

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUAT STUDIES
COLLEGE OF EDUCATION AND BEHAVIORIAL SRUDIES
DEPARTMENT OF EDUCATIONAL PLANING AND MANAGEMENT**



**THE ROLE OF PRINCIPALS IN MANAGING QUALITY OF EDUCATION IN
GOVERNMENT SECONDARY SCHOOLS OF GULLEL SUB-CITY IN ADDIS ABABA
CITY ADMINISRATION**

**BY
ABADI ASSEFA**

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This is to certify that the thesis the role of principals in managing quality of education in government secondary schools in Gullelie Sub city of Addis Ababa City Administration is submitted *of Addis Ababa university* in partial the requirements for the degree of Master o complies with regulation of the university originality and quality.

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Declaration

This thesis is my original work and has not been presented for a master degree. In any other university, and that all sources of materials used for the thesis have been Acknowledged by the author.

Abadi Assefa

This thesis has been submitted for examination with my approval as university advisor.

Hailelassie Woledgerima

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Table of Contents

Title	Page
<u>Acknowledgements.....</u>	<u>i</u>
<u>Table Of Contents.....</u>	<u>ii</u>
<u>List of Tables.....</u>	<u>iv</u>
<u>List of Figures.....</u>	<u>v</u>
<u>List of Abbreviations And Acronyms.....</u>	<u>vi</u>
<u>Abstract.....</u>	<u>vii</u>
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2. Statements of the Problem.....	4
1.3. Research Questions.....	5
1.4. Objectives of the Study.....	5
1.4.1. General Objectives.....	5
1.4.2. Specific Objectives.....	6
1.5. Significance of the Study.....	6
1.6. Delimitations of the Study.....	7
1.7. Limitation of the Study.....	7
1.8. Definition of Terms.....	7
1.9. Organization of the Study.....	8
CHAPTER TWO: REVIEW OF RELATED RITERATURE.....	9
2.1 Concepts and Dimensions of Quality.....	9
2.1.1 Principles of Quality.....	12
2.1.2 School Improvement.....	12
2.1.3 Quality Standards.....	13
2.2 The Concept of Quality in Education.....	15
2.3. Quality of Education in Ethiopia.....	18
2.4 Effectiveness of Instructional Leadership.....	20
2.5 The Role of Principals in Managing the Quality of Education.....	22

2.5.1. Management of School Administration and Finance.....	23
2.5.2. Provision and Maintenance of Physical Facilities.....	24
2.5.3. Principal as a Motivator.....	24
2.5.4. Principal as a Curriculum Instructional Supervisor.....	25
2.6. Conceptual Framework.....	26
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY.....	27
3.1 Research Design.....	27
3.2. Sources of Data.....	27
3.3. Sampling and Sampling Techniques.....	28
3.4. Instruments of Data Collection.....	28
3.4.1. Questionnaire.....	28
3.4.2. Interview.....	29
3.4.3 Focus Group Discussion (FGD).....	29
3.4.4 Document Analysis.....	29
3.5. Methods and Procedures of Data Analysis.....	29
3.6 Validity and Reliability of Data Gathering.....	30
3.7. Ethical consideration.....	30
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....	30
4.1. Characteristics of the Respondents.....	31
4.2 Data Pertaining Qualities of Education and Leadership.....	32
4.2.2. Quality Assessment Based On Instructional Leadership and Performance.....	39
4.2.3. Respondents based on Leadership Role.....	43
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	43
5.1. SUMMARY.....	43
5.2 CONCLUSION.....	45
5.3. RECOMMENDATIONS.....	47
References.....	48
Appendix-A.....	
Appendix-B.....	

LIST OF TABLES

Titles	Page
Table 1: Population and the Sampling size of the study-----	29
Table 2: Demographics of the Respondents-----	31
Table 3: Over all assessments provides qualities of education and leadership-----	33
Table 4: Quality assessment based on instructional leadership and performance -----	35
Table 5: Leadership Roles-----	39

LIST OF FIGURES

Titles	Page
Figure 1: Conceptual frame work-----	26

List of Abbreviations and Acronyms

AACA: Addis Ababa City Administration

CEEP: Civic and Ethical Education Program

CIIP: Curriculum Improvement and Implementation Program

CSPPE: Centre of Study for Policies and Practices in Education

EGRA: Early Grade Reading Assessment

ESDP: Education Sector Development Program

ETP: Education and Training Policy

FDRE: Federal Democratic Republic of Ethiopia

GEQIP: General Education Quality Improvement Package

GER: Gross Enrolment Rate

GTP: Growth and Transformation Plan

ICTP: Information and Communication Technology Program

LMP: Leadership and Management Program

MoE: Ministry of Education

M & E Monitoring and Evaluation

NLA: National Learning Assessment

NPSSP: National Professional Standards for School Principals

QMS: Quality Management System

TS: Technical Standard

SPS: School principals' standards

UNESCO: United Nation for Education and culture organization

US: United State

PASDEP: Poverty Reduction and sustainable development efforts

ABSTRACT

The purpose of this study was to assess the role of principals in managing quality of education in government secondary schools in Gullelie Sub city of Addis Ababa City Administration. With regard to the research designed employed descriptive research design was adopted for data collection and analysis. The research methodology employed in the study was both quantitative and qualitative approaches. Accordingly, a questionnaire was prepared to be filled by teachers for the qualitative portion, interviews and FGD were administered vice principals and department heads. It follows that a sample size of 120 questionnaires have been distributed and of which 120 have been filled out and collected with 100% response rate. Data obtained through questionnaires were analyzed using statistical tools such as mean and standard deviation. Hence, the findings of the study revealed that there were less significant leadership roles made by principals that can qualitatively improve quality of education. The study also revealed that there were challenges that block principals to manage quality of education such as inadequate facilities, low staff morale, poor supervision of schools, and frequent changes in policies. In conclusion, the role of school principals in managing quality of education such as support of students, improvement of school facilities, enhancement of teachers' capacity, identification and solving of school problems, and reacting for the needs raised by schools to improve educational quality are very low. Finally based on the major findings identified, recommendations were made on school principals and they should be knowledgeable, professionally and administratively competent, as well as resourceful so as to complement the efforts towards achieving the goals of the schools.

CHAPTER ONE: INTRODUCTION

This part of the study includes background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, and definitions of key terms.

1.1 Background of the Study

Education provided becomes meaningful and useful for development if quality is maintained. Quality education is perceived to have a strong impact on a country's development goals. Quality education is also perceived to have an impact on a country's economic growth, human capital, on individual productivity and incomes. It is generally believed that formal schooling is one of the key contributors to individual skills as well as human capital. It is clear from a lot of research that good quality education facilitates the acquisition of knowledge, skills and attitudes that have intrinsic value and also helps address important human goals.

Applying the same definition to the quality of education, however, raises more questions than answers. It raises the question, for example, which the customer of education is. The learner, parents, other classmates or the government might have varying interests over education given at a certain system; questioning the true meaning of educational quality. This is partly due to, according to (Aggarwal, 1996) that education is a complex system embedded in a political, cultural and economic context.

The Government of Ethiopia has given a high priority to quality improvement of education at all levels. The Education and Training Policy put special place, among other components, for the quality of education. The policy stipulates clearly that "educational management will be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training". To address this issue, MoE has developed a General Education Quality Improvement Package (GEQIP) that comprises six programs. And one of these programs is about management and administration program (MoE, 2006).

According to ESDP IV, programs to improve management capacities need to be accompanied by legal instruments to clarify the rights, duties and responsibilities of all parties including government organs, citizens, communities, institutions etc. As a result, an education act shall be

developed and make it known to ensure the implementation of policies and sector programs, the enforcement of standards and the identification of responsibilities of all relevant actors.

The Growth and Transformation Plan (GTP) of Ethiopia has also forwarded that improving and ensuring the quality and efficiency of education at all levels will be an important priority. In this regard, GTP clearly underlines that GEQIP will be fully implemented and its subsequent impact in improving student achievement will be verified through regular monitoring and evaluation and National Learning Assessment (NLA) to be conducted every three years. The quality of education depends on, among others, the presence of competent and committed school principals. This can be ensured by developing appropriate and relevant standard for the principals and letting them pass through the assessment processes to meet the set standard. Understanding of these facts, the MoE prepares standard for school principals that ensure their continuous endeavors to meet the set standard (MoE, 2006)

The professional standard reflect Government's interest in ensuring that students have opportunities to learn from high quality professional teachers and schools are led and managed by high quality professional principals. The MoE is employing important activities of measuring students' competence using NLA and Early Grade Reading Assessment (EGRA). The result obtained from such activities is vital to take intervention action to improve the quality of education and students' performance. Quality education provides students with the knowledge, skills, attitudes and creativity needed to solve problems locally and globally, and actively contributes to the sustainable and democratic development of societies. Thus, our aspirations for quality education must go beyond narrow learning outcomes. Quality education offers, they are far from sufficient. Limiting the outcomes of education may encourage teachers to education had the potential to play a major role .In the future realization of a 'vision of sustainability that links economic well-being with respect for cultural diversity, the Earth and its resources' (UNESCO, 2010).

Educational quality does not depend on system inputs, such as infrastructure, pupil-teacher ratios, and on curricular content alone. The researcher therefore, gives attention to the educational processes- how teachers and administrators use inputs to frame meaningful learning experiences for students. Thus, continuous professional learning of teachers, teachers' competence and school quality managements, relevant ongoing professional development, continuous support for

student-centered learning, teachers' working conditions, supervision and support services are to be strengthened (UNESCO 2006).

School administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on Harrison,(2010). All these tasks can be reduced to the following as planning, organizing, directing, supervising, and evaluating the school system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs. By implication, the principal of a school is a planner, director, controller, coordinator, organizer, adviser and a problem-solver Tett, et al (2011). The principal is the person on whose shoulders rest the entire administration, success or failure of the school. The principal identifies and set goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and share responsibilities of the staff according to specialization and expertise (Telford, 2009).

The successful implementing the government's policy for the educational development in school they must plan ahead and develop strategies to address the issues. These issues should be addressed at every level, especially the national level, state level and the local level to ensure consistent implementation of the policy across the country. Purposeful deliberation and planning around these issues as well as issues particular to each region will increase the likelihood of successfully implementing the planned programs and reorienting curriculum to achieve sustainability.

Among the roles of a principal according to Aggarwal, (2010) is that of a curriculum and instructional supervisor which include obtaining and making available for teachers all educational information; visiting classrooms often to observe his teachers teaching; inspecting teachers' lesson notes and class registers, diaries and teaching aids and offering professional advice for their improvement. With the persistent poor academic performance of secondary school students in Ethiopia today, there is a need to identify strategies which secondary schools

principals need to adopt in their role as quality assurance agents in order to bring about improved performance in national examinations (Bergmann, 2009).

Like other Ethiopian districts and regions, in Gullelie sub-city goals of secondary education are to make everyone literate, to acquire basic scientific skill and attain pass mark (MoE, 2004). According to MoE, quality is realized among others, when pupils complete their learning program and attain pass mark. The secondary program last for two years in Gullelie. A look into the 2007 Gullelie sub city educational office assessment report results from total students of 5562 Only 53 per cent of students scored more than 50 per cent – the standard to pass the national examination –and the majority, scored below standard.

Gullelie is one of the ten sub cities in Addis Ababa. The city of Addis Ababa started its foundation in Gullelie, particularly in the area of Entoto Mountain. Thus it is one of the oldest regions of the city. It is one of the poorest, as a lot of previous poverty is inherited by residents, unlike more recent parts of the city like Bole that are inhabited by the wealthier group of the community. According to 2008 census, the Gullelie sub-city population is 267381. Gullelie sub-city is divided into 10 woredas, 68 sub wordas and 365 districts. Regarding educational coverage, only 87% of has access to education. There are 6 government and 10 non-government secondary schools. However of the total 8910 students in the government secondary school and 13326 in non-government secondary schools, 70% of them attend their learning in the six government schools.

It is quite convincing for any observer that deterioration in the quality of education in government schools leaves its impact on this vast majority of learners. Thus, this research tries its best to uncover drawback of the leadership in order that the stated vast majority of learners benefit from any solution discovered.

1.2. Statements of the Problem

The principals occupy very important position that can be regarded as the primary stakeholders provide the unity of purpose, action, viable strategies and building block for sustainable and management quality of education in government secondary schools. The functional roles of the principals involve the formulation of desirable school-based educational policies and achievable objectives from the national policy on education; initiating and designing the strategic work plan and strategies to achieve the set goals (Bush, 2009).

In fact, UNSECO, (2006:p39) elucidated that school administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment, evaluation and examinations, resource allocation, costing, planning, staff appraisal of relationship with the community, use of practical skills necessary for sustaining the policies of an organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on. All these tasks according to Cross, (2009) stated that school principle can be reduced to the following: planning, organizing, directing, supervising, and evaluating the school system.

As the document of the Federal Democratic Republic of Ethiopia Ministry of Education, NPSSP (December, 2013, p.5) stated, each school principal expected to create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals, support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students, provide opportunities for all members of the school community to build their capacity and participate in important school decisions, allocate resources and manage school operations in order to ensure a safe and productive learning environment, and engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and wellbeing.

It has been understood that only few researches were undertaken regarding the role of stakeholders in proving quality education. Even those undertaken were generic ones showing the stake holders' contribution (Habtamu, 2014) School Improvement program. Thus this research has intended to scrutinize principals' role in this regard. Based on the preliminary interview held with principals, supervisors and teachers most of secondary Schools in Addis Ababa city do

hardly stress the role of principals in bringing quality education. School principals however are the front figures in leading, setting out the schools' strategic plans, implementing and controlling. Government continuously provides trainings to virtually all principals and their contribution should have been immense. The researcher has also assted to sense the gap between previously done researches and a secondary school principal is seen as the one who strives to ensure that quality education is being provided in secondary schools.

This study is therefore carried out to examine the role of the school principals in managing quality education in government secondary schools in Gullelie sub city of Addis Ababa city administration.

1.3. Research Questions

This research surveys Gullelie Government high school teachers, education bureau, students and other concerned bodies to assess the role of principals in managing quality education in secondary schools. This survey is, therefore, conducted to address the following questions.

1. What roles do school principals have in maintaining quality of education in relation to GEQIP?
2. What is the status of educational inputs; *viz.* teachers, curriculum, teaching materials, class size, library, laboratories?
3. How far has the community participation enhanced the quality desired?
4. What are the views of beneficiaries on the roles of school principals?
5. What are the major challenges against the effort of enhancing quality education?

1.4. Objectives of the Study

1.4.1. General Objectives

The general objective of this study is to examine the role of principals in managing quality of education in government secondary schools of Gullele Sub City in Addis Ababa City Administration.

1.4.2. Specific Objectives

The specific objectives of the study are:

- To assess the roles of school principals in maintaining quality of education in relation to the GEQIP
- To examine the status of educational inputs; viz., teachers, curriculum, teaching materials, class size, library, laboratories?
- To examine extent community participation has enhanced the quality desired
- To scrutinize the views of beneficiaries on the roles of school principals
- To identify the major challenges against the effort of enhancing quality education

1.5. Significance of the Study

The problems diagnosed and solutions discovered serve as pilot operation to influence the national quality improvement program. Successful practices diffuse in to the enter system and contribute to the national improvement scheme of quality education:-

1. Problem identified serve as inputs to policy makers as well as various tiers of school leadership. Hence, based on the research, stakeholders could alter, improve or amend elements of the quality education.
2. The finding of the study is meant to show a road map to enhance student performance and the community enjoys contributions made by learners with higher educational quality.
3. To initiate educational officials to be aware of factors that affects the role of principals in managing quality education.
 - a) It may initiate other interested researchers to carry out a more extensive study in the area i.e. it could encourage others for future investigation.
 - b) It could enable educational officials and other authorities of the Gullelie sub-city to gain valuable information about quality of education.

1.6. Delimitations of the Study

The issue of role of principals can be dealt from various perspectives and their roles could be studied from diverse perspectives. In order to make the study more manageable it has necessitated to demarcate the thematic area or the subject of the area and time. Therefore, the study is delimited to Gullelie sub-city government secondary schools. Moreover, the subject dealt in this study is also delimited to assessing on the role of principals in managing quality of education in government secondary schools.

1.7. Limitation of the Study

This study failed sort of getting a well organized and compiled set of data. In this regard few studies have been undertaken in the area and not enough of them were geared towards quality of education in view of the role of principals. As a result the required amount of secondary data has not been accessed. Moreover, the required size of data from primary sources has not been effectively collected. Hence, the researcher was intended to contact Educational Bureau officials from Sub City Administration and frequently they were occupied with meetings and their views are not included in the findings of this study. However, utmost effort is made to increase the reliability of the data collected from subjects and stakeholders of the study.

1.8. Definition of Terms

Important term and phrases used in this study are defined on the context and relevance to the objective of the study.

- a) **Quality education-** means an education that enables school to produce the required human power in the country which benefits the learner as well as all stake holders 'reason.
- b) **School principals:** refers the management of the school that includes school directors and assistant/vice directors
- c) **Secondary school:** is the structure of educational system that includes general secondary education (grade 9&10) and preparatory education (11&12).In Ethiopia context secondary school refers to the formal category of school that offers education to grades 9and 10 learners (MoE1994:13).secondary in this study is a school, which provides

secondary educating to learners who typically between the age of 15 and 17; it is provided after primary school education but before higher education.

- d) **GEQIP:** Is comprehensive, covering most of the critical components of quality improvement, including revision and upgrading of the national curriculum. GEQIP takes a holistic approach to improve the quality general quality of education by adapting the concept of the effectiveness model (World Bank, 2000).
- e) **School management:** the process of leading people to achieve effective school operation of which key elements are planning , police making decision making, communicating with community ,government and stakeholders.
- f) **Government schools:** those are schools where the building cost, teacher assignment, development and salary, furniture and equipment are directly government financed and administered.

1.9. Organization of the Study

This study is organized under five chapters. The first chapter comprised background of the study, statement of the problem, research questions, objectives, scope of the study, significance of the study, delimitation, and definition of key terms and organization of the study. The second chapter presents the review of related literature collected from various books, journals and e-resources. The third chapter deals with the research design and methodology and procedures employed to collect and analyze the data. The fourth chapter deals with data presentation, analysis and interpretation. Finally, the last chapter, Chapter five, has deals with research summary, conclusion and recommendations.

CHAPTER TWO: REVIEW OF RELATED RITERATURE

This part of the study contains descriptions and explanations given by different authors and researchers obtained from different documents and research findings of several studies. This review of literature contains about the concepts and dimensions of quality and the principles of quality, school improvement, quality standards, concept of quality in education, quality education in Ethiopia, effectiveness of instructional leadership, role of principals in managing the quality of education.

2.1 Concepts and Dimensions of Quality

Quality is a concept often discussed in services and goods manufacturing. It is a term applied to refer of the appropriateness of a product or service. The term '*quality*' is widely used in connection to describing the attribute of various products and services. Yet, it is not always easy to find a common understanding for the term. Sometimes it is based on personal tastes, sometimes on time, and other times on other contexts. This variation of reference in defining the term quality gets even more complicated when applied to education. For a material in the market quality might simply mean a product that satisfies the customer. Applying the same definition to the quality of education, however, raises more questions than answers. It raises the question, for example, who the customer of education is. The learner, parents, other classmates or the government might have varying interests over education given at a certain system; questioning the true meaning of educational quality. This is partly due to, according to Cullcatta and Purkins, (2013), that education is a complex system embedded in a political, cultural and economic context.

While such arguments prevail, there is a consensus on the existence of basic elements shared in defining quality. According to the World Bank's school effectiveness model Curzon, (2009) from which the GEQIP of Ethiopia is adapted, these basic elements of quality constitute the following four desirable educational outcomes: motivation to learn (for which attendance in a school is a pre-requisite), evidence of learning: academic achievement, acquisition of vocational,

personal, and civic skills ('life skills') and progression to a further stage of education and/or training.

These are carefully articulated outcomes. Deming, who is generally regarded as one of the quality gurus of the last five decades was, for example, critical of the use of examination results for 'quality' decision on learner progress Day et.al. (2011). But the above list of outcomes talks about achievement, a broad term of which examination results is only a part.

On the other hand, educational quality is not only about outputs. In fact, outputs are the major references to examine inputs and processes. They are the indicators. Even if we look at the GEQIP, the MoE plan to address low quality education nationally, its packages mostly talk about inputs and processes. As a result, to frame our definition of educational quality, this paper uses the basic dimensions of quality education as stated by UNICEF (2007), which incorporates input, output and process elements.

Quality management can be considered to have three main components: quality control, quality assurance and quality improvement. Quality management is focused not only on product/service quality, but also the means to achieve it. Quality management therefore uses quality assurance and control of processes as well as products to achieve more consistent quality (Dodd and Kontal, 2002).

Advanced civilizations that supported the arts and crafts allowed clients to choose goods meeting higher quality standards than normal goods. In societies where art responsibilities of a master craftsman (and similarly for artists) was to lead their studio, train and supervise the on, the importance of craftsmen was diminished as mass production and repetitive work practices were instituted. The aim was to produce large numbers of the same goods. The first proponent in the US for this approach was Eli Whitney who proposed (interchangeable) parts manufacture for muskets, hence producing the identical components and creating a musket assembly line (Erickson, 2009).

The next step forward was promoted by several people including Frederick Winslow Taylor a mechanical engineer who sought to improve industrial efficiency. He is sometimes called "the father of scientific management." He was one of the intellectual leaders of the Efficiency Movement and part of his approach laid a further foundation for quality management, including

aspects like standardization and adopting improved practices. Henry Ford also was important in bringing process and quality management practices into operation in his assembly lines. In Germany, Karl Friedrich Benz, often called the inventor of the motor car, was pursuing similar assembly and production practices, although real mass production was properly initiated in Volkswagen after World War II. From this period onwards, North American companies focused predominantly upon production against lower cost with increased efficiency (Estyn, 2011).

Walter A. Shewhart made a major step in the evolution towards quality management by creating a method for quality control for production, using statistical methods, first proposed in 1924. He became the foundation for his ongoing work on statistical quality control. W. Edwards Deming later applied statistical process control methods in the United States during World War II, thereby successfully improving quality in the manufacture of munitions and other strategically important products. Quality leadership from a national perspective has changed over the past five to six decades. After the Second World War, Japan decided to make quality improvement a national imperative as part of rebuilding their economy, and sought the help of Stewart, Deming and Juran, amongst others. W. Edwards Deming championed Stewart's ideas in Japan from 1950 onwards. He is probably best known for his management philosophy establishing quality, productivity, and competitive position. He has formulated 14 points of attention for managers, which are a high level abstraction of many of his deep insights. They should be interpreted by learning and understanding the deeper insights and include: Break down barriers between departments, Management should learn their responsibilities, and take on leadership, Improve constantly and Institute a program of education and self-improvement (Fidler, and Atton, 2009)

In the 1950s and 1960s, Japanese goods were synonymous with cheapness and low quality, but over time their quality initiatives began to be successful, with Japan achieving very high levels of quality in products from the 1970s onward. For example, Japanese cars regularly top the J.D. Power customer satisfaction ratings. In the 1980s Deming was asked by Ford Motor Company to start a quality initiative after they realized that they were falling behind Japanese manufacturers. A number of highly successful quality initiatives have been invented by the Japanese. Many of the methods not only provide techniques but also have associated quality culture (i.e. people factors). These methods are now adopted by the same western countries that decades earlier derided Japanese methods (Fullan, 2009).

Customers recognize that quality is an important attribute in products and services. Suppliers recognize that quality can be an important differentiator between their own offerings and those of competitors (quality differentiation is also called the quality gap). In the past two decades this quality gap has been greatly reduced between competitive products and services. This is partly due to the contracting (also called outsourcing) of manufacture to countries like India and China, as well internationalization of trade and competition. These countries amongst many others have raised their own standards of quality in order to meet International standards and customer demands. The ISO 9000 series of standards are probably the best known International standards for quality management (Gay & Airasian, 2008).

There are a huge number of books available on quality. In recent times some themes have become more significant including quality culture, the importance of knowledge management, and the role of leadership in promoting and achieving high quality. Disciplines like systems thinking are bringing more holistic approaches to quality so that people, process and products are considered together rather than independent factors in quality management. The influence of quality thinking has spread to non-traditional applications outside of walls of manufacturing, extending into service sectors and into areas such as sales, marketing and customer service (Hopkins, 2009).

Quality management adopts a number of management principles that can be used by upper management to guide their organizations towards improved performance. The principles cover: Customer focus, leadership, involvement of people, process approach, system approach to management, continual improvement, factual approach to decision making, mutually beneficial supplier relationships (Jony, 2010).

2.1.1 Principles of Quality

Quality management adopts a number of management principles that can be used by upper management to guide their organizations towards improved performance. The principles cover: Customer focus, leadership, involvement of people, process approach, system approach to management, continual improvement, factual approach to decision making, mutually beneficial supplier relationships.

2.1.2 School Improvement

School Improvement means making schools better places for learning. This relies on changes at both school level and within classrooms, which in turn depend on schools being committed to fulfilling the expectations of children and their parents. In other words, school improvement refers to a systematic approach that improves the quality of schools. Similarly, school improvement is the process of altering specific practices and policies in order to improve teaching and learning. In short, the main target of school improvement is an activity directed at improving teaching and learning so that better student achievement will be exhibited. The focal concern of school improvement is to enable students to achieve better results (Habtamu, 2014).

Regarding to quality education, 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 MoE raised initiatives to improve quality of Education. This initiative called: GEQIP of 2007 which consists six programs.

These are: School Improvement Program (SIP), Teachers Development Program (TDP), Leadership and Management Program (LMP), Curriculum Improvement and Implementation Program (CIIP), Civic and Ethical Education Program (CEEP), and Information and Communication Technology Program (ICTP). Schools must improve their basic functions of teaching and learning processes aiming at helping and empowering all students to raise their broad outcomes through SIP. Mac Beath and Moos, (2012) presented the SIP definition 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.

So, school improvement planning is a process through which schools set goals for improvement, and make decisions about how and when these goals will be achieved. The ultimate objective of the process is to improve student achievement levels by enhancing the way curriculum is

delivered, by creating a positive environment for learning, and by increasing the degree to which parents are involved in their children's learning at school and in the home.

2.1.3 Quality Standards

According to McEwan, (2009) The International Organization for Standardization (ISO) created the Quality Management System (QMS) standards in 1987. They were the ISO 9000:1987 series of standards comprising ISO 9001:1987, ISO 9002:1987 and ISO 9003:1987; which were applicable in different types of industries, based on the type of activity or process: designing, production or service delivery.

The standards are reviewed every few years by the International Organization for Standardization. The version in 1994 was called the ISO 9000:1994 series; consisting of the ISO 9001:1994, 9002:1994 and 9003:1994 versions.

The last major revision was in the year 2008 and the series was called ISO 9000:2000 series. The ISO 9002 and 9003 standards were integrated into one single certifiable standard: ISO 9001:2008. After December 2003, organizations holding ISO 9002 or 9003 standards had to complete a transition to the new standard (Mc-Nergney, 2009).

ISO released a minor revision, ISO 9001:2008 on 14 October 2008. It contains no new requirements. Many of the changes were to improve consistency in grammar, facilitating translation of the standard into other languages for use by over 950,000 certified organizations in the 175 countries (Meyers & Jones, 2010) that use the standard.

The ISO 9004:2009 document gives guidelines for performance improvement over and above the basic standard (ISO 9001:2000). This standard provides a measurement framework for improved quality management, similar to and based upon the measurement framework for process assessment (Olsen, 2011)

The Quality Management System standards created by ISO are meant to certify the processes and the system of an organization, not the product or service itself. ISO 9000 standards do not certify the quality of the product or service. In 2005 the International Organization for Standardization released a standard, ISO 22000, meant for the food industry. This standard

covers the values and principles of ISO 9000 and the HACCP standards. It gives one single integrated standard for the food industry and is expected to become more popular in the coming years in such industry. ISO has also released standards for other industries. For example Technical Standard TS 16949 defines requirements in addition to those in ISO 9001:2008 specifically for the automotive industry. ISO has a number of standards that support quality management. One group describes processes (including ISO 12207&ISO 15288) and another describes process assessment and improvement ISO 15504 (Robert, and Burke, 2011)

2.2 The Concept of Quality in Education

Quality education provides students with the knowledge, skills, attitudes and creativity needed to solve problems locally and globally, and actively contributes to the sustainable and democratic development of societies. Thus, our aspirations for quality education must go beyond narrow learning outcomes. Quality education offers, they are far from sufficient. Limiting the outcomes of education may encourage teachers to education had the potential to play a major role in the future realization of a ‘vision of sustainability that links economic well-being with respect for cultural diversity, the Earth and its resources’ (UNESCO, 2007).

It is necessary to give attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment. Quality in education is the heart of any educational system .It influences what the students learn, how well they learn and what benefit they draw from their education. Quality in education is relative and not easy to measure. Systems that embrace change through data generation, use and self-assessment are more likely to offer quality education to students (Sergiovanni, 2012).

According UNECIF (2000) Quality of education includes:

Learners: who are healthy, well-nourished and read to participate and learn and supported in learning by their families and community?

Environments: that is healthy, safe, protective and gender-sensitivity, and provided adequate resources and facilities;

content that is reflected in relevant curricular and materials for the acquisition of basic skills especially in the areas of literacy, numeracy and skill for life, and knowledge in such areas such as gender, health, nutrition, HIV/AIDS prevention and peace.;

Processes: through which trained teachers use child- center teaching approaches in well-managed class rooms and schools and skillful assessment to facilitate learning and reduce disparities;

Out comes: those encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. In addition to this Quality in education is a multi-dimensional concept ,embracing all functions and activities of education ,including teaching and academic programs ,research and scholarship staffing ,students ,building ,facilities ,equipment ,service to the community, academic environment, taking into account national cultural values and circumstances and international dimensions such as exchange of knowledge, mobility of teachers and students. Key priority of the education sector development program is to improve and ensure the quality and efficiency of education at all levels. To accomplish this goal it is important to work on capacity building so as to ensure behavioral changes, understanding and skill of implementers at all levels.

To realize this priority, the government has already started implementing a strategic direction of General Education Quality Improvement Package (GEQIP); which encompass six programs namely; Teacher Development Program (TDP), Curriculum Aligned to Student Assessment and Examinations, Ethics Program, Management and Administration Program (MAP), Information Communication Technology, Program Coordination and Monitoring and Evaluation. Accordingly, various activities have been performed to prepare and implement the package.

Educational management will be decentralized to create the necessary conditions to expand, enrich and improve the relevance, quality and accessibility and equity of education and training Shaeffer (2007), argues that management studies are concerned with the internal operation of educational institutions, and also with the relationships with their environment. Bush (2003) stated that, educational management has to be centrally concerned with the purpose or aims of education.

According to Shaeffer (2007), education is a powerful catalyzing agent, which provides mental, physical, ideological and moral training to individuals, so as to enable them to have full consciousness of their mission, of their purpose in life and to equip them to achieve that purpose. According to Shaeffer (2007), secondary education which will enable students identify their interest for further education, for specific training and for world of work as well as to choose subjects or area of trading which will prepare them adequately for higher education and for world of work.

MoE (2002) reported secondary education is an important sub-sector of the entire educational system. On the one hand, it provides the middle level work force for the economy and on the other; it acts as a feeder for the higher levels of education. Secondary education, therefore, provide an excellent opportunity for the educationists to conceive and launch programs that initiate the learners into proper forms of behavior and attitudes.

According to UNICEF (2010) is quality of secondary education not always easy to arrive at a commonly agreeable definition of quality of education. It is equally difficult to quantify the notion of quality in education. Research in this area has very often adopted an operational definition of the term and emphasized on various dimension of quality. Many researchers have focused upon the level of material and human resources or facilities available in the schools while defining quality of education. Others have tended to equate quality with school effectiveness and treat learner achievement as the indicator of quality. While such approaches to provide as assessment regarding different dimensions of quality, these attempts by themselves present only a practical picture of quality; perhaps we have also to consider various factors and processes that take place in the actual functioning of a secondary school.

According to UNESCO (2009) in terms of access secondary school systems exclude most of the population of secondary age children in Sub-Saharan Africa. With regard to quality, most governments in the Sub-Saharan African region recognize that facilities and teaching-learning materials, particularly in science and practical subjects do lead to achieving the stated secondary school objectives. However, in many countries, there are large backlogs of workshops, science laboratories and home science rooms. While in some countries the provision of these facilities has improved through donor assistance, due to cost-sharing policies, the construction and equipping of facilities is currently the responsibility of parents and communities. Considering the

continued downward trend in the economies and rising costs of education which parents are required to meet, the provision of facilities and teaching-learning materials has seriously deteriorated.

A minimal amount of time is spent by teachers talking to students on an individual basis and throughout most of the lessons; the students play a passive role. A considerable amount of teaching-learning time is also spent with pupils silently working on teacher assigned tasks. By use of the national examinations to assess the efficiency of the secondary schools, it is clear that in most countries, many students score very poorly mainly because of deficiencies in the use of foreign languages, lack of teaching and learning resources and the use of rote memorization in many subjects of the curriculum. To improve quality, funds for the improvement of physical facilities, acquisition of laboratory/workshop equipment, textbooks and other supplementary teaching resources, especially in science and vocational subjects need.

2.3. Quality of Education in Ethiopia

The government of Ethiopia has given a high priority to quality improvement of education at all levels. The Education and Training Policy (1994) put special place, among other components, for the quality of education. The policy stipulates clearly that educational management will be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality accessibility and equity of education and training. The quality of education depends on, among others, the presence of competent and committed school principals (MOE, 2013) The management of teachers and other educational personnel will be organized, on the basis of professional principles, Including professional code of ethics salary working conditions incentives, professional growth and overall rights and duties.

It is important to note that the other two goals of ETP are access and equity. A remarkable effort of addressing access and equity issues were recorded in the first two ESDP periods, compared to the deteriorated state before then. During the time of ESDP III, the issue of quality came as an overarching issue over access and equity, though the latter two still continued to be addressed. In response to addressing the quality need, national effort to mainstream it was developed under the program GEQIP. GEQIP began with the recognition that achievements in access have not been accompanied by adequate improvements in quality. The Government of Ethiopia is determined

to scale up its poverty reduction and sustainable development efforts, as demonstrated in policy and program documents including the Sustainable Development and Poverty Reduction Program (SDPRP) 2002/03–2004/05, PASDEP 2005/06–2010/11, and sector development programs such as education, health, agriculture and water. In the PASDEP, the Government has clearly articulated its goals, strategies and investment priorities, placing education at the top of the agenda, with a firm belief that long-term, sustainable development rests upon the expansion and provision of quality education to all citizens.

Within the framework of the 1994 Education and Training Policy, and the 20-year education sector indicative plan, the Government of Ethiopia launched the first five-year Education Sector Development Program (ESDP I) in 1997/98, followed by ESDP II in 2002/03 and ESDP III in 2005/06. (MoE, 2006).

2.3 Effectiveness of Instructional Leadership

Instructional leadership is learning centered leadership. School leadership is primarily about teaching and learning and asserted that leadership becomes stronger when it focuses on developing students' learning and strengthening teaching. Knowing that learning is constructive, instructional leaders can emphasize the importance of talking about teaching and learning and engage in dialogue as learners. These dialogues describe and analyze what works in the classrooms, what doesn't work, and what strategies are needed to achieve success. Such dialogue brings to the forefront assumptions about teaching and learning and forces the teacher to come to terms with successes and challenges. Instructional leadership requires that leaders understand teaching, learning, and assessment within their schools and that their leadership entails the strategies to effect improvement (Hopkins. 2009).

The basic goal of instructional leadership is the improvement of the school. This can be accomplished by strengthening the skills of the teachers, integrating the curriculum, improving the organizational structures, and involving parents and other members of the community in partnerships. The school climate and culture are the underlying structures that can either support or destroy the opportunity for the above mentioned themes to function effectively. And the research indicates that the key person for providing instructional leadership in the schools is the school principal.

Effective instructional leadership includes a complex set of relationships between the beliefs of the principal and the school community. Although the principal should recognize that the community's expectations and the organizational framework in which the school is situated are fixed systems, a strong instructional leader can influence these systems and thus enhance the instructional program of the school. However, a strong instructional leader will have a more immediate influence on the internal structures of the school. The internal structure of the school includes the instructional practices, the organizational structures, the climate and the culture of the school. Through the design, the As Mc-Nergney, and Mc Nergney (2009) emphasize, effective instructional leaders focus their efforts on school improvement and student success. They do this in several ways. Creating a vision for the school community is a necessary first step. Sharing leadership so that responsibilities are distributed goes far in creating a cohesive team that has a stake in success as the outcome. Leading a learning community helps to ensure the principal demonstrates the importance of continual staff growth and development. Finally, effective school principals monitor curriculum and instruction (Mc-Nergney, and Mc Nergney 2009).

So school leaders share and distribute responsibilities to provide quality, effectiveness and coherence across all components of the instructional system: such as curriculum, instructional materials, pedagogy, and students' assessment. School leaders engage in continuous inquiry about effectiveness of curricular and instructional practices and work collaboratively to make appropriate changes that improve results. School leaders have a current knowledge and understanding of research into teaching, learning and child development and how to apply research to the needs of the students in the school. And they apply knowledge and understanding of current development in education policy, schooling and social and environmental trends and developments to improve educational opportunities in the school. School leaders provide opportunities for all members of the school community to build their capacity and participate in important school decisions (Mc-Nergney, and Mc Nergney

2.4. The Role of Principals in Managing the Quality of Education

The function of standards for principals is conceptually not very different from that of teaching standards or learning standards. In a broad sense, standards for principal define what they must know and be able to do in the realms of their competence, hence guiding their work and outlining

the goals that principals are expected to reach. Most countries perceive performance standards for school principals as a strategic tool for the improvement of quality of education. Once this general purpose has been outlined, there is some variability regarding the specific objectives each standards-based policy defines (Centre of Study for Policies and Practices in Education, McEwan, 2009).

The most frequently mentioned are: Specifying the functions of school principals: these allows to clarify and to align expectations around the principal's role, to organize the array of policies that address the principal's function as well as to progress towards the professionalization of principals by defining common codes. This clarification also defines what the principal's function does not involve, to make it clear more fully to its limits. Guiding professional development: standards can be a useful frame of reference in the formulation of professional development strategies for principals. There are basically two ways this is done. The first, adopted in education systems in giving guidelines for professional development, which can be assumed by principals at an individual level, by educational administrators through the definition of professional development plans as well as by training centers, which design their programs considering the standards. The second more prescriptive way is structured training for principals, which defines compulsory curricular contents and minimal teaching methodologies (McEwan, 2009).

Defining criteria for assessment: standards are a parameter against which principal performance can be assessed. There are two possible approaches to evaluation. On the one hand, evaluations can serve to certify principals. Such an approach is often linked to compulsory participation in highly structured training programs. On the other hand, evaluations designed at the local level can serve the narrower aim of enabling school administrators to manage performance and professional development of principals. In guiding of the selection of principals: though special literature highlights, there were no policies defining the direct use of standard in the selection of principals. Rather, school principals are selected by local administrators (districts or school councils) in accordance with their own recruitment criteria. This can be through a voluntary nomination process. In some cases, the fulfillment of the standards may be a pre-requisite for the qualification of the principal; that is, a previous step to participating in selection processes (McEwan, 2009).

Significant improvement in quality will come about when the principals address all major source of variation for differences among students even outside the education system (Robert, and Burke, 2011)..No quality program will work without appropriate leadership. School administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on ((Robert, and Burke, 2011).

By implication, the principal of a school is a planner, director, controller, coordinator, organizer, adviser and a problem-solver (Robert, and Burke, 2011). The principal is the person on whose shoulders rest the entire administration, success or failure of the school. The principal identifies and set goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and share responsibilities of the staff according to specialization and expertise (Olsen, 2011). The following are therefore the duties of the principal in ensuring that the multi-faceted problems facing the secondary school system do not hinder the efficient service delivery towards producing quality outputs: Management of school finance, Provision and maintenance of physical facilities, principal as a motivator, Principal as a curriculum and instructional supervisor, Principal as a change facilitator.

2.5.1. Management of School Administration and Finance

In terms of managerial tasks school principals must perform, they are also expected to teach in order to show an exemplary to other staffs. Mac Beath and Moos, (2012).pointed out; instructional leadership has gained popularity, by putting their effort to gather for the purpose effectiveness of teaching and learning as much pressure is placed on academic standards and the need for schools to be accountable. The demand for greater accountability on the part of principals in the quest for high learner achievement resulted in increased attention being paid to the role of the principal as instructional leader and administrators. According to Jony (2010) argue that developing principals are providing them with the necessary knowledge, skills, values, customs, believe and attitudes have become increasingly important, as the dynamic and changing educational culture have become increasingly complex. Principals' instructional role needs to be asserted and should be supported by specific training and the principal is the chief executive who

can be a responsible and accounting officer who is entrusted with the responsibility of controlling the revenue accruing from the school and ensuring judicious utilization of PTA levy collected by the members. In order to raise, fund to complement the efforts of the government, the principal can establish a very good rapport with the Parents Teachers Association, Board of Governors, Old Students Association and Non-Governmental Organizations for fund raising activities.

2.5.2. Provision and Maintenance of Physical Facilities

Principals must be fully concerned with the physical environment and other facilities around the school corners. Dilapidated buildings, leaking roofs, abandoned projects, over-grown trees and lawns, dingy and dark buildings that were abandoning by the previous government, etc. have demoralizing effects of people, especially the adolescents. As a result, the principals have the responsibilities of ensuring that these facilities are in good shape. Even with the meager resources at their disposal, they have the responsibility of providing teachers and other instructional staff with necessary resources for effective teaching Fidler, B. and Atton (2004) Principal is expected to wear many hats; he/she must be a manager, administrator, supervisor, and instructional, accounting, officer and curriculum leader. According to Hopkins (2009) argues that even though instructional leadership is critical in the realization of effective schools, because it is seldom practiced. He adds that among the many tasks that principals perform; only one-tenth are devoted to providing instructional leadership. The principal's instructional leadership role is not given the attention it deserves due some attitudes of some administrators.

2.5.3. Principal as a Motivator

According to Dejene (2007) opined that a school principal must not only be trained in the act of administration but must be well-acquainted with the principles that guides and control administrative processes effectively. As the chief executive, the principal owes it a duty to modify the attitude of the staff and motivate them to put in their best at achieving educational goals through effective teaching-learning process. Motivation enhances job performance Day, (2011). A lack of in-depth training makes the principals' task difficult, as they are not guided on the curriculum expectations by the Department of Education. Cullcatta and Purkins, (2013).Observed that negligence of this area of responsibility by the administrators/principals

seems to hinder effective performance of teaching-learning activities in the secondary schools in Nigeria, that training programs for principals on curriculum matters are partially at fault for the low priority placed on instructional leadership by principals so more effort is to be inserted for the general check-up of schools principals.

2.5.4. Principal as a Curriculum Instructional Supervisor

The functions of the school principal as a supervisor includes obtaining and making available materials for teachers in all educational information, visiting classrooms often to observe his teachers teaching; basic inspection/supervision of teachers lesson notes and class registers, diaries and teaching aids and offering them professional advice for their proper improvement of teaching and learning in the system where as he can act as a change facilitator. Marlow and Fullan, (2009) viewed that school principals must possess a wide array of competencies in order to lead schools effectively towards the accomplishment of educational goals, which has led to changing expectations of what leaders need to know and must be able to do (Aggarwal, 2010).

Different competencies such as capacity building, vision building and/or a team building required of principals to cope with the changing demands of the education sector have been suggested by experts and researchers comes to efforts to improve the quality of school, the principal is the critical person in making change to occur. According to Bergmann, (2009), since a school is known to be an instrument of change and reforms in the society, the principal is said to be the pivot of such reforms and changes. This responsibility is very obligatory and the principals are expected to deploy the managerial skills in adapting to this change and affecting it in the school system. The principal is the key-supporting agent for change.

Quality management adopts a number of management principles that can be used by upper management to guide their organizations towards improved performance. The principles cover: Customer focus, Leadership, Involvement of people, Process approach, and System approach to management, continual improvement, Factual approach to decision making and mutually beneficial supplier relationships.

2.6. Conceptual Framework

Conceptual frame work is developed from the literature of aver all assessment provides qualities of education, quality assessment based of instructional leadership and performance and leadership presents.

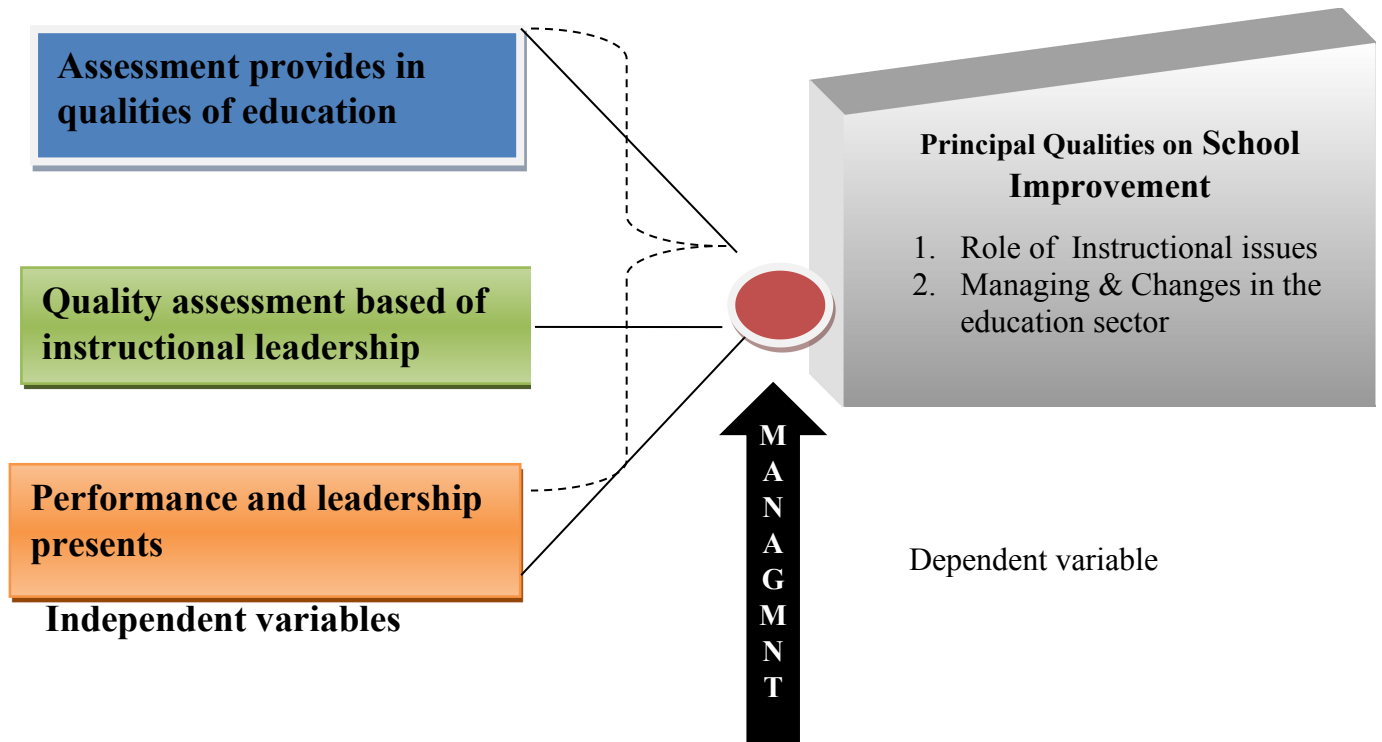


Fig1. Conceptual model of the study based on the review literature

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

This research is about describing the role of principals in delivering quality education. It surveys facts based on data gathered in six government secondary schools of Gullelie sub city. It employs the comparison of the existing condition in the schools against quality standards set by the MoE in its various documents, like the GEQIP. It aims to determine the relationship of principal's roles with the quality level attained. Thus it employs the descriptive survey method of research.

On the other hand, it adapted both the quantitative and qualitative approaches. The quantitative method is employed because certain aspects of the research are summarized using statistical methods, and explanation of facts is given based on mathematical reviews. Yet, some items to measure, like perception of principals on quality or perspectives of other respondents may not fully fit into the mathematically demarcated boundaries. Deeper meanings and associations must be surfaced out to interpret the true meaning of the respondent's reply. Responses must be analyzed beyond mere words. Thus qualitative methods should be incorporated as well.

Therefore, the stated method is selected on the assumption that it could help the researcher to gather, analyze and interpret the issues and it helped for identifying the major practice opinions, suggestions and comments pertaining to the issue under study.

3.2. Sources of Data

The necessary data for the study was collected from both primary and secondary sources. Primary sources refer to individuals or organizations from which information has to be originated directly as a result of the particular problem under study. Thus, the primary sources in this study include teachers, students, supervisors and principals. The selection of these participants as a source of data is based on the expectation that they should have better information and experiences with respect to the study topic.

Secondary sources refer to a wealth of published and unpublished articles available from government departments, research organizations, the presses and various other agents'. The secondary sources also comprise government policies and relevant documents, project file,

3.3. Sampling and Sampling Techniques

Sampling method owing to the constraints of time, resources, and the size of population and the nature of study, I used sampling method in the following ways. The sample of the study is to be obtained from the target schools found in Gullelie sub-city. Concerning the sampling techniques, simple random sampling is used in four classifications; from teachers, supervisors, directors and students. This is because; in simple random sampling every individual in the population have the same chance of being selected for the sample. By using random sampling technique, quality education focal persons are chosen in reference to their responsibility to educational activity in their jurisdiction.

no	school	source	population	Total sample	Sample size
1	Medhanealem preparatory	teachers	20		20
		students	1		2
2	Kechne secondary school	teachers	20		20
		students	1		2
3	Dil-ber secondary school	teachers	20		20
		students	1		2
4	Meraf secondary	teachers	20		20
		students	1		2
5	Entoto secondary school	teachers	20		20
		students	1		2
6	Yekatit 12 preparatory school	teachers	20		20
		students	1		2
	total		120		120

3.4. Instruments of Data Collection

In order to collect the required data the researcher used both quantitative and qualitative data collecting instruments. These tools include closed and open ended questionnaires, interviews, and focus group discussion.

3.4.1. Questionnaire

Questionnaires are administered as a major device to gather primary data using series of question that seek: personal information about the respondents themselves and their opinions, ideas and perceptions about the problems at hand. It also employed as it could incorporate diverse item of question (close and open) in order to explore issues in-depth. Besides, it enables the researcher to cover more areas there by addressing large numbering of respondents in an economical manner. Two type of questionnaires are administered separately one for teachers and principals, and the other for students. Generally, the questionnaires are made to have two parts with all items consisting of both close and open ended types. The first part is in both cases design to seek personal information of respondents while the second parts assess possible challenges and to measure quality of education. The questioners are prepared in English and should be used based on the preference of the respondent.

3.4.2. Interview

Structured and unstructured interview questions are set held some points on the role of principals in management of quality education from teachers, supervisors and principals. The interviews are held considering conducive time for interviewees with the conception of positive tendency to provide tangible information about the issue at hand. Interviewees' answers to be writ by the researcher on paper since the interviewees were reluctant for electronics.

3.4.3 Focus Group Discussion (FGD)

FGD is also held with teachers from the same schools using unstructured questions to enable them express all feeling. The participants for the discussion are taken from different departments at the same school.

3.4.4 Document Analysis

Documents, like job descriptions, work procedures and evaluation documents should be reviewed to supplement data that are gathered through questionnaires, interviews and FGDs. The documents are particularly useful as they may serve as references of actual happenings against possibly formulated replies.

3.5. Methods and Procedures of Data Analysis

In this study, mixed approaches (quantitative and qualitative methods) are to be employed to analyze the information collected from different data collecting instruments from the aforementioned sources. The responses obtained from close-ended types questionnaires are analyzed using percentage, mean and standard deviation by the help of tables. Data gathered from open-ended questionnaires, interviews questions and FGD are narrated qualitatively. Generally, quantitative data to be obtained during the study are organized, sorted, analyzed and interpreted by using standard deviation and mean. On the other hand, qualitative data should be interpreted simultaneously with the data collection by the researcher.

3.6 Validity and Reliability of Data Gathering

Data validation and reliability has been undertaken through various ways. First the researcher has designed a questionnaire and made a pilot test of those questions by first discussing with the advisor. Moreover, those same questionnaires, interviews and FGD were distributed to professional research consultants. Following the recommendations made from the advisor and the consultants the final instruments have been developed and distributed to the respondents. What is more after the data analysis and interpretation, the results have been given to a professional language editor for review and to the advisor for technical comments it follows that the findings were confirmed to have been valid and reliable.

3.7. Ethical consideration

Efforts were made to make the research process professional and ethical. To this end, the researcher clearly informed to the respondents about the purpose of the study i.e., purely for academic. As it was introduced its purpose in the introduction part of the questionnaire and interview guide to the respondents, the researcher confirmed that subject's confidentiality was protected. In addition, the study was based on their consents. The researcher was also not

personalizing any of the response of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials used for this research were duly acknowledged.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

As indicated in the previous chapters, the objective of the study is to assess the role of principals in managing quality of education in government secondary schools of Gullele Sub City in Addis. Therefore, this chapter deals with presentation, analysis and interpretation of the data obtained from the sample schools by using the data gathering tools (questionnaire, and focus group discussion (FGD) to search for appropriate solutions to the basic questions of the study. The data collected through closed-ended questions from teachers and school principals were presented in tables and analyzed using mean score, standard Deviation and variance. The qualitative data obtained through focus group discussion was presented and analyzed in descriptive form together with the quantitative analyses of related questionnaire items.

4.1. Characteristics of the Respondents

Table 4.1: Demographics of the Respondents

No	Item	Teachers		Principals		Supervisors		
		No	%	No	%	No	%	
1	Sex	Male	98	76.5	21	88.0	4	79.7
		Female	22	23.5	3	12.0	1	10.3
2	Qualification	B.A/B.SC	110	81.3	20	80.0	3	
		MASTER	10	8.7	4	20.0	2	
		PHD	-	-				
3	Age	21-25	16	17	-	-	-	-
		26-30	42	37	5	23.0		
		31-35	26	19	14	64.0	1	20
		36-35	20	18			2	40
		36 above	16	17	5	23.0	2	40
4	Work Experience	0-5	23	20	1	10.0		
		06-10	52	40	16	65.0	1	20
		11-15	19	18	3	14.7	2	40
		16-20	12	10	4	16.3	2	40
		21-25	8	7				
		26-30	5	4.1				
		31-35	1	0.9				

As shown in table 4.1 above the respondents were categorized into three: Teachers, Principals and Supervisors. It follows that in each of the categories 98 (76.5%) teachers, 21 (88%) of the principals, and 4(79.7%) are male. Similarly, categorized between 26-35 years of age, most of the teachers and the principals are youngsters with 68 (56%) and 19 (77%) respectively. Moreover with regard to experience most of the teacher respondents 52 (40%) and principals 16 (65%) have served 6-10 years in the current assignment.

As can be understood from the data presented, the respondents contacted were young who have many more working years ahead of them and have plenty of years experience in their area of expertise. As a result it is believed that responses collected from these staff is worth a lot and will help make a relatively better reliable recommendation.

4.2 Data Pertaining Qualities of Education and Leadership

As indicated clearly in the documents and approaches, quality of education and leadership of Ethiopia (MoE, 2013), the guideline provides qualities of education and leadership has been developed to define the role of the principals and unify the profession in the country to describe the professional practice of principals in precise language and made explicitly the role of quality school leadership in improving learning outcomes. Thus the professional standard describes the important knowledge, skills and attitudes that all principals are expected to demonstrate. Professional standards will form part of performance management systems in schools and the standard has the following five units of competences: lead and facilitate vision of learning; develop and manage school-community relations; lead and manage learning and teaching; lead and develop individuals and team; and lead and manage school operations and resources (MoE, 2013:13).

The assessments provide qualities of education and leadership is intended to help schools understand the requirements for integrating the professional standard into their existing performance management systems. The qualities of education and leadership are providing an opportunity to describe the professional practice of effective school principals and supervision to make it accessible and meaningful to others. Therefore, to overcome these conditions the SPS has the following purposes. Serves as a guide for school principals as they are continually reflect

upon and Improve their effectiveness as leaders throughout all of the stages of their careers, Assists in attracting, developing and supporting aspiring and practicing principals Leads learning by providing a framework for professional learning, guiding self-Reflection, self-improvement and development, guiding the management of self and others Assists higher education programs in developing the content and requirements of leadership training programs, Focuses the goals and objectives of the Woreda as they support their schools educational leaders ,Serves as a tool in developing coaching and mentoring programs for principals, Serves for certification and approval of professional development.

Table 4.2.1 Overall assessments provide quality of education and leadership

No	Item	N	Range	Max	Mean		Std. Dev.
1	Delivering quality education	5	8.00	8.00	2.57	1.07	2.82
2	The leadership provided guide and deliver quality education	5	8.00	8.00	2.7	1.1	2.93
3	Educational system delivers quality education	5	8.00	8.00	2.9	1.1	2.9
4	The leadership has the necessary power to bring about quality education.	5	8.00	8.00	2.6	1.1	2.94
5	Playing part of the quality education as needed	5	8.00	8.00	2.7	1.3	2.9

As indicated in table 4.2.1 above to the question that asked about delivering quality education and respondents believe that little has been done with enhancing quality education, with standard deviation of 2.57 and mean 1.07. Similarly the leadership has not provided guide and could hardly deliver quality education of standard deviation 2.7 and mean 1.1. The educational system has hardly delivers quality education with a mean 1.1 and standard deviation of 2.9. On the same table it has been understood that the leadership has the necessary power to bring about quality education with mean 1.1 and standard deviation 2.9. To the question that asked the leadership has the necessary power to bring about quality education, most of the responses show low mean 1.1

and standard deviation value of 2.94. Finally respondents were asked to what extent playing part of the quality education as needed respondents with mean 1.3 and standard deviation 2.9.

Focus group discussion and interview results have shown that

In school environment leadership roles are taken by the principals. Principals are the key to realizing the quality education expected from schools. Little is delivered in this regard. Schools have problems with the required level of quality education.

The leadership in itself lacked the required level of character and guiding the school to quality.

Schools with a great leader were found to deliver the required level of quality education and character. The school improvement program it stands is a prime requirement by government and the role of the principals should be immense.

It is understood that only few schools have given emphasis to quality education and the leadership role taken by the principals didn't provide and guide leadership. As it is shown the educational system followed by the principals failed to deliver quality education. Moreover, the leadership practice in place and the main characters, the principals, failed to deliver quality education. Notwithstanding with the expectation of the administrative bodies principals were expected to deliver the required quality education in this regard.

The principal ensures that the effective supervision by interacting academically and socially at a regular basis with teachers and students within and outside the classrooms. The supervision states that to interview and group desiccation in case of quality education they argued that they need to have monitor the implementation of curricular and ensure desirable increase in teachers 'capabilities, upgrade their conceptual knowledge and teaching skills, give them support in their work to facilitate better performance in teachers 'pedagogical practices and students 'learning outcomes in the school settings.

4.2.2. Quality Assessment Based On Instructional Leadership and Performance

Table 4.2.2 quality assessment based on instructional leadership and performance

No	Item	N	Range	Min	Max	Mean		Std. Deviation
			Stat	Stat	Stat	Stat	Stat	Stat
1	Educational Quality is witnessed in school by students' academic and character developments	10	8.00	.00	8.00	3.1	.70632	2.23358
2	School leadership provides a good instructional leadership, from planning to preparation, lesson delivery and lesson assessment	10	8.00	.00	8.00	3.2	.74237	2.34758
3	The school leadership quickly and satisfactorily avails materials needed for teaching.	10	8.00	.00	8.00	3.0	.73030	2.30940
4	The school leadership is not takes time and interest to discuss class teaching, student behavior and shares you with a model of best teaching.	10	8.00	.00	8.00	2.9	.78102	2.46982
5	The school leadership does not demonstrate a good human resource practice that keeps motivated, based on sensible measurements and impartial rewards.	10	8.00	.00	8.00	3.1	.69041	2.18327
6	The school leadership not demonstrates good human resource practices that keeps you motivated, based on sensible measurements and impartial rewards.	10	8.00	.00	8.00	3.1	.69041	2.18327
7	The school leadership has no instituted its spirit of leadership to enable you set your career objectives higher.	10	7.00	1.00	8.00	3.0	.63246	2.00000
8	The school leadership instantly gives no feedbacks of evaluation, be it formal or informal, and the feedback has the potential to transform your job positively.	10	7.00	1.00	8.00	3.7	.59722	1.88856
9	The school leadership interferes in wrongdoings made by teachers, be it in appearance (like dressing, hair style, etc.) or poor teaching and student handling.	10	7.00	1.00	8.00	3.6	.61824	1.95505
10	The school leadership strongly backs your effort against unacceptable parent or student reactions	10	7.00	1.00	8.00	3.6	.58119	1.83787
11	The school leadership undergoes desirable trainings and calls for constructive meetings that end up in enhancing your teaching career.	10	8.00	.00	8.00	3.6	.71802	2.27058

From the result of Table 4.2.2, quality assessment based on instructional leadership and performance that has the school leadership is takes time and interest to discuss class teaching, student behavior and shares with a model of best teaching with mean 3.20 of and 2.34758 Standard Deviation. The school leadership provides with a good instructional leadership, from planning to preparation and lesson delivery as well as lesson assessment scores mean of 3.2000 and 2.34758 Std. Deviation is the second largest disagreement point. The third question is related to the extent to which the school leadership undergoes desirable trainings and calls for constructive meetings that end up in enhancing teaching career with 3.6 mean and 2.27058 of Std. Deviation.

In the same table from the school leadership takes time and interest to discuss class teaching, student behavior and share with a model of best teaching with the 3.2 of mean and 2.34758 Std. Deviation the first highest point of disagreement and the researcher is decided to first glance, this approach to improving schools seems to make sense. After all, research does say that teacher quality is one of the most significant factors in student learning. Further, there's almost universal agreement that the current system of teacher evaluation in the school is not effective. The premise that more frequent and intensive evaluation of teachers by their principals will lead to higher levels of student learning is only valid if two conditions exist. The first is that educators know how to improve student learning but have not been sufficiently motivated to do so. The second is that principals have the time and expertise to improve each teacher's professional practice by observing that teacher in the classroom. The school leadership provides you with a good instructional leadership, from planning to preparation and lesson delivery as well as lesson assessment scores mean of 3.2 and 2.34758 Std. Deviation. Neither of these conditions exists.

This result totally indicates that in meticulously school planning for the upcoming process has become more difficult as mounting challenges such as budget cuts and what seems like a relentless attack on the profession of education have taken their toll on staff morale. With this being said, quality leadership becomes even more essential in order to cultivate a school culture whose primary focus is on the learning and achievement of each and every student. As instructional leaders, it is they are not took their responsibility to observe and evaluate instruction. With this comes the responsibility to ensure that teachers are may not provided the freedom to take risks, knowledge of effective practices, resources to make it happen, and

flexibility to incorporate innovative teaching strategies. With these parameters in place, principals must then be able to consistently identify, foster, support, and promote 21st century pedagogy. Inherent within this shift is the need to re-evaluate the curriculum as the real-time web and information age present new challenges to instruction and student engagement. The time is now to lay the foundation to ensure that our students evolve into critical consumers of content, understand the importance of digital citizenship, as well as possess the ability to create, analyze, and interpret an array of media messages.

The third of result related to the school leadership undergoes desirable trainings and calls for constructive meetings that end up in enhancing your teaching career with 3.6000 mean and 2.27058 of Std. Deviation.

From principal and teachers interview and focusing group discussion

The major problem for challenges of quality of education is there is no enough provision and structure which allows schools, departments, as well as individuals (teachers and students) within them, to respond effectively to curriculum and instruction in order to achieve the stated educational objectives. If they handled with us most attention, has the potential to strengthen the principals' capacity for managed human and material resources.

The principals on the other hand have said:

Quality of government secondary school is like, an ideal secondary school set un reasonable expectations for work and achievement concept of the school. As a place of learning is communicated clearly to the students, and a commitment to learning is expected in every classroom. Expectations of the students parents are not are satisfied on the performance standards set by the school.

Schools that have strong principals who devote considerable time to coordinating and managing instruction; such principals are highly visible in the school and stay close to the instructional process.

From the common sense of judgments of quality education and collegiality among the staff is not Effective school to establish clearly defined goals for academic achievement and they concentrated their available resources and their operations on attaining them, provide adequate time-table for teaching, routine check of lesson plans and observation of classroom instruction, continuously monitor students progress to determine whether their instructional goals are being met, provide feed-back on student performance, motivation of teachers for improved performance, reinforcement of students for excellent performance, maintenance and appropriate usage of physical facilities, enforcement of discipline to ensure peaceful atmosphere, capacity building of teachers for effective service delivery and provision of instructional facilities and materials to enhance quality teaching-learning processes.

The role of a school principal was seen as mainly that of a manager/administrator. It was found that as the manager ascended in rank to the highest level in the school hierarchy, his or her administrative duties increased to the extent that his or her teaching duties decreased. There argued from focusing discussion with no physical facilities not a question of workshop for him and there is no enough text books for students and supply measure for the student in order to accurate in rather instructional trauma

This result show that, lack of instructional leadership frequently results in a loss of teachers' respect for the principal. It also affects teachers' performance negatively; especially performance of those who have become jaded who require the principal's support. In other words, lack of instructional leadership usually leads to poor performance on the part of both teachers and students. Furthermore, lack of time management skills by principals, will also lead to poor performance ,No training principal's engagement with school, community, students, teachers and all educational stakeholders is crucial if the school is to achieve its objectives. The principal should be able to establish a safe and positive school climate that will facilitate high academic performance on the part of the students. School principals should have the ability and the right perspective to clearly define the goals and objectives of the school. However, the practical reality that school principals find themselves in may not be conducive to meeting the desired standards.

In many instances, effective principals adopt continuous and consistent classroom visits to ensure adequate teaching and learning processes (Peters and Waterman 1988). AT the same time, instructional leadership is in many ways a shared responsibility

4.2.3. Respondents based on Leadership Presents

Table 4.2.3 Leadership presents

S/N	Item	N	Range	Min	Max	Mean		Std. Dev
		Stat	Stat	Stat	Stat	Stat	Stat	Stat
1	The school leadership has jointly set career development goals	8	7	1.00	8.00	3.625	.73040	2.06588
2	The school leadership is consistent with its plans and provides unwavering support throughout the school year.	8	7	1.00	8.00	3.75	.80039	2.6385
3	The school leadership is proactive rather than reactive, and in many cases their proactive measures avert a nearly happening risk.	8	7	1.00	8.00	3.750	.75000	2.12132
4	The school leadership is responsive to demands and doesn't puts aside inquires for simple excuses.	8	8	1.00	8.00	3.375	.86474	2.44584
5	The school leadership leads through 'Do what I say and do' rather than 'Do what I say, no what I do'.	8	7	1.00	8.00	3.5	.77919	2.20389
6	The school leadership takes uniform decisions for similar problems across time and space.	8	8	.00	8.00	3.5	.90139	2.54951
7	The school leadership uses written standards of leading and monitoring the educational work.	8	7	1.00	8.00	3.5	.75593	2.13809
8	Clear plans of activity by the school leadership are provided.	8	7	1.00	8.00	3.25	.75000	2.12132

As shown in table 4.2.3.above to the statement that he school leadership has jointly set career development goals with mean 3.625 and standard deviation .73040 which is low for the value. Secondly to the statement the school leadership is consistent with its plans and provides unwavering support throughout the school year with a value for the mean is 3.75 and Std Div. 2.6385. As also indicated in the table the school leadership is reactive rather than being proactive with mean 3.75 and standard Deviation 2.12132. The school leadership is responsive to demands and doesn't puts aside inquires for simple excuses with mean 3.375 and standard deviation 2.44584. The school leadership leads through 'Do what I say and do' rather than 'Do what I say, no what I do' more in authoritative manner, with mean 3.5 and standard deviation 2.20389.

On the same table of item six above a statement read the school leadership takes uniform decisions for similar problems across time and space with mean 3.5 and 2.54951 of Std. Deviation. On item seven of the same table above the school leadership uses written standards of leading and monitoring the educational work with mean 3.5 and 2.54951 of Std. Deviation of 2.13809. Finally, in the same table it is depicted that clear plans of activity by the school leadership are provided with mean 3.25 and standard deviation 2.12132.

Two factors that stood out as being related to student outcomes were teacher capacity and cohesiveness: Principals reporting higher teacher capacity such as skills to help other teachers improve and the ability to promote learning among all students were more likely to see achievement gains, as were principals who reported that teachers and other staff worked collaboratively and took joint responsibility for students. Although the analysis cannot determine whether teacher capacity was high before the principal assumed leadership of the school, the case studies suggest that actions principals can promote improved teacher capacity.

The findings have shown that the school leadership is responsive to demands of teacher capacity, staff cohesion, and buy-in for key strategies suggest that a principal's effectiveness as a manager of human capital is an important contributor to the success of a principal's efforts to improve a school's achievement. The findings suggest several promising ways for new principals to foster key strategies and to develop cohesiveness, are not appropriate. Efforts to help principals require the necessary skills to succeed in their roles as managers of human capital could have important

implications for student achievement, especially in low-performing schools. This supports the prevailing view that collaborative school leadership can positively impact student learning in reading and math through building the school's capacity for academic improvement.

From the focusing group discussion researcher extends this by offering empirical support for a more refined conception that casts leadership for school quality managements; as a process of mutual influence in which school capacity both shapes and is shaped by the school's collective leadership is not effective as whole. This variety of challenges which is influences their likelihood of improving their schools' performance and their likelihood of remaining the principal. From researcher Understanding, the actions that principals take and the working conditions they face in secondary school can inform negative efforts to promote school improvement and principal retention, but the research on selected secondary school principals' experiences is limited. This report examines the actions and perceived working conditions of secondary principals, relating information on those factors to subsequent school principal quality management and achievement intellectual retention.

In this regard FGD held with teachers revealed as follows

There are low standards reflects low expectations. It is therefore crystal clear that the complex lack of the principal is how to organize the school to meet the various challenges facing school administration so that the education aims and objectives can be achieved.

As the head of the school, the principal must make it possible for staff to have access to suitable facilities of all kinds in order to discharge fully their responsibilities in achieving the educational objectives. The teachers must be well supervised and motivated in order to sustain their interest and make them dedicated, committed, willing, enthusiastic and inspiring teachers.

Interview held with supervisors revealed

Quality of the supervision of teachers 'instructional tasks by the principal is an index of effective school management. Of all the major tasks of a school principal, none is as

sensitive and as challenging as the one relating to the supervisory and it is expected to be given the deserved attention in the scheme of things.

Instructional supervision is an internal mechanism adopted by principals for school self evaluation, geared towards helping teachers and students to improve on their teaching and learning activities for the purpose of achieving educational objectives.

The principal who is the driving force behind the school program needs to proactively mobilize all members of staff, teaching and non-teaching, the governing board, parents and the community towards identifying the schools strengths and weaknesses and take appropriate decisions on type of follow-up action required to improve teachers 'inputs and students 'learning outcomes in the school. The appraisal of teachers 'pedagogical practices is necessary in order to safeguard quality standards in schools. In order to accomplish this task, the principal must have an intimate knowledge of the psychology of human learning, have a command of the various theories of instruction, be acquainted with the sources and uses of instructional media/materials, be familiar with evaluation techniques, be skilled in individual and group counseling, and have a good knowledge of education system and goals. In pursuit of these goals, the school principals make use of supervisory/administrative techniques: clinical supervision/classroom observation, micro-teaching, seminar/workshop and research to improve the conceptual knowledge, skills and competence of teachers, and students 'learning.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. SUMMARY

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 principals in managing quality of education in government secondary schools.

The general objective of this study was to determine the role of school principals in managing quality of education in government secondary schools of Gullelie sub city of Addis Ababa city Administration. And the research has answered such basic research questions as:

1. What roles do school principals have in maintaining quality of education in relation to GEQIP?
2. What is the status of educational inputs; *viz.* teachers, curriculum, teaching materials, class size, library, laboratories?
3. How far has the community participation enhanced the quality desired?
4. What are the views of beneficiaries on the roles of school principals?
5. What are the major challenges against the effort of enhancing quality education?

The main purposes of this research were to identify the major role of school principals to manage quality of secondary education, to distinguish the challenges and gaps at schools which might have direct impact on the improvement of educational quality, to create a means of communication between school principals and community to strengthen working cooperatively, and to provide an additional information on the existing findings related to the improvement of educational quality of government secondary education in Gulleie sub city in Addis Ababa. To achieve this purpose descriptive survey research was employed. The Primary data sources were principals, supervisors,

students and teachers. Annual statistical reports and other documents related to educational quality produced by GQEIP, MOE, and researches and guidelines of UNESCO, UNICEF and other research bodies were Secondary data sources.

The sample, principals and Teachers were selected using simple random sampling method from which selected schools. The researcher took the available sub city and selected 6 schools principles and experts, six secondary school principals and 120 teachers teaching in these secondary schools. Three students, 5 supervisors were also part of the study. Therefore the total samples of the study were 133. From those samples the data collected from 123(92.5%) was analyzed and used for the study purpose.

Both Qualitative and quantitative data collecting mechanisms were used and the data collected were organized and analyzed to answer the basic research questions of the study. Mean and standard deviation were calculated by SPSS software. In addition to the quantitative data analysis techniques the qualitative data were manually summarized and interpreted in a narration form.

- Along with the problems related with assessments provides qualities of education and leadership in respondents 2.93582 which is the highest standard deviation cause for The leadership has all the necessary power to bring about quality education and other 2.92770 of standard deviation with 2.7143 mean indicate the results of low levels of leadership.
- The level of leadership provided and the guide schools needed to deliver quality teaching was insignificant. On the other hand lack of the leadership provided by the principals with the level of guide you needed to deliver quality teaching underestimate their abilities and perceive them as less skillful and passive in leadership with 2ND highest 2.7143 mean and 2.92770 standard deviation .
- Among the Problems related to provision of qualities of education and leadership is attributed to their perception towards themselves that they are confined at lower tasks.
- Women are not acknowledged and adequately represented in the leadership positions as men in this regard scales with score Variance of 8.619 of which is becoming an obstacle not to aspire to secondary school leader hip. Research shows there is no room with .92770 of standard deviation of 2.7143 for improvement in principal evaluation and

in the school districts tended to use subjective, compliance-based instruments and processes.

- As is the case for teachers, principal evaluation systems did not generate feedback specific enough to be useful in improving leadership. Leaders cannot seize the opportunity to advance research-based principal effectiveness systems that are worth the time and effort required for implementation.
- Quality assessment based on instructional leadership and performance that has the school leadership is takes time and interest to discuss class teaching, student behavior and shares you with a model of best teaching is scoring the 3.2 of mean and 2.34758 Std. Deviation the first highest point of disagreement which is in the seconded results of the school leadership provides with a good instructional leadership, from planning to preparation and lesson delivery as well as lesson assessment scores mean of 3.2and 2.34758 Std. Deviation is the second largest disagreement point
- The result related to school leadership undergoes desirable trainings and calls for constructive meetings that end up in enhancing your teaching career with 3.6 mean and 2.27058 of Std. Deviation.
- The school leadership is responsive to your demands and doesn't put aside in inquire for simple excuses. 3.750 of mean and 2.6385 of Std. Deviation the first highs result and the second part is the school leadership takes uniform decisions for similar problems across time and space is 3.500 of mean 2.54951 of Std. Deviation and the third result is the school leadership is responsive to your demands and doesn't put aside your inquires for simple excuses with 3.3750 of mean and 2.44584 Std. Deviation.
- The school leadership is responsive to your demands and does put aside inquires for simple excuses. 3.750 Of mean and 2.6385 of Std. Deviation: this result extremely showed that school principal's role is a complex mix of leadership and administration, geared toward enabling and responsiveness school staff to provide the best possible opportunities for student growth and achievement. School principals face many challenges in a school, when they must function effectively in a new environment and assimilate quickly to a new culture.

5.2 CONCLUSION

Education is an instrument for development and educational quality is among the serious issues that calls national and international attention. Ethiopia is trying to improve the provision of quality education of all levels of education. As a result, several educational programs are implemented to improve the quality of education. This paper tried to assess the role of principals in managing quality of education in secondary schools of Gullelie sub city of Addis Ababa.

It is, therefore, the following major conclusions can be drawn from the analysis of qualitative and quantitative data obtained from teachers, students, school principals, supervisors and parents at different levels;-

- In schools principals play a significant part with regard to managing drawing a road map to the school and controlling the implementation and taking the fore figure in leadership. Hence as the top management members and taking the leading role in organizing the managerial role of the school the roles of the principals is significantly higher. The roles taken by the principals in this regard are virtually all managerial roles delegated in any company. Above all, principals are expected to manage quality of education and schools to produce well developed citizens for the future Ethiopia. One of the managing roles of school principals is, therefore, the improvement of student's educational performance and behavioral change towards the creativity and constructive brain development tasks. The findings, however have shown that there were no constructive supports and contributions made to students to enhance the educational performance and behavior of students by principals.
- In order to improve educational quality the presence of well equipped and structured school facilities and conducive learning environments are required very much. The main components of school facilities that are required strongly to make the learning environments conducive and improve educational quality are laboratories, libraries, pedagogical centers, information communication technology centers, reference books, laboratory equipment and students' latrine (male and female separated), class rooms, school fence, and drinking water. Therefore the presence of good school facilities is one of the factors contributing to enhance the result and behaviors of students. Principals are required to request the education bureau to fulfill those facilities and take the primary responsibility in ensuring the effective utilization

of those facilities. However the finding has shown that the adequacy and quality of those resources and facilities is very low and the initiatives taken by the principals in meeting them was also found significantly lower.

- These days government promotes and makes the involvement of community as a mandatory aspect in playing their part to provide their part in realizing quality of education. Moreover the role of principals in initiating the involvement of the community when required in a continuous manner is compulsory. In this regard the findings of this study have shown that the principals were well of in participating the Parent Teachers Associations to ensure quality of education. Hence most of the principals are open and cooperative to work with stakeholders since they are owners of school problems. There are no as such strong problems that can block the cooperative activities to be done by principals among schools, woreda education offices and other government offices.
- The beneficiaries still believe that the role of the school principals is beyond what currently they are discharging. Focus group discussions showed that the principals are the ones who should promote quality education in schools by coordinating stakeholders across the board. The principals are heirs of the schools and they are the ones who should use their roles as a way of promoting quality of education in the schools.
- The findings have shown that a number of challenges have made the provision of quality education in the schools identified. Among others the capacity of teaching staff and school leadership. Though the educational level of teachers at the secondary level has improved over the years frequent and continuous learning and development is a task that is missing. As of the standard put by MoE and the necessity of continuous professional developments is required, they need different professional development trainings related to their job. But the trainings provided for teachers and principals in order to capacitate their job were low, not adequate and disproportional to their responsibility of sharpening of human brain. The principals do hardly have the required level leadership skill and managerial competency.
- 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, inadequate finance, and low staff morale.

5.3. RECOMMENDATIONS

Based on the major findings and conclusions drawn with respect to the roles played by school principals to manage the quality of education in government secondary schools in Gullelie sub city in Addis Ababa city Administration, the following recommendations are made in order to improve teaching-learning process for the achievement of the set educational goals in related to GQIP.

- There are several roles to be played by school principals for the development of schools to give high quality education. The major ones include;- activities which help teachers improve the class room management techniques, enhancing the reading skills of students, improving the counseling service and students behavior, improving the students personality and hygiene, improving the students' classroom attendance habit especially in the afternoon session, improving the school leadership efficiency, and performing of action researches to solve those critical school problems require the active participation of principals. In this regard education bureaus and officials of the MoE need to make a continuous feedback and inquiry with regard to discharging responsibilities and playing the roles they are in charge of
- While discharging responsibilities one of the fundamental issues that ensure the quality of leadership and roles played by the principals is the availability of school facilities that facilitate the assurance of quality of education in the schools.
- Notwithstanding/Nevertheless with the current system employed by schools, the school in general needs to developed a fully fledged community participation in realizing quality education. The school leadership developing a checklist in line with the expected attitudes, skills and inputs in order to: implement the program efficiently; establish an effective M&E system; evaluate the impact of the package upon changes in student achievement and eventually upgrade excellence of the application of the program and its successful implementation.
- Beneficiaries should take initiatives and actively involve themselves in realizing quality education. In this regard the school principals should take their prime responsibility in mobilizing knowledge and skills in bringing those stakeholders to a consensus on ways of improving quality of education in the school.

- In order to manage quality of education school principals should be played a great role for the development of schools to give high quality education such as activities which help teachers improve the class room management techniques, enhancing the reading skills of students, improving the counseling service and students behavior, improving the students personality and hygiene, improving the students' classroom attendance habit especially in the afternoon session, improving the school leadership efficiency, and performing of action researches to solve those critical school problems require the active participation of principals.
- In order to manage quality of education /status of educational inputs, school principals should request their officials avail the facilities required. The fulfillment of those facilities could create conducive learning environments are required to ensure the required quality of education. Therefore, school principals are highly expected to play their greater role for the improvement of educational quality by managing the school facilities.
- 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.
- Problem related to principals incentives and satisfaction also need due attention by government. This may include considering some fringe benefits such as housing rewards and salary, etc.

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Appendix-A

Addis Ababa University School of Graduate Studies

Questionnaire to be filled by Teachers

Dear Teacher,

It's with great regard that I request you to reply to the following items genuinely in order that the educational quality being offered is systematically assessed and underlying causes of its shortcoming, if any, is analyzed. Through a scientific exposition of quality level as well as its cause and future, I tend to deliver a description significant to improving and maintaining quality of education.

A. Background Data

Years of Service in Teaching: _____ Years of service in other Jobs: _____

Age: _____ Sex _____ Education Level: _____

B. Please rate each item against the scale that best fits in.

B-1

No	Item	Adequately Sufficient (3)	Fairly Sufficient (2)	Insufficient (1)	Non-Existing (0)
1	The school is truly delivering quality teaching.				
2	The leadership provided you with the level of guide you needed to deliver quality teaching.				
3	The educational system allows the delivery of quality education to learners of your school.				
4	The leadership has all the necessary power to bring about quality education.				
5	You are playing your part of the quality education as needed				

B-2

No	Item	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Poor (1)
1	Educational Quality is witnessed in your school by students' academic and character developments					
2	The school leadership provides you with a good instructional leadership, from planning to preparation and lesson delivery as well as lesson assessment					
3.	The school leadership quickly and satisfactorily avails materials needed for teaching.					
4.	The school leadership takes time and interest to discuss class teaching, student behaviour and shares you with a model of best teaching.					
5.	The school leadership demonstrates good human resource practices that keeps you motivated, based on sensible measurements and impartial rewards.					
6.	The school leadership interferes in wrongdoings made by teachers, be it in appearance (like dressing, hair style, etc.) or poor teaching and student handling.					
7.	The school leadership strongly backs your effort against unacceptable parent or student reactions					
8.	The school leadership instantly gives feedbacks of evaluation, be it formal or informal, and the feedback has the potential to transform your job positively.					
9.	The school leadership undergoes desirable trainings and calls for constructive meetings that end up in enhancing your teaching career.					
10.	The school leadership has instituted its spirit of leadership to enable you set your career objectives higher.					

B-3

	Item	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Poor (1)
1	You are provided with clear plans of activity by the school leadership.					
2	The School leadership is consistent with its plans and provides unwavering support throughout the school year.					
3.	The school leadership is responsive to your demands and doesn't put aside your inquires for simple excuses.					
4.	The school leadership takes uniform decisions for similar problems across time and space.					
5.	The school leadership uses written standards of leading and monitoring the educational work.					
6.	The school leadership leads through 'Do what I say and do' rather than 'Do what I say, no what I do'.					
7.	The school leadership have jointly set your career development gaols with your cooperation.					
8.	The school leadership is proactive rather than reactive, and in many cases their proactive measures avert a nearly happening risk.					

B-4

1. What four things of the leadership's non-engagement or poor engagement do you think are most contributing to quality shortcomings?

- a. -----

- b. -----

- c. -----

2. What four things of the leadership's contributions greatly helped the attainment of quality?

a. -----

b. -----

c. -----

d. -----

3. What four things do you recommend for the attainment of a continuing quality improvement?

a. -----

b. -----

c. -----

Thank you for replying.

Appendix-B
Addis Ababa University
School of Graduate Studies

**Interview and FGD Guidelines for Teachers, principals, students, head
departments and supervisors**

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

1.5 Educational Qualification

a. First Degree b. Second Degree C. student

Part II. Interview Questions

1. What is your perception about quality education?
2. What is your judgment of quality education?'
3. What is the status of educational inputs; teachers, curriculum, teaching materials, class size, library, laboratories, etc., in enhancing the quality of education in your school?
4. What are your views on the roles of school principals in managing quality of education?

5. What do you consider to be the causes to the quality of education in government Secondary Schools?
6. What are the responsibilities of quality players (such as teachers, students, parents, supervisors, principals) in improving quality of secondary school education? Explain
7. What do you consider to be the challenges to the quality of education in government Secondary Schools?’
8. Can you explain how quality of education can be improved in governmental secondary schools?
9. Can you describe in your own words ‘what quality of government secondary school education is all about?’
10. What is your role in improving the quality of education in your school? Explain