budget is not properly used for the stated function.

4.4.5. Assessment and Evaluation

In light of assessment and evaluation respondents were asked to rate their level of agreement wih the points that state about technology-based system and assessment plus evaluation; technology based system for teahers' needs and

n how to promote technology and the effectiveness of technology as a criterion of assessing performance of faculty in the school system

Accordingly table 4.6 below revealed that were meant to address practice and challenges of leadership in leading change in case of some selected governmental secondary schools of Addis Ababa.

***Table 4.6: - Responses Regarding to* Assessment & Evaluation**

No.	Items		Level of Agreement					Total	Mean	Agg. Mean
			SA	**A**	**U**	**D**	**SD**			
1.	Promote technology-based system to collect assessments.	Frq.	58	79	13	20	13	183	**3.81**	**3.16**
		%	31.69	43.16	7.10	10.92	7.10	100		
2.	Evaluate technology-based system for their effectiveness.	Frq.	76	80	8	14	5	183	**4.13**	
		%	41.53	43.71	4.37	7.65	2.73	100		
3.	Evaluate technology-based system for upgrades.	Frq.	5	26	23	78	51	183	**2.21**	
		%	2.73	14.20	12.56	42.62	27.86	100		
4.	Evaluate if technology-based system is meeting the needs of teachers.	Frq.	62	84	14	10	13	183	**3.77**	
		%	33.88	45.90	7.65	5.46	7.10	100		
5.	Effective use of technology as a criterion for assessing the performance of faculty.	Frq.	9	13	7	79	75	183	**1.91**	
		%	4.91	7.10	3.82	43.16	40.98	100		

Note: - SD= strongly disagree, D= disagree, , U= undecided, A= agree, SA= strongly agree, Frq= Frequency

In table 4.6 above, five items were meant to address practice and challenges of leadership in leading change in case of some selected governmental secondary schools of Addis Ababa. The mean score is 3.81, this implies that the respondents have agreed that the Promote technology-based system to collect assessments. The pattern of response in the case of the 2nd item the mean score is 4.13, this implies that the respondents have agreed in the perspective of Evaluate technology-based system for their effectiveness. In the cases of the 3rd item the mean score is 2.21 and this implies that the respondents have disagreed on Evaluate technology-based system for upgrades. 4th item the mean score is 3.77, this implies that the respondents have agreed on Evaluate if technology-based system is meeting the needs of teachers. 5th item the mean score is 1.91, this implies that the respondents have disagreed on the Effective use of technology as a criterion for assessing the performance of faculty.

The aggregate mean score also is 1.88. Therefore, it implies that Assessment & Evaluation is a challenge of the governmental school leaders in leading change. Regarding to Social, Legal & Ethical Issues, see on the following table 4.7.

In lie with this point interview respondents states that most of the teachers and administrators do have a prior experience in using technology in the assessment and evaluation and they do also go through online learning at different levels. Mean while the respondents said that technology really supports the operation of the administrators in leading the school management and at the same time supports teachers in the assessment and evaluation of students and the learning out come.

4.4.6. *Regarding to* Social, Legal & Ethical Issues

In relation to the social, legal and ethical issues pursuant to the technology, respondents were asked to rate their Reponses on the below question items indicated in table 4..7.

***Table 4.7: - Responses Regarding to* Social, Legal & Ethical Issues**

No.	Items		Level of Agreement					Total	Mean	Agg. Mean
			SA	A	U	D	SD			
1.	Ensure equal access of technology in school.	Frq.	10	19	8	79	67	183	**2.04**	**1.88**
		%	5.46	10.38	4.37	43.16	36.61	100		
2.	Implement policies for ethical use of technology.	Frq.	4	16	3	82	78	183	**1.83**	
		%	2.18	8.74	1.63	44.80	42.62	100		
3.	Enforce issues related to copyright and intellectual property.	Frq.	9	11	5	88	70	183	**1.91**	
		%	4.91	6.01	2.73	48.08	38.25	100		
4.	Addressing issues related to privacy and online safety.	Frq.	4	8	9	89	73	183	**1.80**	
		%	2.18	4.37	4.91	48.63	39.89	100		
5.	Use technology to meet the needs of special education students.	Frq.	7	13	6	81	76	183	**1.87**	
		%	3.82	7.10	3.28	44.26	41.53	100		
6.	Support technology use to deliver individualized education.	Frq.	10	8	4	90	71	183	**1.88**	
		%	5.46	4.37	2.18	49.18	38.80	100		
7.	Disseminate information about health related to technology.	Frq.	8	10	6	80	79	183	**1.84**	
		%	4.37	5.46	3.28	43.71	43.16	100		

Note: - SD= strongly disagree, D= disagree, , U= undecided, A= agree, SA= strongly agree Frq= Frequency

In table 4.7 above, seven items were meant to address the practice and challenges of leadership in leading change in case of some selected governmental secondary schools of Addis Ababa. The mean score ware 2.04, this implies that the respondents have disagreed that the Ensure equal

access of technology in school. The pattern of response in the case of the 2nd item the mean score is 1.83, this implies that the respondents have disagreed in the Implement policies for ethical use of technology. In the cases of the 3rd item the mean score is 1.91 and this implies that the respondents have disagreed on Enforce issues related to copyright and intellectual property. 4th item the mean score is 1.80, this implies that the respondents have disagreed on Addressing issues related to privacy and online safety. 5th item the mean score is 1.87, this implies that the respondents have disagreed on the Use technology to meet the needs of special education students. 6th item the mean score is 1.88, this implies that the respondents have disagreed on the Investigate on the Support technology use to deliver individualized education. 7th item the mean score is 1.84, this implies that the respondents have disagreed on the Disseminate information about health related to technology. The aggregate mean score also is 1.88. Therefore, it implies that Social, Legal & Ethical Issues is a critical challenge of the governmental school leaders in leading change.

In line wit this interview respondents were asked to explain the social, legal and ethical issues of technology usage is considered as a challenge. In responding to the issue the respondents emphasized that the technology is not supporting individualized learning; implementation of such a policy is weak and there is no equal access to the technology; which all hinders the practice of leading change in the schools.

CHATER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Introduction

A summary of the study, research questions, methods and findings are presented in this chapter. It starts with a brief overview of the study. Conclusions are drawn from the review of the literature. Implication and recommendations for further studies are included.

5.2. Summary of Major findings

Though the research come up with wide facts and finding the researcher finally summarizes the major finding in the following way based on the extent to which the respondents agree or disagree on the availability of such resources in their current school.

As many of the respondents answered, there is a challenge in leading change in the school according to the variables;- Leadership & Vision, Learning & Teaching, Productivity & Professional Practice, Support, Management & Operations, Assessment & Evaluation and Social, Legal & Ethical Issues to discover the application of technology and to identify the learning management system of schools and to address the access of information communication technology on the work process of schools are the critical challenge of leaders in leading change.

- School Principal (Directors) are respondents; from the demographic information regarding to Age indicated that, most of the respondents were between 31-40 age category. In terms of Sex most of them are male, on the perspective of Year of Experience shows most of them have 11-20 years and regarding to Educational background (qualification) most of the respondents were second degree and above holders, this indicate that the government school Principals had adequate level of knowledge, skill and experience to transform and to deal with many of the challenges facing on the schools in terms of leading change if they had an access to information communication technology on the work process of school.

- The results of this study demonstrate a weakness in the area of "Leadership & Vision" in the perspective of Participation, Communication, Promotion, Advocacy, Compare and contrast school technology plan, improvement plan, strategic plan, and other instructional plans with others research-based technology practice is the critical challenges of leadership in leading change in selected government secondary schools of Addis Ababa.

- The results of this study demonstrate a weakness in the area of "Learning & Teaching" dimension related to assisting teachers to use technology to analyze student data and using this data to modify instruction. The National Education Technology Plan (2021) includes as one of its goals to connect, resources and student data to school systems. It is encouraging to find that governmental school principals are supporting this effort as well. But according to this study the application and access of technology in Learning & Teaching is the critical challenge of leadership in leading change in selected government secondary schools of Addis Ababa.

- The highest rating in the "Productivity & Professional Practice" school principal in the government secondary schools of Addis Ababa on the extent that they participated in professional development to improve their technology usage for this good attention to the needs of teachers is from the interest of participation in staff development by their school administration. The study indicates that the access and implementation of additional Productivity & professional development practice is not the critical challenges of leadership in leading change in selected government secondary schools of Addis Ababa.

- The "Support, Management & Operations" dimension found undecided in the area of access and implementation of technology supporting staff to use technology for management and operations (e.g., student information system, electronic grade book, and curriculum management system). This area relates to public school administrators' day-to-day tasks which were supported in the Productivity and Professional practice dimension. The study answers are an area of Support, Management & Operations needs focus for future research and assessment to know the extent of availability of technology

in Support, Management & Operations is undecided to consider as a critical challenges of school leaders to lead change.

- The "Assessment & Evaluation" dimension found undecided in the area of access and implementation of technology in the promotion or modeling of technology-based systems to collect student assessment data, evaluate technology-based system for their effectiveness and for meeting the needs of teachers has proven to be the most successful portal to moving school faculty and administrators into 21st century teaching and learning. The movement, however, may be hampered as indicated by the low mean rating for Evaluate technology-based system for upgrades and Effective use of technology as a criterion for assessing the performance of faculty. Having administrative and operation systems that need modifications or upgrade hinders the ability to collect and analyze student assessment data. The data from this study do not indicate strength for governmental secondary school of Addis Ababa administrators in accountability on the areas of engagement and involvement around technology issues on Assessment & Evaluation process as a critical challenge of leaders to lead change in the school.

- A discouraging finding in the availability of "Social, Legal, and Ethical Issues" dimension was in Ensure equal access of technology in school, Implement policies for ethical use of technology, Enforce issues related to copyright and intellectual property, Addressing issues related to privacy and online safety, Use technology to meet the needs of special education students, Support technology use to deliver individualized education Disseminate information about health related to technology is the critical challenges of leaders to lead change.

5.3. Conclusion

Hence, school change is a process that involves participation of the school leaders and other school communities for the overall school effectiveness and achievement of goals. The main purpose of this research was to investigate the practice and challenges of leaders in leading change in selected government secondary schools of Addis Ababa city administration, the access and application of technologies in the work process of schools. As it was tried to be explained so

far, school principals (directors) were chosen as a sample respondent and to whom questionnaires were distributed and was analyzed on which are Leadership & Vision, Learning & Teaching, Productivity & Professional Practice, Support, Management & Operations, Assessment & Evaluation and Social, Legal & Ethical Issues. To address this purpose, the researcher raised the following basic research questions and developed a research methodology.

The Data was collected by a means of questionnaire and interview. The data was analyzed using frequency, percentage, and mean in addition to the interview reports. Hence finally concluded that the practice and challenge of leadership in leading change in some selected government high schools. Accordingly, the researcher concluded that there is a weakness in the area of "Leadership & Vision" communication promotion and advocacy; weakness in the area of "Learning & Teaching" dimension related to assisting teachers to use technology were there.

The "Productivity & Professional Practice" school principal was found to be high; where as the "Support, Management & Operations" dimension found undecided in the area of access and implementation of technology supporting staff to use technology for management and operations

On top of that "Assessment & Evaluation" dimension found undecided in the area of access and implementation of technology in the promotion or modeling of technology-based systems.

Finally, a discouraging finding in the availability of "Social, Legal, and Ethical Issues" dimension was in Ensure equal access of technology in school, Implement policies for ethical use of technology.

5.4 Recommendations

In the process of conducting research on the practice and challenge of leadership in leading changes in the high schools, the research findings obtained and the conclusion made on the same the researcher forwarded the following recommendations:

- The study and research in the area of government secondary school leaders and their technology engagement and involvement around technology issues is far from satisfactory level accordingly the researcher recommends the development and adoption of a common definition of productivity in the education system and more relevant and meaningful measures of outcomes, along with improved policies on the access and implementation of technologies for productivity.

- In light of the current definition and practice of equity and productivity, , in Addis Ababa city administration education secondary schools need to be researched, disseminated and put into policy.

- Governmental secondary school administrators have a long way ahead to reach the current "National Education Technology Standards". Therefore, leaders must have to understand the changes in technology and work with them to improve teaching and learning in the 21st century.

- As change is inevitable, the school administrators shall cope up their respective schools to required level of implementing the technological changes the city administration education system places on ground.

- In this technological era, it is recommended that teachers and administrators are expected to apply and use the basic technology tolls of hardware and software in the school system not only for the teaching learning process but also to execute daily routine activities.

- Finally the researcher recommended that further in-depth studies need to be conducted in this area with regard to discover the application of technology and to identify the learning management system of schools and to address the access of information communication technology on the work process of schools.

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APPENDEX I

Addis Ababa University

College of Education, Department of Educational Planning and Management

Questionnaire to be filled in by school Administration Staff

Dear Participant,

This questionnaire is designed to gather data on ‘’**Critical Challenges of Leadership in Leading Change in Selected Government Secondary Schools in Addis Ababa.’’** The purpose of the study is to fulfill a thesis requirement for the award of Master’s degree in EDPM at Addis Ababa University. Your responses for the questions are extremely important for successful completion of my research. The information that you provide will be used only for the purpose of the study and will be kept strictly confidential. Finally, I would like to thank you very much for your cooperation and sparing your valuable time for my request.

A reminder note

The following terms appear throughout the assessment. Keep these definitions in mind as you read the items and make your response.

Technology: - Generally refers to personal computers, networking devices and other computing devices (e.g., electronic whiteboards and personal digital assistants (PDAs)); also includes software, digital media, and communications tools such as the Internet, email, CD-ROMs, and video conferencing.

Technology planning: - Any process by which multiple stakeholder groups (e.g., district administration, school administration, faculty, and parents) meet or convene to develop a strategy for the use or expanded use of technology in instruction and operations. Technology planning need not be separate from other planning efforts, but should be a recurring theme if integrated within a more comprehensive planning process.

Instruction on how to fill the questionnaire

- You need not write your name.
- Make a tick mark in the table provided columns.
- There are questions that lead reminds you the contents as shown in the table.

Section One: - Personal Information

Direction: Question 1-5 asks you about your demographic factors and your professional background. Please provide your appropriate answer with a tick mark (√) against your choice as per the nature of each question.

1. **Location**: Name of Your school: ----------
2. **Age**
   a) 20-30 ( ) b) 31-40 ( ) c) 41-50 ( ) d) 51 and above ( )
3. **Sex**
   a) Male ( ) b) female ( )
4. **Qualifications**
   a) Diploma ( ) b) 1st degree ( ) c) 2nd degree &above ( )
5. **Years of work experience**
   a) 1 - 5 ( ) b) 6-10 ( ) c) 11-20 ( ) d) 21 -30 ( )

Section Two:- practice and challenges of leadership in leading a change in Selected Government Secondary Schools in Addis Ababa

Direction: Questions ask you about practice and challenges of Leadership in Leading Change in Selected Government Secondary Schools in Addis Ababa. **On a scale of 1 to 5, indicate the extent to which you agree or disagree about the availability of such resources in your current school**.

Give your answer by *putting this* ***mark*** **(√)***on* the number in the line. The numbers have the following meaning: 5= strongly disagree 4= Disagree, 3= Undecided, 2=Agree, 1= Strongly Agree

No	Questions	Strongly Agree	Agree	Undecided	Dis-agree	Strongly Disagree
Leadership & Vision						
1	Participate in school's technology planning process.					
2	Communicate with School administrators about technology planning.					
3	Promote participation in technology planning					
4	Compare and contrast school technology plan, improvement plan, strategic plan, and other instructional plans with others.					
5	Advocate research-based technology practice in plans.					
6	Participate in identifying best practice in technology use.					
Learning & Teaching						
1	Teachers use technology for student assessment data.					
2	Teachers use student assessment data for instruction modification.					
3	Practice best strategies in learning and teaching with technology.					
4	Support staff that want to share info about technology.					
5	Conduct staff assessment for technology use development.					
6	Facilitate the delivery of technology use development.					
Productivity & Professional Practice						
1	Participate to improve your use of technology.					
2	Use technology for everyday life activities at work.					
3	Use technology-based system for staff record retrieval.					
4	Use technology-based system for student record retrieval.					
5	Use technology as a means of communication.					

No	Questions	Strongly Agree	Agree	Undecided	Dis-agree	Strongly Disagree
Support, Management & Operations						
1	Support using technology for grading, name list, etc.					
2	Set a budget to fund technology needs for the school.					
3	Look into supplemental funding for technology needs.					
4	Ensure hardware and software upgrades are in place.					
5	Provide a high-quality technology product support.					
6	Investigate on the satisfaction of faculty and students.					
Assessment & Evaluation						
1	Promote technology-based system to collect assessments.					
2	Evaluate technology-based system for their effectiveness.					
3	Evaluate technology-based system for upgrades.					
4	Evaluate if technology-based system is meeting the needs of teachers.					
5	Effective use of technology as a criterion for assessing the performance of faculty.					
Social, Legal & Ethical Issues						
1	Ensure equal access of technology in school.					
2	Implement policies for ethical use of technology.					
3	Enforce issues related to copyright and intellectual property.					
4	Addressing issues related to privacy and online safety.					
5	Use technology to meet the needs of special education students.					
6	Support technology use to deliver individualized education.					
7	Disseminate information about health related to technology.					

APPENDEX II

Addis Ababa University

College of Education, Department of Educational Planning and Management

Semi structured interview questions for discussion with selected school Administration

Rationale of discussion,

This semi structured questions are prepared to gather data on 'practice and challenges **of Leadership in Leading Change in Selected Government Secondary Schools in Addis Ababa city Administration.''** The purpose of the study is to fulfill a thesis requirement for the award of Master's degree in EDPM at Addis Ababa University. Your responses for the questions are extremely important for successful completion of my research. The information that you provide will be used only for the purpose of the study and will be kept strictly confidential. Finally, I would like to thank you very much for your cooperation and sparing your valuable time for my request.

1. Do the schools use digital resources in a variety of ways to support teaching and learning?

2. Do the teachers use technology for the real time feedback?

3. How does technology enhance productivity and professional practice?

4. Do you have any previous experience with online learning?

5. How does technology support the operation of the management?

6. Does the social, legal and ethical issues of technology usage is considered as a challenge?

7. Does school leadership planning and vision of the schools are in line with technology?

8. How comfortable are you with sourcing relevant information on the internet?