

**PERCEPTION OF LEADERSHIP IN EFFECTIVENESS OF SCHOOL
IMPROVEMENT PROGRAM: THE CASE OF SELECTED HIGH
SCHOOLS IN ADDIS ABABA CITY ADMINISTRATION**

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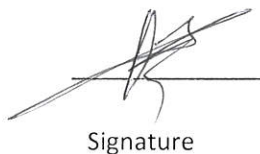
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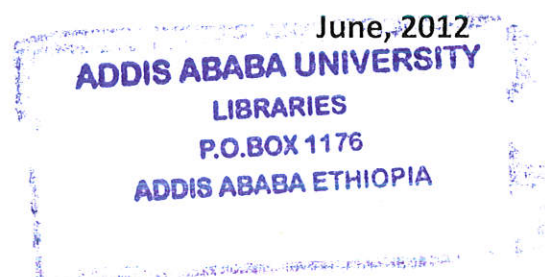
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ABSTRACT

Perception of Leadership in Effectiveness of School Improvement Program: The Case of Selected High Schools in Addis Ababa City Administration.

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The purpose of this study was to assess the experience of principals in government secondary schools in Gulele Subcity of Addis Ababa, Ethiopia, namely: Medhanialem Preparatory School, Dilber Secondary School and Meeraf Secondary School. The study deals with examining the actual experience and problems of principals in government schools. The review of literature focused on leadership in education within this concept, functions of leadership, effectiveness of school leaders, elements of effective leadership and school improvement initiatives. The research methodology employed in the study was both quantitative and qualitative approaches. Accordingly, a questionnaire was prepared to be filled by teachers, vice principals and department heads. For the qualitative portion, interviews and observation were administered. Regarding the questionnaires, distributed to sample size of 222 teachers, 31 vice principals and department heads. 256 out of the 270 distributed questionnaires were returned, producing an overall 94% return rate. After data were screened, three survey questions were eliminated, due to missing responses. Data obtained through questionnaires were analysed using statistical tools such as mean, standard deviation, Chi-square and t-test. The findings of the study revealed that principals are less effective in their leadership due to lack of experience and qualification in the profession. Finally, based on the findings and conclusions, recommendations were made on capacity building and empowering of principals to do their work effectively on instructional leadership, in turn, encouraging participatory approach of leadership. Furthermore, Addis Ababa Education Bureau (AAEB) is responsible to give directives and guidelines in the cases that whenever shortcomings and gaps are observed and the schools should organized public relations to create school-community links.

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Table of contents

<i>Contents</i>	<i>Page</i>
Abstract	ii
Acknowledgement	iii
Table of contents	iv
List of figures	vi
List of Table	vii
Abbreviations and Acronyms	ix
1. INTRODUCTION	
1.1 Background	1
1.2 Statement of the problem	3
1.3 Objective of the study	4
1.4 Significance of the study	4
1.5 Delimitations of the study	4
1.6 Limitations of the study	5
1.7 Definition of key terms	5
1.8 Organization of the study	6
2. REVIEW OF LITERATURE	
2.1 The concept of leadership	7
2.2 Leadership in Education	14
2.3 Change and leadership	16
2.4 Leadership effectiveness	17
2.5 Leadership and School Improvement Initiatives	21
2.6 The Role of school Leaders	24
2.7 Leadership Development in Ethiopia	28

3. RESEARCH DESIGN, TOOLS AND PROCEDURES

3.1 The research approach.....	32
3.2 Methods of the study.....	33
3.3 Population and sample of the study.....	33
3.4 Instrumentation.....	35
3.5 Procedures of Data collection	36
3.6 Data Analysis.....	37

4. PRESENTATION AND ANALYSIS OF DATA

4.1 Characteristics of the population of the study.....	38
4.2 Results of the Empirical data.....	40

5. SUMMARY, CONCLUSIONS & RECOMMENDATIONS

5.1 Summary	55
5.2 Conclusions.....	56
5.3 Recommendations.....	57

REFERENCES	60
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APPENDICES

Appendix A: Questionnaire for teachers.....	67
Appendix B: Questionnaire for vice principals and Dept. Heads	72
Appendix C: Interview Guides	77
Appendix D: Statistical analysis of chi – square	79
Appendix E: Observation check list	87

LIST OF FIGURES

Title	page
Figure 1: conceptual model of the study	33

LIST OF TABLES

Title	page
Table 1 : Domains and Elements of Sip.....	26
Table 2: Population of target school	36
Table 3: Response rate	40
Table 4: Respondents by qualification and years of services	41
Table 5: Visionary leaders	42
Table 6: Participatory approach of leaders	44
Table 7: Factors that contributed to students' results	45
Table 8: characteristics of instructional leaders	47
Table 9: Leaders support the staff	48
Table 10: Creating conducive environment	49
Table 11: Attention on students services	51
Table 12: School-parent relationship	52
Table 13: Means response of identify school leaders performance	53
Table 14: Means response of characteristics as instructional leaders	54
Table 15: Means of response principals role to create conducive environment....	55
Table 16: Means of response the school parents relationship	56
Table 17: Items describing about visionary leaders	80
Table 18: Participatory approach of leaders	81

Table 19: Factors that contributed to students result.....	82
Table 20: Characteristics of instructional leaders	83
Table 21: Instructional leaders support staff.....	84
Table 22: Creating conducive environment for education	85
Table 23: Principals attention for students service	86
Table 24: School- parent relationship	87

ABBREVIATIONS and ACRONYMS

- AACA :** Addis Ababa City Administration
- CEEP :** Civic and Ethical Education Program
- CIIP :** Curriculum Improvement and Implementation Program
- ETP :** Education and Training Policy
- FDRE :** Federal Democratic Republic of Ethiopia
- GEQIP:** General Education Quality Package
- HRD :** Human Resource Development
- ICT :** Information Communication Technology
- IER :** Institute of Educational Research
- ISIP :** International School Improvement Program
- LAMP:** Leadership And Management Program
- MOE:** Ministry of Education
- PTA :** Parents and Teachers Association
- SEI :** School Excellence Initiative
- SIP :** School Improvement Program
- SPSS:** Statistical Package for the Social Science
- SSI :** Schools Standards Initiative
- TDP:** Teachers Development Program

CHAPTER I

INTRODUCTION

1.1 BACKGROUND

Education and training is vital instrument to fight backwardness and poverty of a country. Nowadays, many countries have been exerting their efforts for quality education. Derbessa (2006) empirical evidence suggests that educational investment has been one of the most important factors that contribute to economic growth in both developed and developing countries. However, bringing quality of education has been a great challenge to be addressed parallel to expansion of educational access. Concerning quality of education, Pigozzi (2008) enlightened that poor qualities frustrate efforts to use education as an effective device for economic growth and development in this age of accelerating globalization. With this understanding, we can learn that quality education is a prominent agenda across the world, and countries are looking for various quality improvement initiatives.

The Ethiopian education system which lasted for a long period is now in a process of implementing school Improvement Program (SIP) that gives emphasis for quality of education. The Education and Training Policy (ETP) has been launched in 1994. The most promising results of the 1994 ETP are increasing access to education and then to work with quality of education. Recently, the Ministry of Education has launched General Education Quality Improvement Package (GEQIP) which comprises six programs. School Improvement Program (SIP) & Leadership and Management Program (LAMP) are of GEQIP among the others. The launching of GEQIP shows that the government has now found its attention to improve the quality of education. To this end, the role of leadership is vital to bring transformative changes in the school improvement initiative. Sergiovanni (1991:78) underlines that principals are key players in the school improvement.

School improvement is the constant theme of visionary school leaders. They scrutinize existing practice to assure that all activities and procedures contribute to quality of education. The success of any school improvement is highly linked to

the leadership capacity of the principal. The effectiveness of the school could be described by the strong instructional leadership to support the staff in improving instructions for best and high academic achievement of the students.

Effective leadership in educational activities is important to achieve success in school objectives. Lassey (1971:124) also states that school leadership is one of the several significant variables in the life of the institution. Initiatives must be taken by school leaders, because they act as a catalyst in the overall efforts of bringing about effective implementation of school improvement plans.

In the Ethiopian education context, success has been shown in access for the last couple of decades. For instance, as indicated in the MoE annual statistical abstract (2005) the total enrolment for secondary level education was increased from 426, 495 students in 1996/97, to 953,217 in 2004/05 which is increased by 123%. This shows improvement in the rate of access to all citizens. However, this achievement has not been accompanied by adequate improvement in quality of education.

According to the explanation of World Bank (2008), there are factors that facilitate the success of school improvements. First, there should be committed leaders to run the school improvement process. Second, SIP by its nature demands collaborative efforts that call for active participation of stakeholders in planning and implementation of plan. In addition to this, Hopkins (1987) warned that it is difficult to change education even in a single classroom, without also changing the school organization; cooperation of fellow teachers and the endorsement of the school leaders.

The FDRE government has put a policy direction regarding the management and organization of the schools which stated that it will be professional, coordinated, efficient and effective with an overall coordination of the democratic leadership of committees consisting of members from the community (MoE,1994:8) .This suggest maintaining efficiency and effectiveness of principals at all school levels.

It was admitted by many scholars in the field that school leadership is a specialized field which requires deep theoretical knowledge and skills in leadership and management.

Therefore, to achieve success in the implementation of school improvement program (SIP), in Ethiopia in general and in Addis Ababa city Administration (AACAA) in particular, it is very important to carry out a research in such a way to investigate to what extent schools have improved themselves with the high involvement of effective leadership. The need for professional and effective leadership at secondary schools for overall success of school development plans is the rational that initiated the researcher to undertake this study.

1.2 STATEMENT OF THE PROBLEM

Principals need to have the theoretical knowledge, skill and adequate experiences in school leadership so as to play active and effective leadership role in school improvement programs. It is also stated that principals should have a profile of possession of various trainings on school leadership and management (MoE, 1999/10)

The role of leadership in school effectiveness is unquestionable. Principals should also be competent in establishing safe and positive school climate. Although changes and education promotion strategies have been made, my exposure as an educator in Addis Ababa in general and in Gulele Sub city in particular and my participation in the annual educational conference of 2010/11 which was organized by Gulele Sub city helped me to think critically about the problems encountered in implementing school improvement plans. Educational problems cannot be solved through concerns only, unless there is empirical evidence. Hence, this study aims at exploring the role of leadership in the effective implementation of SIP

Research Questions

The following research questions guided the study:

1. What is the role of leaders in attaining the goals of SIP?
2. Does leadership make difference in SIP implementation?
3. Are there leadership challenges in the implementation of school Improvement Program?

1.3 OBJECTIVE OF THE STUDY

The purpose of the study was to analyze the characteristics of the role of leadership in effective school improvement. Even in the best of circumstance leadership is difficult (Sergiovanni, 2005). Leadership that are exhibited by principals in the schools were indentified and investigated in an attempt to determine best practices.

Another rationale for conducting this study was to scrutinize leadership challenges in the successful implementation of school improvement program and the role of leaders in attaining the goal of SIP. The study attempts to; (1) identify the strengths and weaknesses of the leadership roles of principals, (2) assess the extent of principals' effectiveness in school leadership.

1.4 SIGNIFICANCE OF THE STUDY

The results of this study add to and enhance the body of literature currently available on effectiveness of leadership in the education system of Ethiopia. School leaders can use this information to glean insights to define best practices and impact the educational program in a positive manner. This research would also help to create awareness among secondary school principals by indicating to what extent of leadership roles do the schools lack and how they take lessons from their short comings and to bring effective school improvement.

1.5 DELIMITATION OF THE STUDY

This study was delimited to government owned secondary schools in Gulele Sub city of Addis Ababa city administration. Issac and Michael(2005) defined

delimitation as " arbitrarily narrowing the scope of the study " and " focusing only on selected aspects of the problem, certain areas of interest, a limited range of subjects and level of sophistication involved " (p.38). Delimitations of the study included: Effectiveness of principals was assessed on elements of leadership; Data for the study were gathered during the 2012 school year and respondents in three sampled schools had varying degrees of knowledge and career experience.

1.6 LIMITATION OF THE STUDY

Gay and Airasian (2000) defined a limitation as " some aspect of the study that researcher knows may negatively impact the study, but over which they have no control " (P.108)

The limitations of the study included:

1. Poor record system was a limitation in finding to get up dated reports in sampled schools. .
2. The study fund earned from AAU was not given, in turn, failed to conduct the research in large sample size and shortage of finance was limited to collect adequate data from this source. .

1.7 DEFINITION OF KEY TERMS

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

Governance: Refers to accountability for the education program.

Instructional Leadership: Refers to the principals' influences on behaviour of teachers, supportive staff & community as they engage in the activities..

Laissez-Faire: Management style that advocates minimal supervision involvement in the instructional process (Glickman; Gordon and Gordon, 1998)

Leadership: A process whereby an individual influences his/her subordinates to achieve common goals

Leadership style: Leaders' typical way of behaving group members or subordinates (Hicks and Gullet, 1981)

Perception: An idea, a belief or an image you have as a result of how you see or understand something (Oxford Dictionary, 1948:938)

Principals: The managerial staff and professional leaders in charge of schools.

Transactional Leadership: Moving followers to enact their roles as agreed upon with the leader in exchange for reward or the avoidance of punishment (Bass and Avolio, 1989)

Transformational Leadership: Change in structural purpose, goals and behaviours; passage from one state or stage to another (Golding, Crowson, Laird and Berk, 2003).

1.8 ORGANIZATION OF THE STUDY

The study comprises of five chapters. Chapter 1 includes the background & problem statement of the study. A comprehensive review of the literature is presented and discussed in Chapter 2. Chapter 3 consists of the data collection methods, procedures, instrumentation, and data analysis technique. An analysis of the results of the data collected during this study is presented in Chapter 4. Chapter 5 provides a summary, conclusions and recommendations.

CHAPTER II

REVIEW OF LITERATURE

2.1 THE CONCEPT OF LEADERSHIP

Leadership is the process that influences the behaviour and daily activities of others' effort towards the achievement of goals in a given situation. As to Hemphill (1949), leadership is the initiation of a new structure of procedure for accomplishing the organizations' goals and objectives. According to Halpin (1956), a successful leader contributes to group objectives and their relationship. Davis (1998) also states that leadership is the ability to persuade others to seek defined objectives enthusiastically; the human factor binds a group together and motivates it towards its goals. McGregor (1978) defined leadership as leaders and followers to act for certain goals that represent the values and motives; the wants and needs, the aspiration and expectation of both leaders and followers. According to Hersey, Blanchhard and Jonson (cited in Wossenu, 2006), leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation.

From the above definitions, we can understand that leadership is thus inseparable from the followers' needs and goals as it occurs in a group. Like other human activities, leadership is difficult to pin down (Wossenu, 2006). In this regard, leadership is a concept that does not have yet universally accepted definition; rather it is agreeable in working definition by scholars who work in the field. Similarly, Yukl (2006) said that the term leadership is taken from the common vocabulary and incorporated in the technical vocabulary of a scientific discipline without being precisely refined which resulted confusion in its meaning. However, a working definition may help us to have a common understanding. Leithwood and Riehl (cited in Wossenu; 2006) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Wossenu (2006) on his part stated that leaders mobilize and work with others in order to achieve the common goals. To this end, leadership is an influential process in supporting others to work enthusiastically at the aim of shared goals or objectives.

In the study of leadership, it is important to have a concern on similarities and differences between leadership and management.

Leadership is frequently seen as an aspect of management, with real leaders often characterized as charismatic individuals with visionary and the ability to motivate and enthuse others – even if they lack the managerial or administrative skills to plan, organize effectively or control resources. On this basis, it is often argued that managers simply need to be good at everything that leaders are not (Wossenu, 2006:3)

Leadership is believed that where you need to go with a clear vision and sharing that vision to create a common purpose with staff and stakeholders. And it is also the ability to entrust the followers towards a definite goal. Management is a complex task that involves the process of planning, organizing, staffing, directing and controlling the organizational operation to realize certain goals. Organizational performances depend to a large extent, on how resources are allocated and management's ability to adapt changing conditions.

Murugan (2005) attempted to pin down the significant difference between those two terms, as follows:

Management cannot operate without formal organizational structure, where a manager directs people through the legitimate authority and he or she has to perform all the five functions: planning, organizing, staffing, directing and controlling. But leadership can exist in both organized and non organized groups. Leaders may/ or not have formal authority but direct people by influencing their behaviours (P.327).

To Murugan, managers do their work to achieve their goals through regulatory and controlling methods, while leaders have empathy with other people and create excitement in works in order to influence people and make all opportunities of changes. Both managers and leaders have power to influence other people. However, most management positions provide opportunities to engage in leadership.

Although different stakeholders are existing in a school, a principal is a prominent figure who has the power to influence others. Principals are supposed to have the capacity and skills of managing the staff members and available resources to academic achievements. And they should also use interchangeably their leadership power and managerial skill to cover their irreplaceable roles and importance in educational leadership. In addition, school leaders should be familiar with their

functions to perform for school improvement and they are also expected to follow different leadership styles for their effectiveness.

2.1.1 LEADERSHIP THEORIES

The essence of educational leadership has been the ability to understand the theories and concepts and then apply them in real life scenarios (Morrison, Rha & Hellman, 2003). Siegrist(1999) hypothesized that people's understanding of leadership has changed rather dramatically as individuals recognize that what leaders do is determined in large part by the nature of those being led and culture of the organization in which they work. Various theories of leadership have emerged, with each theory producing volumes of literature legions of both proponents and opponents. Since that time, a large portion of contemporary leadership has focused on the effects of transformational and transactional leadership (Antonakis, Avolio & Sivasubramaniam, 2003).

2.1.1.1 TRANSFORMATIONAL LEADERSHIP

The version of transformational leadership theory that has generated more research was formulated by Bass (1985) and his colleagues (Yukl, 1999). Burns (1978) alleged that transformational leadership was based upon mutually agreed goals and objectives of leaders and followers. Transformational leaders motivate subordinates to perform beyond desired expectations by inspiring, stimulating, and developing a higher collective purpose, mission and vision (Boss, 1985).

Northouse (2004) postulated that transformational leaders are seen as change agents who are good role models and who can create and articulate a clear vision for an organization. To argue that transformational leaders embrace a vibrant, didactic learning environment, one that promotes personal responsibility and innovative thought processes. Furthermore, leaders who are transformational in effective schools do whatever is necessary to facilitate this process. Bass and Avolio (2004) delineated the following key aspects that comprise transformational leadership:

Idealized Influence (Attributed) – instilling pride in others for being associated with their leaders ; going beyond self interest for the good of the group ; acting in ways that build others respect and displaying a sense of power and confidence.

Idealized Influence (Behaviour) taking about important values and beliefs ; specializing the importance of having a strong sense of purpose; considering the moral and ethical consequences of decisions and emphasizing the importance of having a collective sense of vision.

Implicational Motivation – taking optimistically about the future, providing meaning and challenges and taking enthusiastically about what needs to be accomplished; articulating a compelling vision of the future and expressing confidence that goals can be achieved.

Intellectual stimulation – stimulating subordinates to be innovative and creative by re-examining critical assumptions and seeking varied perspectives when solving problems.

Individualized consideration – treating subordinates equally, but paying attention to individual differences, needs and abilities, serving as coaches and practicing two – way communication.

Collaboration is inspiring a sense of community and shared commitment which diminishes isolation and un certainty about effectiveness. Bass and Avolio (1994) suggested that collaborative process is likely to benefit organizational effectiveness if transformational leadership is involved in the process.

2.1.1.2 TRANSACTIONAL LEADERSHIP

Transactional leaders focus on the interpersonal exchanges that occur between themselves and their subordinates. Bass (1998) argued that transactional leaders are motivated by what is easily identifiable and measurable. According to Bass (1985), transactional leaders are more reactive than proactive; less creative, novel, and innovative; more reforming and conservative; and more inhibited in their research for solutions. Yukl (1999) postulated that transactional leadership includes a diverse collection of mostly ineffective leader behaviours that lack any clear common denominator. Lowe and Galen (1996) reported that transactional leaders operate within an existing system, avoid risk, prefer effective answers and are less

likely to support the status quo. Bass and Avolio (2004) delineated the following key aspects that include transactional leadership.

Contingent Reward – providing others with assistance in exchange for their efforts; discussing in specific performance targets; and making clear what subordinates can expect to receive for their efforts and expressing satisfaction when subordinates meet expectations.

Management by Exception (Active) – focusing attention on irregularities, mistakes, exceptions and deviations from standards; closely monitoring failures and punishing subordinates for their failures; and anticipating problems and making changes before those problems become too bothersome.

Management by Exception (passive) - failing to intervene until problems become serious; avoiding specifying agreements, clarifying expectations and providing goals;

Laissez – Faire – showing a total absence of leadership ; avoiding getting involved when important issues arise ; being absent when needed ; avoiding making decisions ; and delaying response to urgent questions subordinates are given.

Burns (1978) espoused that transactional leaders motivate followers by appealing to their self-interests and needs. In order for this exchange to occur, goals and objectives, as well as contingency rewards and inducements; must be offered.

2.1.2 LEADERSHIP FUNCTIONS

Leadership functions are basic elements that could create development and change within a given institution. To keep in a better way, a leader maintain high moral among the members of the group being led by him. Manz and Sims (2002) argued that the leader is one who has power, authority, or charisma enough to command others.

As Moshal (1998) stated the common function of leaders may be enumerated as follows : a) Motivating members, b) Moral boasting, c) Support function, d) Satisfying needs of members , e) Accomplishing common goals f) Representing members , g) Creating confidence, h) Implementing change and resolving conflicts. Gross and Herrio (1965) suggested that influence based on personal power is

associated with greater effectiveness. Furthermore, the authors identified the following six important leadership functions:

1. Develop goals, policies, and direction
2. Organize the school and design programs to accomplish the goals.
3. Monitor progress, solve problems, and maintain order.
4. Procure, manage and allocate resources
5. Create a climate for the personal and professional growth and development.
6. Represent the school to the district office and the outside world

The above mentioned functions that facilitate effective school leadership has been used as benchmark for evaluating effectiveness.

2.1.3 LEADERSHIP SKILLS

Leaders would be successful only when they are equipped with certain managerial skills in getting things done through people. Katz (cited in Ayalew, 1991) identified three kinds of skills as technical, human, and conceptual. Actually, an effective leader appears to rest on three personal and basic skills:

- A) **Technical skills**, which refer to the proficiency and understanding of a specific kind of activity involving process, procedure or technique. This skill is primarily concerned with working with things.
- B) **Human skills**, which are the manager's ability to work with others and build a cooperative effort with the group he/she manages. This skill is primarily concerned with working with people.
- C) **Conceptual skills**, which imply the ability to visualize the organization as a whole. This skill enables the leader to perceive and recognize the interrelationships of various factors operating within the total organization.

The importance of the above mentioned skills may be appropriate at two levels of organizations. At the higher levels, the manager's effectiveness depends more upon conceptual and human skills. Technical and human skills are fit for the lower levels.

Koontz and Weihrich (1998) added a fourth one – design skill to Katz's three skills. This skill involves the ability to solve problems of the organization.

2.1.4 LEADERSHIP STYLES

The development of institutions depends on the relationship between leaders and followers. There are different factors that have no impact on developing a choice in leadership styles and particularly on leadership between leaders and followers.

Leadership, in a classic study that Lewin (1939) attempted to find out whether different group behaviours result from different styles of leaders' behaviour that appeared to characterize three known styles: a) Authoritarian, b) Democratic, and c) Laissez – faire styles. According to Lewin's experiment, the most effective style was democratic. However, excessive autocratic style led to revolution while under Laissez – faire approach people were not coherent in their work and didn't put energy that they did when being actively led. Rensis (1967) identified four main styles of leadership, particularly around decision making and to what extent people are involved in the decision. The styles are: Exploitive authoritarian, Benevolent authoritarian, Consultative and Participative. There are different approaches or 'styles' to leadership that are based on various assumptions and theories.

Goleman, Boyatzis and McKee (cited in EMI: Manual, 2006) described various styles of leadership that have different effects on the emotions of the target followers. The styles include visionary leader, coaching leader, the pace – setting leader and the commanding leader. All these styles have their own character and relevance to different situations.

The discussion above shows effective leadership depends on the leader's styles. At the school level, leaders should be experienced and trained in leadership to 'couple' up with the necessary skills to utilize the appropriate styles.

2.2 LEADERSHIP IN EDUCATION

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. As 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 behaviour has a subtle influence on the progress of the school.

Effective leadership is at the core of every successful organization. It is relatively recognized by:

a) Creating a vision:

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. A vision has been described as a statement which captures an ideal state of affairs (Smith and Stolp, 1995). More recently as a realistic, credible, attractive future for the organization that is so compelling that people would be motivated to work towards the better future (DuFour , 2000).

Effective leaders communicate the vision and direct all actions towards achieving the vision. They cultivate and focus the strengths of colleagues to achieve the shared vision. And such leaders seek counselling and advice to learn from the knowledge and experience of others, while they freely offer their expertise to those who seek it.

b) Setting High Expectations

Effective school leaders use analysis of best practice in education that to be responsive and proactive in changing schools to prepare students for the future in which they live. They focus on students' achievement data and measure success in terms of positive student outcomes. They provide the motivation and encouragement that lead to success and they manage effectively in a changing educational environment.

c) Building the capacity of leadership

School leaders develop the skill and talents of those around them. They are also capable of leading change and helping others through the change process. Effective school leaders encourage shared decision – making with the school community including staff, students and parents. They are both the guardian and reformer of the educational system, and they ensure that all groups are engaged in a common goal and moving in the same direction.

Wossenu (2006) has asserted that as the evidence supplies quality school leaders understand teaching and are respected by their staff; and these persons are willing to hold themselves and others responsible for student learning and enhancing the capacity of teachers to meet this goal. Effective school leaders work to share leadership responsibilities throughout all levels of the educational organization.

d) Demonstrating Ethical and Moral leadership

Effective educational leaders are role models of ethical and moral leadership. Such school leaders demonstrate courage in difficult situations, and provide a model of moral leadership for others to emulate. They also tend to make difference in the lives of students, and impart a philosophy their positive

relationship built on trust improves the quality of life for all individuals. Leaders with integrity are focused and purposeful, and are always attentive to being consistent with what they say and what they do.

2.3 CHANGE AND LEADERSHIP

Nowadays, change and leadership become the two sides of a coin. Without change the world becomes stagnant, meaning no growth and development. The change demands individuals who are competent enough to shape visions and realize the aspired change.

Leadership empowers everyone to create future life situations, act and achieve breakthroughs. Hence, having and internalizing the concepts and basic knowledge of leadership skills build the competence for leadership and the potential to make it happen.

2.3.1 Types of Change

Different terminologies are used to express the types of changes. However, despite the difference in the terms used by different authors, types of change can be categorized into four types depending on their magnitude and the time frame of the change process. These are:

- a. **Transactional change** refers to modification in and redesign of the systems, procedures, processes, tasks and activities that take place between individuals and groups both within and outside the organization. This kind of change is usually handled by setting up a project to manage its implementation. The movement causes a temporary discontinuity to the system, but the activity carries on and at the end settles down to business as usual. It has a distinct beginning and at the end where success can be relatively measured (Lovell , 1994:3)
- b. **Transitional change** refers to the process of moving from one state to another of getting from here to there. Like shifting from one way to another way of doing things.

- c. **Incremental change** implies that one does not change overnight. What happens here is a step – by – step movement towards the end. It underlines the notion that good change take time. This kind of change consists of an ongoing process of moderate but linked steps (Walton, 1999). Incremental change occurs in an evolutionary way.
- d. **Transformational change** is a type of change which results in entirely new behaviour sets on the part of organizational members and those outside the organization. It is a fundamental change in purpose and strategy. This change challenges embedded behavioural norms, often is related to strategic change, and also it is referred to us second order..

2.3.2 Strategies for change

Although policies set directions and provide a framework, they do not determine customs. What determines is the implementation rather than the policy decision alone. The three most important internal strategies are school self review, development planning and staff development (Reynolds, et.al, 1996:76).

2.3.3 The process of change

Miles and Fullan (cited in Reynolds et. al, 1996) explain that the change process is not linear but consists of a series of three stages which overlap each other. These are Initiation, implementation and Institutionalization. Initiation stage refers to deciding to begin the planned change; implementation stage focuses on needs to be given to this stage. Unless the plan for the educational change is not implemented it becomes only a paper work. Institutionalization refers that the educational change is not seen as new thing.

2.4 LEADERSHIP EFFECTIVENESS

The clear purpose of leadership is common to all organizations. This purpose is organizing and influencing every stakeholder of the organization towards the achievement of goals. However, it does not mean that there are no differences in the system of managing different organizations differ from one another in the

functions or tasks they carry out that require special skill from employees and abilities and skill required by the leader. On the other hand, leadership effectiveness is believed to be crucial for the overall success of any organizations. Oakland (1993) asserts that effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level.

2.4.1 The concept of Effectiveness

Effectiveness is defined in different ways. However, as to Drucker (1972), effectiveness perspective is concerned with whether the things we are doing continue to be appropriate, particularly in the context of rapidly and increasingly demanding external environment.

2.4.2. Elements of Effective leadership

Effective leaders should acquire and maintain valuable and essential ingredients to score high level of effectiveness in the process of leadership. Scholars have different views on the kinds of these elements. Although different scholars proposed various kinds of elements of leadership, the most common elements are treated as follows:

a) Empowerment

Different views were delivered by various writers that empowerment is an act which is performed by school leaders to share authority and responsibility with teachers on matters related to classroom instructions. Harris.et. al (2005) stated that empowerment is giving teachers and even students a share in important organizational decisions giving them opportunities to shape organizational goals. Ubben and Hughes (1997) also added that too much control over teachers or centralization of authority over the classrooms might produce some uniformity but negatively affecting teachers' motivation and reducing the quality of instruction. Every school leadership activities ultimately direct towards improving the quality of instruction taking place between

teacher and students. The appropriate empowerment of teachers must lie in the amount of authority granted and the organizational leadership should create conducive working environment to maintain the proper communication flow necessary to keep up the desired tasks.

b) School leaders as Change agents

Successful school improvement projects focus specifically upon the teaching and learning processes and the conditions at school and classroom level that support and sustain school improvement. Some literatures give a great deal of attention on the issue that school improvement has to be one of the primary tasks of school leaders. The aim of school improvement initiatives highly suggests that leaders are key persons to introduce changes in schools. Hence, it can be viewed that school leaders should be indicators and agents of change. Accordingly, school leaders are able to introduce new culture and climate so as to be agents of change processes in schools.

Gamage (2006) pointed that if the educational administrator functions as a change agent is taking the staff with him/her, such a program will give the leader and the teachers more, not less control of the school program. Therefore, school improvement is a systematic and sustained effort aimed at change in effect of students' broad out comes.

c) Creating an orderly Conducive Environment

School leaders can play a key role in efforts of creation of sustainable and conducive school environment that ultimately promotes effective teacher professional development and student learning. Schlechy (1990) made remark that the leader of the school has a particular responsibility to lead the staff in developing school policies to control student behaviour.

There are different reasons as to why it is valuable to establish an orderly conducive environment in the school. It is very difficult for principals or school leaders to plan and implement any school activity within a state of turmoil

conditions. In this regard, school leaders are in charge of preparing and changing into action the school improvement plan, therefore, need to sense themselves that they are working in a condition of relatively stable job environment. Ubben and Hughes (1997) enumerate about two of the most vital premises: i) learning occurs best in an orderly environment and ii) the environment enhanced when the staff behaves in an orderly and internally controlled way. Cooperativeness among every school community, proper student behaviour control system and encouragement from leadership for high achievements of teachers and students are indicators among others of conducive environments of schools.

d) Being visionary leader

An effective leader is highly expected to have ability to create and communicate his/ her organizational vision. Because of the success of any organization depends on having a clear vision which is accepted by the staff and other stakeholders.

Definitions given to the term vision are similar in the way that writers explained. However, Cheng (2005) defined vision as an image of a future that the school staff wants to achieve or care about. This tells us that an agreeable vision is a stimulant to work hard towards the desired common goals.

Riches and Morgan (1989) state that the acceleration of change makes vision all the more important. Sergiovanni (1991) also advises that anyone who is aspiring to be a good principal need to have some sense of what she or he values; something to be committed. In relation to this, school leaders are responsible to create vision to which reflect their own school situations.

e) Human Resource Development

Human Resource Development (HRD) is a process that uses developmental practices to bring about more quality, higher productivity and greater satisfaction among employees. It is a complex process and sometimes not a

very well accomplished one often because of lack of focus on the part of heads.

School leaders are personnel's in charge of supporting teachers in their profession. Harris et.al (2005) confirms that school leadership must build the capacity by developing the school as a learning community.

HRD program must be a continuous process. It is not an overnight task. According to Schlechy (1990) attention needs to be directed to four factors: the nature of the adult Leader; different kinds of learning required of effective staff members; the varying amount of time required to effect different kinds of behavioural change and the application of appropriate training or development process of given factors. The most important of human resource development is its staff and when staffs are congruent with organizational needs, well trained, adaptive and motivated, great things can happen.

2.5. LEADERSHIP AND SCHOOL IMPROVEMENT INITIATIVES

For the past decades, school leadership was believed as a single task of a school director or a person who was responsible for the activities of the school. Gradually, however, it took a comprehensive meaning. Focusing on a single person's decision becomes no more valid, rather it has become a broader and inclusive of various stakeholders who have the concern for the benefit of their children are willing to take an active participation in schools yet hold the key position in school leadership. On the other hand, the issue of leadership for the improvement is a fashion of the day on the research and policy agendas of many developing countries. In this regard, researchers and practitioners have a great deal to say about the significant role of school leadership in the process of school improvement program (SIP).

2.5.1 A paradigm shift in school Leadership

Since the introduction of modern education, school management has been exercised in different ways in various parts of the world. Many scholars have mentioned that the earliest of these ways of leading schools were referred to traditional management theory. Boyd (2002) defined leaders in traditional

leadership as those who follow hierarchical structures. Serrgiovanni (2001) also characterizes the traditional management theory as the management and leadership that needs to bring about a fair days work for a fair day's pay " but not for transcending this minimum contract to achieve impaired and extraordinary commitment and performance in schools are different. It is associated with bureaucratic rule and personal authority. Hence a leader relies on controls, procedures, and regulations that do not inspire workers or followers.

As school environments change, traditional management began to receive criticism from scholars. So some sort of change in the context of leadership became eminent. Jamson(2006) also rejects the relevance of traditional management by saying that the twenty – first century is about organizations that enable that through systems and processes and move us away from a hierarchical, parochial, and old – fashioned form of leadership. As a result, many countries began to shift in a new paradigm.

The major implication of this paradigm shift was that the new leadership would have multi-levels of leaders, such as the individual, group and school levels. Furthermore, multiple categories of leaders including not only principals and administrators but also teachers and even students and other constituencies. This expansion of leaders can reflect the current needs for " distributed leadership " or " participative leadership " in the complicated and demanding educational environment.

2.5.2. School Improvement Initiatives

Improving the quality of education is the hot issue in various parts of the world. In response to this, different countries have launched various initiatives for quality of education. Among these countries Ireland and Australia are the best examples. Ireland, raising schools standards Initiative (SSI) which focused on improving the identified weak schools. And Australia launched school Excellence Initiative (SEI) which aims at improving the quality of education by making schools to attain high standards in students learning.

Regarding to quality education, Federal Democratic Republic of Ethiopia (FDRE) has focused on providing quality education and the Education & Training policy (ETP) of the 1994 paved a way for further quality of education. Based on objectives of ETP, the Ministry of Education (MoE) raised initiatives to improve quality of Education. This initiative called: General Education Quality Improvement Package (GEQIP) of 2007 which consists six programs. These are: **(1)** School Improvement Program (SIP), **(2)** Teachers Development Program (TDP) **(3)** Leadership and Management Program (LAMP), **(4)** Curriculum Improvement and Implementation Program (CIIP), **(5)** Civic and Ethical Education Program (CEEP) and, **(6)** Information and Communication Technology (ICT) program.

2.5.3. Concept of School Improvement

Schools must improve their basic functions of teaching and learning processes aiming at helping and empowering all students to raise their broad outcomes through school improvement program (SIP). Van Velzen et. al (cited in Ribbins and Burrige, 1994) presented the school Improvement program (SIP) definition which they quoted directly from the ISIP (International School Improvement Project) document as follows :

A systematic & sustained effort aimed at change in learning conditions in one or more schools, with ultimate aim of accomplishing educational goals more effectively. The definition highlight that school improvement is a change process which involves a rigorous planning that focuses on teaching & learning as well as creating supportive internal conditions which is the function of school leadership.

2.5.4. School Effectiveness

Mortimore (1988) has defined an effective school as one in which pupil's progress is further than might be expected from consideration of its intake. This means, an effective school adds extra value to its students' outcome in comparison with other schools serving similar intake.

Edmond (1979) identified five factors which contribute to school effectiveness. These are: **a)** strong leadership of the principal **b)** Emphasis on mastery of the basic skills **c)** A clean, orderly and secured school environment **d)** High teachers' expectation of pupil performance and **e)** Frequent monitoring of

students to assess their progress. According to Stall and Fink (1996) school effectiveness studies use factors correlating to students' achievements, overall development including social aspects. From this statement, we can understand that the knowledge of school effectiveness is very important for school improvement. Therefore, schools need to link school effectiveness with school improvement to provide quality education.

2.6 THE ROLE OF SCHOOL LEADERS

Scholars treated the roles of school leaders in their own understanding. One can find different leadership roles. Some of the roles are discussed below;

2.6.1. Principals as Instructional Leaders

School principals are key elements in promoting effective leadership to enhance rapid change in their schools. A principal is the pivotal point within the school that affects quality of individual teachers' instruction, the height of student's achievement and the degree of efficiency in school functioning. Findley and Findley (1992) state that If a school is to be an effective one, it is because of the instructional leadership of the principal.

The instructional leadership model also attempts to draw principals' attention back to teaching and learning, and away from the administrative and managerial tasks that continue to consume most principals time. Instructional leadership includes: defining the school's mission; managing the instructional programs; and promoting positive school learning. In defining these statements, Leithwood (2004) stated that:

Practice related to defining the school mission includes overseeing the development of specific goals and ensuring their communication clearly to all members of the school community. The practices centred to managing the instructional program are supervising and evaluating instruction, coordinating the curriculum and monitoring students' progress. At the heart of this model, however, is the final category of practice, promoting a positive school learning climate which includes protecting instructional time, promoting instructional development, maintaining high visibility, providing incentives for teachers and incentives for learning (Leithwood, 2004).

Furthermore, Harry (1987) forwarded two skills for principals to be effective instructional leaders: the technical and interpersonal skills. Technical skills

include goal setting, assessment, planning, instructional observation, research and evaluation, whereas interpersonal skills are those of communication, motivation, decision – making, problem – solving and conflict management. In this regard, effective principals are expected to be effective instructional leaders and must be knowledgeable. Therefore, instructional improvement is an important goal worth seeking, when implemented that allows both students and teachers to control their own destiny in making a more meaningful learning environment. The school leaders are considered as a link within the school to all stakeholders. So there should be a dynamic interaction among the stakeholders.

Canbera (2004) describes that the main purpose of the school is student learning and achievement. This requires making all school activities contribute for raising students' broad outcomes. The broad outcomes of learning encompass: academic, social, emotional, cultural and environmental. The school capacity determines the provision of quality learning for all students. Therefore, schools need to apply best practices in terms of four domains and twelve elements to provide quality education for all students, listed as follows:

Table 1: Domains & elements of school improvement program

No	Domain	Elements
1	Teaching and Learning	I, Teaching practice II, Learning and assessment III, Curriculum
2	Leadership and Management	I, Strategic vision II, Leadership behaviour III, School Management
3	School safety and Health	I, Student focus II, Student empowerment III, Student support
4	Community participation	I, working together with parents II, Involving the communities III, Promoting education

The above four domains with their three elements each, constantly affect the teaching – learning processes in education system. Therefore, schools need to conduct self evaluation by involving teachers, students and parents to know the status to practices in terms of the four domains. This really requires the joint efforts of the school stakeholders.

2.6.2 Effectiveness of leaders

To meet the desire goals, any leader should perform in accordance with the concept of high performance and maintenance of appropriate level of human resource development, which are the two vital elements for effective leadership? Steers(1991) also argues that effective leadership demands commitment to come up with two complementary performance out comes.

Effective leaders establish and maintain the conditions needed to ensure high productivity for themselves. Hence, leaders who deal with effectiveness especially in terms of quality are expected to be competent.

Leadership competencies require effective leadership behaviour. This is further illustrated by Murgatroyd and Morgan (1994) as follows:

... effective leadership requires skills needed from managers as follows: active, coach, guide ,mentor , educate, assist, and support colleagues so that they focus on a shared vision, empower those nearest to the process to manage that process themselves, concentrate on the whole picture; search for small things that can make a critical difference, and believe that challenge and fun go together. (p.58)

2.6.3. Planning

Schools as any institutions require an organizational plan to realize effectiveness in these organizations. Educators in the field have given a number of definitions for the conduct of planning in schools. Ubben and Hughes (1997) define planning in schools as a process that involves the translation of concepts, ideas, beliefs into operational process and measurable outcomes. Coombs (1970) also illustrated educational planning as the application of a rational and systematic analysis to the process of educational development with the aim of making more effective and efficient in responding to the needs and

goals of its students and society. It is therefore, just a process by which an analysis of present condition is made in order to determine and devise ways of reaching a desired future for schools.

School plan must be democratically oriented and should involve everyone concerned: teachers, students, parents, and community. It is essential to create additional resources both in terms of human and material inputs. So, effective plans are those that require participation of all stakeholders. The role of the school leaders is very crucial at a time of planning. A principal as a school leader is expected to play a vital role from preparation via to implementation and evaluation. Supporting this idea, Talesra et.al (2002) stated that the success of institutional planning depends on the dynamism and interest of the head. Effective school leaders should look at the system as whole, asses the strengths and weaknesses and carefully create a feeling of readiness for change.

Principals or school leaders may face problems in their attempt to prepare actionable school plan. Among these problems, teachers conditioned to believe that their job description does not go beyond teaching and conducting a few extra – curricular activities. Here, Baily (1991) argues that many teachers are not aware of that school planning and problem solving tasks are part of their roles. The reality shows that principals seek the support all school stakeholders within the school or outside.

2.6.4. Building Trust

Trustful relation among school communities is very important for success. Robbins (2003) defined trust as a positive expectation that another will not – through words, actions, or decisions – act opportunistically. Blasé and Blasé (1994) also defined trust as the knowledge that one person will not take unfair advantage of another person; deliberately or consciously; further any harm committed accidentally or unconsciously is always expected to be repaired. It is regarded as a state of mind that the other person close to him/her will not act at the expense of him/her. In such a way, the intimacy and closeness of

individuals or groups will increase. Trustful relationships are vital in the process of exercising leadership.

Sergiovanni (1995) also gives emphasis on the importance of trust particularly to schools when he mentions that learning is fostered in groups where there is trust and mutual respect among all members of the learning community. To this end, a leader can apply different mechanisms to build trust in the school. To this context, Harris et.al (2005) mentioned that trust can be built by leaders by relinquishing the idea of structure as control and viewing structure as a device for empowering others. Robbins (2003) clarifies that, to be successful, managers who have learned to build trust engage in certain common practices such as openness, being fair, show consistency, fulfil promises, maintain confidences and demonstrate competence. In this regard, school leaders should be honest, reliable and competent to establish trustfulness within their staff and school community.

2.7 LEADERSHIP DEVELOPMENT IN ETHIOPIA

Principalship in schools is one of the influential administrative positions in the success of school plans. With respect to the historical back ground of principalship, authorities give their own argument. Knezevich (cited in Ahmed, 2006) the origin of principalship can be traced back to 1515 in the time of Johann Strum of USA. The position developed from classroom teacher with few administrative duties to principal teacher and then to supervising principal.

In the history of Ethiopian education system, principalship traces its origin to the introduction of Christianity in the ruling era of king Ezana of Aksumite kingdom; around the fourth century A.D. Teshome (cited in Ahmed, 2006) stated that Ethiopia for a long time had found schools for children of their adherents. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed (2006) the history of principalship in Ethiopia was at its early age was dominated by foreign principals. In all government schools which were opened

before and after Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals.

Soon after the restoration of independence, late 1941, education was given high priority which resulted in opening of schools in different parts of the country. At a time, most of the teachers and principals were from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR, 1999). According to MoE (2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930's and 1940's. During this time, the principalship positions were given to Indians, because of their experience in principalship.

In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed, 2006) this new chapter of principalship began with a supervising principal. Such a person was in charged not only for a single school but also for the educational system of the community where the school was located.

The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time that Ethiopians who were graduated with BA/BSc degree in any field were assigned as principals by senior officials of the MOE. The major criteria to select them were educational level and work experience (MOE, 2002). However, in the first, few decades of 1960's graduates of B.A degrees in pedagogy were directly assigned in secondary schools. On the other hand, career structure promotion advertisements which were issued from 1973 – 1976 showed that secondary school principals were those who held first degree , preferably in educational administration (EDAD) field. In addition to these teachers who had experiences as a unit leader or department head were candidates for principalship.

Currently, the job description, issued by MoE in 1989 indicated that secondary school principals should have a first degree in school administration and supervision including a sufficient work experience.

Summary

The purpose of this chapter was to discuss and provide an analysis of the role of leadership in effectiveness of school Improvement program. A review of the literature presented a general overview of effective leadership and leadership theories. More germane to the study, the review of the literature focused the role of school leaders. Effective leadership is an amalgamation of specific leadership practices that make the difference between stagnating and improving the teaching and learning process. Adaptive principals work with their staff members in order to create solution to complex problems and provide foundation for school effectiveness. Furthermore, the review of the literature focused on leadership in education within this concept, functions of leadership, effectiveness of school leaders, elements of effective leadership and school improvement initiatives contribute to the role of effective leadership. The following conceptual model reflects the links of these concepts and theories based the review of the literature.



Fig1. CONCEPTUAL MODEL OF THE STUDY BASED ON THE REVIEW LITERATURE

CHAPTER III

RESEARCH DESIGN AND METHODS

The purpose of the study was to analyze the role of leadership in the effectiveness of school Improvement Program in government High schools of Addis Ababa City Administration. Sergiovani (2005) wrote that conventional wisdom tells us that leadership is about finding solutions to problems; even in the best of circumstances leadership is difficult. To overcome the difficulties, any leader should perform in accordance with the concept of high performance and appropriate level human resource development which are the two vital elements for effective leadership. Furthermore, in this chapter the research approach method, procedures and data analysis were discussed as follows.

3.1 THE RESEARCH APPROACH

A mixed-methods approach was used in this study, combining both qualitative and quantitative components.. According to Gall, Gall and Borg (2003) qualitative research is best used to discover themes and relationships at the case level while quantitative research is best used to validate those themes and relationships in samples and populations. In addition, Frankel and Wallen (2004) described a mixed – methods study as one containing both a quantitative and a qualitative portion. A mixed-approach design was employed in this study. The reason was that the researcher has used a mixed method approach to broaden understanding by incorporating both qualitative & quantitative approaches to use one approach to better explain or build on the results from the other approach. Since the educational activities have been run by different stakeholders, were invited to have participation in the study. To utilize these stakeholders and for triangulation, the researcher was interested to use mixed method design for this study.

3.2 METHODS OF THE STUDY

Data for the quantitative portion of the study were gathered. Explanatory and descriptive methodologies were comprised in the quantitative portion of the study. An explanatory design involves the researcher collecting and analyzing quantitative data, and then obtaining qualitative data to follow up and refine the quantitative finding (Frankel and Wallen, 2003). Descriptive research is a type of quantitative research that involves making careful descriptions of educational phenomena, concerned primarily with determining " what is " (Gall , Gall and Borg; 2003). The study was the role of school principals of government high schools in Gulele Sub city of Addis Ababa City administration.

Naturalistic research is based on the philosophical view point of phenomenology allowing multiple realities arising from natural differences in development of human perception (Issac and Michael, 1997). School principals, PTA leaders & the weredas and Gulele sub city education office heads were interviewed through semi – structured interviews in order to establish dependability and conformability of the procedures and finding. According to Maxwell (2005) the qualitative researcher want to be sure that a study is worth doing and justifiable. In this study the researcher obtained and developed open – ended interview questions. These questions provided the information needed to answer the qualitative research questions of the study.

3.3 POPULAITON AND SAMPLE OF THE STUDY

Gall, Gall and Borg (2003) defined a target. population as all the members of a real or hypothetical set of people, events, or objects to which researchers wish to generalize the results of their research(p.167) .The target population for both qualitative and quantitative portion of the study consisted of teachers, vice principals and department heads drawn from secondary schools in Gulele Sub City of Addis Ababa.

The target schools were defined as being located in three different Woredas found in Gulele Sub city. The secondary schools included in the study were: Medhanialem, Mearaf and Delbir secondary schools. These schools were identified using information gathered through their respective sub city education office.

Table 2: Population of Target schools

Schools	Frequency													
	Teachers				V. Principals				Dept. Heads				Tot	%
	M	%	F	%	M	%	F	%	M	%	F	%		
Medhanialem	77	88.5	10	11.5	2	100	-	-	8	88.8	1	11.2	98	38.4
Dilber	50	84.7	9	15.3	1	50	1	50	6	75.6	2	25	69	27.2
Meeraf	69	90.7	7	9.3	1	50	1	50	7	87.5	1	12.5	86	37.4
Total	196	88.2	26	11.8	4	66.6	2	33.3	21	84.	4	16	25	100

Table 2 Reflects the population of target schools. As reflected in the Table the majority of teacher, vice principals & department heads were males. In terms of distribution of the respondent (Medhanialem, 38.4%), (Meeraf, 37.4%) & (Dilber, 27.2%).

Qualitative information was gathered by personal interview. Informants for the qualitative portion of the study were selected by convenience sampling from the target population identified in the quantitative component. Convenience sampling is the practice of selecting cases that are likely to be available for the study (Isaac and Michael, 1997). After the quantitative data were collected and analyzed, a follow up qualitative interview was performed. School principals, PTA members, wereda & Gulele Sub city head informants were selected and invited to participate in the study. Purposive sampling technique was employed Creswell (2003) states that, in purposive sampling technique the researchers purposely choose subject, who, in their opinion, are relevant to the project and the choice of respondents is guided by the judgment of the investigator. This justification made purposive sampling method more appropriate for selection of respondents and informants for quantitative and qualitative data collections respectively. Besides, the number of respondents in each target schools was small. This shows that it is appropriate to take all the entire population of them as samples in order to make the sample representative enough and to make the data collected from them variable.

3.4 INSTRUMENTATION

Questionnaires were used to gather quantitative data for the study (Appendix A). The Questionnaire is comprised of items using a 5 – point – likert scale to measure the role of leadership in the selected three secondary schools. The items were close ended. The questionnaire was developed based on the expert judgement of five scholars including my advisor who recommended additions or deletions of items. A demographic sheet developed by the researcher was included with the questionnaire.

Validity and Reliability

Validity indicates a degree to which a test, measurement and instrument is capable of achieving certain aims. Validity is an integral mandatory component for any type of measurement, test or instrument. According to Isaac and Michael (1993) construct validity shows to what extent certain explanatory concepts or qualities account for performance on a test.

Fraenken and Wallen (2003) reported that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from set of item to another. Relatively speaking the more reliable a test is the more valid the data.

The questionnaire was pre – tested in Entoto Amba secondary School. 32 participants properly filled and returned. As the result of this pre – test, some improvement was made. The questionnaire has gone through revisions exhaustively to strengthen its validity. Generally, the test has shown that the designed questionnaire is inductive and acceptable to measure the role of effective leadership.

The researcher used a statistical test using the Pearson Product movement correlation. Since our calculated value of r (3.879) is greater than 0.349, we reject the null hypothesis and accept the alternative hypothesis. The result is

that there is a significant positive correlation between items strongly correlated with the total score.

3.5 PROCEDURES OF DATA COLLECTION

In October 2011, following the approval of the research proposal, among six governmental secondary schools, three of them were identified through random selection. These three government schools were Medhanealm preparatory school, Dilbir secondary school and Meeraf secondary school. Each of them has been located in three different sites Woreda 9, 4 and 10 respectively. The researcher preferred Gulele sub city among the other sub cities, that Gulele sub city's' education office has stood first in its educational performance for the past two consecutive academic years (2001 E.C. and 2002 E.C) and awarded by Addis Ababa education bureau. The researcher has been taken the initiative to investigate the role of leadership behind this achievement. Therefore, Gulele sub city has become the focus area for the study.

Participants in the study were voluntary and no incentive was offered in exchange of participation: Respondents for the questionnaires were identified from the selected three secondary schools. The number of teachers, vice principals and department heads in each school were small in size. Here, the researcher has utilized 100% of the above mentioned target groups as respondents. Participants were informed that the completion of the survey would serve as consent to participate in the quantitative portion of the study. The questionnaire were distributed in the first week of April 2012 and given adequate time for the participants to answer the survey and returned within the time frame. To ensure data integrity, the researcher was the only individual permitted together, read, classify and code data collected in the study.

After the quantitative data were collected and analysed a follow up qualitative interview was conducted. Informants were selected by convenience sampling for the qualitative portion of the study. In the early days of May 2012, the informants were conducted face to face and asked to participate in the study. Interviews were conducted in person at their respective working places. All interviews were held in the afternoon time according the informants willingness. The interviewees were given sufficient time to preview the questions and

consent information prior to the interviews. Handwritten field notes were taken. The information gathering technique used at a time of interviews was tape recording which was then transcribed. A professional, but relaxed atmosphere was maintained in the interviews. The Interviewees were cordial, candid and very open with the student researcher. The interview guide includes open – ended questions and participants were asked to give personal responses. Some of the participants were emphatic concerning the sensitivity and confidentiality of his / her responses. The researcher reassured the interviewees that all identified information would be kept confidential. The qualitative data for the study were collected through naturalization inquiry utilizing personal interview techniques. Responses were used to explain and enhance the quantitative portion of the research. Naturalistic studies are based on the philosophical view point of phenomenology allowing multiple realities arising from natural differences in the development of human perception that contributes to the information and knowledge (Isaac and Michael, 1997). The naturalistic inquiry method enabled the researcher to obtain personal, first hand data and information from practices.

3.6 DATA ANALYSIS

Data collected through questionnaires were scored and categorized. Once the quantitative data collection were completed and appropriately scored, the data were entered into the statistical package for the social science (SPSS version 17.0) software for analysis. Statistical procedures were performed on quantitative data gathered from the respondents.

Qualitative data were analysed for recurring themes and codes accordingly. Coding categories were constructed from the concepts and themes pertinent to the review of literature. These data were used to explain and enhance the statistical data drawn from the quantitative portion of the study. To further ensure the integrity and confirmatory purposes of the qualitative data were utilized in analysing the data. According to Gall, Gall and Borg (2003) triangulation is the process of using multiple data collection methods, data sources or theories to check study findings.

CHAPTER IV

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The purpose of the study was to analyse the role of leadership towards effectiveness of school improvement program. Particularly, leadership role that are exhibited by principals in government secondary schools in Addis Ababa metropolitan city were identified and investigated, in attempt to appreciably impact best practices. This chapter will present findings of the study and include a description of the response rate and respondents, an analysis and presentation of the findings.

3.1 CHARACTERISTICS OF THE POPULATION OF THE STUDY

A total of 270 questionnaires were distributed to the respondents, out of this 256 were returned. Producing an overall 94% return rate. After data were screened, three surveys were eliminated due to incomplete or missing responses.

Table 3: Response Rate

	ITEM	Teacher		V. Principal		Dept. Heads	
		Freq.	%	Freq.	%	Freq.	%
A G E	25 & below	21	9.45	-	-	-	-
	26 – 35	88	39.63	4	66.6	3	12.0
	36 – 45	60	27.05	2	33.4	18	72.0
	46 and above	53	23.87		16.12	4	16.0
	Total	222	100.00	6	100.0	25	100.0
S E X	Male	196	88.28	4	66.6	21	84.0
	Female	26	11.72	2	33.4	4	16.0
	Total	222	100.00	6	100.00	25	100.0

Table 3 Reflects the response rate. As reflected in the table the majority of teacher respondents are within the age range of 26 – 45 years whereas majority of the vice principal and department head respondents are within the age range of 36 – 45 years. Majority of teachers, vice principal and department head respondents are male. As shown in the same table, female presentation is very low and it needs effort to empower women in every aspect.

Table 4 Respondents by qualification and years of service

	Item	Teacher		V. Principal		Dept. Heads	
		Freq.	%	Freq.	%	Freq.	%
QUALIFICATION	Diploma						
	BA/BSC	215	96.8	4	66.6	25	100.0
	MA/MSC	7	3.2	-	-	-	-
	Post graduate Dip.			2	33.4		-
	Total	222	100.0	6	100	25	100.0
YEARS OF SERVICE	5 and below	41	18.4	-	-		-
	6 – 10 years	63	28.3	2		1	4.0
	11 – 15 years	71	31.9	3	-	3	12.0
	16 – 20 years	22	9.9	1	-	12	48.0
	21 years and above	25	11.5	-	-	9	36.0
	Total	222	100.0	6	100.0	25	100.0

Table 4: Reflects respondents by qualification and years of services. As reflected in the table, majority of teacher, vice principal and department head respondents have a qualification of first degree. The majority of teacher respondents have work experience within the range of 6 – 15 years of services whereas the majority of vice principal and department head respondents have experienced 16 and above years of services.

The data indicate that Master degree holders are few of the total respondents. This may alarm to the government officials who work for quality education. Out of six vice principal respondents 2(33.4%) of them were trained for post –

graduate diploma in principalship Since leadership requires knowledge and skill of the field, effectiveness of leadership may not realize with this less trained school leaders.

4.2. RESULT OF THE EPERICAL DATA

4.2.1. Experiences of Principals in Educational leadership

The quality and effectiveness of leadership towards school improvement vary as to the situation and capacity of the leaders. The principals' skills and knowledge about the field of leadership can create the ability in developing different performances which lead to success. In this study an attempt was made to examine the principals' role in the formation of school vision to promote enabling environment for school improvement program and improve the students' results.

Table 5: Items describing about visionary leaders

No	Items	Scales	V. Principals and Dep. Head		Teachers		χ^2
			Freq.	%	Freq.	%	
1	Providing a view of the future or clear vision	Highly dis/disagree	5	16.1	26	17.7	230.09
		Undecided	6	19.3	27	12.1	
		Highly agree/ Agree	20	64.6	169	70.2	
2	Skilled in developing a school mission , goals and objectives	Highly dis/disagree	4	12.9	28	12.6	242.94
		Undecided	7	22.5	13	5.8	
		Highly agree/ Agree	20	64.6	181	81.6	
3	Communicating the vision for common understanding and shared vision	Highly dis/disagree	7	22.5	26	17.7	206.33
		Undecided	7	22.5	21	9.4	
		Highly agree/ Agree	17	55.0	175	72.9	
4	Setting direction to encourage the staff towards achieving the expected Goals	Highly dis.ag/disagree	7	22.5	24	10.8	230.09
		Undecided	9	29.0	15	6.7	
		Highly agree/ Agree	15	48.5	183	82.5	

Item1 of Table5, majority of teacher, v. principal and department head respondents highly agreed or agreed on the role of the principals in developing and providing

school vision. In response to the second item of table 5, the majority of teachers, v. principals and department heads highly agree or agreed on the skills of principals in developing school mission, goals and objectives. All groups of respondents agreed or highly agreed that principals were communicating the school vision in order to have common understanding and shared value. The majority of the teacher, v. principal and department head respondents show their feeling highly agree or agree with the capacity of principals in developing goals, objectives, and missions of the schools. On the other hand, the interviewees' answers reflected that the sampled schools have experienced in various challenges in implementation of school development programs. Recurring themes that emerged from the interviews were: lack of trainings on leadership.

The Chi-square statistic was employed to test the distribution of measures over levels. The results of all items of table5 are the same. Since the calculated value of (χ^2) is greater than critical value (5.991), rejected the null hypothesis and accepted the alternative hypothesis. See Appendix D (Table17). There is significant differences among the frequencies in responding as highly disagree, undecided and highly agree. This result indicates that participants responded in unequal proportion.

In Table 6, an attempt was made to indicate the concept of participation, delegation, problems solving, organization and preparation of plan in school activities. The questions were designed to be responded by the teachers for their strong attachment with school leadership.

Table 6: Items that explain participatory approach of leaders

N o	Item	S C A L E S						χ^2
		Highly Dis/disagree		Undecided		Agree/ H.A /agree		
		Frq.	%	Frq.	%	Frq	%	
1	Courageous and able to confront difficulties	29	13.1	26	11.7	167	75.2	175.37
2	Influences and support others to work strongly to words achieving objectives	25	11.3	20	9.0	177	79.7	215.21
3	Ability to delegate and share responsibility	33	15.0	26	11.7	163	73.3	164.62
4	Effective in developing, representing and counselling team work	40	18.0	28	12.7	154	69.3	134.13
5	Work cooperatively with staff for solving problems and making participatory decisions	28	12.7	15	7.0	179	80.3	224.62
6	Encourage the staff to participate in school planning	35	15.8	30	13.5	157	70.7	139.81

The data in Table 6 tells us that the majority of teacher respondents agreed or highly agreed that principals are courageous and able to confront difficulties; principals support others to work strongly in achieving objectives and the ability of principals to delegate and share responsibility. In terms of effectiveness of principals in developing, representing and counselling team work, the majority of respondents agreed or highly agreed whereas the Informants' answers reflected key points and attributes emerged from the interviews. A healthy relationship with the staff members and school community must be maintained and collaboration is the key. The principals must encourage all stakeholders to share their idea for school improvement. The leadership, in the school is a high profile position. According to one informant, " you must be extremely conscientious in making decisions as people may be watching for inconsistencies in your words and actions." The principals must be visible in the school attend events, and be cordial to everyone as people are

watching. One piece of advice that was preferred by the interviewee was, " be willing to communicate unpopular information by being truthful." The principals have direct contact with students, parents, and government officials at Woreda and Sub city level. Because of this, principals can sometimes be confronted with problems and issues before they had the chance to reflect the situations. To address this, the principals must practice tact, diplomacy, fairness and consistency in addressing any challenges and problems.

Since the calculated value of χ^2 (Item1, 2, 3, 4 & 5) is greater than critical value (5.991), rejected the null hypothesis and accepted the alternative hypothesis. See Appendix D (Table 18). There is significant differences among the frequencies in responding as highly disagree, undecided and highly agree. This result indicates that participants responded in unequal proportion

Table 7: Factors that contributed to students' results

No	Item	S C A L E S						χ^2
		Highly Dis/disagree		Undecided		Agree/ H.agree		
		Frq.	%	Frq.	%	Frq	%	
1	Plan and work towards highest academic achievement	35	15.9	92	41.4	95	42.7	30.89
2	Promote highest results in national exams	39	17.6	48	21.6	135	60.8	75.97
3	Following on students' attendance	45	20.4	86	38.7	91	40.9	17.21
4	Follow up on teachers' attendance	28	12.8	93	41.8	101	45.4	43.32

In response to Table 7, 41.4% of teacher respondents were not sure that whether principals plan and work towards highest academic achievement, whereas 42.7% of them agreed or highly agreed. The majority of respondents highly agreed or agreed that the principals work to improve the national exam results of students.. Regular attendance of teachers and students is prominent

feature in schools to create attractive working environment. Furthermore, it helps to cover portion on time and promotes best academic results. However, About 80% of the respondents failed to decide their feelings towards principals follow up against students and teachers attendance whereas around 85% agreed or highly agreed that principals were creating different mechanisms to control students and teachers attendance. Based on the data, it is possible to conclude that principal's performance of the sampled schools were under average in achieving the best academic outcomes.

The principals must encourage all stakeholders to share their idea for school improvement. The leadership, in the school is a high profile position. According to one interviewee, " you must be extremely conscientious in making decisions as people may be watching for inconsistencies in your words and actions." The principals must be visible in the school attend events, and be cordial to everyone as people are watching.

Since the calculated value of χ^2 (Item1, 2, 3, & 4) is greater than critical value (5.991), rejected the null hypothesis and accepted the alternative hypothesis. See Appendix-D(Table19). There is significant differences among the frequencies in responding as highly disagree, undecided and highly agree. This result indicates that participants responded in unequal proportion

4.2.2 The principals as instructional leaders

Instructional development in schools brings highest student academic achievement principals are highly responsible to look for instructional process in their respective schools. In the following Table, different questions were presented to assess the principal's engagement as instructional leaders in their respective schools. The statements focused on classroom visits, classroom monitoring, evaluating and encouraging in built supervision. Some items are also included to evaluate how principals were working to improve academic performance and result of the students.

Table 8: Items that explain the characteristics of Instructional leader

No	Items	Scales	Teachers		V. Principals and Dep. Head		χ^2
			Freq.	%	Freq.	%	
1	The principal visits classrooms continuously to ensure classroom instruction align with school goals	Very low/low	77	34.6	4	12.9	22.98
		Moderate	99	44.5	18	58.0	
		High/very high	46	20.9	9	29.1	
2	The principal monitors classroom practices for alignment to the curriculum	Very low/low	84	37.8	4	12.9	3.94
		Moderate	82	36.9	13	41.9	
		High/very high	56	25.3	14	45.2	
3	The principal evaluates teachers to improve has fractional practices	Very low/low	55	24.7	1	3.3	16.41
		Moderate	77	34.6	12	38.7	
		High/very high	90	40.7	18	58.0	
4	The principal encourages in built supervisions	Very low/low	34	15.3	3	9.8	87.87
		Moderate	53	23.8	10	32.2	
		High/very high	135	60.9	18	58.0	
5	The principal observes teachers for professional development instead of evaluations	Very low/low	67	30.1	6	19.4	8.35
		Moderate	66	29.7	8	25.8	
		High/very high	89	50.2	17	54.8	
6	The principal provides feed back to teachers	Very low/low	59	26.5	3	9.8	25.38
		Moderate	60	27.0	9	29.0	
		High/very high	103	46.5	19	61.2	

As shown in Table 8, the majority of teachers, vice principals and department heads responded that principals visit to classrooms at moderate level.. The second item of the same table attempts to investigate the practice of principals in monitoring classroom with the attachment of the curriculum. To this question, the majority of teachers expressed their feelings in moderate level and low or very low level whereas the majority of vice principals and department heads responded in moderate and high or very high level. Teachers were asked whether or not principals evaluate them to improve instructional practices. In this regard, the

majority of teachers, vice principals & department heads respondents expressed that the system is moderate and high or very high. The respondents were asked to show their feelings in support and encouragement of principals to facilitate inbuilt supervision in their respective schools. In response to this, the majority of teachers, vice principals and department heads expressed their feelings in high or very high. The majority of teachers, vice principals and department heads respondents showed their feelings in high or very high level for the question 5 of the same table. All respondents highly accepted that principals provided feedback to teachers. The themes that emerged from the interviews indicate that principals can sometimes be confronted with problems and issues before they had the chance to reflect the situations.

Since the calculated value of χ^2 all but item 2, is greater than critical value (5.991), rejected the null hypothesis and accepted the alternative hypothesis. See Appendix D (Table 20). There is significant difference among the frequencies in responding as very low, moderate or very high. This result indicates that participants responded in unequal proportion.

Since the calculated value of χ^2 (3.94) is less than critical value (5.991), fail to reject the null hypothesis. See Appendix D (Table.20). There is no difference in responding as very low, moderate or very high. This result indicates that participants responded with equal proportion.

Table 9: Item indicate qualities of supportive Instructional Leaders to the staff

No	Item	Scale	Teachers		χ^2
			Fre	%	
1	The principal encourages the teachers to attend professional development activities at school level	Very low/low	60	27.0	61.16
		Moderate	35	15.7	
		High/V.high	126	57.3	
2	The principal motivates the teachers for best performance	Very low/low	62	27.9	30.59
		Moderate	48	21.6	
		High/V.High	112	50.5	
3	The principal encourages and supports teachers on their individualized plan of professional development	Very low/low	53	23.8	14.62
		Moderate	70	31.5	
		High/v.high	99	44.7	
4	The principal is available in his/her office to support the teachers in their instructional improvement	Very low/low	47	21.1	25.05
		Moderate	68	30.6	
		High/v.high	107	48.3	

School leaders should arrange different programs to build the capacity of the teachers for quality academic performances in schools. Therefore, an assessment was made to understand the actual conditions of capacity building and the role of leadership in improving instructions in schools. The majority of teacher respondents expressed their feelings that the principals' encouragement and support the staff to participate in professional development was high or very high. On the third item, respondents gave their responses indifferent sense that around 75% show their feelings in moderate, high & very high. With regard to the principals' presence in his/her office to support the teachers in their instructional improvement, the majority of the respondents described their feelings in moderate, very high or high.

Since the calculated value of χ^2 (Item1, 2, 3, & 4) is greater than critical value (5.991), rejected the null hypothesis and accepted the alternative hypothesis. See Appendix D (Table 21). There is significant difference among the frequencies in responding as very low, moderate or very high. This result indicates that participants responded in unequal proportion

4.2.2 Relationships between school leaders and stakeholders

Visionary and Instructional leaders can play a leading role in facilitating and improving the educational environment by creating strong link with the community and stakeholders. Table 10, presents the status of principals engagement in improving and facilitating the school environments.

Table 10: Principals role in creating conducive environment for education

No	Items	Scales	V. Principals and Dep. Head		Teachers		χ^2
			Freq.	%	Freq.	%	
1	The principal works for change and improvement in the schools	Very low/low	-	-	22	9.9	155.91
		Moderate	6	19.3	49	22.0	
		High/very high	25	80.7	151	68.1	
2	The principal clarifies and makes known school rules and regulations to all school community	Very low/low	1	3.3	17	7.6	156.67
		Moderate	10	32.2	50	22.5	
		High/very high	20	64.5	155	69.9	
3	The principal makes the	Very low/low	1	3.3	33	14.8	94.15

	best use of the available budget to provide resources	Moderate	6	19.3	58	26.1	
		High/very high	24	77.4	131	59.1	
4	The principal creates good relationship in the school compound	Very low/low	1	3.3	59	26.5	88.94
		Moderate	5	16.1	34	15.3	
		High/very high	25	80.6	129	58.2	

From the above table, the data indicate that the majority of teachers, vice principals and department heads responded that principals work for change was high or very high. Regarding to Item 2, the majority of the respondents of both groups highly accepted that principals did their effort in giving awareness to the school community about the rules and regulations. With regard to item three of the same table, large number of respondents show their feelings in high or very high. Majority of teachers, vice principals and department heads expressed their idea that principals were capable in creating strong relationship with the school community within the compound that accounts high or very high.

Since the calculated value of χ^2 (Item1, 2, 3, & 4) is greater than critical value (5.991), rejected the null hypothesis and accepted the alternative hypothesis. See Appendix D (Table 22). There is significant differences among the frequencies in responding as very low, moderate or very high.. This result indicates that participants responded in unequal proportion

Effective school leaders give more attentions to their students and motivate the staff towards best academic achievements. Different co-curricular activities help students to understand the realities in association with what they learn in the class. Furthermore, the students can develop self- confidence, leadership skills and socialization with the school communities. To this end, principals have a vital role in making enabling environment. The following Table 11, presents to what extent school leaders work in relation with student services.

Table 11: Principals attention on student services

No	Items	Scales	V. Principals and Dep. Head		Teachers		χ^2
			Freq.	%	Freq.	%	
1	The principal arranges different co-curricular and entertaining programs for the students	Very low/low	1	3.4	52	23.4	30.00
		Moderate	7	22.5	70	31.5	
		High/very high	23	74.1	100	45.1	
2	The principal works to ensure the safety and security of students in schools	Very low/low	1	3.4	32	14.4	123.92
		Moderate	4	12.8	49	20.0	
		High/very high	26	83.8	141	65.6	
3	The principal helps to organize strong student councils	Very low/low	1	3.4	30	13.5	107.53
		Moderate	4	12.8	58	26.1	
		High/very high	26	83.8	134	60.4	
4	The principal works continuously to improve disciplinary problems	Very low/low	-	-	13	5.8	234.79
		Moderate	3	9.7	39	17.5	
		High/very high	28	90.3	170	76.7	
5	The principal works with the staff to set high but achievable standards for students	Very low/low	4	12.8	43	13.3	68.64
		Moderate	12	38.7	48	21.6	
		High/very high	15	48.5	131	65.1	

Teachers responded high or very high to the role of principals in arranging different programs to the students whereas vice principals and department heads feel moderate, very high or high to the same question. The majority of vice principals or department heads and teachers respondents highly agreed on the principals work that ensuring the safety and security of the students in the schools.

Large number of vice principals, department heads and teachers respondents highly asserted that the school leaders support students to form their councils in the schools. With regard to item four of the same table, the majority of respondents responded as high or very high. All groups of respondents showed their responses in

high or very high levels towards the principals' willingness to work with the staff in setting valuable standards for students.

Since the calculated value of χ^2 (Item1, 2, 3, 4 & 5) is greater than critical value (5.991), rejected the null hypothesis and accepted the alternative hypothesis. See Appendix D (Table 23). There is significant differences among the frequencies in responding as very low, moderate or very high.. This result indicates that participants responded in unequal proportion

Table 12: School – Parent Relationship

No	Items	Scales	V. Principals and Dep. Head		Teachers		χ^2
			Freq.	%	Freq.	%	
1	The principal arranges continuous programs that encourage parent participation in school activities	Very low/low	2	6.4	44	19.8	54.36
		Moderate	15	48.3	54	24.3	
		High/very high	14	45.3	124	55.9	
2	The principal works with the surrounding community in organizing strong PTA	Very low/low	1	3.4	34	15.3	72.34
		Moderate	13	41.8	61	27.4	
		High/very high	17	54.8	126	57.3	
3	The principal creates a strong link between parents and the school to improve the instruction and the students' academic results	Very low/low	5		29	13.0	57.16
		Moderate	10	32.2	60	27.0	
		High/very high	16	51.6	123	60.0	

Majority of teachers responded that the participation of parents in school leadership was moderate whereas vice principals and department heads responded as high or very high response to the principals work in organizing strong PTA, the majority of respondents expressed in high position and followed by moderate level. To the third question of the same Table, the majority of teachers showed their position in moderate, high or very high. On the other hand, the large number of vice principals and department heads agreed in high or very high feeling that principals create a strong link between parents and the school to improve the instructions and the students' academic results.

Since the calculated value of χ^2 (Item1, 2 & 3) is greater than critical value (5.991), rejected the null hypothesis and accepted the alternative hypothesis. See Appendix D (Table 24). There is significant differences among the frequencies in responding

as very low, moderate or very high.. This result indicates that participants responded in unequal proportion

Table 13: Means response of identified school leaders performance as visionary leaders

No	Item	Scales	V.p & Dept heads	Teac	t-value	df	Mean	Std. dev.	95%	
									Lower	Upper
1	Providing clear vision	H.dis/disagree	5	26	60.163	252	2.624	0.693	2.582	2.753
		Undecided	6	27						
		H.agr/ Agree	20	169						
2	Developing objectives & goals	H.dis/disagree	4	28	61.469	252	2.662	0.690	2.538	2.710
		Undecided	7	13						
		H.agr/ Agree	20	181						
3	Communicating the vision	H.dis/disagree	7	26	59.342	252	2.628	0.704	2.541	2.715
		Undecided	7	21						
		H.agr/ Agree	17	175						
4	Encouraging the staff	H.dis/disagree	7	24	61.632	252	2.660	0.686	2.575	2.745
		Undecided	9	15						
		H.agr/ Agree	15	183						

Table 13 reflects the mean of respondents level of feeling about how the school leaders are performing as visionary leaders as reported by respondents (n = 253) : providing clear vision (\bar{X} = 2.62 , SD = 0.69); Developing school mission & goals (\bar{X} = 2.66 , SD = 0.69); communication ((\bar{X} = 2.62 , SD =0.70) ; Encouraging the staff (\bar{X} =2.66 , SD = 0.68). These performance of principals as visionary leaders were scored on likert type scale instrument, ranging from 1 " Highly disagree/disagree " , 2 " undecided " , 3" Agree/High Agree".

The researcher used the one sample t- test to compare the mean of the group with the population mean. In case of the items in Table 13, the decision was Fail to reject the null hypothesis . Since the calculated value of t (Item 1, 2, 3 & 4) is greater than the critical value (1.645). We reject the null hypothesis and accept the alternative

hypothesis. Therefore, there is a significant difference among respondents in responding high low/ low, Moderate or High/ very high.

Table 14: Means response of principals characteristics as instructional leaders

No	Item	Scales	V.p & Dept heads	Teac	t-value	df	Mean	Std. dev.	95%	
									Lower	Upper
1	Classroom visit	Very low/low	4	77	41.488	252	1.897	0.727	1.807	1.987
		Moderate	18	99						
		High/very high	9	46						
2	Alignment to the curriculum	Very low/low	4	84	38.967	252	1.924	0.785	2.827	2.022
		Moderate	13	82						
		High/very high	14	56						
3	Evaluating teachers	Very low/low	1	55	44.983	252	2.201	0.778	2.105	2.298
		Moderate	12	77						
		High/very high	18	90						
4	Inbuilt supervision	Very low/low	3	34	53.003	252	2.454	0.736	2.363	2.545
		Moderate	10	53						
		High/very high	18	135						
5	Professional development	Very low/low	6	67	40.711	252	2.126	0.830	2.023	2.229
		Moderate	8	66						
		High/very high	17	89						
6	Providing feedback	Very low/low	3	59	43.345	252	2.233	0.819	2.131	2.334
		Moderate	9	60						
		High/very high	19	103						

Table 14 reflects the means of identified characteristics of principals as instructional leaders reported by respondents (n =253) classroom visit (\bar{X} = 1.89 , SD =0.72); alignment to the curriculum (\bar{X} = 1.92 , SD =0.78); evaluating teachers (\bar{X} = 2.20 , SD = 0.77); Inbuilt supervision (\bar{X} = 2.45 , SD = 0.73);professional development (\bar{X} = 2.12 , SD = 1.83); and providing feedback (\bar{X} = 2.23 , SD = 1.81). These characteristics were scored on a likert – type scale instrument, ranging from 1 “ very low/low”, 2 “ moderate ” , 3 “ High / very high ” .

The researcher used the one sample t- test to compare the mean of the group with the population mean. In case of the items in Table 13, the decision was : Fail to reject the null hypothesis . Since the calculated value of t (Item 1 , 2 , 3 , 4 , 5 and 6) is greater than the critical value (1.645). We reject the null hypothesis and accept the alternative hypothesis. Therefore, there is a significant difference among respondents in responding high low/ low, moderate or High/ very high.

Table 15: Means response of Principals role to create conducive environment

No	Item	Scales	V.p & Dept heads	Teac	t-value	df	Mean	Std. dev.	95%	
									Lower	Upper
1	Works for change	Very low/low	-	22	64.346	252	2.604	0.643	2.525	2.684
		Moderate	6	49						
		High/very high	25	151						
2	Rules and regulation	Very low/low	1	17	67.498	252	2.616	0.616	2.540	2.692
		Moderate	10	50						
		High/very high	20	155						
3	Utilization of the budget	Very low/low	1	33	54.568	252	2.474	0.721	2.385	2.563
		Moderate	6	58						
		High/very high	24	131						
4	Good relationship	Very low/low	1	59	44.706	252	2.367	0.842	2.263	2.471
		Moderate	5	34						
		High/very high	25	129						

Table 15: reflects the means of identified the principals role in creating conducive environment for education as reported by respondents (n = 253) ; work for change (\bar{X} = 2.60 , SD = 0.64), Rules and regulation (\bar{X} = 2.61 , SD = 0. 61), utilization of budget (\bar{X} = 2.47 , SD = 0.72), and good relationship (\bar{X} =2.36 , SD = 0.84). These principals role in creating conducive environment were scored on a likert – type scale tool , ranging from 1” very low/ low “ ,2 “ moderate “ , 3 “ high/ very high”

The researcher used the one sample t- test to compare the mean of the group with the population mean. In case of the items in Table 13, the decision was : Fail to reject the null hypothesis . Since the calculated value of t (Item 1 , 2 , 3 , 4) is greater than the critical value (1.645). We reject the null hypothesis and accept the

alternative hypothesis. Therefore, there is a significant difference among respondents in responding high low/ low, moderate or High/ very high.

Table 16: Means response of the school – parent relationship

No	Item	Scales	V.p & Dept heads	Teac	t-value	df	Mean	Std. dev.	95%	
									Lower	Upper
1	Encourage parent participation	Very low/low	2	44	48.603	252	2.359	0.772	2.264	2.455
		Moderate	15	54						
		High/very high	14	124						
2	Organizing strong PTA	Very low/low	1	34	53.367	252	2.426	0.723	2.337	2.516
		Moderate	13	61						
		High/very high	17	126						
3	Strong link with parents	Very low/low	5	29	49.377	252	2.371	0.763	2.277	2.466
		Moderate	10	60						
		High/very high	16	123						

Table 16: reflects the means of identified the school – parent relationship as reported by respondents (n = 253); encourage parent participation (\bar{X} = 2.35 , SD = 0.77),organizing strong DTA (\bar{X} = 2.42 , SD = 0.70),and strong link with parents (\bar{X} = 2.37 , SD = 0.76),These school parent relationship were scored on a likert – type scale tool , ranging form 1” very low / low “ , 2 “ .moderate “ , 3 “ high / very high “ .

The researcher used the one sample t- test to compare the mean of the group with the population mean. In case of the items in Table 13, the decision was : Fail to reject the null hypothesis . Since the calculated value of t (Item 1 , 2 , 3) is greater than the critical value (1.645). We reject the null hypothesis and accept the alternative hypothesis. Therefore, there is a significant difference among respondents in responding high low/ low, moderate or High/ very high.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

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

5.1 SUMMARY OF THE STUDY

Nowadays, school leadership in Ethiopia is facing dozens of problems that largely to do with school leaders themselves. The need for a vision is one of the signs of hardship, Yukl (cited in Fidler and Atton, 2004) emphasized that leaders articulate and communicate clear and appealing visions and must also convince followers that the visions are attainable. School leadership challenges are major contributing factors that lead to ineffectiveness of principals' performance. In turn, this ineffectiveness negatively impacts schools and ultimately influences student achievement and success. Therefore, the role of leadership to school effectiveness is unquestionable. Hence, this study aims at exploring the role of leadership towards effective implementation of school improvement program (SIP).

The purpose of the study was to analyze the behaviour of the role of leadership towards effective school development. Sergiovanni(2005) stated that even in the best of circumstances leadership is difficult. Leadership that are exhibited by principals in the schools were identified and investigated in attempt to appreciably determine best practices

Methods of the research incorporated a mixed methods design, consisting of both qualitative and quantitative approaches. Prior to the beginning, the research proposal of the study was approved by the institution of Educational Research (IER).

According to Gall, Gall and Borg(2003) qualitative research is best used to discover themes and relationships at the case level, while quantitative research

is best used to validate those themes and relationships in samples and population.

5.2 CONCLUSIONS

Data and ideas were gleaned from the review of the literature, the quantitative portion of the study and the qualitative portion of the study were analyzed to develop reasonable conclusions about the finding. As such triangulation of the data from these three sources produced the following conclusions:

Ineffectiveness of principals in leadership implies that principals lack the theoretical knowledge of school leadership.

Education office of the Gulele sub city or Addis Ababa Education bureau did little on the provision of various trainings on school leadership for principals and the like.

School leaders are more effective in their responsibilities and duties, if they are visionary and instructional leaders. However, the study indicated that less effectiveness, lack of skills and sense of instructional leadership are the major problems of school principals in sampled schools.

Although there are initiatives in development of visions, goals and missions of the schools, still a lot remains to be done in creating common understanding and shared values among the school communities.

Through interview, data indicate that school leaders are suffering from external interventions, in turn, would affect confidence and job security.

Implications

The scope of responsibilities and the role of principalship in schools must not be ignored. The school leader is the instructional leader of the school. Ultimately, the responsibility for student achievement and the overall operation of the school is their responsibility. The stability of the principals can have an impact on the schools and all stakeholders of the school.

It is imperative that potential school leaders thoroughly evaluate the schools that they want to lead, comparing and that with their own leadership style and expectations, in order to ensure that all parties share a common value. That value being what is in the best interests of the students and the schools.

School leadership is most successful when it is focused on goals relate to teaching and learning (Leithwood and Riehl, 2003). Unfortunately, challenges and problems often stand in the way of these goals. Challenges are a leading reason that school leaders who lack knowledge and skills of leadership.

These scenarios may lead to a possible shortage of qualified candidate to fill this principalship. In spite of this, leadership preparation programs are not providing the necessary training to prepare educational leaders (Barnett, 2004; Brunner, 2002). The school leaders need a thorough grounding in the complexities of instructional leadership, few courses in instructional leadership will not suffice, especially where leadership is concerned.

5.3 RECOMMENDATIONS FOR FURTHER STUDY

The goal of the study was to analyze and examine the role of leadership towards the effectiveness of school improvement program. Within the above average response rate should provide an accurate and representative description of the behaviour of principalship in government secondary schools of Addis Ababa City Administration. Upon reflection, the researcher believes there is fertile ground for further investigation into issues relating to educational leadership. Therefore, the following possible recommendations were made:

I: Effective school leaders should have the necessary conceptual and technical skills to perform their functions properly. The principals should be highly qualified and experienced, in order to achieve the desired learning outcomes. Therefore:

- a. The principals should possess the required post-graduate diploma in principalship.
- b. Qualified and experienced personnel should be recruited by their prior experiences, relating to unit leaders, department heads or assistance principals.
- c. Principalship appointment should be made through competition on merit.
- d. The sub city or the Woreda education offices should facilitate and allow formal scheduled forums for experience share among the school leaders.

II. Principals should have the skill and capacity in producing school visions. They must be able to work closely with their staff in creating school missions, goals, objectives and applicable strategies that serves to improve and bring efficiency in the teaching- learning processes. The principals must be capable and influential in schools to bring common and shared values among the stakeholders.

- a. The principals should assert the involvement of school staff members, students and school community in establishing and periodically reviewing the school goals.
- b. The principals should work in developing and articulating the compelling visions based on school goals and shared values.
- c. The school leaders should work with the staff and stakeholders in setting high and achievable standard of students. In turn, to strengthen the effectiveness of school development.

III. Most of the school principals are occupied by their managerial activities and working continuously on students' discipline. However, principals are expected to look for the following recommendations to improve their

leadership on instruction which is the core activity that improves the immediate academic results of the students:

- a. Develop inbuilt supervision teams that facilitate continuous classroom visiting and sharing experiences within staff.
 - b. The principals' relations with teachers should be scheduled and continuous, because, good relationship helps the teachers to build self confidence.
 - c. The principals should work with teachers and provide them feedback and recognition for their contributions to the school development.
- IV. The active participation of stakeholders in school leadership creates conducive atmosphere and development. Successful principals take their responsibilities in organizing parents, students and teachers.
- a. The school leaders are highly required to allow students to form and strengthen their councils.
 - b. Principals should thoroughly establish and maintain close relationship with the local community at large.
- V. Addis Ababa Education Bureau (AAEB) is responsible to give directives and guidelines in the cases, that whenever shortcomings and gaps are observed.
- VI. The schools should organize public relations to create school – community links.

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APPENDICES

APPENDIX A

ADDIS ABABA UNIVERSITY

Institute of Educational Research (IER)

Questionnaire to be filled by Teachers

Introduction :

The main purpose of this questionnaire is to investigate the role of leadership towards effectiveness of school improvement program. The study focuses on government secondary schools in Addis Ababa City Administration. Therefore, I would like to request you to fill this questionnaire genuinely , because your valuable contribution enables the study to be success of this study. And I would also like to appreciate your genuine response to the questionnaire in advance.

Thank you!

Directions :

Please

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

Part I, Background

1.1 Name of the school _____

1.2 Sex : Female Male

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

1.4 Educational background

Diploma BA/Bsc MA/MSC other -----

1.5 Total years of Service

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

Part II, Leadership effectiveness :

You are kindly requested to show your level of fillings by making a tick, ranging 1 to 5.

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

No	Item	Scale				
		5	4	3	2	1
2.1	The principal is capable in providing clear vision					
2.2	The principal is skilled in developing the school mission, goals and objectives					
2.3	The principal is communicating the vision in order to have common understanding and shared value					
2.4	The principal is capable in setting directions and encouraging the staff towards achieving the expected goals					
2.5	The principal plans and works towards highest academic achievement of students					
2.6	The principal is courageous and able to confront challenges					
2.7	The principal influences and support others to work hard					
2.8	The principal ability to delegate of share responsibility is effective					
2.9	The principal is effective in developing representing and counselling teamwork in the school					
2.10	The principal uses and mobilizes resources to efficiently and effectively					
2.11	The principal capable of evaluating and making fair judgements					
2.12	The principal has the skill in developing different programs and time table					
2.13	The principal works cooperatively with staff for solving problems and making participatory decisions					
2.14	The principal encourages the staff to participate in school planning					
2.15	The principal works to create good relationships among staff					
2.16	The principal works strongly on continuous attendance of teachers					
2.17	The principal works to create conducive working environment					

Part III, How school principals perform as Instructional leaders?

Rating scale

1. Very low ; 2. Low ; 3. Moderate ; 4. High ; 5. Very High

No	Item	Scale				
		5	4	3	2	1
3.1	The principal visits the classroom to ensure classroom instructional align with the school goals					
3.2	The principal observes teachers for professional development rather than evaluation					
3.3	The principal evaluate teachers to improve instructional practices					
3.4	The principal provides feedback to teachers					
3.5	The principal motivate the teachers for best performances					
3.6	The principal is always available in his/her office to support others					
3.7	The principal encourages the teachers to attend professional development, activities that are aligned to school goals					
3.8	The principal coordinate the staff to exchange their experience					
3.9	The principal works to organize professional development around teachers wants and needs					
3.10	The principal facilitates useful professional materials and resources for teachers					
3.11	The principal encourages in-built supervision within the school					
3.12	The principal encourages teachers to use data analysis of student academic progress to improve their instructions					
3.13	The principal uses information and feed back from teachers to motivate students for their best academic performance					
3.14	The principal works with the staff to set high achievable standards for the students					

Part IV: Principals engagement with stakeholders

Rating scale

1. Very low; 2. Low; 3. Moderate; 4. High; 5. Very High

No	Item	Scale				
		5	4	3	2	1
4.1	The principal works for change and school improvement					
4.2	The principal clarifies and makes known school rules and regulations to all school members					
4.3	The principal makes the best use of the available budgets to provide resources					
4.4	The principal creates collegial relationship in the school compound					
4.5	The principal encourages informal and formal groups to contribute to the school improvement					
4.6	The principal encourages stakeholders to participate in decision making					
4.7	The principal takes more of his/her time in improving the instruction					
4.8	The principal arranges different co-curricular and entertaining programs for the students					
4.9	The principal works to ensure the safety and security of the school for the students					
4.10	The principal helps the students to organize strong student council and encourages them to participate in school leadership					
4.11	The principal works to improve students disciplinary problems in school					
4.12	The principal makes his office open for different stakeholders of the school					
4.13	The principal with the surrounding community in organizing strong parents, teachers and students association (PTSA)					

APPENDIX B

ADDIS ABABA UNIVERSITY

INSTITUTE OF EDUCATIONAL RESEARCH (IER)

Questionnaire to be filled by vice principals & Department heads

Introduction

The main purpose of this study is to assess the role of school leaders towards the effectiveness of school improvement program. The researcher also intends to discover the effectiveness of school leadership and makes an attempt to suggest possible solutions. Here, your contribution is important to reach a valid conclusion in this study. The study focuses on governmental secondary schools in Addis Ababa city Administration.

I would like also to appreciate your genuine response to this questionnaire in advance.

Thank you

General Directions:

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

PART ONE : Background

1.1 Name of the school -----

1.2 Present Job title

a. Vice principal b. Department Head

1.3 Sex : Female Male

1.4 Age :

25 and below 26 – 35 36 – 45 46 & above

1.5 Educational Background :

Diploma BA/BSC MA/MSc other _____

1.6 Years of service

5 and below 6 – 10 11 – 15 16 – 20

21 years and above

1.7 As principal or vice principal, do you have post – graduate diploma in principalship Yes No

PART TWO: How school leaders work in line with school vision?

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

No.	Items	Rating Scale				
		5	4	3	2	1
2.1	The School leader is competent in planning school vision					
2.2	The school leader is capable to plan school mission and goals					
2.3	The school leader brought a change based on school vision which is perceived by the school community					
2.4	The school leader works with the staff towards students' achievement					
2.5	The school leader has got acceptance from the school community because of her/ his commitment					
2.6	The school leader encourage different school committee members and render them any help to perform					
2.7	The school leader works to make school community members more active participants in problem solving and academic activities of the school					

PART THREE: School principal as Instructional leaders

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

No.	Items	Rating Scale				
		5	4	3	2	1
3.1	Class room observation is frequently conducted					
3.2	academic activities are controlled through continuous classroom observation,					
3.3	Teachers' continuous evaluation is used for instructions development					
3.4	Sharing experience among teachers in strengthened through internal supervision					
3.5	The school leader helps teachers' professional development					
3.6	The school leader is able to give feedback to teachers soon after class – supervision					
3.7	The school leader gives incentives to teachers for their best performance					
3.8	The leader has been taking the necessary corrective action on teachers' performances in line with students' results					
3.9	The school leader offers an important role in proceeding incentives to the best performing students					

PART FOUR: To asses school Principal engagement in school environment, supporting students and encouraging school parents relationship

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

No	Items	Rating Scale				
		5	4	3	2	1
4.1	The school leader works for change and development					
4.2	The school leader gives awareness on education policy , rules and regulations of the school to the school community					
4.3	The school leader is capable to perform well and utilize the allotted current budget and available resources					
4.4	The school leader is cooperative to work with school community for good relationship among themselves					
4.5	The school leader provide various non academic programs for students					
4.6	The school leader is giving a great attention for students' rights and safety					
4.7	The school leader works to empower students and invites them to take a part in the school leadership activities					
4.8	The school leader works with great attention to improve students' disciplinary affairs					
4.9	The school is always welcoming for parents					
4.10	The school leader invites parents to the school activities					
4.11	The school leader works to strengthen PTA and allows them to take a part in the school management					
4.12	The school leader encourages parents school relationship to improve students' academic achievement					

Part Five: Open ended Question

What are the major challenges that principals face during their leadership?

APPENDIX C

Interview guidelines for school Principals , PTA representatives ,and Woreda & Sub-cities Education officials

PART ONE: Background

1.1 Name of the interviewee -----

1.2 Sex : Female Male

1.3 Age :

25 and below 26 – 35 36 – 45 46 & above

1.4 Work Experience

1.4.1 Teaching _____ years

1.4.2 Principalship _____ years

1.4.3 Supervision _____ years

1.4.4 Education office as a head _____ years

1.4.5 Total work experience

10 and below 11 – 15 16 – 20

21 years and above

1.5 Educational Qualification

a. First Degree b. Second Degree

Part II. Interview Questions

1. What are the characteristics of the sampled government secondary schools?
2. What are the challenges facing school principals?
3. What are the factors that contribute to be leadership challenges in implementation of school improvement program?
4. What leadership behaviours are practiced to address the current and future challenges facing school leaders?
5. What knowledge, skills and strategies are utilized by school principals to address challenges & problems?

APPENDIX D

Statistical analysis of chi – square

Table 17: Items describing about visionary leaders

No	Item	Scale	Observed Freq.	Expected Freq.	Residue	Degree of freedom	χ^2
1	Providing a view of the future or clear vision	H.dis/disagree	31	84.3	- 53.3	2	230.095
		Undecided	24	84.3	- 60.3		
		H.agr/ Agree	198	84.3	113.7		
2	Skilled in developing a school mission , goals and objectives	H.dis/disagree	32	84.3	- 52.3	2	242.94
		Undecided	20	84.3	- 64.3		
		H.agr/ Agree	201	84.3	116.7		
3	Communicating the vision for common understanding and shared vision	H.dis/disagree	33	84.3	- 51.3	2	206.332
		Undecided	28	84.3	- 56.3		
		H.agr/ Agree	192	84.3	107.7		
4	Setting direction to encourage the staff towards achieving the expected Goals	H.dis/disagree	31	84.3	- 53.3	2	230.095
		Undecided	24	84.3	- 60.3		
		H.agr/ Agree	198	84.3	113.7		

Table 18: Participatory approach of leaders

No	Item	Scale	Observed Freq.	Expected Freq.	Residue	Degree of freedom	χ^2
1	Courageous and able to confront difficulties	H.dis/disagree	29	74.0	- 45.0	2	175.378
		Undecided	26	74.0	-48.0		
		H.agr/ Agree	167	74.0	93.0		
2	Influences and support others to work strongly to words achieving objectives	H.dis/disagree	25	74.0	- 49.0	2	215.216
		Undecided	20	74.0	- 54.0		
		H.agr/ Agree	177	74.0	103.0		
3	Ability to delegate and share responsibility	H.dis/disagree	33	74.0	- 41.0	2	14.622
		Undecided	26	74.0	- 49.0		
		H.agr/ Agree	163	74.0	90.0		
4	Effective in developing, representing and counselling team work	H.dis/disagree	40	74.0	- 34.0	2	134.135
		Undecided	28	74.0	- 47.0		
		H.agr/ Agree	154	74.0	81.0		
5	Work cooperatively with staff for solving problems and making participatory decisions	H.dis/disagree	28	74.0	- 46.0	2	224.622
		Undecided	15	74.0	- 59.0		
		H.agr/ Agree	179	74.0	155.0		
6	Encourage the staff to participate in school planning	H.dis/disagree	35	74.0	- 39.0	2	239.811
		Undecided	30	74.0	- 44.0		
		H.agr/ Agree	157	74.0	87.0		

Table19: Factors that contributed to students' result

No	Item	Scale	Observed Freq.	Expected Freq.	Residue	Degree of freedom	χ^2
1	Plan and work towards highest academic achievement	H.dis/disagree	35	74.0	- 39.0	2	30.892
		Undecided	92	74.0	18.0		
		H.agr/ Agree	95	74.0	21.0		
2	Promote highest results in national exams	H.dis/disagree	39	74.0	- 35.0	2	75.973
		Undecided	48	74.0	- 26.0		
		H.agr/ Agree	135	74.0	61.0		
3	Following on students' attendance	H.dis/disagree	45	74.0	- 29.0	2	17.216
		Undecided	86	74.0	12.0		
		H.agr/ Agree	91	74.0	17.0		
4	Follow up on teachers' attendance	H.dis/disagree	28	74.0	- 46.0	2	43.324
		Undecided	93	74.0	19.0		
		H.agr/ Agree	101	74.0	27.0		

Table 20: The characteristics of instructional leaders

No	Item	Scale	Observed Freq.	Expected Freq.	Residue	Degree of freedom	χ^2
1	The principal visits classrooms continuously to ensure classroom instruction align with school goals	Very low/low	81	84.3	- 3.3	2	22.988
		Moderate	117	84.3	32.7		
		High/very high	55	84.3	- 29.3		
2	The principal monitors classroom practices for alignment to the curriculum	Very low/low	88	84.3	3.7	2	3.945
		Moderate	95	84.3	10.7		
		High/very high	70	84.3	- 14.3		
3	The principal evaluates teachers to improve has fractional practices	Very low/low	56	84.3	- 28.3	2	16.419
		Moderate	89	84.3	24.7		
		High/very high	108	84.3	23.7		
4	The principal encourages in built supervisions	Very low/low	37	84.3	- 47.3	2	87.874
		Moderate	63	84.3	21.3		
		High/very high	153	84.3	68.7		
5	The principal observes teachers for professional development instead of evaluations	Very low/low	73	84.3	- 11.3	2	8.357
		Moderate	74	84.3	- 10.3		
		High/very high	106	84.3	21.7		
6	The principal provides feed back to teachers	Very low/low	62	84.3	- 21.3	2	25.383
		Moderate	69	84.3	- 16.3		
		High/very high	122	84.3	37.7		

Table 21: Instructional leaders support staff

No	Item	Scale	Observed Freq.	Expected Freq.	Residue	Degree of freedom	χ^2
1	The principal encourages the teachers to attend professional development activities at school level	Very low/low	60	74.0	- 14.0	2	61.162
		Moderate	35	74.0	- 19.0		
		High/very high	127	74.0	53.0		
2	The principal motivates the teachers for best performance	Very low/low	62	74.0	- 12.0	2	30.595
		Moderate	48	74.0	- 26.0		
		High/very high	112	74.0	38.0		
3	The principal encourages and supports teachers on their individualized plan of professional development	Very low/low	53	74.0	- 21.0	2	14.622
		Moderate	70	74.0	- 4.0		
		High/very high	99	74.0	25.0		
4	The principal is available in his/her office to support the teachers in their instructional improvement	Very low/low	47	74.0	- 27.0	2	25.054
		Moderate	68	74.0	- 6.0		
		High/very high	107	74.0	33.0		

Table 22: Creating conducive environment for education

No	Item		Observed Freq.	Expected Freq.	Residue	Degree of freedom	χ^2
1	The principal works for change and improvement in the schools	Very low/low	22	84.3	- 62.3	2	155.913
		Moderate	55	84.3	- 29.3		
		High/very high	176	84.3	91.7		
2	The principal clarifies and makes known school rules and regulations to all school community	Very low/low	18	84.3	- 66.3	2	156.672
		Moderate	60	84.3	- 24.3		
		High/very high	175	84.3	90.7		
3	The principal makes the best use of the available budget to provide resources	Very low/low	34	84.3	- 50.3	2	94.158
		Moderate	64	84.3	- 20.3		
		High/very high	155	84.3	70.7		
4	The principal creates good relationship in the school compound	Very low/low	60	84.3	- 24.3	2	88.941
		Moderate	39	84.3	- 45.3		
		High/very high	154	84.3	69.7		

Table 23: Principals attention for students' service

No	Item	Scale	Observed Freq.	Expected Freq.	Residue	Degree of freedom	χ^2
1	The principal arranges different co-curricular and entertaining programs for the students	Very low/low	53	84.3	- 31.3	2	30.008
		Moderate	77	84.3	- 7.3		
		High/very high	123	84.3	38.7		
2	The principal works to ensure the safety and security of students in schools	Very low/low	33	84.3	- 51.3	2	123.921
		Moderate	53	84.3	- 31.3		
		High/very high	167	84.3	82.7		
3	The principal helps to organize strong student councils	Very low/low	31	84.3	- 53.3	2	107.534
		Moderate	62	84.3	- 22.3		
		High/very high	160	84.3	75.7		
4	The principal works continuously to improve disciplinary problems	Very low/low	13	84.3	- 71.3	2	234.791
		Moderate	42	84.3	- 42.3		
		High/very high	198	84.3	113.7		
5	The principal works with the staff to set high but achievable standards for students	Very low/low	47	84.3	- 37.3	2	68.640
		Moderate	60	84.3	- 24.3		
		High/very high	146	84.3	61.7		

Table 24: School-parents relationship

No	Item	Scale	Observed Freq.	Expected Freq.	Residue	Degree of freedom	χ^2
1	The principal arranges continuous programs that encourage parent participation in school activities	Very low/low	46	84.3	- 38.3	2	54.364
		Moderate	69	84.3	- 15.3		
		High/very high	138	84.3	53.7		
2	The principal works with the surrounding community in organizing strong PTA	Very low/low	35	84.3	- 49.3	2	72.340
		Moderate	74	84.3	- 10.3		
		High/very high	143	84.3	59.7		
3	The principal creates a strong link between parents and the school to improve the instruction and the students' academic results	Very low/low	44	84.3	- 40.3	2	57.162
		Moderate	70	84.3	- 14.3		
		High/very high	139	84.3	54.7		

APPENDIX E

OBSERVATION CHECK LIST

SCHOOL NAME _____ DATE _____

No	Indictors	Yes/No	Status
1	Presence of active PTA		
2	Presence of students council active		
3	Presence of School strategic plan		
4	Presence of adequate managerial staff		
5	Presence of follow up and data collection system		
6	Presence of follow up of school attendance for students and staff		
7	Presence of track records for the daily operational activities		

