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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT.

**LEADING SCHOOL FOR IMPROVEMENT: ASSESSMENT OF
PRACTICE AND CHALLENGES IN SOME SELECTED
SECONDARY SCHOOLS OF SABATA TOWN.**

BY
Kedir Keli.

January, 2017 G.C
Addis Ababa, Ethiopia.

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PRACTICE AND CHALLENGES IN SOME SELECTED
SECONDARY SCHOOLS OF SABATA TOWN.**

**A Thesis Submitted to College of Education and Behavioral Studies
Department of Educational Planning and Management of Addis Ababa
University in Partial Fulfillment of The Requirements for the Degree of
Master of Arts in Educational Leadership and Management.**

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Declaration

I KEDIR KELI TUSE, Registration number I.D. GSE/0287/06 do here by declare that this thesis is my original work and that it has not been submitted partially, or in full, by any other person for the award of a degree in any other university/ institution.

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The under signed certify that they have read and hereby as recommend to the Addis Ababa University to accept the thesis submitted by Kedir Keli Tuse entitled Leading school for improvement: Assessment of practice and challenges in some selected secondary school of Sabata Town in partial fulfillment of the award of a master's degree in Educational Leadership and Management.

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Abbreviations

BOFED	Bureau of Finance & Economic Development.
CIP	Curriculum Improvement Program.
ESDP	Education Sector Development Program.
ETP	Education and Quality Improvement Program.
FGD	Focus Group Discussion.
GEQIP	General Education Quality Improvement Program.
ICT	Information Communication and Technology.
ISIP	International School Improvement Project.
KCTE	Kotebe Collage of Teacher Education.
KETB	Kebele Education & Training Board.
LAMP	Leadership and Management Program.
MAP	Management and Administration Program.
MOE	Ministry Of Education.
REB	Regional Education Bureau.
PSTA	Parent Student Teachers Association.
SIP	School Improvement Program.
SNNPR	South nation, Nationalities and Peoples region.
SP	Strategic Plan.
TDP	Teachers Development Program.
WEO	Woreda Education Offices.
WOFED	Woreda Office of Finance & Economic Development.

ABSTRACT

The purpose of this study was to assess effectiveness of educational leadership in implementing SIP in some selected Secondary Schools of Sabata Town. The study is conducted under this Title to show the importance of effective and efficient School leadership for the implementation of SIP and to assess the Challenges of School Leaders in implementing SIP and to come up with some possible solutions. To conduct this study a descriptive survey research method was employed and four secondary School, Namely Sabata Secondary School, Mulgeta Gadle Secondary School, Alemgena Secondary School and Rapi secondary School were addressed by this study. The researcher incorporated 3 supervisors, 10 principals, 70 teachers, 72 students and 15 members of SIP committee. Questionnaires, interviews, FGD, and document analysis were used for the purpose of collecting relevant data. Data obtained through questionnaire were summarized and presented in table. More over data gathered through interview, FGD and document analyses were considered in triangulating the result of the questionnaire survey. The finding revealed that most of educational leaders were subject specialists and, lack of adequate support from the stakeholders to implements SIP. Based on the school self – assessment the relationship between the school and its stake holders, and local community did not ensure the ownership of its potential stakeholders since implementation of SIP was not effectively supported by stakeholders and the community. Educational leaders did not possess the required knowledge through training. In line with the above findings and conclusion, it was recommended that Sabata Education Bureau is required to revise the criteria used to select school principals. It was also recommended that Town and special Zone education officials may arrange workshops, seminars, short and long term training in collaboration with higher education institutions like Kotobe Collage of teacher education, and school need to think of their own income generation mechanisms.

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Appendixes

Appendix A

Questionnaire to be filled by Secondary School teachers

Dear respondents; educational leadership is one of the most important aspect in implementing any educational policy. That is why the researcher is interested to asses' effectiveness of educational leaders in implementing SIP in secondary schools of Sabata Town.

This is MA thesis research questionnaire aimed at identifying effectiveness of educational leadership since; questionnaire is one of the methods for eliciting opinion of teachers. Your honest response would be vital for the effectiveness of the study. Information you provide will be treated only for academic purpose. So you are kindly requested to fill the questionnaire.

There is no need of writing your name

Thank you in advance

Section One:- General information

1. School name _____
2. Sex _____
3. Age _____
4. Qualification _____
5. Experience _____

Section two

Objective: - to Identify the major success factor of educational leadership please circle your choice

1. Do your school develop clear, and well communicated vision, mission and goal?
A. Yes b. No C. No sure

2. Do your school leader use need assessment to ensure staff input to develop mission, vision and goal?
 - a. Yes
 - b. No
 - c. Not sure
3. Are the vision and mission easily understood by teacher and students?
 - a. Yes
 - b. no
 - c. not sure
4. Do stake holders involve in the designing of vision, mission and strategic plan?
 - a. Yes
 - b. no
 - c. not sure
5. Did the school self-assessment identify the overall school problem?
 - a. Yes
 - b. no
 - c. not sure
6. Do your school develop strategic plan?
 - a. Yes
 - b. No
7. School strategic plan is prepared as a result of self-assessment.
 - a. Yes
 - b. No
 - c. Certainly
 - d. Not sure
8. Do educational leaders make teachers use instructional time properly?
 - a. Yes
 - b. No
9. Do school principal provide guidance to late and absent students?
 - a. Yes
 - b.No
10. Do educational leaders help staff members to involve in service programs?
 - a. Yes
 - b. No
 - c. Certainly
11. Do education leaders reward teachers?
 - a. Yes
 - b.No
12. Do school principals reward students' superior work?
 - a. Yes
 - b. No
13. Do principals facilitate various meetings with parents?
 - a. Yes
 - b. No
14. Do principals facilitate various meetings with parents?
 - a. High
 - b. medium
 - c. low

Please indicate the extent to which each statement characterize you school leadership by putting “x” 1= disagree 2= partly agree 3=agree

Objective 1. Identify success factors

No	Instruction leader of my school	1	2	3
1	Participate in the review of curriculum			
2	Monitor curriculum to see that it is covered in its schedule			
3	Monitor curriculum to see its relevance to school curriculum objectives			
4	Make curriculum decision based on test result			
5	Provide intimidate feedback			
6	Encourage teachers to improve classroom instruction			
7	Promote quality instruction by conducting conference			

Objective 2. Identify school achievements

No	Instruction leader of my school	1	2	3
1	Students achievement in grade 10 examination has been improved			
2	In all subject area qualified teachers are available			
3	Implementation of continuous assessment method has been improved			
4	School environment has become safe and supportive			
5	Partnership of the school with the community is improved			
6	Availability of School facilities has been improved			
7	Classroom-student, Teacher-students, Text book-student ratio have been improved			

Objective 3 identify the school challenges

Circle your choice

1. Do school principals have adequate knowledge?
 - a. Yes
 - b. No
 - c. Not sure
2. Do School principals have knowledge about SIP?
 - a. Yes
 - b. No
 - c. Not sure
3. Willingness of school to devote more timefor educational issue.
 - a. Very high
 - b. high
 - c. medium
 - d. low
 - e. very low
4. Educational leadership ability to facilitate collaboration with the community.
 - a. Very high
 - b. high
 - c. medium
 - d. low
 - e. very low

School input

No	Adequacy of materials	5	4	3	2	1
1	Stationary material					
2	Laboratory material					
3	Lab technician					
4	Laboratory and reference material					
5	Latrine for boys and Girls					
6	Budge Support					
7	Instructional aids.					

Stakeholder's cooperation

No	My school principals have high cooperation with	5	4	3	2	1
1	Students					
2	Teachers					
3	Parents					
4	Community members					
5	Government education offices.					

Appendix b

Questionnaires to be filled by secondary school students

Dear students this research is interested to assess effectiveness of educational leadership in implementing SIP in secondary schools of Sabata Town. So you are kindly requested to fill the questionnaire according to fill the questionnaire according to the instruction given.

Section One

Write your response on the space provided

1. School name _____
2. Sex _____
3. Age _____
4. Grade _____

Section Two

Circle your choice

Objective to identify successor factors of educational leadership

1. Do your school develop clear vision and mission?
a. Yes b. No c. Not sure
2. Do you know the vision and mission of your school?
a. Yes b. No c. Certainly
3. Do school principals involve you in vision and mission development?
a. Yes b. No
4. Do school principals make teachers to use instructional time effectively?
a. Yes b. No
5. Do school principals provide guidance to late and absent students?
a. Yes b. No
6. Do education leaders recognize student who does superior work with formal reward?
a. Yes b. No

Instruction please indicate your response by putting “x”

3= Agree 2=partially agree 1=Disagree

No	School principals of my school	1	2	3
1	Contact with students to check whether the curriculum is covered in line with time schedule			
2	Provide immediate feed back			
3	Make curriculum decision based on the result of school wide test			

Objective:- to identify the major school achievements

No	Indicators of achievements	1	2	3
1	Qualified teachers are available in all subjects			
2	Teachers implement continuous assessment method			
3	School environment is safe and well coming			
4	Partnership of school with parent and community is good			
5	School facilities are available and satisfy the needs of teaching learning process			
6	There are less than 42 students in one section			
7	Text book-students ratio is 1:1			

Objective:- To identify the major challenges of education leaders to implement SIP

Adequacy of education inputs

No	Adequacy of	1	2	3
1	Student text book			
2	Laboratory equipment's and chemicals			
3	Lab Technician			
4	Library and reference book			
5	Instructional aid, ICT rooms and Computers			
6	Different offices			
7	Latrine for boys and girls			
8	Drinking water			
9	Furniture			
10	Playing ground			

Stakeholders' cooperation

No	School principals have high cooperation with	1	2	3
1	Students			
2	Teachers			
3	Parents			
4	NGOs			
5	Community			
6	Administration offices			

Appendix C

Interview guide for secondary school principals

School _____ Qualification _____

Sex _____ Service _____

Age _____ Interview date _____

The purpose of this interview is to collect data on effectiveness of educational leadership in implementing SIP in secondary schools of Sabata town. I confirm that the information you provide will be used only for this research purpose. Thus you are kindly requested to contribute in giving your response honestly.

Objective:- To identify the major success factors of education leaders,

1. Have you set vision and mission of your school and prepare strategic plan for SIP implementation?
2. What mechanisms do you use to manage school curriculum and instructional program?
3. How frequently do you conduct classroom observation?
4. How do you evaluate the community school relationship in your school?
5. How do you handle ethical problem of teachers and students.

Objective:- To pinpoint the major school achievements brought about by SIP

6. How do you evaluate the status of teacher student ratio, text book-student ratio and classroom-student ratio?
7. In your opinion which of the school facilities have been improved as compared before SIP implementation?
8. |Is there any change on students' academic achievements after the implementation of SIP?

Objective:- to identify the major challenges

9. In your opinion what are the major challenges that educational leadership faced in implementing SIP.

Appendix d

Interview guide for secondary school supervisors

Qualification _____

Service years _____

Sex _____

Interview date _____

Age _____

Objective:- To identify the successor factors of education leaders.

1. Do you think the strategic plan developed in the school is as a result of school self-assessments?
2. The extent of your supervision to secondary schools. How frequently do you supervise them?
3. What mechanisms do you use to support SIP implementation?
4. Do you think Secondary schools of Sabata promote conducive learning Climate?

Objective:- to pinpoint the major school achievements

5. In your opinion what are the major school achievements brought about SIP implementation?

Objectives:- to identify the major challenges

6. Please explain some of the major barriers of education leaders to implement SIP.

Appendix E

Interview guide for educational office leaders

Place of interview _____ interview date _____

Name _____ Age _____ sex _____

Qualification _____ Service Year _____

Objective 1. To identify the major school achievements that is brought due to the implementation of SIP.

1. In your view do school principals create good relationship with you?

Objective 2. To identify the major success factors of educational leaders

2. As educational leaders what supports do you provide for secondary schools?
3. Is there any attempt to facilitate experiencing sharing program among secondary schools?
4. How do you resolve conflicts between teachers and school principals?
5. Have you made any attempt to introduce SIP to the local community?
6. What is your comment on the participation of the local community to support implementation of SIP?

Objective 3. To identify the major challenges that educational leaders face to implement SIP

7. In your opinion what are the major problems that affect the proper implementation of SIP?

Objective 4. To suggest possible recommendations

8. In your opinion what measures should be taken to improve effectiveness of educational leadership for the successful implementation of SIP

Appendix F

Guide for FGD question

No of total participants' _____

1. As committee member, do you involved in school self-assessment? What is its contribution?
2. In your opinion what are the major strengths of your school principal?
3. Do you actively participate in SIP committees? If yes, in what way?
4. Is there any change in the school facility supply and students' academic achievements after the implementation of the SIP?
5. In your opinion what are the major challenges that affect effective implementation of the SIP and what do you comment?

CHAPTER ONE

1.1 INTRODUCTION

The concept of leadership has been given a central place in the social and behavioral literature dealing with formal organization. This focus is rooted in the basic assumption that leader's performance and behavior affects the implementation of organization policy and the overall performance of organization. Indicating this Musaazi (1985-53) Stated that:

Leadership is concerned with the implementation of organizational policies and decisions which assist in directing the activities of an organization toward its specified goals. Accordingly, leadership is the process of influencing the activities and behavior of an individual or a group in efforts towards goal achievement in a given situations.

This means leaders are responsible to play an important role in any formal organization for the attainment of organizational goal. Since schools are one of those formal organizations, there is a great deal of contemporary interest in improving school leadership.

Successful leadership is widely accepted as being a key constituent in achieving school improvement. Research findings from diverse countries and different school contexts have revealed that school improvement is a distinct powerful impact of effective school leadership to educational changes that secure school development and changes to help them in meeting basic human needs and to enhance students' outcomes as well as strengthening the school's capacity for managing change. In this sense school improvement is about raising student achievement through focusing on the teaching learning process and the conditions which support it (Jackson, Harris and Hopkins, 2000).

However, in the Ethiopian education system the educational leadership has not been able to play this important role. According to Taye (2010), "the problem facing the Ethiopian education system is a cumulative effect of decades of neglect. It is with this

understanding the transitional government of Ethiopia formulated the education and training policy in 1994. Since the launching of the ETP in 1994, efforts have been made to improve educational leadership to create the necessary condition for increasing access, improve the relevance and quality of education an attempt has been made to decentralize the management of education.

According to Amdissa: (2001:73) efforts have been made to make educational leaders democratic, professional, coordinated, efficient and effective through various mechanisms such as the provision of long term and short term trainings.

Despite all these efforts the practice of educational leadership is not in a way that it ought to be. Taye , (2002:75) stated that inadequate planning and management capacity, limited participation of community in the management of education, poor implementation practice of educational programs and strategies such as continuous assessment all posed considerable difficulties in the area of educational leadership.

In its attempt to solve the above problems and to ensure the quality of education, the government of Ethiopia has been engaged in formulating and implementing different programs.

One of the programs developed in 2007 and currently under implementation is the School Improvement Program (SIP). This program clearly states that educational leadership at all levels lack the competence of leadership knowledge, skill and attitude that promote transparency, accountability and participatory decision making (MOE 2007:57).

As elaborated in Leadership and Management Program (LAMP), according to MOE(2007 E.C), educational leadership is viewed as a vehicle for equipping educational leaders with professional knowledge, skill and attitude needed to fulfill the new role expectation of collaborative leadership (MOE:2007)

In general, good educational leadership is an indispensable part of the school system. Principals, supervisors, town and special zone educational leaders and professionals are vital to the overall operation of schools and they need clear direction and adequate support to perform their respective functions effectively. Although the provision of clear

policy and guidance is a primary step to get activities done, it is not a guarantee for the realization of effective school leader in school system. Improving efficiency and effectiveness of educational leaders' provision of adequate power and authority, establishing educational system to assign professional and competent education leaders are important.

In line with this understanding it has become important to investigate the effectiveness and challenges of educational leaders (i.e. school principals as well as Zonal Education leaders) to implement SIP in Secondary School of Sabata Town.

1.2 Statement of the Problem

As stated above the MOE has been engaged in formulating and implementing different policies and programs to ensure the quality of education in the country. One of the landmarks to this effect is the establishment of SIP in 1999 E.C, which is currently under implementation in all government schools of the country. According to the SIP frame work (1999E.C), School improvement is described as a concept that has a major goal of improving student performance in school through the development of a school self-assessment system which is under taken against the “school domains” that include teaching learning process, Safe and healthy school environment, relationship among parents, community and the school and school organization and management.

Effective and efficient school leadership plays a vital role in implementing SIP by putting the schools strategic vision as well as by creating a strong collaborative bond among the school community. Presence of effective and efficient school leadership enables students and teachers to make the best use of their potential in the teaching learning process. Hence the knowledge, skill and attitude of educational leadership are very crucial to implement SIP effectively. However as it is stated in the general education quality assurance package “educational leadership at all levels lack the competence of leadership skill” (MoE, 2007)

The researcher based on his experience as a teacher, supervisor member in education office observed that the activities of educational leaders at various levels (Town, Woreda and school level) share these problems and as a result schools are unable to clearly identify their strengths and weaknesses based on the procedure of SIP. Most educational leaders (practically at Woreda and school level) seem to lack sufficient understanding on how SIP should be implemented. Schools strategic plans are not prepared in accordance with objectives of SIP, Principals are observed to fail to conduct school self-assessment based on their school context indicated in the domains of SIP. They are also not successful in involving the local community towards the implementation of this program.

Moreover the shift from operational responsibilities to instructional leadership role has created substantial and often excessive workload on the principals. They are now facing various challenging issues. Shortage of staff personal, excessive work load, attending too much meeting, existence of different urgent activities etc. makes them unable to be effective in facilitating conditions to implement SIP.

On the other hand, lack of resources (financial and material), poor community participation, low emphasis given by higher governmental officials, lack of strong legal framework etc. also affects the effectiveness of educational leaders to implement SIP and bring the required change.

The researcher believes that currently effective leadership development is of paramount importance for the successful implementation of SIP as well as to ensure quality of education. Thus, to identify the effectiveness of educational leaders and their challenges to implement SIP in secondary schools of Oromia Special Zone. It is important to conduct research that will address the following research questions:

1. What are the major achievements of SIP in General Secondary schools of Oromia ?
2. What are the practices of School leaders in bringing about the achievements (changes)?
3. What are the major challenges faced by educational leaders that negatively affect their leadership effectiveness of SIP?

1.3 Objectives of the study

1.3.1 General objective

The general objectives of this study is to assess the effectiveness and challenges faced by the educational leaders at various levels in implementing SIP in Secondary Schools of Sabata Town.

1.3.2 Specific objectives

The Specific objectives which are developed based on the general objective are the following.

1. To identify the major school achievements related with domains of SIP (Teaching learning, safe schools environment and community participation).
2. To identify the success factors of educational leadership towards the implementation of SIP.
3. To pinpoint the major challenges educational leaders face in implementing SIP.
4. To provide some possible solutions that help decision makers to take corrective measures.

1.4 Significance of the study

The role of effective leadership is the most important and indispensable part of any organization to achieve its goal. Schools and educational department or various levels have thus to get effective leadership to achieve meaningful performance of the youth through improved instructional process.

The study will be important since it is expected to investigate the effectiveness and major challenges that affect general secondary school educational leadership performance in the context of SIP. Thus, the researchers hopes that the study which reveal to existing practice or challenges of educational leaders and provide valuable information for policy makers.

It also helps to provide information about professional competence of educational leaders that helps decision makers at various levels to make corrective measures for the achievement of the objectives of SIP. Moreover, the study is assumed to provide valuable information far decision makers about the existing capacity building related problems towards SIP and help them to take various actions.

1.5 Delimitation /scope/ of the study

Since resources are scarce, it is difficult and unmanageable to conduct research on different aspects about leadership. It is also difficult to get through in all secondary schools found in Oromia special zone. The student researcher restricts his study on Assessment of educational leadership effectiveness to implement SIP in four first cycle secondary Schools (grade 9-10) of Sabata Town.

Educational leadership has various roles to solve educational problems related with access, equity, quality and relevance of the education system. However, the student researchers focus only to study their role in relation with implementing SIP (School improvement program).

The General Education Quality Improvement Program is formulated in 1999 E.C to ensure quality of education in Ethiopia. The package has six different programs and it is difficult to study the implementation condition of all the programs. SIP, which is one of the six programs, will be treated in this study. Because, according to MoE (2007), this program is given more emphasis as compared with other programs of the package. Although, SIP is formulated in 1999 E.C, it started to implement in most the country secondary schools since 2000 E.C thus, the researcher limit his study from 2003- 2007 E.C.

1.6 Definition of the Terms

The terms that were frequently appearing in the essay are used in the following sense.

School improvement- is generating efforts to make schools better place for pupils and students to learn in (Hopkins, 1994).

School principal: – An administrative and supervising officer in charge of general secondary schools giving to administrative duties full time.

Role- The characteristics behavior shown by an individual with in a given group. The behavioral patterns of functional expected of or carried out by an individual in a given societal context. (Megrawl 1973: 502)

Instruction- In school is teaching incidental (as to how a thing works) (Megrawl 1973: 307)

Leadership - is the process of influencing the activities of an individual of a group effort towards goal achievement in a given situation or it is an integral part of management and plays a vital role in managerial operation (Chandn J.L.T 1996:327)

General Secondary school is- the first cycle of secondary education in Ethiopian Education system (includes grade 9-10).

1.7. Organization of the Study

The thesis will consist of five chapters. Chapter one will include Background of the study, Statement of the problem, Basic questions, Objectives of the study, Delimitation of the study, Definition of key terms and Organization of the study. Chapter two dealt with the review of related literature, chapter three contained Research design, Research Method, Source of data, Sampling and Sampling technique, Instruments and procedures of data collection and Methods of data analysis. Chapter four presented the presentation, analysis, and interpretation of data and finally Chapter five contain summary, conclusions, and recommendations of the study.

CHAPTER TWO

2. Review of relevant Literature

Introduction

According to Doley, (2003) reviewing the related literature helps research to have up – to date knowledge and understanding in the field of study, refine research questions of the study, and adopt experience and sampling and data collection techniques, and avoid unnecessary duplication of research efforts. Accordingly, the student researcher tries to review various literatures which are related with leadership and policy implementation, effectiveness of educational leadership, school achievements, and the concepts of SIP etc. The following section will present a brief summary of the review of theoretical framework and empirical framework.

2.1 Theoretical Literature

“The theoretical Literature refers to a summary of the theories that a researcher will refer to in his/her study. Theoretical framework has to be very relevant to the topic and particularly the research problem and research question” (Bell J. 2004). Thus, the following sections provide a theoretical perspective on leadership in relation with policy implementation, the role of educational leadership, characteristics of effective educational leadership, the practice of educational leadership and the concept of SIP.

2.1.1 An over view about Leadership

Leadership is about setting direction, motivating and inspiring employees. In other words leadership is mostly about people (peter G, 2010). Researchers showed that leadership is and has always been the principle approach to convince and motivate employees to do what managers have planned for them in advance. In this connection Adir, John (1984) stated that employees are not always willing to do what is good for the organization or the company. An activity must first be entrusted to them. Leadership must facilitate and make the activities interesting for its successful implementation in an organization. Such way leadership gets the process going.

Leadership is part of the management where one can bring employees to perform activities of the organization. For them to start working, the organization vision must be shared and understood. Johnson G. et al (2007) stated that “once employees understand how their job contributes to achieve the organization vision, leadership will inspire them and motivate them”. It means leadership influencing others to work willingly towards achieving objective of the organization through implementing the organization plans. In other words it means crystallizing a direction for employees and making them want to follow the leader in achieving the leadership goals.

According to Grant R.M (2003), Leadership is the process of inspiring others to work hard to accomplish important tasks. It builds commitment and enthusiasm needed for people to apply their talents to help accomplish plan.

2.1.2 Leadership in policy, program or strategic Implementation

According to Dereje (2012) the need for policy implementation shows that policy making does not end with the passage of a law by legislative and its signing by the head of state. The policy goes to the bureaucracy, especially to the executive. In the Ethiopian case, this goes to the respective ministries, instructions or departments that have direct tasks and responsibilities for its accomplishment. Policy implementation involves the assignment of new responsibilities to some of the existing organization, creating new department, agencies etc. (Dereje, 2012).

Leaders are involved in policy implementation from beginning to end. Implementing a policy or program requires a team effort headed by organizations leadership team. In this connection, Arnold (2008) stated that “policy or strategic implementation of any kind of organization requires participation from all of the department that will be affected. Organization’s leadership needs to identify what those departments are and create an implementation team that consists of representatives from each affected group. Management needs to create a structure that identifies various group leaders. The responsibilities of those group leaders and an accountability system that ensures that the implementation team meets its time table for getting the new program or policy in place.”

Implementing policy within an organization requires a feeling of urgency on the part of the entire organization. It is the job of the leadership to create that urgency by explaining to the staff why the implementation is necessary. Leadership is required to make the employees understand how the organization benefits from the new implementation, but it also needs to get the organization to see the problem of not bringing change.

According to Anderson (2008); policy or program implementation within an organization is not an exact process. It is a dynamic procedure that needs to be monitored by management and altered to meet implementation goals. It is the responsibility of leadership to put a monitoring system in place, analyze the data that is gathered during the implementation and make any necessary change to make the implementation more efficient.

Implementing a policy or a program is often done in phases. In this connection Arnold (2008) states that, the leadership needs to be able to identify when each phase of a strategic or policy implementation is complete to the next phase. In short, organizational leaders are the main responsible body to play an important role in any policy, Program and starting implementation for the attainment of organization goal.

2.1.3 Dimensions (success Factors) of Education Leadership

The following will present the dimension (success factor) of education Leadership developed by different authorities (Hollinger and Hech; 1996) and (Weber: 1996) identified five essential domains of educational leadership defining the school mission and vision, set strategic plan, managing curriculum and instruction, Promoting a conducive school climate and collaborating with stake holders were included.

2.1.3.1 Setting strategic planning

Strategic planning (SP) was developed in the military to the business world and ultimately expanded in to various public sectors including education. Strategic planning is a long range planning (3- 5 Years) aiming at becoming proactive not just reacting to

crises and pressures (Ayalew, 2005). SIP requires an organization (school) to be flexible and to plan for maximum impact, in a fast changing environment by scanning the environment closely, to identify events that are relevant to their area of work and adopt the work quickly to take account of these environmental changes and also lesson learnt from past experience.

According to peter (2010) strategy is about how people decide to organize major resources to enhance performance of an organization. It is about resources decisions that are large, relatively long term, expensive and visible with correspondingly large implication for performance decisions that are not strategic are operational or tactical.

(Johnson 2007) on the other hand states, that strategy is something people do (their strategy process) and that organization have (their strategy content). “The planning view” is prescriptive and based on a belief that the complexity of strategic decision requires an explicit and formalized approach to guide leadership through the process.

One of the major responsibilities of any leader or manager is to develop strategies. In this regard Grant (2003) suggest that, strategic planning has become less about strategic decision making and more a mechanism for coordination and performance managing, permitting increased decentralization of decision making and greater adopt ability and responsiveness to external change. On the other hand Whittington etc. (2006) suggests, that formal strategy can be renewed by a grated appreciation of the everyday practical, non – analytical skills required to carry it out (especially those of coordination, communication and control)

(Ayalwe 2005) listed some of the benefits of SP as: improve performance, stimulate forward thinking and enable the school to be prepared for fast changing environment, utilize resources to the maximum, identify school weakness and strengthen. Build institutional capacity through team work; develop indicators for measuring school achievements.

2.1.3.2. Set Vision, Mission and Goals.

Educational leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organization mission and high expectations for students (ccsso 2008).

Educational leaders are accountable and have unique responsibilities for developing and implementing a vision of learning to guide organizational decisions and actions. Educational leaders guide a process for developing and revising a shared vision, strong mission, and goals that are high and achievable for every students when provided with appropriate, effective learning opportunities.

The vision, mission, and goals represent what the community intends for students to achieve, informed by the broader social and policy environment and including policy requirements about specific outcomes and continuous improvement .The vision,, mission, and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and adjusted using varies sources of information and ongoing data analysis (Peter G. 2010).

Leaders engage the community to reach consensus about vision, mission, and goals. To be effective, processes of establishing vision, and goals should incorporate divers' perspective in the broader school community and create consensus among all members of the organization. While leaders engage others in developing and implementing the vision, mission, and goals, it is undeniably their responsibility to advocate for act to increase equality and social justice (coombs, 2000).

The dimension of defining school mission includes the principals jobs descriptors of framing school goals principles demonstrate framing school goals by working with parents and staff to identify the areas of improvement within the school and developing performance school goals to these areas (Hellinger and Murphy,1985). The function of communicating school goals refers to the ways the principal expresses the importance of the school goals to staff, Parents and students.

This can be achieved through the use of formal or informal communication. For instance, handbooks, staff meetings, school assemblies, conversation with staff or students, bulletin boards, and teacher and parent conference.

Developing a mission and goals is fundamental in creating a sense of shared purpose and linking efforts with the school around a common vision (Murphy, 1990). He broke down these dimensions into two major roles or behaviors of principals, Framing school goal and communicating school goals. Framing school goals encompasses setting goals that emphasize students' achievement for all students, incorporating data on past and current students' performance and including staff responsibility for the achieving goals. Communicating goals frequently formally and informally, to students, parents and teachers stress the importance that school goals guide the objectives of the school.

2.1.3.3 Managing schools system, Curriculum and Instruction.

Educational leader needs to ensure the success of all students by managing school system and resources for a safe, high performance learning environment. Traditionally, school leaders focused on the management of a school district. A well – run school performs their activity on time, the facility is clean, and the halls are orderly and quiet used to be the mark of an effective school leader, with the shift to leadership for learning, maintaining an orderly environment is necessary but no sufficient to meet expectations and accountability requirements facing educators today. (Ccsso, 2008).

Educational leaders need a systems approach in complex organizations of schools and districts. In order to ensure the successes of all students and provide a high-performing learning environment, educational leaders manage daily operations and environments through efficiently and effectively using of resources with vision and goals. Valuable resources include financial human, time, materials, technology, and physical plant, and other organizational components (Adir, 1994).

Leaders identify and allocate resources equitably to address the unique academic, physical, and mental health needs of all students. Leaders address any conditions that might impede students and staff learning, and they implement laws and policies that protect safety of students and staff. They promote and maintain a trustworthy,

professional work environment by fulfilling their legal responsibilities, enacting appropriate policies, supporting due process, and protecting civil and human rights of all (csso, 2008).

Curriculum and instruction must be consistent with the mission of the school (Weber, 1996). The educational leaders' repertoire of educational practices and classroom supervision offers teachers the needed resource to provide students with opportunities to succeed. The leader helps teachers use current research in best practices and instructional strategies to reach school goals for students' performance. Managing the instructional program dimension involves working directly with teachers in areas related to curriculum and instruction (Hollinger and Murphy, 1985). Job functions included in this dimension consist of supervising, evaluating and coordinating the curriculum.

Supervising and evaluating the instruction comprises the activities that provides instructions support to teachers; monitor classroom instruction through informal classroom visits and aligning classroom practice with school goals. Supervision should be also cooperative, the attitudinal and effective. To create a feeling of oneness or to promote service of cooperation, the attitudinal and creative characteristics of supervision are very important. In addition, supervision is effective if it is planned and organized that address the needs of the community. (Hollinger and Murphy 1985). Coordinating the curriculum refers to principals activities that provide opportunities to staff collaboration on alignment of curriculum to standards and achievement tests.

Managing educational production emphasize management behavior of the principal. The educational leader promotes quality instruction by conducting teaching conferences and evaluation visiting classroom, providing specific suggestions and feedback on the teaching and learning process and determining teachers' assignment in the best interest of the student learning (Murphy, 1990; Hollinger and Murphy, 1985).

Additionally, the principal allocates and protects instructional time with school policies and procedures. The principal works with teachers to coordinate the curriculum through aligning school goals and objective with the state standard, assessment and district curriculum. The school leader monitors the progress of students frequently.

Additionally, the principal allocates and protects instructional time with school policies and procedures. The principal works with teachers to coordinate the curriculum through aligning school goals and objective with stated standards, assessment and district Curriculum. The school reader monitors the progress of students frequently.

2.1.3.4. Collaborating with presents and Stakeholders.

Educational leaders are required to ensure the success of students by collaborating with families and stakeholders who represent diver's community interests and needs and mobilizing community resources that improve teaching. In this connection Teka (2000) states that, in order to educate students effectively for participation in a diverse, democratic society, leaders incorporate participation and views of families and stakeholders for important decisions and activities of school and districts. Key stakeholders include educators, students, community members, and organizations that serve families and children (Teka; 2000)

Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy. Leaders regard divers' communities as a resource and work to engage all members in collaboration and partnership that support teaching and learning. Leader's help teachers communicate positively with families and make sure families understand how to support their children's learning.

In communicating with parents and the community, leader invites feedback and questions so that communities can be parents in providing the best education for every student (Mohammed: 2001).

2.1.3.5. Promoting a Conducive School Learning Climate.

It comprises the expectation and attitudes of the whole school community, "Indeed, of all the important factors that appear to affect students learning, perhaps having the greatest influence is the set of beliefs, values. Attitudes that administrations, teachers and students hold about learning" (Weber, 1996), Leader promote a positive learning climate by communicating instructional goals, establishing high expectations for performance;

establish orderly learning environment with clear discipline expectations, and working to increase teacher commitment to the school.

Promoting conducive learning climate dimension encompasses principal behaviors that protect instructional time, promote professional development, and provision of incentives for teachers develop and enforce academic standards, and provide incentives for students (Holiu. Gei and Murphy,1985). The principals' job functions consist of mostly indirect activates that help to create a positive learning environment.

According to the above authors, "principals can influence students and teachers attitudes through the creation of reward structure that reinforces academic achievement and productive effort through clear explicit standards embodying what school expects from students; the careful use of school time; and through the selection and implementation of high quality staff development programs.

" Promoting an academic learning, climate refers to the behavior of the principals that influences the norms, beliefs and attitude of the teachers, students and parents of a school (Murphy, 1990).

Principals foster the development of learning school climate conducive to teaching and learning by establishing positive expectations and standards, by maintaining high visibility, providing incentives for teachers and students, and promoting professional development. "This dimensions deals directly with the teaching and learning process in the classroom. Developing a supportive working environment, denotes how an instructional leader establishes organizations structures and processes that support the teaching and learning process".

The principle that exemplifies these dimensions creates a safe and orderly learning environment, provides opportunity for meaningful student involvement, and develop staff collaboration and cohesion. Secures outside resources in support of school goals, and forges links between the home and the school (Murphy, 1990).

2.1.4 School Improvement Program

A school system is a dynamic system where input, through put, and output processes is continually under way .This continually changing feature of a school system demand for a continuous improvement. Although the concept of school improvement dates back to the 1960s, it was strength in the mid-1980s following the establishment of the international school improvement project (ISIP) that established a distinctive body of knowledge which become internationally recognized (Oklni A. etal 1997).

School improvement is defined in ISIP as a systematic sustained effort aimed at change in learning conditions in one or more school, with ultimate aim of accomplishing educational goals more effectively (Nitko 2004) the term school improvement also refers to the process of altering a specific practices and policies in order to improve teaching and learning.

According to plan International (2004), school improvement means making schools better places for learning. This relies on change at both school level and with classrooms which in turn depend on schools being committed to fulfilling the expectation of children and their parents. In this context, schools improvement refers to a systematic approach that improves the quality of schools and hence quality of education.

Plan International initiated such improvement program is an educational program supporting basic education in the developing world, with the aims of ensuring support to every aspect of school essential in increasing the best learning environment for children, promoting the active participate of children and communities in school governance, and holding the individual. School management is accountable for children's enrollment, attendance, learning and successful completion (plan international, 2004).

(Harris and Hopkins 2000) stated that SIP is a plan initialed education program based on successful experience of improving the quality of education which as to follow an approach of collaborative responsibility and shared achievements. According to Chaube, S.P.(1995), a school improvement plan is a road map that states out of the changes a school needs to make to improve the level of student's achievement and shows how and this change will be made.

School improvement plans encourage staff and to monitor students achievement levels and other factor such as the school environment, that are known to influence students success with up – to – date and reliable information about how well students are performing, schools are better able to respond to the needs of students, teachers, and parents. School improvement is also a mechanism through which the public can hold schools accountable for students success and through which it can measure improvement. (Plan international, 2004). One of the first and crucial steps in developing an improvement plan involves teachers, school councils, parents and other community members working together and analyze in to about the school and its students, so that they can determine what needs to be improves in the their respective such.

2.2. Empirical Literature.

Empirical literature refers to evidence or study relies on practical experience rather than theories (Collinc: 2001). Accordingly, the following section will provide a brief summary of empirical literature on SIP, school achievement in relation with SIP, and major challenging issues of educational leadership.

2.2.1. School Improvement program in Ethiopia

Since the formulation of New Education and Training policy in 1994 Ethiopia Government has made different educational reforms, especially in the title of Education sector review, Decentralized educational management particularly at school level, is the result such reform similarly, the country has been found implementing the newly launched school improvement program. It is one of the components of the General Education Quality Improvement program (GEQIP) (MoE, 2007).

The current school improvement program framework was developed based on the result of the review of the best practices of the schools all over the country, related literatures and positive experience obtained from its pilot program implemented in 2006 (MOE 2007). The main objective of the program is to maximize students learning outcomes by improving the conditions that might have impact on it. The program focused on four major domains of the school, namely improving the teaching and learning, creating

conducive learning environment, improving school leadership and enhancing community participation in school affairs. The basic objectives of the school improvement framework and the standard set to evaluate the effectiveness of school performance in the manual are congruent with dimensions of educational leadership discussed elsewhere in this paper (MOE, 2007 2- 3)

Background and situation analysis:- Whilst providing physical inputs such as teachers, textbooks and school Health and Nutrition Services are necessary if the quality of education is to be improved, creating incentives that lead to better instruction and learning are also vital. Hanushek and Woessmann (2007) identify three key factors that enhance the quality of education. These are choice and competition between schools, school autonomy and school accountability. The authors cite a different evidence to support their argument including a study by Skoufias and Shapiro (2006) which finds that the combination of increased school resource and local school management bring significant improvements in learning.

Through enhancing the resource that school have at their disposal, building capacity in school planning and creating mechanisms through which the communities decide how resources are utilized, the school Improvement and school grants, Programs will improve the second and third of these key axioms. The resource that schools receive under the School grants programs will be used to support implementation of School Improvement plans (MoE: 2007)

The School improvement approach starts with school and their stakeholders undertaking a self – assessment to identify their goals, following by development and implementation of a school Improvement plan. The schools are also required to maintain information/data on the effectiveness of their plans. The school improvement methodology will be critical in strengthening the planning and utilization of the school grants (and other resource), which in turn will realize measurable gains in school performance and the quality of education (MoE: 2007).

According to MoE: (2011) throughout 2006 – 2007 the MoE developed a School Self – Assessment Form (SAF) with assistance from REB and teacher education institutions. The purpose of the SAF is to a review where the school is currently and to identify the area's most need of development. The school self – assessment was prepared, edited and translated into English and Amharic.

The SAF identifies four domains as the most significant areas in need of school improvement: which includes Learning and Teaching, Student Environment, Leadership and Management, Community Involvement within each domain, focus areas are highlighted and standards of performance in relation to each standard. The school is encouraged to identify evidence or data that supports their assessment of how well they are meeting each standard.

The schools rate themselves. As part of the process each school is required to include all stakeholders in the assessment (i.e, teacher, students, parents, and community). The school assesses its strengths and weaknesses for each standard.

Weaknesses are noted and prioritized in terms of importance for the purpose of developing plans. During 2007 training and materials in school improvement methodology were provided to the REBs, woredas and schools.

In particular, schools were instructed in how to use the self-assessment instrument and how to apply the finding to develop a school improvement plan. To date over 80% of schools have been trained in the school improvement methodology and have a school improvement plan. Training includes the school community, i.e. administrators, teachers, students, parents/caregivers, community representatives, supervisors and educational program experts. Simultaneously, universities and colleges involved in teacher training were instructed in the use of the school improvement materials, the principle of school improvement and the MOE plan for school improvement in Ethiopia.

During 2007-2008 these institutions will be reviewing and revising their curricula to incorporate the principle of school improvement in their teacher training programs. According to the MOE Blue Book's recommendation schools should receive 10birr in order to assess the current status of the implementation and management of the school

grants, and how school improvement processes relate to the planning and utilization of school resources, field visits to Tigray, Addis Ababa, Oromiya and SNNPR were undertaken during which meetings were held with REBS, BFEDS, WOFEDS, WEOS, primary and Secondary schools, PTAS and KETBs.

In response to feedback from field visits the MOE School improvement unit has developed a plan for the review of the SIP process with the aim of simplifying the methodology (particularly in respect to the large number of indicators used and the complexity and length of the documentation).

In order to be successful it is essential that guidelines regarding the implementation of the school grants program are made as widely available as possible, specifically to each school. In particular it is critical that members of PTAs and the local communities are aware of the fact that their school is entitled to receive a grant based up on its level of enrollment. Public awareness will be undertaken, including through radio and local newspapers.

Based upon suggestions provided by key stakeholders and once consensus has been reached the SIC will begin implementation of the SIP. The fifth step is that each school is expected to monitor the operation of its SIP. With this formative data, the SIC, with assistance of other stakeholders, may revise the SIP as necessary. Finally schools will submit School Grant financial documentation to WoFED each quarter. The school Grants program will be subject to constant external Financial Review.

2.2.2. School Achievements.

School achievement is the extent to which students, teachers, schools achieved their educational goal, and this may be increased by efficient mentoring such as demonstrated by the ultimate achievements. In some country (such as in USA) school achievement is measured by examination, continuous assessment or by school facilities. There is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skill are declarative knowledge such as facts.

2.2.2.1. Teaching and Learning

Teaching learning process is a means through which the teacher, the learner, the curriculum and other variables are organized in a systematic manner to attain per – determined goals and objectives (Teka:2000).It implies that all the various elements of the teaching learning(teachers, students, materials to taught, classroom conditions, devices, etc) have to be brought into an intelligent whole. (MoE:2007) state that, one of the major goals of SIP is to improve students’ performance through the successful achievements of teaching – learning sub domains which include teachers element, students element and curriculum.

A. Academic Achievements of Students

Academic achievements of students are the most important indicator of the quality of a country’s education system. Therefore, in deferent countries and at different times, various studies have been carries out to identify variables, which significantly influence student’s academic achievements.

The cognitive achievement of African students is low as per world standards and the evidence points to a decline in recent years. Accordingly, the restoration and clarification of standards and academic performance of students are key to improve the quality of education at all levels. (World Bank , 1999). (Coombs, 2000) stresses the important of physical and human conditions of schools to enhance quality of education as follows;

“The quality of education and the learning achievements of students depend heavily on the competence Personality and education of the teachers also depend on the conditions under which the teachers and students are working, for examine, on whether the size of the class is manageable and its atmosphere is conducive to learning and whether there is an ample supply of equipment, textbooks and other learning materials``. Therefore, the fulfillment of inputs helps to improve the academic performance and to upgrade the quality of education.

The quality of education and learning achievement of student's depends heavily on a number of factors. The quality of educational institutions can be viewed as the relevance of what is taught and learned. That is, to what extent it fits the present learning needs of the particular learner in question.

Given their particular circumstances and prospects according to coombs (2000:105), the quality of education should be referred to significant changes in the educational system or sub system itself, in the nature or its inputs such as students, teachers, facilities, equipment, and it'sso ciao- economic cultural and political environments .(Bihoip G 1994:45-46) in his studies of school performance reveal that the four most important factors in determining a student's capacity to learn are: family environment, peer group interaction, personality and health .

B. Teacher's Master of Subject content (specialization)

Teaching is not a more occupation where people can go into without the possession of the request qualification. It requires expert knowledge, specialized skills and a feeling of responsibility .It is ``true profession with all the requirements and responsibilities towards society that the term implies for those who exercise it`` (World Bank 1993).

In Ethiopia, as per policy a secondary school teacher should hold at least a first degree. The possession of a first degree by the secondary teachers enables them to teach at best only two subjects. Thus at this level teachers cannot be assigned randomly to teaching subjects. The area of their specialization has to necessary been taken into consideration.

(Ayalew,2000) states that, the problem of misplacement of teachers may arise from three conditions. First, the availability of excess teachers in one filed of specialization which might lead to the assignment of teachers in an area in which they are not specialized, Second:- teachers in certain subjects necessitates the assignment of teachers whose specialization is in some other area.

Thirdly, in certain cases, the teachers might be specialized but the subject in which they have specialized might not be offered in the secondary school.

Whatever the source such misplacement of teachers contributes to the low morale of teachers, in the event where the composition of the available staff necessitates the assignment of teachers who do not have the qualification careful study is made to identify those teachers who can teach. Beside it is more satisfactory to consult the teacher prior to the assignment (smith:1998)

C. Continues Assessment System.

(capper 1996) defined continuous assessment as a student evaluation system that operate at the classroom level and is integrated with the instructional process. According to Mitko (1996) assessment is defined as a process of obtaining information that is used for making decisions about students, curriculum programs and educational policy.

It is also explained as the process of collecting, interpreting, and synthesizing information to aid in decision making (Airasian.W 1997) . To find out if children are learning or having problems, we must assess often. Assessing often is called ``Continuous assessment``. But it does not mean testing often, rather communicating with the students often to find out whether they are truly learning or not (capper , 1996)

It involves much more than testing, Scoring, and grading paper – and – pencil tests. It refers to gathering information about pupils, instruction, and synthesizes this information to help teachers understand their pupils, plan and monitor instruction, and establish a conductive classroom atmosphere (Airasian, 1997).

In the past, teachers' ideas of continuous assessment were incomplete. They restricted the idea of continuous assessment to school – based assessments that were used to evaluate students after teaching and learning have been essentially completed. Such a view provides little hope that teachers will use information about student's progress to improve learning because assessment occurs at the end of the instructional process. The past view sees assessment as something a part from teaching, rather than as an integral part of the teaching process by itself (Nitko,2004).

(Feseha:2007) state that, school principals are required to ensure that the continuous assessment in their respective schools should be an on- going process of gathering information about students' learning progress, uses a variety of techniques to make decision about what to teach, how to teach and how well students have learned. Beside, continuous assessment should provide timely feedback to students about what they need to do to improve their learning and it is aligned with curriculum goals and objectives.

2.2.2.2 Safe and Health School Environment

Schools are expected to have some form of functional and physical plants, which are located in suitable location to provide their client with best service(s).

The success of educational programs can be determined by various factors. Among them, the school environment is the one that directly or indirectly influence the teaching – learning process. Therefore, it is described that the school plant should be conducive and comfortable for attracting Students and their families in the community. In this connection (Herrick :1996:239) states that, attention must give to two important aspects, accessibility and environment. Accessibility has to do with the convenience and safety of students and others in traveling to and from school. For instance, the safety of the people entering and leaving the school compound will be endangered if schools are located where a number of streets are to be crossed and where there is dense traffic. Similarly Halsall: (1992) pointed, that school site should be free from noises, industrial activity and any influence that might affect student learning. Thus safe and healthy environment are among these important achievements of school to improve teaching learning process.

2.2.2.3 School Facilities and Instructional Materials.

Schools should met acceptable standards usually associated with good homes. Since students spend a good deal of their time at schools. School buildings, facilities (laboratory, ICT room, pedagogical center, library etc.) , and ground should be convenient for teaching learning process.

The school plant, in general is expected to be kept clean and in good repair for the health physical growth and psychological attraction of student to the school environment.

(Mohammed: 2001). Thus physical conditions of school are one of the most important achievement of Schools. These include the adequacy of building rooms, furniture and equipment, the noise outside the classroom, sufficient amount of books and instructional materials, toilets, drink water, and to teacher facilities provided and the work of storage facilities (Stinnett, 1998:337). School facilities play the most important role in realizing educational goals and the success of female students into tangible reality. Due to this, School facility is a means to achieve the goal. The major contribution of school facility is to create a conducive environment, which is most advantageous to the success for each student in attaining the desired learning outcomes in the educational program. Adequacy of facility therefore, is important to meet the goal of the overall educational process and serve to show the educational hopes and desire of the commit (Gorton et.al 1988:114).

The fulfillment of school facilities as such desks, Tables and others play an important role in creating favorable classroom activities and conducive atmosphere. (coombs 2000,117) indicate that, a sufficient supply of textbooks, equipment and other instructional materials are ones among the school requirements in the provision of quality education. The advantage of instructional materials in schools would create good learning situations.

This in turn makes it possible for student to use materials through which they can learn more effectively. Furthermore, recent progressing education has been made possible through proper implantation of instructional materials.

Researchers have found that the availability of textbooks and other instructional materials has a positive effect on students' achievement in developing countries (Lockheed and Verspoor, 1991:49).

2.3. Challenges to Educational Leadership Effectiveness.

Many contextual factors negatively affect school performance. However, the type as well as the intensity of the problem is not the same in every school. As Bush and Bell (2003) assert for example, shortage of highly educated work force is found as critical problems of those economically advanced countries, while scarcity of resource for more investment in education has created a dividing line between those developed and developing nations in the world (MoE, 2007:1)

Many situational and environmental factors other than human, material or financial assets, can affect the operation of educational leadership of any school. For instance, incompetence in educational leadership, lack of incentives for teachers, problems related with teachers' transfer or promotion, lack of administrative skills and commitment of those assigned as school leaders, shortage of educational materials or finance are among problems frequently cited as factors that hinder effective performance of teachers (MoE,2007).Despite the economic. Social, political or technological variations, the following elements were cited as barriers to the effectiveness of educational leadership practice.

Lack of skill and knowledge:-Lack of knowledge, skills and ability of educational leadership, what sergiovanni (2001) calls, technical, human and educational forces are essential properties that educational leaders have to possess. Leaders need to be given participatory and demand drive trainings. Without adequate skill training about educational leadership and professional development of teachers can do little, or not, for the improvement of learning (west. Burnham and Sullivan, 1998;Chang,2007).

Lack of Cooperation from teachers, students and community:-Teachers' cooperation is essential for effective instructional leadership. Cooperation of student, teachers, and parents could be available in school climate where the leaders exercise democratic leadership (sergiovanni, 2001; Harris and Muijs ,2005,2002)

Lack of Time:-Principals have multiple roles they play. Information overload paperwork, too many reports, many non-academic demands and work overload consume much of the principals time. Hence, only principals committed to improvement can choose and use their time for the enhancement of the school activities (Harris and Muijs, 2005;sergiovanni, 2001, change, 2007).

Lack of Adequate Resources:-Lack of adequate resource of all type and support from central offices discourages educational leaders. Bureaucratic management that hampers timely assignment of human, financial, and material resource required can be restrict the success of the schools and limits development of the teachers (Bush and Bell, 2003 ;Dimmock,2000_)

Lack of vision Attitude and courage:-Nothing can affect educational improvement more than lack of leaders' attitude.

Leaders have to spend more time on improving the teaching learning initiating changes and encouraging others to achieve educational goals. However, lack of vision, attitude courage could hinder the effectiveness of leaders 'performance (sergiovanni, 2001; McIswen,2003) .

2.4 Conclusions

From the above discussion on theoretical and empirical literature one can identify three important key lessons regarding the role of educational leadership to implement educational policies, strategies and programs. The first key lesson is that, educational institutions particularity schools need, unique leadership quality which meet the unique feature of educational institutions.

Indeed schools and other educational institutions differ from industrial and other similar organization. Several writers have dealt with the peculiar feature of educational leadership. According to Campbell et a.(1983) these factors include crucial to society (the range of schools functions and the centrality of their relationship to other social institutions), public visibility and sensitively, complexity of function, intimacy of

necessary relationship , staff professionalism and difficulty in appraisal. Similarly Bush, et al (1980) identified factors, which make leadership in educational institution different from the rest type of organization. Such factors include, that objectives of educational institutions are difficult to define. Since, they focus on the development of human personality and the preparation of the student for the world of work, the input (raw materials) of educational institutions are human beings, the training and experience of the managers and most staff in schools is usually similar. Thus, to address the above unique features of educational institutions they need to have effective leadership in then unique area. The second key lesson is that the successful implementation of policy and its goal attainment or achievement of educational institutions particular leadership.

Effective leaders distribute leadership responsibilities and supervise daily, ongoing management structure and practice to enhance teaching learning. They attempt to help employees to understand the benefits that gained from the implementation of a given policy or program. They also use various motivational mechanisms to make employees exert their maximum effort.

The third key lesson is concerned with the purpose of SIP. Accordingly, one can have a lesson from the literature that, if the activities of schools (teaching learning process, availability of school facilities, good school community relationship etc) are improved it contributes to better academic achievement of students. However for the successful improvement of schools, effective educational leadership is vital.

Chapter Three

Research Design and Methodology

3.1 Research Design

A descriptive survey method was employed in this study on the ground that it was found to be one of the methods that helps to obtain reliable and relevant information from a variety of group on the actual practices of the issues under the study. In relation to this Koul (1996) stated that descriptive method helps to have general understanding of the problem by studying the current status, nature of prevailing condition, practices and trends through relevant and precise information. Strengthening this assumption, Sharma, (2000) states a descriptive research method allows objectives description of the status of a phenomenon at a particular time without value judgment. In this connection Seyoum and Ayalew (1989) express that the descriptive survey methods of the research is more appropriate to gather different kinds for data of such broad size. This justification made the descriptive survey methods more appropriate.

3.2 Source of Data

This study employed a combination of primary and secondary sources of data. Primary source of data were Sabata education office supervisors, secondary school principals, teachers, students and members of SIP committees in selected schools. Secondary sources were documents that refers to records and reports concerning school improvement program and leadership activities obtained from schools and educational offices.

3.3 Sampling Techniques

Out of the total of 6 towns in Oromiz special Zone, Sabata Town holds greater number of secondary schools as compared with other Towns. Because of this the Town is purposively selected for the study where a total of eight government school exists.

Once the study area is selected, it is rational to specify the study population, because improper specification of the population may affect the decision to be made on the type

of sample and resources to be used. In connection to this, Eohn and Manion (1995) suggest, it is logical to determine the sample size depending on the purpose and nature of the study groups.

Thus to incorporate both schools know as better performers and those considered low achievers a purposive sampling technique was used to select a total of four schools from each category. Availability sampling technique was used to select three education office supervisors from the Town covered in the study. Regarding secondary school principals the researcher incorporated the whole populations because the total number of principals in all selected secondary schools was 12 which were found manageable for the researcher.

All home room teachers and all class representative students from all sections of grade nine and grade ten of each school were selected purposively. In addition, members of SIP committee in each school were incorporated in the study. The main reasons to incorporate these populations were the fact that they are rich in information as compared with other members of school community about SIP activities since they were involved in different school decision making activities.

3.4 Sampling Frame

The first sampling frame of this study was list of all the Towns found in Oromia Special Zone such as Sululta, Sabata, Legetafo, Dukam, Galan and Burayou , Sbata Town was selected. List of all Sabata Town education office supervisors was the second sampling frame. The third was the list of all secondary schools in the Town. List of all teachers and students in each sample schools were the 4th and 5th sampling frame respectively.

3.5 Sampling Unit and Sample size

Sampling unit and simple size of the study were summarized as follows out of five CRC supervisors three volunteer supervisors were selected purposively. All the four Man in principals and six deputy principals (Two deputy principals for each school) is selected purposively. All the available Home room Teachers in general seventy two Teachers were selected. All the available seventy two class representative students were selected and twenty members of SIP committee were selected randomly.

3.6 Instrument of Data Collection

To collect the necessary information for the study the researcher used questionnaires, interviews and, focus groups discussion. Direct observation, documents and checklists that help to know which school facilities were adequately available also used to guide the analysis.

Quantitative data analysis

3.6.1 Questionnaires:- Questionnaires are generally less expensive, offer greater anonymity of respondents and appropriate for collecting factual information (Kumar: 1999). The questionnaire distributed to teachers and students were of the close ended type. Close ended questionnaires are preferred for they provide uniform set of responses easy for analysis and interpretation (Cohn and Manion, 1995:94). The data collected through it was interpreted in terms of percentage.

Qualitative data analysis

3.6.2 Interview:- interviews are if conducted well, can produce rich data not possible with a questionnaire. Semi-structured interview questions were prepared for four secondary school principals and three CRC Educational supervisors to use the interview time effectively.

3.6.3 Focus groups discussion:- To cross check and support the findings from questionnaires and interviews, the researcher used FGDs to gather the views and opinions of members of SIP committees established in the sample schools.

Four interview set ion was prepared in all sample schools for one hour each. Since, SIP committee members are composed of teachers, students and parents, principals, PSTA Representatives, etc, FGD helps to bring them together and get their views.

3.6.4 Review of School document: Document reviews were made to validate or to check to consistency of information obtained through questionnaire and interviews with actual supervisory practice. The review also focused on identifying school achievement.

3.7 Procedures of Data Collection and Methods.

Before distributing the questionnaires and conducting interview the researcher had contracted Sabata Education Office to get initial information as well as letters of recognition to secondary schools chosen for the study. Following this the researcher communicated the principals of the respective schools and, prior to distribution of the questionnaires, necessary clarifications had to be made about the objectives of the study. The researcher then decided that the questionnaires should be distributed by one principal from each school who will voluntarily take over the responsibilities. With regard to the actual conduct of the interview, the researcher made frequent contacts with the participants (Principals and supervisors) and it was held in the participant's office.

The data gathered through questionnaires were tabulated and organized as per the respondents' category. Finally the responses were analyzed in terms of percentage. On the other hand, the data collected through interviews, FGDs, document analysis and direct observation were triangulated and reported through narrative description.

3.8 Ethical Consideration

Efforts were made to make the research process professional and ethical. To this end the researcher clearly inform the respondents about the purpose of the study and the purpose of the study is introduced in the first part of the questionnaires used. The researcher also clarified interview and FGD participants that their participation in the study was voluntary and based on their consent. The researcher also did not personalize any of the response from the respondents during data presentation, analysis and interpretation. Furthermore, all reference materials used for this research have been duly acknowledged.

Chapter Four

Findings, Analysis and Interpretation

This part of the study deals with the presentation analysis and interpretation of data gathered from different source. The data were gathered through questionnaires, interview, FGD, review of documents and direct observation.

The study on the effectiveness of educational leadership in implementing SIP in selected secondary schools of Sebeta covered 4 secondary schools. A total of 72 questionnaires were distributed to teachers out of these 70(97%) were filled out and returned. The same number of questionnaires were distributed to class representative students out of which all (100%) were filled out and returned.

The interview was conducted with Sabata education office supervisors and secondary schools principals. To substantiate the data obtained through questionnaire and interview FGD was conducted with 15 SIP committee members. The responses obtained through the questionnaire survey were summarized in tables, and the analysis and interpretations of these responses were triangulated with the responses obtained from interviews, FGDs, and documents review.

4.1 background Information

Back ground information of respondents was summarize as indicated in the following table.

Table 1 . Background information of the Respondents

Characteristics		Questionnaire				Interview				FGD		Total	
		Teachers		Students		Principals		Supervisors		SIP members			
		No	%	No	%	No	%	No	%	No	%	No	%
Sex	Male	60	85.7	29	40.3	8	80	3	100	11	73.3	111	65.3
	Female	10	14.3	43	59.7	4	20	-	-	4	26.7	59	34.7
	Total	70	100	72	100	12	100	3	100	15	100	170	100
Age	Below 20	-	-	68	94.4	-	-	-	-	-	-	68	40
	21-25	1	1.4	3	4.1	-	-	-	-	-	-	4	24
	26-30	10	14.3	1	1.4	2	20	-	-	7	46.7	13	23
	31-35	28	40	-	-	4	40	-	-	6	40	39	7.7
	36-40	23	32.9	-	-	5	30	-	-	2	13.3	32	18.8
	Above 40	8	11.4	-	-	1	12	3	100	2	13.3	14	8.1
	Total	70	100	72	100	12	100	3	100	15	100	170	100
Educa tion level	Grade 9	-	-	38	52.8	-							
	Grade 10	-	-	34	47.2	-							
	Diploma	-	-	-	-	-							
	BA BSC	69	98.6	-	-	12	100	1	33.3	-	-	80	51.6
	MA/MS C	1	1.4	-	-	-	-	2	66.7	-	-	3	1.9
	Total	70	100	72	100	12	100	3	100	-	-	155	100
Servic e Year	1-5	2		2.9	-	-	-	-	-	-	-	2	2.4
	6-10	20	28.6	-	-	-	-	-	-	-	-	20	24.1
	11-15	22	31.4	-	-	5	40	-	-	-	-	26	31.3
	Above 15	26	37.1	-	-	7	60	3	100	-	-	35	42.2
	Total	70	100	-	-	12	100	3	100	-	-	83	100

As depicted in Table 1. The general characteristics of the respondents are elaborated considering their sex, age education level and service, year. Regarding the distribution of respondents by gender, 65% were males while the remaining 35% were females. As a whole from the total of sample population the dominant section i.e the majority (65%) were males which demonstrate that the role of females playing a leadership role is not satisfactory suggesting that female empowerment needs serious attention. This implies that the participation of females is still less.

Concerning age, 94% of student respondents were below the age groups of 20 while 4% of them were found within the age group of 21-25 and only 1% of them were between the age groups of 26-30. This shows the majority of students were found at the same age groups. With regard to teacher respondents 14%, 40%, 32% and 12% of them were ranging from 26-30,31-35,36-40 and above 40 respectively and the remaining few number of teachers (4%) age were between 21-25. In terms of principles, supervisors and committee of SIP members 40% and 30% of principles and 46% of SIP member's age limits were ranging from 31-35 and 36-40 respectively. 10% of principles, 100 of supervisors and 13% of SIP members were found with the same age category above 40.

In relation to educational level, (98%) of Teachers were bachelor degree holders and 100% of principals were similarly- BA/BSC holders and 33% of supervisors were BA/BSC graduates and the remaining 66% were MA/MSc holders. This information illustrates that all teachers were adequately qualified for their task, whereas the rest part of principals and supervisors respondents were less qualified, since they are required to have a minimum of master's degree.

Regarding the issues related to work experience of the respondent 2% and 28% of teachers services were ranging from 1-5 and 6-10 years respectively. Whereas 31% and 37% of teachers, 40% and 60% of principals respectively were their services years ranging from 11-15 and above 15 years on the other hand all (100%) of supervisors were served above 15 years. This imply that majority of respondents have relatively long years of services as compared with the introduction of SIP in the Ethiopian education system.

4.2 School level achievements Registered as result of SIP

The first objectives of the study were to identify the major school achievements brought about the implementation of SIP in select secondary schools of Sebata. Thus, academic achievement of students in grade 10 national examinations, availability of qualified teachers, implementation status of continuous assessment system, the condition of school environment and collaboration with parents and achievement of school facilities were assessed through administering questionnaire to teachers and students respondents beside interview as made principals and supervisors.

Table 2. Rating on the School Achievements

No	Indicators of achievements during the last 4 years (since 2001 E.C)						
		Agree		Partly Agree		Disagree	
		No	%	No	%	No	%
1	Students achievements in national (G-10) examination has been improved	48	69	6	9	16	23
2	Availability of qualified teachers in all subject area has been improved	67	96	-	-	3	4
3	Implementation of continuous assessment method has been improved	40	57	29	41	1	1
4	School environment has become safe supportive and welcoming for all teachers and students	31	44	25	36	14	20
5	Partnership of the school with parents the community and external organization are improved	42	60	16	23	12	17
6	The quality and availability of school facilities has been improved	41	59	25	36	4	5
7	The condition of teachers students ratio-classroom- students ratio and text book-student ratio had been improved	68	97	2	3	-	-

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5	Partnership of the school with parents the community and external organization are improved	42	60	16	23	12	17
6	The quality and availability of school facilities has been improved	41	59	25	36	4	5
7	The condition of teachers students ratio-classroom- students ratio and text book-student ratio had been improved	68	97	2	3	-	-

As it is indicated in item 1 of Table 2, 68% of the sampled teachers responded that student's achievement in grade 10 national examination has been improved. Whereas 22% of them were disagreed with this issue. On the other hand, 8% of them partially agreed with the issue. Report of the interview made with principals and the analysis of the Grade ten examination record documents supports that student's achievement in grade 10 national examinations has been improved. The following table presents a brief summary of students' academic achievements in three consecutive years.

Table 3. Academic Results of Students in Grade 10 National Examination

Academic Year (EC)	Number of students who sat for the exam (grade 10 national examination)	Number of students promoted to preparatory school.
2005	1958	869 (44%)
2006	2085	1135 (54%)
2007	2080	1408 (68%)

From the response of teachers, principals as well as document review which is shown in table 8, one can possibly say that academic achievements of students has been improved during the last three years.

Item 2 of Table 2, Shows responses on the availability of qualified teacher in all subject areas. With this regard most of respondents (95) agreed that the availability of qualified teachers have been improved. This was also confirmed by the interview made with 10 principals although the shortage in the field of civics was mentioned as an exception. This implies that availability of qualified teachers is significantly improved.

Item 3 of the same Tables shows responses on the implementation of continuous assessment method. With this issues 57% of respondents were agreed that implementation of continuous assessment method has been improved during the last 4 years. On the other hand 41% of them were partially agreed on the issue and only 1% of them were disagreed with the issue. Analyses of the documents (teachers mark list) reply that different assessment methods were applied by teachers. From this fact one can infer that implementation of continuous assessment is improving from time to time. This implies that the teaching learning domain of SIP is improving from time to time.

Item 4 of the same Table presents responses related to the school environment. With this regard 44% respondents agreed that school environment has become safe and supportive. Whereas 20% of them disagreed and the remaining 35% partially agreed. The report of direct observation also supports that school environment is safe, supportive and welcoming for students in most of the schools understudy. However, the researcher was surprised that he counted more than eight

residential houses in one of the schools under study which are not separated by fence of any other thing from the class rooms. Moreover, various domestic animals like cows and sheep that belong to these residents were also observed inside the school compound. According to the information obtained from school principals and sub city education supervisors through interview, these people have been living inside the school for many years. Because of them the school could not be safe for students.

All the school community and people who are living inside the school compound share the same gate. This makes students to escape from school during break time. A number of attempts were made by the school management to solve the problem. But the problem is complicated and beyond them. Whatever the case is, it should be understood that the peoples who are living inside this school are highly affected the teaching learning process and this shows that schools are unable to create safe and supportive learning environment.

According to item 5 of the same Table 60% of respondents were agreed that partnership of school with parents the community and external organization were improved. On the contrary 17% of them were disagreed with this idea and 22% of them were partially agreed with the issue. On the other hand the report of the interview made with school principals reveal that partnership of the school with the community and other organization has been improving since the implementation of SIP. According to them one of the major goals of SIP is involving local community in making school decisions. On the other hand principals also stressed that the experience of school partnership with the community is at infant stage requiring improvement overtime. This is also confirmed by the interview made with education supervisors.

As indicated in item 6 of the same Table 58% of respondents were agreed that the quality and availability of school facilities has been improved supporting this idea, the principals also responded in the interview that, since the implementation of SIP a number of improvement have been observed in this area. According to them school Grant program helped them to solve shortage of school facilities, particularly the provision of the laboratory chemicals, reference books and ICT facilities have been improve as a result of school grant program . This program entails the provision of additional resources to schools and alternative basic educational centers to support implementation of the SIP as well as realize measurable improvement in the quality of education service provision. On the other hand 36% teachers respondents partially agreed that

availability of school facilities has been improved and only 6% of them were disagreed with the issue. As mentioned by school principals as well as educational supervisors the provision of school facilities has been improved from years to years. But this does not mean that standards of SIP has been achieved in the last 4 years and efforts should be made to meet the standards of SIP with regards to the provision of schools facilitate.

Item 7 of the same Table shows responses on the status of indicators of quality of education. In this connection most of the respondents (97%) agreed that the condition of indicators of quality of education has been improved. The report from direct observation, interview with principals and documents analysis supports that the text book student ratio in the schools under study has reached almost 1.1 and class room-student ration is near to 1:40 which meets the standard set by MoE. From this fact one can possible to say that the condition of teacher student ratio, classroom-student ration and text book student's ratio has been improved since the implementation of SIP.

4.3 Success Factors (dimensions) of Education Leadership

As the review of the literature discussed in the forgoing chapters reveal, the dimensions' of education leadership have a great impact on the implementation of educational policies and programs like SIP. Thus, these dimensions' which include defining the schools vision and mission, setting strategic, plan, managing instructional program and curriculum, collaborating. With parent and stakeholders, promoting conducive school learning climate were discussed under this section.

4.3.1 Defining School Vision and Mission

The dimension is concerned with how the schools fine their vision and mission that directs towards effective educational leadership and contribute to SIP implementation. Concerning defining the school vision and mission 5 items that described the dimension was presented to teachers and students respondents through questionnaire. On the other hand, interviews were held with principals, the data collected through questionnaires were interpreted as indicated in the table below.

Table 4 Rating on leaders' performance in developing and defining school mission and visions.

No	Item	Respondents			
		Teacher		Students	
		Number	%	Number	%
	Do your schools leaders develop a focused set of school-wide mission and vision				
	a. Yes	41	59	41	57
	b. No	26	37	6	8
	c. Not sure	3	4	25	35
	Total	70	100	72	100
	Do your school leaders use need assessment to ensure staff input to vision mission and goals development				
	a. Yes	7	10		
	b. No	57	77		
	c. Not sure	9	13		
	Total	70	100		
3	Articulate the school mission which gives prorates to SIP implementation and instruction				
	A. Yes	45	42		
	B. No	24	18		
	C. Not sure	1	12		
	Total	70	100		
4	The school's vision mission and goals are easily understood by teachers, students				
	A. Yes	46	66	42	58
	B. No	21	30	6	8
	C. Not sure	3	4.3	24	33
	Total	70	100	72	100
5	Do your school leaders develop the mission, vision, and goal among stakeholders				
	A. Yes	20	28	2	3
	B. No	48	69	28	39
	C. Not Sure	2	3	42	58
	Total	70	100	72	100

As it can be observed from Table 4 item 1, 58% of teacher's respondents replied that their schools leaders developed school wide vision mission and goals. With regard to student respondents the majority (57%) of them responded that their schools leaders set school wide vision, mission, and goal 34% of them responded that they are not sure about the vision, mission and goals of their schools.

The interview made with principals also supported that all school leaders under study set their vision and mission. According to school principals these school wide vision and mission were developed based on the content of the general education quality improvement program, particularly SIP. However as the information obtained from document review (2006, 2007 and 2008 E.C. School yearly plan) the same type of vision and mission were developed for different academic year school plan. Some of the principals also replied that, if the vision and mission of the school is designed once, they can be used for longer years and it is not important to change them. But the vision and mission need to be review from time to time. They are regularly reviewed and adjusted using various sources of information and ongoing data analysis method (peter, 2010). From this data one can infer that, although the principals perform high in setting vision, mission and goals of the school, they failed to review them.

In reference item 2 of Table 4 the majority (77%) of teacher's respondents replied that their schools leaders did not use need assessment. Similarly the majority of school principals' replied in the interview that due to lack of knowledge, skill and financial resources, they failed to conduct need assessment. As a result they could not use staff input to vision, mission and goal development. From this, it is possible to say that school leader have not used need assessment to develop vision and mission of the school.

With regard to the response on mission priorities, the majority (61%) of teachers were responded that schools leaders articulate the school mission to focus on SIP implementation. On the contrary 24% of them replied that their school leader did not articulate the school mission to SIP implementation and instruction. From this data one can infer that school leaders perform better in articulating school vision and mission towards SIP implementation.

With regard to the response understanding of the school vision, mission and goal the majority (65% and 58%) of teacher and student respondents respectively replied that the vision, mission and goals of the schools were easily understood by teachers and students. The information obtained from principals through interview revealed that different attempts have been made to make the school community (mainly teacher and students) aware of the school vision, mission and goals. Thus there seems an agreement between the response of principals and teachers and students on the performance of school leaders to make the school vision and mission easily understood by school community.

With regard to participation of stakeholders, 68% of teachers responded that the principals did not involve stakeholders to develop vision, mission and goals. On the other hand the majority 58% of students respondents were not sure whether stake holders were involved or not to develop school vision and mission. According to the interview made with principals, very few stake holders other than teachers were involved to develop the vision, mission and goals of the school. As the review of literature discussed in the forgoing chapter reveal, the process of establishing vision, mission and goals should incorporate diverse perspective in the broader school community and create consensus among all members of the organization. However the above data shows that educational leaders in the school under study failed to involve stakeholders.

Overall view of the whole dimension revealed that education leader were good in developing a focused set of school wide mission and vision, articulating schools mission and vision which gives priorities to SIP implementation, make the vision mission and goals being understood by teachers and students. The reaming items like item 2 and item 5 the teachers and students responded negatively. The school principals also support their responses. Therefore it can be concluded that the activity of defining school mission and vision did not show high performance in all sample secondary school of Sabata mainly due to absence of need assessment and stakeholders' participation.

4.3.2 Setting a School-Wide Strategic Plan

Planning bridges the gap from where we are to where we want to. According to Ayalew (1998) in designing strategic plans emphasis is placed on predicating long term (future) behavior or internal variables of organization (SWOT analysis). Moreover setting strategic plan helps to wise use of resources (minimize wastages) effective control of school operation, better coordination and improved teaching learning etc. One of the major task of school principals is developing the five year SIP strategic plan (MoE-2007). With this regard 5 questions were administered to gather the opinion of teachers and students. In addition interview was conducted with supervisor and principals. The data collected through these tools were interpreted as indicated below.

Table 5 Response on School leader performance in developing strategies Plan.

No	Item	Respondents	
		Teachers	
		Number	%
1	Did your school conduct school self-assessment		
	a. Yes	36	51
	b. No	30	43
	c. Not sure	4	6
	Total	70	100
2	Did your school self-assessment identify the overall problems of the school?		
	a. Yes		
	b. No	13	37
	c. Partially	15	40
	Total	36	100
3	Did your school prepare school strategic plan		
	a. Yes	70	100
	b. No	-	-
4	The School strategic plan is developed based on the results of school self-assessment.		
	a. Yes	14	20
	b. No	30	43
	c. Partially	12	17
	d. Not sure	14	20
	Total	70	100
5	Did the school principals involve you in developing school strategic plan		
	a. Yes	40	57
	b. No	30	43

One of the major task of educational leaders to implement SIP is to develop strategic plan based on school self-assessment. In reference to item 1 of table 5, 51% of teacher's respondent replied that their schools conducted school self-assessment. On the contrary 43% of them responded that their school did not carry out school self-assessment. According to item 2 of the same table e40% of teachers replied that the school self-assessment did not identified the overall school problems.

The response obtained from interview conducted with principles supported the above information. According to principals their respective school has conducted school self-assessment that helps to identify the major problem area of the school particularly to pinpoint factors that affect academic achievement of students. However, as they pointed out the school self-assessment was not satisfactory and could not identify each and every aspects of the school. Moreover, as mentioned by some of the supervisors due to lack of adequate knowledge and skill of leadership, school principals were not able to conduct school self-assessment following the procedures listed in the SIP documents.

Principals also pointed out that school self-assessment inevitably require enough time, knowledge of SIP and support from Sabata education bureau. However, due to lack of these resources school leaders (principals) were not successful in identify the overall school problem. Based on the information stated by most respondents one can understand that school self-assessment did not identified overall areas of school problem which in turn affects the effectiveness of the strategic plan. This is mainly due to lack of knowledge about how school self-assessment could be conducted, absence of support from Sabata education bureau, lack of clear and specific guidelines that help to carry out school self-assessment.

Item 3 of the same Table shows responses on whether the school prepared their strategic plan or not. To this issues all (100%) of teachers respondents pointed out that there is a school strategic plan in their respective schools. However, as indicated on item 4 of the same table the majority (42%) of teacher respondents pointed out that strategic plan was not developed as a result of school self-assessment. These imply that school principals were unable to develop strategic plan based on SIP documents.

The report obtained from school principals revealed that a five year strategic plan was prepared in their respective school. The report obtained from document analysis also supported that a five year strategic plan was prepared in each sample schools. The plan was developed in 2004 E.C. However, most of the strategic plan developed in each school shows much similarities, such similarities may raise questions about the reliability of the strategic plan as the schools and the issues to be addressed in each school are expected to be different. Moreover as mentioned by supervisors the majority of school principals and even the Sabata Education Office and Sabatas education Officer do not prepare a five year strategic plan based their organizational context rather they use the plan that comes from the top (i.e. Special zone of Oromia education bureau). Therefore one can conclude that, although secondary schools have developed strategic plans it was not developed based on the result of their schools self-assessment.

Item 5 of the above Table shows responses on teacher's participation on strategic plan development. With this regard 57.12% of teacher's respondents argue that they have involved in developing schools strategic plan while 42.9% of them replied on the contrary that they are not involved to strategic plan development. The interview made with principals revealed that all school teachers, staff members, and very few student representatives were involved in establishing school strategic plan.

School strategic plan is effective if it build school capacity through stakeholders' participation. However as the data obtained from interview, the participation of stakeholders other than teachers and few students like parents, local community, government and non-governments organizations etc. were very limited. This implies the performance of education leaders to wards stakeholder participation was low. Thus stakeholder participation should be given due attention in developing strategic plan.

4.3.3 Managing curriculum and instructional program

As discuss in the literature review curriculum and instruction must be consistent with the mission of the school. The educational leader's capability to monitor curriculum implementation and conduct classroom supervision offers teachers the needed resources to provide students with opportunities to succeed. With this regard 6 questions were administered to collect the opinion of teachers and students through questionnaire.

In addition to this interview was carried out with deputy principals (instructional leaders) and sub city educational supervisors. The data collected through are interpreted as indicated in table below.

Table 6. Responses on managing Curriculums and Instruction

	Item	Strongly agree		Agree		Partly agree		PA	
		No	%	No	%	No	%	No	%
	A. Management of curriculum								
1	Actively participate in the evaluation of Curriculum material	-	-	8	11.4	62	88.6		
2	Monitor curriculum to see that it covers the school curriculum objective.	10	14.3	31	44.3	29	41.4		
3	Monitor whether the curriculum is covered as per the time schedule.	57	81.4	11	15.7	2	2.9		
	B. Management of instruction								
4	Conduct classroom supervision and provide immediate feedback	23	32.9	9	12.9	38	54.2		
5	Encourage teachers to improve class room instructional program	36	51.4	14	20	20	28.6		
6	Promote quality instruction by conducting conference	16	22.9	-	-	54	77.1		
		59							

As it depicted in Table 6 above teachers and students were responded to the dimension of managing curriculum and instruction. In this regard the majority 89% of teacher respondents pointed out that principals of their school did not actively participate in the review of curriculum materials. In item 2 of the same table the majority (44%) of respondents were responded that, instructional leaders certainly monitor curriculum to see that it cover the school curricular objective. The interview made with four deputy principals (instructional leaders) revealed that, they have not organize and involved in any curriculum evaluation program. Some of them pointed out that they have not any knowhow about curriculum evaluation except collecting curriculum problems from teachers and report them to education office. From this data one can infer that the performance of school principals to organize and participate in the evaluation of curriculum material was low in sample schools. According to them lack of knowledge, shortage of time and job burden were the major challenges they face.

The school instructional leader, as the one who is able to establish the program of curriculum evaluation at school level, can identify those points of weakness in the instructional program at which improvement effort should be established. School curriculum evaluation should lead directly to a good suggestion for corrective measure. Thus Sabata education bureau should organize various training programs aimed at curriculum development and evaluation programs.

As indicate it Item 3 of the same Table the majority (81) and 74%)of teacher and student respondents argued that instructional leaders of the school follow up whether school curriculum has been covered or not in accordance with its time schedule. Deputy Principals also pointed out that through gathering information form department heads and class representative students they continuously checked whether the curriculum is covered in line with its time schedule. From this data one can understand that instructional leader (deputy principals) of the school monitor or follow that teachers have done their work in line with time schedule of the school curriculum. Therefore, the performance of instructional leaders to monitor the implementation of the school curriculum in line with its time schedule was very good.

With regard to dimension of managing instruction teachers and student responded in a similar manner for item 4 of table 6. Accordingly the majority (54.2 and 94) of teacher and student respondent replied that instructional leaders of the school were not provided timely class room supervision support and immediate feedback on the classroom supervision. The interview also

revealed that principals (deputy) and Sabata education supervisors conduct classroom observation only once in a semester. The report of document analysis also supports the above data. The interview made with Sabata education supervisors showed that a supervisor assigned to conduct classroom observation only for one day per semester. This shows that the Sabata education office did not provide adequate supervisory support to the sampled secondary school.

The supervisors pointed out that lack of adequate time was the major challenge for their inability to provide adequate classroom supervision and the limited scope of their supervision that even focuses on monitoring the performance of certain administrative activities which are not well planned and organized. As discussed in the review of literature under chapter two of this study supervision is concerned with instruction. It helps to provide the school system with a clearly defined supervisory program that will insure the attainment of educational policies and programs goals. Supervision is effective if it is so planned, organized and carried out that it meets the needs of a community. However, the above data shows that school instructional leaders and Sabata education supervisors failed to provide planned and organized supervision. As a result, the supervision given in the sample schools cannot develop evaluative procedures that will improve the effective implementation of SIP. Thus, Subata Education bureau should provide the necessary support for secondary schools in the area of classroom supervision.

In item 5 of the same Table shows that 51% of teacher respondents agreed that instructional leaders were encouraged teachers to improve classroom instructional program. On the contrary 29 of them agreed that instructional leaders did not encourage teachers to improve classroom instructional program. Item 7 of the same Table deals with instructional leaders' effectiveness on conducting different conferences to promote quality instruction. Regarding to this issue the majority (77%) of teacher's respondents pointed out that instructional leaders did not conducted conference to promote quality instruction.

Educational leaders promote quality instruction by conducting teaching conference and evaluation, visiting classroom, providing specific suggestion and feedback on the teaching learning process. However the above data suggests that school principals have filed to facilitate different conferences that would help teachers to share ideas with each other concerning classroom instructional activities.

Generally speaking, an overall assessment of the dimension of managing curriculum and instruction program showed that educational leaders were performed well in the area of monitoring the curriculum to check whether it was covered in line with its schedule and to encourage teachers to improve classroom instruction program. On the remaining items of the dimension the performance of educational leaders were low.

4.3.4 Collaborating with parents and stakeholders

School leadership is an essential component to build successful collaboration between a school and the community it is serving. According to SIP manual, collaborative school principals (leaders) are those who involve parents and stakeholders in real decision making that pertain to the management of school as it also builds or creates local ownership to work together. Regarding this teachers and students were asked to respond the questionnaire. Beside, interview was made with school principals while members of SIP committee were Involved in FGD.

Table 7. Response on Leaders collaboration with parents and stakeholders

	Item	Teacher		Student	
		Number	%	Number	%
1	Do your school principals involve parents and stakeholders in school decision making a. Yes b. No c. Not sure	34 22 14	48.6 31.4 20	40 21 11	55.6 29.1 15.3
	Total	70	100	72	100
2	Do your school principals conduct adequate meeting with parents and stakeholders a. Yes b. No c. Note sure	38 32 -	54.3 45.7 -	4 31 37	5.6 43 51.4
	Total	70	100	72	100
3	The extent of your school leaders cooperation with parents and stakeholders A. High B. Medium C. Low	15 40	21.4	10	13.9

As it can be observed from table 7 item 4, 49% and 55% of teacher and student respondents respectively responded that their school principals involves parents and stakeholders in school decision making. Whereas 31% teachers and 29% of students respondents were responded that school principals do not involved parent and stakeholders in school decision making. The FGD made with members of SIP committee revealed that school principals are mainly focus on involving teachers in school decision making activities. According to the majority of them school principals and Sabata educational leaders were not successful in involving key stakeholders like parents, community members and other government and non-government organizations in school decision making. Some of them were responded that, although, principals made different attempt to collaborate with parents, their objective is only to collect money or material resources form them.

According to item 2 of the same Table the majority (54%) of teacher respondents replied that school principals facilitated different meeting with parents and stakeholders. However, very few (6%) student respondents were agreed on this idea. The majority of them were responded that they are not sure about different meeting were conducted with stakeholders. As indicated in the last item of the same Table majority of teachers and students respondents (70% and 85% respectively) rated the extent of their school principals as medium.

The interview conducted with 3 principals revealed that although various improvements have been observed in the performance of school the achievements are not as desired in case of collaborating with parent and stakeholders. According to them the major causes were lack of adequate time, job burden, lack of commitment on the part of parents and lack of skill on the side of educational leaders (principals). From the above information one can infer that the performance of effectiveness of educational leadership with regard to collaborating to stakeholders dimension was moderate.

4.3.5 Promoting a conducive school learning climate

Conducive school atmospheres contribute to effective teaching and learning and to good communication both within and outside the school. Promoting a conducive learning climate refers to the ability of education leaders to influence the beliefs and attitudes of teachers, students and parents of the school.

This dimension has three parts which include protecting instructional time, promoting professional development and providing incentives for teaching and students. Accordingly to assess the climate in the sample schools a couple of questions were administered under each sub division to collect the views of teachers and students. The data were summarized as indicated in Table 6.

Table 8. Rating on promoting a conducive school Climate

No.	Item	Teacher		Student	
		Number	%	Number	%
1	Do educational leaders ensure teachers proper instructional time management?				
	a. Yes	47	67	61	85
	b. No	23	33	11	15
	Total	70	100	72	100
2	Do education leaders provide guidance and counseling to late comer and absentee students?				
	a. Yes	58	83	39	54
	b. No	12	17	33	46
	Total	70	100	72	100
3	Do education leaders involve the whole staff in various in service activities or training?				
	a. Yes	18	26	-	-
	b. No	42	60	-	-
	c. Certainly	10	14.3	-	-
	Total				
4	Do educational leaders rewarding special efforts of teachers?				
	a. Yes	4	6	-	-
	b. No	66	94	-	-
	Total	70	100	-	-
5	Do education leaders give recognition students who do superior work with formal rewarding?				
	a. Yes	63	90	56	78
	b. No	7	10	16	22
	Total	70	100	72	100

As it can be depicted from Table 8 item1, subjects were asked to respond on educational leader's effectiveness with regard to protecting instructional time. Accordingly 67% of teacher and 84% of students were responded that educational leaders make teachers use instructional time appropriately. Item 2, of the same Table shows responses on the provision of guidance in this regard the majority of teacher and student respondents (83%) and 54% respectively) pointed out that educational leaders have been provided guidance to late and absentee students.

On the other hand the result of the interview held with six school principals and the report obtained revealed that to promote a conducive learning environment with regard to protection of instructional time and promotion of professional development principals were used mainly providing advice for students who were frequently late and absentee, discuss with teachers who have certain difficulties related with their profession. According to them the practice of conducting action research to identify the major causes of student absenteeism and professional problems of teachers was low due to lack of budget and know how. Protection of instructional time has been found to be an important form of influence on teachers' behavior.

Jouce and Showerece (195) found however that teacher's innovation is possible only when teachers who try new practices are released from competing demand on their time. In this regard as shown in the responses of Schools principals, teachers and students the performance of sample schools were high.

With regard to professional development item 3 of the same Table shows that the majority (60%) of teacher respondents argued that school leader have not made attempts to involve staff members in different in service training. School staff needs to be highly encouraged and prepared if they are to meet the demand of schools. Educational leaders need to organize short term and long term in-service trainings which are important components of professional development. However,, as indicated in the above data principals were failed to address this issue. Thus they are required to incorporate the issue in their school plan and communicate with various training organizations to arrange the required trainings.

With regard to provision of incentives item 4 of the same Table shows responses on the provision of reward special efforts by teachers. In this connection except very few respondents (6%) most of them were replied that education leaders did not reward special effort by the teacher. On the other hand as it is indicated in item 5 of the same table the majority of teacher and student respondents (90% and 77% respectively) were replied that educational leaders recognize students who do superior work.

The interview made with principals also revealed that the provision of rewards to teachers was difficult (i.e. The provision of money and material based incentives) due to financial and material limitation in the schools. However, money and material are the only incentives in the schools. Teachers are the most valued resource in teaching profession. They need acknowledgment and must be encouraged to use their talents for teaching learning activities.

Motivated and acknowledged teachers improve classroom management, increase abilities to help students become active learners and improve positive relationship with students. On the other hands, the report from interview showed that the performance of recognizing students who do superior work with formal rewards and using assemblies to honor students for academic accomplishment was high. Reference book and stationery materials were the major resources given for students who do superior work.

4.4. Challenges to Education Leadership Effectiveness in Implementing SIP

The third objective of the study was to identify the major challenges or barriers that education leaders face to implement SIP. Although the range of education leadership challenges can be listed depending on the context that secondary schools are exposed to, most of the factors that affect effectiveness of education leadership in implementing SIP in Sabata town are common to every school. Hence the study had dealt with some of the major factors that seriously affect effectiveness of education leaders to implement. SIP in Sabata town are common to every school. Hence the study had dealt with some of the major factors that seriously affect effectiveness of education leaders to implement SIP.

There groups of hindering factors which are discussed in the review of literature as the major barriers to the effectiveness of educational leadership were selected to gather data from respondents namely insufficiency of educational inputs, lack of knowledge skills and attitudes in the area of educational leadership and lack of stakeholders co-operation were selected as main factors.

4.4.1 Educational inputs.

Adequacy of Human, Material and Financial resources influence the implementation status of SIP. Scarcity of educational inputs has a great impact on students learning. One of the goals of SIP is also to improve the provision of school facilities. Hence a five points ranging from extremely high to extremely low was used to analyze the degree of availability of educational inputs. In addition to this interview was held with school principals.

Table 9 Rating on the adequacy of school input in 2007 E.C academic year

	Item	Teachers										Students									
		EH		H		M		L		EL		EH		H		M		L		EL	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Stationery materials			16	23	40	57	14	20												
2	Laboratory equipment and chemical					6	9	41	59	23	32			4	6	21	29	37	54	10	14
3	Reference book			24	34	12	17	23	32	11	16			11	16	19	26	34	47	8	11
4	Laboratory technician					1	1	8	11	61	8					7	10	16	22	49	68
5	Instructional aid and ICT			2	3	1	1	24	77	13	19			1	1	10	13	2	3	59	82
6	Latrine for boys and girls	9	13	28	40	16	23	17	24	-	-	10	14	25	35	22	31	15	20		

Table 9 shows responses on the adequacy of educational input. Item 1 of the Table presents response on the adequacy of stationery materials. Accordingly 23% of teacher respondents responded that adequacy of stationery material was high. On the contrary 20% of them replied it as low in their school. While, the majority of them (95%) argued that adequacy of these material is medium. On the other hands interview was made with 10 school principals and the majority of them (except 2 principals) pointed out that the availability of stationery material in their respective schools is not high rather it can be rated as moderate.

Item 2 of the same Table shows responses on adequacy of laboratory equipment. With this issue the majority (59% and 54%) of teacher and student respondents were rated low. According to the results of the interview held with school principals they do not agree with teachers and students view on the adequacy of laboratory equipment and chemicals. What they argue is that although there is shortage of laboratory equipment and chemicals. It has shown well improvements during the last five or four years and if this improvement continue over time the problem will be solved with in short period to time. In short both group of respondents made agreement on lack of adequate laboratory equipment. With regard to laboratory technician 87% of teacher and 68% of student respondents were responded that availability of laboratory technician was extremely low. Similarly 11% of teachers and 22% of students rated it as low. The reports of direct observation also reveal that most of the school (except one school) did not have laboratory technician.

According to Item 5 of the same Table 34% of teacher and 15% of student respondents pointed out that adequacy of reference book was high. On the other hand 33% and 47% of teachers and students rated low to the issue. Similarly 16% and 11% of them rated the issue as extremely low respectively. From this data one can infer that the majority of teacher and student respondents were agreed that the adequacy of reference books in the sample schools were low. The interview conducted with principals revealed that adequacy of reference book has been also improved through time. However, still the problem has not been resolved. In relation to this some of the principals mentioned that schools libraries lack trained man power and this need to be addressed.

As indicated in Item 6 of the same Table the majority i.e. 77% of teacher respondents responded that the availability of teaching aid and computers were low. Similarly 82% student respondents replied that it was extremely low whereas, only 3% and 1% of teacher and student respectively rated it as high. On the other hand 1.4% and 13.4% of the teachers and students respondents respectively rated it as medium. From this data one can infer that the majority of respondents agreed that the provision of instructional aid and computers were not adequate. Supporting this idea the principals also added that most of instructional aids available in their school were outdated and most are not functions. Moreover, lack of sufficient ICT rooms were also mentioned during the interview made with school principals. Lack of these resources may discourage school leaders and can be restrict the successful implementation of SIP. Thus the issue needs to be addressed by all level educational department in Sabata town.

Item 7 of the same Table shows responses on the adequacy of latrine regarding this issue 13% of the teacher and 13% of students responded that adequacy of segregated latrine for boys and girls were extremely high while 40% of teachers and 35% of students respondents replied that adequacy of latrine were high. 24% of teachers and 31% of students rated the issue medium. On the other hand direct observation revealed that there is no shortage in the number of toilets. However, their neatness is the main problem and it requires frequent follow up from the school management. Beside this, since these schools are serving for students who are matured enough they are required to use the latrine appropriately.

The result of the interview conducted with 10 principals' and supervisor revealed that lack of budget support from government were the main problems related with adequacy of education material and school facilities. According to the school grant program schools, should receive 20 birr per year for every student that is enrolled in grade 9-10 (MOE:2007). However, according to the principals none of the school under study so far received the grant neither in cash or in kind in line with the standards laid out in the program.

Hence one can infer that all respondents equivocally believe that availability of education input in the school had constrained the schools to effectively implement SIP and run the teaching learning process effectively. Therefore, it would be difficult to expect effective educational leadership practice and high educational output without adequate stationary material laboratory equipment and chemicals library and reference book, innovative instructional aids, ICT rooms and computers in the absence of enough budget support. In addition the interview conducted with principals revealed that they were unable to spend much of their time for teaching learning activities. Thus lack of time resources was also another problem that affects effectiveness of educational leadership.

4.4.2 Knowledge, Skill and Attitude of Educational Leaders

Realization of vision and mission of SIP is possible when educational leaders at various levels possess adequate knowledge, skills and attitude. The extent to which the leaders are equipped with these components determines the level of effectiveness in their goals achievements. So questionnaire interview and FGD were used to collect data with regard to these components and the responses are summarized in tables.

Table 10 Response on Educational Leaders knowledge, skill and attitude.

No	Item	Teachers	
		Number	%
1	Do educational leaders of your school have adequate knowledge base of education leadership and SIP a. Yes b. No c. Certainly		
		18	26
		39	56
		13	18
	Total	70	100
2	Willingness of education leaders to develop more time for educational issues a. very high b. high c. medium d. low		
		4	6
		21	30
		43	61
		2	3
	Total		
3	Do your school leaders have courage to take risks at a time for the effective implementation a. Yes b. No		
		23	33
		43	67
	Total	70	100

As it can be seen from Table 10, with regard to adequate knowledge base of education leadership, only 26% of respondents argued that educational leaders of their school had knowledge based on leadership. On the other hand, 56% of them responded that their school leaders did not have adequate knowledge base of education leadership. On the other hand the interview held with 3 supervisors and 10 principals revealed that except one of the supervisors and two of the principals, none of them have specialized training in the area of educational leadership and this may have negative effect on the effectiveness of their leadership. Principals also mentioned that adequate training was not given with regard to leadership and teachers development program.

The trainings given for school principals and lower level education leaders are always planned and organized by the Sabata education bureau without any need assessment. They also added no monitoring and evaluation program was established to assess the impact of training given. This seems that most of the training is not demand driven.

This suggests that whenever trainings are planned, it is important to involve school principals and lower level education leaders to identify their training needs.

The result of the interview made with Sabata education supervisors revealed contrary ideas to that of school principals. According to them, Seabta education office provided many training in leadership aspects like teacher development program, continuous professional development, community participation and etc. They stressed that the problem is related with incompetence in educational leadership, lack of commitment and moral of school principals to accomplish their task. The FGDs also confirmed that principals do not follow a coordinated leadership approach and they also fail to delegate school decision making to their subordinates.

From this fact one can infer that when recruitment and selection of principals made it is important to think about their fields of specialization, their leadership experience commitment and moral to perform their function. Moreover, the principals should be given in service education opportunity and some kind of motivation which may help to improve their commitment to their professional.

As indicated in item 2 of the same Table, the majority (61%) of respondents rated the willingness of educational leaders to devote more time for educational issue as medium, while 30% of them rated it high and only 5% rated it very high. Based on this information once can possible say the majority of teacher respondents were argued that their school leadership do not have adequate willingness to devote much of their time for educational issues. The report obtained from FGD conducted with 15 member of SIP committee revealed that principles gave too much emphasis on political matters rather than educational matter. It is obvious that if educational leaders are engaged much on political matters and different meetings they may have little time lift for leading the teaching learning process. Moreover sub city supervisors also support that they spent significant amount of their time in ad-hoc meetings, which deliberate on political rather than educational management related issues.

The last item of the same table shows responses on courage of educational leadership to take risks in implementing SIP. In this regard 67% of respondents agreed that educational leaders do not have the courage to take risk at a time for the effective implementation of SIP. On the contrary 32% of them responded that education leaders have the courage to take risks. The responses obtained from FGD also showed that educational leaders particularly school principals lack confidence to make certain decision and mostly they wait to get order or support from the Sabata Education offices.

In general education leaders who lack's adequate knowledge of leadership may not to take risks for the proper implementation of SIP, unwillingness to devote more time for teaching learning process and inability to coordinate activities of their school. Therefore, it is the most important to build the capacities of educational leadership with necessary skills.

4.4.3 Stakeholders cooperation

One of the factors that determine the effectiveness of the implementation of SIP is the cooperation to be solicited from the major stakeholders, namely parents, students, teachers as well as local government bodies and the community. Accordingly teachers and students were asked to fill close ended questionnaire related to this issue. Beside this, FGD has been carried out with member of SIP committee.

Table 11 Stake holder’s co-operation

	Item	Teachers										Students									
		SA		A		PA		DA		SD		SA		A		PA		DA		SD	
		No	%	No	%	No	%	N	%	N	%	No	%	No	%	No	%	No	%	N	%
	Education leader of may school have high co-operation with							o		o										o	
1	Students	21	30	42	60	3	4.3	4	5.7			51	70.8	19	26.4	2	2.8	-	-	-	-
2	Teachers	29	41	33	47.1	8	11.4					37	51	30	41.7	3	4.1	2	2.8	-	-
3	Parents	-	-	16	22.9	8	11	4	5.8	5	7.1	3	4.2	4	5.6	31	43.1	33	45.8	1	1.4
4	Local community and NGOs	-	-	9	12.9	12	17.1	3	4.2	9	12.7	-	-	-	-	-	-	-	-	-	-

As it can be seen from table 11 out of all the items in the dimension, educational leaders have high cooperation with teachers and students 51% of the students and 41% of teachers were strongly agreed that educational leaders had high cooperation with teachers. Similarly 30% and 70% respectively teachers and student respondents were strongly agreed on the issue. The majority of teacher respondent's i.e. 60% and 26% student agreed on the issue. On the other had the same (41%) of both teacher and student's respondents replied that education leaders had high cooperation with teachers. On the contrary, out of two groups of respondents only 6% of teachers were disagreed on the high cooperation of education leaders with students.

The FGD conducted with SIP committee members revealed that educational leaders show good will to cooperate with schools. From these data, one can see that education leaders have high cooperation and commitment with teachers and students. On the other hand, as indicated in table 11, 58.6% and 45.8% of teachers and students respectively disagreed with high cooperation of education leaders with parents. Similarly, the majority (42%) of teacher respondents disagreed with the idea that education leaders have high cooperation with local community and NGOs. As the information obtained from FGD conducted with SIP committee members the leader's cooperation with the local community and NGOs were not adequate.

In connection to this MOE, (2006: 45-51) shows that lack of cooperation and commitment with stakeholders can be seen as a result of either the leaders were incapable to involve this main stakeholders of their environment in the task of school affairs or the leaders particularly the principals had lack of commitment to cooperate with the local community.

Chapter Five

Summary, Conclusion and Recommendation

This chapter presents the major findings, conclusion drawn from the finding and the recommendation the researcher proposed to improve the effectiveness of education leadership in implementing SIP in government secondary schools of Sabata.

5.1 Summary of the finding

The main purpose of the study was to assess the effectiveness of educational leadership in implementing SIP in government secondary schools of Sabata Town. To this end an attempt has been made to assess the dimensions' of educational leadership, the major school achievements and factors affecting effectiveness of educational leadership.

A survey study with mixed research approach was employed in this study. The related literature was reviewed and documented. Out of seven secondary schools found in Sabata Town, four secondary schools were incorporated in the study. The study incorporated a total of 170 respondents: three educational supervisors', Ten secondary school principals, fifteen SIP committee members, seven teachers and seventy two students. As to the data collection techniques supervisors and principals were interviewed, teachers and students were asked to respond to questionnaires, while SIP committee members were involved in FGDs. In the study direct observation and document analysis were also employed to triangulate the relevance of the data collected. The analysis made then justifies the following major findings.

5.1.1 Major Findings

The following were major findings of the study

1. Achievement of school

With regard to the major achievements of schools the study revealed that students' academic achievement in grade 10 national examination, availability of qualified teachers, implementation of continuous assessment and the status of indicators of quality of education. Teacher students' ratio, classroom-student ration, text book-student ratio have exhibited significant improvements.

On the other hand, availability of school facilities, partnership with community and the condition of school environment shows moderate improvements.

2. Defining School vision and Mission

Concerning the overall assessment of effectiveness of education leaders in defining school vision mission and goals the data shown that educational leaders developed school wide vision, mission and goals in the form of articulating the school vision and mission which gives priorities to SIP implementation and instructional activities and developing vision and mission that are easily understood by teachers and students. On the other hand effectiveness of educational leaders to involve stakeholders during the development of vision as well as in communicating about the vision and mission to stakeholders was weak.

3. Set strategic plans

With regarding to designing strategic plan the data revealed that, although educational leaders have developed SIP strategic plan, their effectiveness in designing the strategic plan was low as it was not based on the result of school self-assessment.

4. Managing curriculum and instructional program

With regard to managing curriculum, the data revealed that school leaders have shown strong performance in monitoring curriculum coverage with the specified schedule. However, their participation in the review of curriculum, material and making decision based on school wide text was low with regard to instructional management the data revealed that supports given to secondary schools were not adequate.

5. Collaborating with parents and stakeholders

In this regard effectiveness of educational leaders to collaborate with stakeholders and involving them in school decision making was moderate i.e. the practice is not as effective as expected.

6. Promoting a conducive school Environment.

With regard to protection of instructional time the result of this study indicated that the majority of teacher students and principals indicated that the performance of educational leadership was high with regard to professional development, the performance of educational leaders was low at the Town level in identifying training needs of the school, teachers and principals and involving them in a demand driven in-service trainings.

With regard to provision of incentives the data revealed that educational leaders highly performed in using rewards for students who show good performance. However the data also indicate that school leaders had a lower performance with respect to reinforcing superior performance by teachers.

7. Barriers to educational leadership effectiveness

Concerning the knowledge, skill and attitude of educational leadership the majority of respondents argued that, educational leadership lacks the required leadership knowledge and skill. With regard to adequacy of educational input, the data gathered from different sources indicated that lack of adequate school facilities and budget support were among the major barriers of educational leaderships. The majority of respondents also argued that educational leaders had poor cooperation with parents and community despite a high level of cooperation with teachers and students.

5.2. Conclusion

As discussed in the review of literature in chapter two, leaders are the main responsible body that involves in policy or program implementation from beginning to end. Implementing a policy or program requires a team effort headed by organizations leadership team. Similarly effective and efficient educational leadership play a vital role in implementing educational policies and programs. Accordingly this study was aimed to assess the effectiveness of educational leadership in implementing SIP. And based on the major findings the following conclusion was made in line with each objective.

5.2.1 School Achievements

One of the major goals of SIP is to improve students' performance through implementing its teaching-learning domains. Thus this study assessed the major school achievements registered as a result of SIP. In this regard school shows good performance in improving the status of indicators of quality of education and academic achievement of students. On the other hand the performance of schools were low in creating safe and supportive school environment, in improving availability of school facilities and stakeholders participation. Due to these weaknesses the goal of teaching learning domain could not be achieved successfully and hence it can be concluded that the performance of educational leaders with regard to implementing this domain was low.

5.2.2 Success Factors of Educational Leaders.

The performance of educational leaders in the dimension of defining school vision and mission was not satisfactory due to lack of stakeholder participation during the development of school vision and mission. If educational policy or program is to be successfully implemented, it requires the participation of its stakeholders. Thus poor coordination and poor communication skill of school principals can be consider as one of the failure factor of educational leadership in implementing SIP. On the other hand schools were found to be low in developing their own strategic plan based on school self-assessment. As discussed in the literature review, before designing strategic plan schools need to conduct a self-assessment identifying areas where improvements may be made. Educational leaders were not successfully implementing SIP as a result of failure in developing sound school strategic plan. Thus, it can be concluded that school leaders' inability of setting strategic plan is another failure factor that affect their effectiveness to implement SIP.

Schools need supervision support from Sabata education office as well as from Oromia special zone education Bureau to be successful in implementing SIP. However the study revealed that supports given to secondary schools were not adequate. Thus the leadership function in relation to SIP implementation in secondary schools of Sabata has been affected due to lack of adequate supervision from higher level educational department and it is one of the shortcomings of SIP implementation.

Although, school leaders perform good in protection of instructional time and rewarding students who do superior work, they failed to reward special effort by teachers. If teachers' performance is to be improved, they are required to be given some type of incentives and demand driven trainings that motivate them. To this effect it can be concluded that educational leaders are not effective in the dimension of promoting a conducive school environment which affect their effectiveness in SIP implementation.

5.2.3 Barriers to Educational Leaderships

Policy or program implementation of educational institution requires knowledge, skill and ability of educational leadership. However the study revealed that the existing principals as secondary school of Sabata did not possess the necessary knowledge and skills. Thus it can be concluded that lack of leadership skill is one of the major barriers of educational leaders.

Educational policy or program implementation also requires availability of resources of all type and cooperation from all stakeholders. Lack of adequate resources and support from stakeholders discourage educational leaders. In this regard the study shows that schools have serious problem of both financial and material (school inputs) resources. In addition leadership function has been affected by poor participation of stakeholders particularly parents. The study also revealed that schools encounter challenges to make their environment safe and supportive due to lack of attention from government decision makers. Therefore it can be concluded that education leaders are not effective in implementing SIP as a result of lack of resources and stakeholder participation.

5.3 Recommendation

To improve effectiveness of educational leadership in implementing SIP in secondary schools of Sabata Town, the following recommendation are forwarded in view of the findings obtained and conclusions drawn.

1. Without adequate knowledge base, attitude and skills in the areas of educational management, it is difficult to implement and sustain educational policy and program. Without adequate knowledge, techniques and skills on the field of educational management it would be difficult for the subject specialist principals to coordinate staff members and stakeholders efforts toward SIP implementation. Therefore, region and sub city education officials may need to develop specific criteria and standards to guide the selection and placements of educational leaders at various levels. For short term solution, they should consider the issues of building school leaders capacity aimed to improve their knowhow about SIP and its implementation procedures. These could be realized by arranging workshops, seminars, short and long term training in collaboration with higher education institutions like Sabata special needs collage.
2. The provision of trainings cannot be a guarantee for the change it requires to bring. Hence to know the impact of a given training for educational leaders, it is important to establish monitoring and evaluation program. More over the trainings which will be given to educational leaders should consider their needs.

3. Inadequacies of financial and material supply can affect effective implementation of educational policies and programs like SIP. The findings in the study reveal that schools were not working with their full capacity for the lack of adequate finance and school facilities. Therefore educational office heads at sub city and regional level need to search for financial and material resources for the schools. Moreover school principals need to think their own income generating sources other than government budget through improving their relationship with NGOs, by preparing Bazaar in the school, by preparing project proposal and submit to international donors, by improving contact with their potential stakeholders and involving community, parent and other parents into the school decision making they can solve problems observed in their respective schools.
4. Schools need to contact and use government mass Media like FM 96.3 to make decision makers and the general public aware of the problems of schools.

