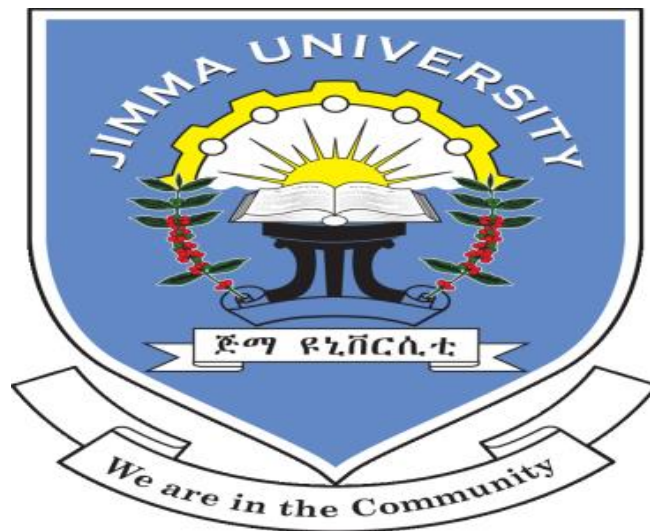


**SCHOOL LEADERSHIP EFFECTIVENESS IN THE
IMPLEMENTATION OF SCHOOL IMPROVEMENT
PROGRAM IN JIMMA ZONE, MANA DISTRICT
SECONDARY SCHOOLS**

**BY
TEWODROS KETEMA**



COLLEGE OF BUSINESS AND ECONOMICS

JUL., 2020

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**A THESIS SUBMITTED TO COLLEGE OF BUSINESS AND
ECONOMICS IN PARTIAL FULFILLMENT FOR THE
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MANAGEMENT**

JUL., 2020

JIMMA UNIVERSITY

Declaration

The Researcher here by declares that the thesis entitled, “School Leadership Effectiveness in the Implementation of School Improvement Program in Jimma Zone, Mana district Secondary Schools” is his original work and that all Sources that was referred to indicated and acknowledged with complete references.

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Signature: _____  _____

Date: _____ **9/17/2020** _____

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Acronyms and Abbreviations

SIP: School Improvement Program

SIC: School Improvement Committee

PTSA: Parent teacher student Association

SBC: School board committee

EMIS: Educational Management Improvement System

ESDP: Educational Sector Development Program

FGD: Focus Group Discussions

GEQIP: General Education Quality Improvement Package

IQEA: International Quality Education for All

MOE: Ministry of Education

OEB: Oromia Educational Bureau

TDP: Teacher Development Program

MDEO: Mana District Educational Office

JZEO: Jimma Zone Education Office

ISIP: International School Improvement Progr

Abstract

The objective of this study was to examine the school leadership effectiveness in implementing School improvement program in Secondary Schools of Jimma Zone, Mana District. In this study descriptive survey design was used with both quantitative and qualitative methods. Among the 8 government secondary schools found in the Mana District, 5 (62.5%) was taken as a sample by using purposive sampling technique. The sample teachers 149 (78%) were selected by using simple random sampling techniques. Additionally, 2 secondary school external supervisors, 5 school principals and 9 vice principals were selected by available sampling techniques. Finally, 14 PTA representatives and 14 SIC were included by using purposive sampling techniques. The instruments of data collection were questionnaires, semi structured interview, observation and document analysis. The data were analyzed by using frequency, percentages, and mean. The data gathered through open –ended questions, interviews, observation and document analysis were analyzed qualitatively through narration for the purpose of triangulation. The findings of the study indicated low performance of secondary school leaders in preparation and raising awareness for stakeholders and also moderate performance in implementing school improvement program domain such as, school leadership and community participation. They also had low performance in the preparation stage of SIP. As the finding of the study revealed the domains, secondary school leaders of Jimma Zone mana district did at an average level were ‘teaching and learning’ and ‘safe and healthy school environment’. Thus, secondary school leaders were not adequately preparing themselves and other responsible stakeholders with important financial and material resources before implementation of SIP and these problems in turn affected the effectiveness of leadership of the secondary schools of the district. Regarding challenges, inadequate financial resources, inadequate technical support in monitoring and evaluation of SIP in the schools, insufficient and inconsistent communication among leaders and the staff, low level of commitment of school leaders, low support from parents and community, lack of technical skills in school improvement program preparation, scarcity of frameworks and guidelines of SIP in schools were some of the challenges of secondary school leaders in implementing SIP. In general, as the finding of the study revealed secondary school leaders of Jimma zone mana district were not effective in implementing some domains of school improvement program. Therefore, it is recommended that district education Offices in collaboration with Zone Education Offices and Regional Education Bureau should give sustainable technical assistance including training for school leaders. District education offices in collaboration with school leaders need to enhance community participation. Finally, the regional education bureau is advised to promote and sustain the upgrading training system of secondary school leaders to capacitate them with adequate technical and administrative skills.

Key words: *School improvement program (SIP), Leadership, Challenges & Secondary school*

CHAPTER ONE

1.1. Background of the study

Education has remained a social process in capacity building and maintenance of society for decades. It is a weapon for acquiring skills, relevant knowledge and habits for surviving in the changing world. Education plays a significant role in sustainable socio-economic and political development that lends itself to transformational advancement in the country (Tanner and Tanner, 2007). Schools are organizations where governments invest on them aiming to communicate knowledge, skills and behavior required by young people in order to become functional in society (MoE, 2007).

The effectiveness of education systems depends upon the professional competence of assigned leaders and the placement of efficient persons in the world of work. Educational leaders are regarded by many scholars as having the center and leading role in the successful operation of teaching and leading process. It is due to these reasons that the MoE has issued Educational leadership as one the major components of School improvement program and also SIP is also major components of the Six General Education Quality Assurance Package (GEQAP) which was formulated in 2006 and has begun to be implemented in 2007. This implies that the leadership is the most visible and directly accessible representative of the education sector and its management for the success of school functions and students' academic achievement.

Education sector is one of the public institutions having its own specific goals and objectives to be achieved and such responsibility is delegated to leaders. Supporting Temesgen (2011) suggests that the success of the sector to accomplish its goals depends largely on the ability of the leaders. Leadership style is believed to be crucial for the overall success of any organization.

Accordingly, Oakland, (1993) asserts that leadership effectiveness is the result of a leadership style in order to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level.

Hopkins (2005), defined and conceptualized school improvement as a major approach to educational reform. The most popular and widely accepted definition to school improvement is a distinct approach to educational change to enhance students' outcomes as well as strengthens the school's capacity for managing improvement initiatives". Hopkins further elaborated that

school improvement is about raising students' achievement through focusing on the teaching and learning process.

In addition to this, School improvement is at the center of education reform and is perceived by many as a key to social and economic advance. And further the contribution of school improvement to determine personal fulfillment and career paths of individual students and consequently engage the interests of parents and community members (Chi-Chi & Michael, 2014).

However, Harries in Hopkins (2002) has noted the difficulty to change school management, arrangement and working culture as a challenge to implement school improvement program in developing countries. To this end, for the success of school improvement, it needs to identify the barriers so as to take corrective measures on time. Moreover, leading school for improvement is essential to enhance the involvement of parents and the community in school activities and to improve the effectiveness of the school's management.

In line with this, Ethiopia has given due attention to the educational sectors as a prominent part of the sustainable development goals are under implementation. In this regard, In Ethiopia, General Education Quality Improvement Packages (GEQIP) for general education al program was launched in 2006 and has been started to implement since 2007 to improve the quality of education through enhancing students learning achievement and outcomes by addressing the following three objectives. These are; maximizing students' academic results and their learning capabilities, making schools effective through ensuring good governance and democratic procedures and creating a system that promotes participation and accountability and finally decentralizing the leadership and administration of schools so as to provide them administrative autonomy(MoE,2007).

The package comprises six major pillars called programs. School improvement program as one of the major components of the package is geared towards the improvement functions of schools. It has been developed on the assumption of realizing the improvements in the overall practices of schools and students achievement Hence, for the success of school improvement program, schools need organized support in various forms and thus the concerned bodies should empower them implement the program in a successfully way.

In the way, after conducting the first year (2015/16) review on the fifth education sector development program (ESDP V), based on this finding, MoE,(2017), confirmed that school improvement will be central issue to the ESDP V, in the years to come (2015-2019). Regarding this, some scholars pointed that, school leaders have to exert efforts into responsive mechanisms that could lead to school improvement (Abaya Geleta, 2017).

Based on the broad objectives of school improvement program(SIP),It requires the contribution of a number of stake holders, such as, policy makers , politicians at national and local levels have to devote much time and effort to search for better schools, and it requires the effectiveness and commitment of all the stakeholders, particularly the secondary schools leadership and management, teachers, engagement of community, parent teachers' and student association (PTSAs) committee, SIP and educational office expertise are more decisive MOE (2010). According to International journal of science and research (IJSR), school leadership has been become a priority in education policy agendas in global context. It plays a great role by improving school out comes by influencing the motivation of teachers, parents, community and stakeholders in education (Taddese ,2013).

Therefore, the contribution of secondary school leadership and management to school improvement is widely acknowledged and supported in the research literature. Findings from diverse countries draw similar conclusions about the centrality of leadership to school improvement. Essentially, schools that improve have leaders that make a significant and measurable contribution to the school Harris, (2008). In the same sprit according to recent researchers, like, Workneh & Tassew (2013) contemporary school improvement program reforms in the secondary school education of developing countries places a great premium on leadership and management of schools.

On the other hand, MOE (2009) & UNICEF (2013) explain that the government of Ethiopia is making a significant political commitment and large amounts of public resources and budget allocation in primary and secondary schools in order to achieve school improvement program. However, the implementation of school improvement program in Africa, particularly in sub-Saharan African countries, including Ethiopia is found to be low UNESCO, (2009). In line with this, UNESCO (2009) tried to identify the major challenges such as, most school principals lack relevant skills, school leadership qualities and commitment to school improvement program.

Three years later UNESCO (2014) strongly suggested that, in Ethiopia, there is a greater task ahead of school leadership and management teams in meeting the challenges of unattractive and poor conditions of buildings, crowded classrooms, non-availability of recreational facilities and aesthetic surroundings which have perhaps contributed to poor quality instructional processes and non-attainment of quality education by students in secondary schools.

However, the researcher argues that effective leadership practices of school principals play a great role in making school effective, Bush, (2008) as emphasizes the quality of school principal's leadership has a positive effect to improve student's achievement and to make school effective. The above idea initiated the researcher to investigate the effectiveness of secondary school leadership. In preparation stage, in implementing school improvement program domains, on challenges that face school leaders and the monitoring and evaluation mechanism implemented.

1.2.Statement of the Problem

Effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level (Oakland, 1993). A school system is one of the public institutions having its own specific goals and objectives to be achieved and such task is given to school leaders. Therefore, effective leadership is at the core of every successful organization Sergiovanni as cited in Temesgen, (2011). Moreover, effective leadership within the school is collegial, student-center and teacher focused, promoting collective responsibility for improvement (MoE, 2010).

In the success of school improvement teachers, parents, community and business partners, administrators, and students must share leadership functions. Similarly, the leaders' role must change from that of a top-down supervisor to a facilitator, instructional leader, coach, and strategic teacher (MoE,2010). For school improvement to be effective commitment, support and involvement of staff are the critical components in securing meaningful change and this will not occur unless efforts are made within the school to build the internal capacity and conditions that best foster and support school improvement Harris, (2002). Presently quality of education has been found to be the challenges of many developing countries including Ethiopia. Hence, school improvement becomes one of the major educational initiatives that countries have

developed and implemented to realize the provision of quality education (plan international, 2004).

In the past twelve years, in Ethiopia, considerable amount of educational achievement has been registered like access to education is achievement registered since the introduction of SIP to improve secondary schools. Since the launch of the SIP, all schools have developed and implemented three- year strategic plans to improve student results by using the following SIP materials, these are: School Improvement Framework, School Improvement Program Implementation Manual and School Improvement Guideline (MOE, 2015).

Following this review it was agreed that a new SIP Guideline should be developed Ethiopia Federal Ministry of education with the consultation of stakeholders in order to incorporate the lessons learnt to date, while also aligning existing SIP documents into one simplified guideline is the main output from this review developed MOE (2010). In line with this, school leaders have a great role in working with all stakeholders to formulate a vision for the academic success of all students. Developing a shared vision around standards is an essential element of school leaders MOE, (2012). However, there are many challenges that affected implementation of school leadership in school improvement program which needs future effort for its resolution.

Workneh and Tassew (2013), Underline the role of leadership for school improvement program, and strongly argued that, the school leadership is the most important single factor in the success of school improvement program Hopkin, (2005) and Workneh & Tassew, (2013). In line with this, recently, Ethiopia Federal Ministry of Education, noticed that school improvement program (SIP) is poorly implemented in secondary schools (MOE, 2017).

In addition to this, Lamesa Abdi (2016) was conducted researches in different regions and zones focused on school leadership effectiveness in implementation of SIP, but not on prospects and challenges of SIP. And also Workneh & Tassew (2013) conducted research on challenges of school leadership and management in the implementation of SIP at secondary schools in Ethiopia. However, these scholars said nothing about effectiveness of school leaders that have in relation to implementation of school improvement program (SIP).

Jimma Zone of Oromia regional state, Mana District secondary schools, as part of governmental structure, could not be free from such implementation problems. Hence, the implementation of SIP in the secondary schools' principals faced several challenges. As per preliminary investigation made by the student researcher, there are gaps in preparation stage of SIP, In stakeholder participation on creating awareness, planning, implementing, monitoring and evaluation of SIP, and also the four domains of SIP were not bringing change in student achievement, and lack committed school leadership in implementing the school improvement program. Therefore, this study aims to fill the existing evidence gap in the study area. This is the reason behind the researcher's inspiration and motivation to conduct the study on the effectiveness of secondary school leadership in implementing school improvement program (SIP). Generally, the study is aimed at assessing the effectiveness of secondary school leadership in implementing school improvement program in Mana District of Jimma Zone.

1.3.Objectives of the study

1.3.1. General Objective

The Principal objective of this study was to examine the school leadership effectiveness in implementing School improvement program in Secondary Schools of Jimma Zone, Mana District.

1.3.2. Specific Objectives

1. To investigate to what extent school leaders make adequate preparations for the planning of SIP in secondary schools of Jimma Zone, Mana district secondary schools.
2. To assess the effectiveness of school leadership on implementation of SIP domain in the secondary schools of Jimma, Mana District secondary schools.
3. To identify the major challenges, face secondary school principals during the implementation of school improvement program (SIP) in Jimma zone Mana district secondary schools.
4. To what extent monitoring and evaluating mechanisms are used for implementation of SIP in school?

1.4.Delimitation of the Study

In order to make this study manageable, the study was geographically delimited to Jimma Zone, Mana District. Whereas, in terms of its content the study was bounded to describe the principal

objectives of school leadership effectiveness in the implementation of SIP, challenges facing secondary school leadership and monitoring and evaluation mechanism were used in the implementing school improvement program (SIP). Additionally, this study was merely collect data during the period of 2012/2020 SIP implementation. Therefore, the result of this study was neither aim to conclude for Jimma Zone as a whole in secondary school's study area, nor for the overall SIP implementation period.

1.5.Limitation of the study.

Although the research has been completed within the allowed time, the reluctance of some respondents to fill and return the questionnaires on time was one limitation in this study. In addition, the limitation of this study could be the fact that the findings cannot be generalized for all schools in the zone, because the study focused only on secondary schools of mana district excluding the primary schools. Finally, lack of transportation and COVID-19 Corona virus pandemic disease were other inescapable limitations. However, the researcher was trying to alleviate the problems faced the researcher. And also the researcher was also supported by assistant data collectors to overcome the problem pertained to the scattered location of sampled schools and to collect the data within the allowed time.

1.6.Significance of the Study

The results of this study may have the following benefits. This study may identify major challenges in the area of secondary school leadership and management facing them during the implementation of school improvement program (SIP). In addition to this, it may aid to create awareness for stakeholders in the area of SIP implementation, monitoring and evaluation. It may also give direction to recommend possible solutions for challenges and indicates opportunities that exist in Mana District. Therefore, it may support educational stakeholders, particularly; secondary school principals to better implement school improvement program in the study area. It may provide information about the status of leadership effectiveness in implementing SIP in secondary schools of Jimma zone for Regional, Zonal and District Education Officials. The study may contribute to the future quality education improvement by initiating school leaders' and other responsible parties in the zone in Mana District.

It may help to initiate other researchers to conduct further study around the topic and also it may serve as a starting point for other researchers especially, at Jimma Zone or other Districts, who are interested to investigate or explore the implementation of school improvement program in secondary or primary schools.

1.7. Organization of the Study

This thesis is organized in to five chapters. The first chapter is an introduction for the study which introduces the overall study. This part consists background of the study, statement of a problem, objectives, significance, scope delimitation, limitation of the study, operational definitions of key terms, and organization of the study. The second chapter was devoted to review related literatures particularly the bases of this study (i.e. theoretical and conceptual framework) were discussed, results of previous studies, general concepts and definitions, basic issues and empirical evidences about the Challenges faced the school leadership, monitoring and evaluation mechanisms in Implementation of SIP were reviewed in detail. Chapter three outlines research design, research method, sources of data, the study site and population, sample size and sampling techniques, instrument for data collection, reliability data collection procedures, data analysis procedure, and ethical consideration. Chapter four was devoted on the data presentation, analysis and interpretation, whereas, in chapter five the summary of the major finding, conclusion and the necessary recommendations were forwarded by the researcher. In addition to this, the paper ended up with the essential information at the back, i.e, appendices.

1.8. Definition of Key Terms

School Improvement Program (SIP) Is an educational program which includes major components like management and leadership, teaching and learning, learning environment, and community involvement.

General Education Quality Improvement Program (GEQIP): This is a program designed to improve the quality of education in the schools. It is one of the Ethiopian education strategies to remove fundamental obstacles that stand in the way of quality education.

Stakeholders of education: the term refers those who are concerned for the school improvement program, parents, students, teachers, principals, PTAs, school board committee, educational office experts and leaders.

Instructional leadership: the term has to do with the principal's responsibility to ensure that effective teaching and learning is taking place in the school (MOE,2010).

School leadership: the term refers to the capacity to influence others to work together voluntarily in the schools (MOE, 2010).

School management: the term refers to the process of working with and through the school community to accomplish school improvement aims efficiently and the ability to motivate others to perform the activities which the secondary schools planned to do (MoE, 2005).

Parents and community involvement – is a partnership where the parents, community and the school work together towards the success of their children and sharing the responsibility for school improvement (UNICEF, 2010).

Learning environment: The term refers to the physical environment of the school and has an important influence on the behavior of both teachers and learners. The environment of the school can help to establish and maintain a sound culture of learning and teaching (UNICEF, 2010).

School governing bodies: refers to those responsible for working with schools to ensure the schools deliver good quality education. Together with the school principals, the school governing bodies are responsible for the day-to-day management of the schools.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

Introduction

This chapter devotes to review of related literatures. In this chapter, the relevant literatures of this study are reviewed under theoretical and conceptual framework sections. The theoretical framework section begins with the discussion of school leadership and management in relation to implementation of SIP & expectancy theories as the bases for this study. Further in the sub-sections of this part, the relevant theoretical literatures on the concepts of School leadership and the four domains of SIP implementation, Challenges, monitoring and evaluation mechanism implemented by school leadership and in related to SIP implementation were reviewed. And also, this section was further reviews literature that was pertinent to the study in relation to the basic research question of the study. In relation to school leadership and management and the school improvement programmers' implementation which includes the major components. These are, school management and leadership, teaching and learning, school learning environment, parent and community participation.

2.1. Concept of School Leadership

Leadership has diversified definitions and different authors also define leadership in different ways. For example, Yukl (2008) define leadership as it is the behavior of an individual directing the activities of a group toward a shared vision. And also defined that leadership is viewed as a process that includes influencing the task objective and strategies of a group or organization; influencing people in the organization to implement the strategies and achieve the objectives, influencing group maintenance and identification, and influencing the culture of the organization. Additionally, leadership can be defined as a complex social process rooted in aspects of values, skills, knowledge as well as ways of thinking of both leaders and followers. Thus, it is all about the continuous process of establishing and maintaining a connection between who aspire to lead and those who are willing to follow (MoE,2010 & yukl,2008).

Questions about leadership have long been a subject of speculation, but scientific research on leadership did not begin until the twentieth century (Yukl, 2008). As Yukl's explanation, even though leadership history did not substantiate by scientific research until the twentieth century, it seems to have a very long history as long as men's organization history. Therefore, leadership has existed for as long as people have interacted, and it is present in all cultures no matter what their economic or social makeup. Although leadership is an age-old concept, it remains a complex term that researchers and scholars deal with continuously.

As mentioned earlier establishing a definition of the term "leadership" has shown to be a challenging attempt for scholars and practitioners equally. More than a century has passed since leadership evolved into a subject of scholarly thought and different definitions have developed continuously during that period. These definitions have been determined by many factors, from world affairs and politics to the aspects of the discipline in which the subject is being studied. There is an extensive range in the definitions of leadership. Stogdill (2014) commented in a study of leadership research; "there are almost as many different definitions of leadership as there are people who have tried to define it." Leadership is the accomplishment of a goal through the direction of human associates. A leader is one who successfully directs his human associates to achieve particular outcomes.

Despite varied definitions of leadership, a central working definition may help us to have a common understanding. Leithwood (2006) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Moreover, leaders mobilize and work with others in order to achieve the common goals. To this end, leadership is an influence process in supporting others to work enthusiastically at the aim of shared goals or objectives. Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. Therefore, school leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (MoE,2010) and (Leithwood, 2006).

2.2.Theories of Leadership

The essence of educational leadership has been the ability to understand the theories and concepts and then apply them in real life situations and also hypothesized that people's understanding of leadership has changed rather dramatically as individuals recognize that what leaders do is determined in large part by the nature of those being led and culture of the organization in which they work. Various theories of leadership have emerged, with each theory, producing volumes of literature multitudes of both proponents and opponents. Since that time, a large portion of contemporary leadership has focused on the effects of transformational and transactional leadership (MoE, 2007; and Tigistu, 2012).

2.3.Characteristics of Effective school leadership

According to Abdikadir Isa Farah Characteristics of Effective Principal "A central part of being a great leader is cultivating leadership in others. Principal is the leader and manager of school but this task needs experience and knowledge to differ from others (Abdikadir,2013). In this paper he suggests to measure characteristics of perfect school principal the nine letters of the word "PRINCIPAL" comprises.

- P-** Plans school activities and provides guidelines-
- R-** Respects the wishes of the school population, replies their requirements and listens.
- I.** Indicates and commands school population and never dictates orders.
- N-** Networks to the school population and makes timely contacts.
- C-** Consults with school population and conducts constructive changes.
- I.** Instructs school population and accepts new ideas.
- P-** Participates in school activities and encourages teamwork.
- A-** Attracts school population and motivates them to learn and teach hard.
- L-** Leads school population to the right direction and learns from them.

Findings of my research show that school principal contacts more people than any other person. The school principal has relations with parents, teachers, students, and non-teaching staff in the school. The school principal solves school problems, manages school programs,

helps teachers, students and other customers of the school and sets roadmap for the school Activities (Abdikadir, 2013). Therefore, this study aims to assess whether support provided by the school leaders is effective or not in implementing the school improvement program at the selected secondary schools.

2.4. Leadership Styles

Different leadership styles are adopted by different leaders to influence followers in a number of ways. A variety of leadership styles have been highlighted, but most of them can be categorized into four broad styles (Yusuf, 2008). If the leadership style is effective, it may develop the organizational performance and support the achievement of desired goals, or if the leadership style is ineffective, it will have a negative impact on organizational performance and opinions of employees (Yusuf, 2008).

According to Stogdill (2014) leadership styles are significantly impacted by the leader's immediate family - subordinates. The commonly used universal leadership styles are autocratic, democratic and laissez-faire. The leadership styles are acknowledged to change depending on the situational factors. Therefore, a leader who uses autocratic style could use the democratic style and vice versa based on the situation and vice versa. Therefore, leaders should have unique ability to determine the organizational settings, carefully distinguish the unforeseen factors and make good decisions in driving the organization towards success (Stogdill, 2014).

2.4.1. Democratic leadership style

The manager shares decision-making with the subordinates. Even though he or she invites contributions from the subordinates before making a decision, he or she retains the final authority to make decisions /consultative (Yusuf, 2008). The manager may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). He or she may allow the subordinates to take a vote on an issue before a decision is taken (democratic). He or she coaches subordinates and negotiates their demands (Stogdill, 2014). This type of leadership is viewed as an important aspect of empowerment, teamwork and collaboration.

Stogdill (2014) argues that effective democratic and participatory school administration, leadership and management influence the trust levels of stakeholders. The implication of this study is that, school heads who favor the use of the democratic style of leadership attach the same level of trust to their stakeholders in the management of schools and engage subordinates in the decision making process. School heads know that no one does his or her best when feeling weak, incompetent or alienated. The principles of democratic leadership are flexibly applied in order to create a climate in which all stakeholders are able to express themselves freely and hence feel that they are part of the organization (Yusuf, 2008).

2.4.2. Autocratic leadership style

Stogdill (2014) describes the autocratic leadership style as a style where the manager retains most authority for him or herself and makes decisions with a view to ensuring that the staff implements it. He or she is not bothered about attitudes of the staff towards a decision. He or she is rather concerned about getting the task done. He or she tells the staff what to do and how to do; it asserts him or herself and serves as an example for the staff. This style is viewed as task oriented (Stogdill,2014). In the case of secondary schools where autocratic leadership is practiced, its application is most likely to be characterized by arbitrary advances, arbitrary disciplinary measures, and termination of services. The effect has always been dissatisfaction with work on the part of the employees. Yusuf (2008) argues that autocratic leaders in schools are more concerned with despotic influence in order to get the job accomplished rather than with the development and growth of subordinates.

Autocratic leaders create a situation where subordinates who do not want to realize the importance of work are forcefully led to work (Yusuf, 2008). According to this author autocratic leaders supervise subordinates very closely to ensure compliance and the completion of work in the designated time. Leadership is meant to be influential even where the situation seems harsh so as to drive organizational intentions towards goal achievement. Other studies by Stogdill (2014), however, noted that leaders, who use authority to get things done, are too strict in the formality by which things are done.

2.4.3. Laissez-faire leadership style

A leader who avoids or does not interfere with the work assignments or may entirely avoid responsibilities and does not guide or support the followers can be considered as a laissez-faire style of leader. This leadership style enables the subordinates to make their own decisions, as the leader exhibits no real authority. The leader only responds to questions and provides information or gives support to the group. The subordinates of laissez-faire leaders have to seek other sources to assist them in making final decisions (Yusuf, 2008). It is also the least performing and least effective leadership style. This style of leadership does not make decisions regularly and offers little care, guidance, sense of encouragement to their subordinates. Laissez-faire leadership negatively impacts subordinates' work outcomes. The more significant leaders' exhibit laissez-faire behavior, the poorer subordinates perform at work (Stogdill, 2014).

2.5.School Leadership Models

Leadership is a significant issue for employees' happiness since leaders have considerable roles on work strains and work resources both of which can affect followers' emotional wellbeing (Yusuf, 2008). Leaders should acquire and maintain valuable and essential ingredients to score high level of effectiveness in the process of leadership. Scholars have different views on the kinds of these roles. Although different scholars proposed various kinds of roles of educational leadership, the most common Models are treated as follows:

2.5.1. Instructional Leadership

Instructional leadership differs from the other models because it focuses on the direction of influence, rather than its nature and source (Bush, 2007). He stated that instructional leadership is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth. The definition stresses the direction of the influence process: Accordingly, Instructional leadership focuses on teaching and learning and on the behavior of teachers in working with students (Bush, 2007).

2.5.2. Transformational Leadership

This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. Higher levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity (Leithwood et al. 2007). He also conceptualizes transformational leadership along eight dimensions: building school vision; establishing school goals; providing intellectual stimulation; offering individualized support; modeling best practices and important organizational values; demonstrating high performance expectations; creating a productive school culture; and developing structures to foster participation in school decisions (Leithwood et al., 2007). The transformational model is comprehensive in that it provides a normative approach to school leadership, which focuses primarily on the process by which leaders seek to influence school outcomes rather than on the nature or direction of those outcomes. However, it may also be criticized as being a vehicle for control over teachers and more likely to be accepted by the leader than the led (Bush, 2007).

2.5.3. Participative Leadership

This model is underpinned by three assumptions: participation will increase school effectiveness; participation is justified by democratic principles; and in the context of site-based management, leadership is potentially available to any legitimate stakeholder Leithwood et al., cited in Bush, (2007). Sergiovanni (cited in Bush, 2007) also points to the importance of a participative approach. According to him, Participative leadership will succeed in bonding staff together and in easing the pressures on school principals. The burdens of leadership will be less if leadership functions and roles are shared and if the concept of leadership density were to emerge as a viable replacement for principal leadership.

2.5.4. Transactional Leadership

According to Miller and Miller's (2007) definition transactional leadership refers to: An exchange process and exchange are an established political strategy for members of organizations. Principals possess authority arising from their positions as the formal leaders of their schools. However, the head requires the cooperation of educators to secure the effective

management of the school. An exchange may secure benefits for both parties to the arrangement. The major limitation of such a process is that it does not engage staff beyond the immediate gains arising from the transaction. As the Miller and Miller's definition imply, transactional leadership does not produce long-term commitment to the values and vision being promoted by school leaders (Miller & Miller's, 2007).

2.5.5. Managerial Leadership

According to Bush's (2007) definition this model as the focus of leaders ought to be on functions, tasks, and behaviors and that if these functions are carried out competently the work of others in the organization will be facilitated. According to Bush, in the managerial leadership model, the Authority and influence are allocated to formal positions in proportion to the status of those positions in the organizational hierarchy. It is significant to note that this type of leadership does not include the concept of vision, which is central to most leadership roles. Managerial leadership focuses on managing existing activities successfully rather than visioning a better future for the school. This approach is very suitable for school leaders working in centralized systems as it priorities the efficient implementation of external imperatives, notably those prescribed by higher levels within the bureaucratic.

2.6. Leadership skills

According to Yukl (2008) leadership skills approach (i.e., effective administration) is based on three skills: technical, human, and conceptual.

2.6.1. Technical Skills

Technical skill is proficiency, based on specific knowledge, in a particular area of work. To have technical skills means that a person is competent and knowledgeable with respect to the activities specific to an organization, the organization's rules and standard operating procedures, and the organization's products and services (Yukl, 2008). Technical skill is most important at supervisory levels of management, less important for middle managers, and least important for top managers such as CEOs and senior managers. Finally, technical skill is proficiency in working with things. (Yukl, 2008).

2.6.2. Human Skills

In contrast to technical skills, human (or interpersonal) skills are proficiency in working with people based on a person's knowledge about people and how they behave, how they operate in groups, how to communicate effectively with them, and their motives, attitudes, and feelings. They are the skills required to effectively influence superiors, peers, and subordinates in the achievement of organizational goals. These skills enable a leader to influence team or group members to work together to accomplish organizational goals and objectives. Human skill proficiency means that leaders know their thoughts on different issues and, simultaneously, become cognizant of the thoughts of others. Consequently, leaders with higher levels of interpersonal skills are better able to adapt their own ideas to other people's ideas, especially when this will aid in achieving organizational goals more quickly and efficiently. These leaders are more sensitive and empathetic to what motivates others, create an atmosphere of trust for their followers, and take others' needs and motivations into account when deciding what to do to achieve organizational goals. Interpersonal skills are required at all three levels of management: supervisory, middle management, and senior management (Yukl, 2008).

2.6.3. Conceptual Skills

Conceptual skills allow you to think through and work with ideas. Leaders with higher levels of conceptual skills are good at thinking through the ideas that form an organization and its vision for the future, expressing these ideas in verbal and written forms, and understanding and expressing the economic principles underlying their organization's effectiveness. These leaders are comfortable asking "what if" or hypothetical questions and working with abstract ideas. Conceptual skills allow leaders to give abstract ideas meaning and to make sense of abstract ideas for their superiors, peers, and subordinates. This skill is most important for top managers, less important for middle managers, and least important for supervisory managers. While conceptual skills are less important at lower levels of management, to be promoted to higher levels of management, it is important to develop and demonstrate this skill at all levels of management (Yukl, 2008).

2.7. Leadership in education and its Roles

Scholars treated the roles of school leaders in their own understanding. One can find different leadership roles. Leadership is a significant issue for employees' happiness since leaders have considerable roles on work strains and work resources both of which can affect followers' emotional wellbeing (MoE, 2010). Leaders should acquire and maintain valuable and essential ingredients to score high level of effectiveness in the process of leadership. Scholars have different views on the kinds of these roles. Although different scholars proposed various kinds of roles of educational leadership, the most common roles are treated as follows:

2.7.1. Being a Visionary Leader

A vision refers to the shared values and aspiration agreed by the members of the organization, which guides the present action and decision to create a desirable future. Chance (cited in Tigistu,2012) described vision as being the force of the dream towards which effective administrators strive in the development and shaping of their schools. Chance also explained vision as a statement which captures an ideal state of affairs. Effective leaders communicate the vision and direct all actions towards achieving the vision. They cultivate and focus the strengths of colleagues to achieve the shared vision. And such leaders seek counseling and advice to learn from the knowledge and experience of others, while they freely offer their expertise to those who seek it.

2.7.2. Setting High Expectations

Effective school leaders use analysis of best practice in education that to be responsive and proactive in changing schools to prepare students for the future in which they live. They focus on students' achievement data and measure success in terms of positive student outcomes. They provide the motivation and encouragement that lead to success and they manage effectively in a changing educational environment (Tigistu, 2012).

2.7.3. Building the Capacity of Leadership

School leaders develop the skill and talents of those around them. They are also capable of leading change and helping others through the change process. Effective school leaders encourage shared decision – making with the school community including staff, students and parents. They are both the guardian and reformer of the educational system, and they ensure that all groups engage in a common goal and moving in the same direction. Wossenu (2006) asserted that quality school leaders understand teaching and respect by their staff; and these persons are willing to hold themselves and others responsible for student learning and enhancing the capacity of teachers to meet this goal. Moreover, effective school leaders work to share leadership responsibilities throughout all levels of the educational organization. (Wossenu, 2006).

2.7.4. Demonstrating Ethical and Moral Leadership

Effective educational leaders are role models of ethical and moral leadership. Such school leaders demonstrate courage in difficult situations, and provide a model of moral leadership for others to emulate. They also tend to make a difference in the lives of students, and impart a philosophy their positive relationship built on trust improves the quality of life. An effective leader is highly expected to have ability to create and communicate his/ her organizational vision. Because of the success of any organization depends on having a clear vision which is accepted by the staff and other stakeholders. The definitions given to the term vision are similar in the way that writers explained. However, in addition to Ministry of Education Yukl (2008) defined vision as an image of a future that the staff wants to achieve or care about. This tells us that an agreed vision is a stimulant to work hard towards the desired common goals Yukl (2008) also stated that anyone who is aspiring to be a good leader need to have some sense of what she or he values; something to be committed and in relation to this, leaders are responsible to create vision which reflects their own organization situations.

2.7.5. Instructional role

Instructional leadership differs from the other models because it focuses on the direction of influence, rather than its nature and source (Bush, 2007). And also he stated that instructional leadership is strongly concerned with teaching and learning, including the professional learning

of staffs as well as their growth. His definition stresses the direction of the influence process: Accordingly, Instructional leadership focuses on teaching and learning (Bush, 2007).

2.7.6. Planning SIP

Schools as any institution require an organizational plan to realize effectiveness in the organizations. Planning in schools is a process that involves the translation of concepts, ideas, beliefs into operational processes and measurable outcomes. Also educational can be planning as the application of a rational and systematic analysis to the process of educational development with the aim of making more effective and efficient in responding to the needs and goals of its students and society. It is, therefore, just a process by which an analysis of the present condition is made in order to determine and devise ways of reaching a desired future for schools (Tigistu, 2012).

2.7.7. Building Trust

Trustful relation among school communities is very important for success. Ubben and Hughes (1997) defined trust as a positive expectation that another will not through words, actions, or decisions – act opportunistically. And also defined trust as the knowledge that one person will not take unfair advantage of another person; deliberately or consciously; further any harm committed accidentally or unconsciously is always expected to be repaired. It is regarded as a state of mind that the other person close to him/her will not act at the expense of him/her. In such a way, the intimacy and closeness of individuals or groups will increase. Therefore, trustful relationships are vital in the process of exercising leadership (Ubben & Hughes, 1997).

Harris (2005) mentioned that trust can be built by leaders, by relinquishing the idea of structure as control and viewing structure as a device for empowering others. As for Harris, to be successful, managers who have learned to build trust, engage in certain common practices such as openness, being fair, show consistency, fulfill promises, maintain confidences and demonstrate competence. In this regard, school leaders should be honest, reliable and competent to establish trustfulness within their staff and school community.

2.8. School Improvement Program in Ethiopia and empirical literature.

The education and training policy and its implementation document reveals the shortage in access of education to citizens and the low quality of education were among the initiatives to develop the new education and training policy (MoE, 2002). The School Improvement Program (SIP) is a national program, developed by the Ministry of Education MoE (1999), to improve student results in primary and secondary schools. Since the launch of the SIP all schools have developed and implemented three- year strategic plans to improve student results.

The SIP was implemented using the following SIP materials: these are: School Improvement Framework, School Improvement Program Implementation Manual and School Improvement Guideline. Different documents showed that though the implementation of the policy has improved the quality of education to some extent, there is also lack of improvement at different levels. Based on the 1994 education and training policy, the government of Ethiopia launched the first education sector development program (ESDP-I) in 1997. The main thrust of ESDP is to improve educational quality, relevance, efficiency, equity and expand access to education with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls as a first step to achieve universal primary education by 2015 (MOE, 2005).

Different evaluations on the implementation of ESDP disclose that Ethiopia made significant progress in education as a result of ESDP I, II, III, IV and V (MoE, 2015). The document also points out that access at all levels of the education system increased at a rapid rate in line with a sharp increase in the number of teachers, schools and institutions. There were also important improvements in the availability of trained teachers and some other inputs which are indispensable for a high quality education system. Challenges, however, remain in order to realize quality and internal efficiency (Derebessa, 2009). It was necessary to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment in particular (Ibn).

To overcome the short coming related to quality, MoE launched the general education quality improvement package (MoE, 2007). The document consists of four major programs, teacher's development program, curriculum improvement program, education leadership and organization improvement program, and school improvement program and two complementary packages; civics and ethical education and information communication technology.

School improvement program is being implemented in Ethiopia to improve quality of education, and it is adopted from the Australian school excellence. It consists of four domains, these are, teaching and learning, school leadership and management, learning environment and community participation (MoE, 2007). The program was designed by MoE with different guiding manual which were disseminated to regions, training was given for different level educational leaders and expertise and teachers.

School improvement is at the center of education reform and is perceived by many as a key to social and economic advance. It contributes to determining personal fulfillment and career paths of individual students and consequently engages the interests of parents and community members. It is an ever – present commitment of teachers and managers in schools. Policy makers and politicians at national and local levels have to devote much time and effort to their search for better schools (MOE, 2010). This view indicates that school improvement is a change or reform which requires the schools to engage in a process that will help them to achieve their goals, so as to maximize the student achievement.

In addition to this fact, and the fact that, in an increasing global economy, an educated workforce is vital to maintain and enhance, competitiveness; hence society expects schools to prepare people for employment. Teachers, school leaders and other stakeholders are the people who are required to deliver higher educational standards towards school improvement to enhance students' achievement (MoE, 2008). In line with the argument presented thus far on the importance of education, this study argues that, in order for the Ethiopian nation to succeed, there is a need to improve the quality of schooling in the nation so as to equip the majority with relevant skills to contribute to the development of the nation, communities and families. It is for this reason that the Ethiopian government invests heavily in the education of

its citizens and one of its investments in secondary schools is the School Improvement Program (SIP) which was rolled out in 2008 in order to improve the quality of teaching and learning in elementary and secondary schools (MOE, 2008; & MOE, 2010).

Even though there are remarkable achievements in access, the quality of education in Ethiopia has encountered serious problems. Among the evidences that show the prevalence of the quality problems in education are the results of national learning assessment, in this concern assessment of ESDP III the national primary and secondary learning examination results researcher on the implementation of curriculum of education the students achievements for most subjects below average (MoE, 2005). In line with these the identified Challenges and Opportunities that relating to, students out comes, school management and organization, teaching learning, availability of text books and qualified teachers, curricular and instrumental materials, school environment and facilities, and community participation (MoE, 2007).

An education system with high education quality is needed for development, industrialization, and democratization and security for today and tomorrow. It is a very important factor for human development. It is of high priority in all development endeavors of the government, which means there is need for an appropriate direction to set a new process in motion and change the current alarming situation in Ethiopia (MoE, 2010). However, the road to progress of the school improvement program has been uneven, as the country faces several challenges in her efforts to improve the educational system. Therefore, in order to solve this and other related challenges, the Ministry of Education (MoE) has proposed the General Education Quality Improvement program package (GEQIP) to improve quality of education and enhancing student's achievements (MoE, 2010).

2.9. Concept of School Improvement program

School improvement is about putting in place a set of well-tested processes for identifying and addressing the developmental needs of each school. Effective school improvement is about change that is driven by commitment to increase the learning outcomes of every

student. It requires a supportive environment where relationships and trust are developed. While the critical role of quality teaching in the pursuit of school improvement is irrefutable, the capacity of the school leadership team to build a professional learning environment and lead the change process is equally important. The School Improvement Framework assists and supports schools in this endeavor (MoE, 2010 and ACT, 2009).

In addition to this, high performing schools continuously are improving schools. High performing schools implement a commitment to ongoing self-assessment, evidence-informed practice and strategic planning (MoE, 2010 and ACT, 2009). They have an unrelenting commitment to improving student performance. In general, the central idea of SIP is a process of sustained activity intended to improve students' learning achievement through different strategies and capacity building efforts. Each of the core elements is equally important; if any one becomes weak, the strength and the success of the whole will be affected. Therefore, the school should give greater attention for each of the core elements to attain the purpose of school improvement (MoE, 2010 and ACT, 2009).

In line with the school improvement principles above the study will weigh up the School Leadership and management in implementing school improvement program in secondary schools of the Jimma zone mana district secondary schools study area. Therefore, school improvement is an important aspect of the school system. It contributes a lot to the efficiency and the quality of the educational provision (MoE, 2010 and ACT, 2009).

2.9.1. Principles of school Improvement

The school improvement process is a systematic approach that follows its own principles. Ministry of Education has listed the following guiding principles that need to be followed in the school improvement process as listed below:

Schools should employ a set of goals and mission which are easy to understand; Student achievement must be continuously checked and evaluated, Schools need to help specially the low achievers need to be tutored and enrichment programs should be opened for high talented students, Principals and staff

should actively be involved in continuous capacity building to update their knowledge, information and to develop positive thinking Every teacher needs to contribute to successful implementation of the school improvement program, Teachers must be involved in staff development by planning and implementing the school improvement program, School environment has to be safe, healthy and pupil friendly, School community relationships should be strengthened so that community and parents need to be involved in school improvement program implementation, School leadership should be shared among staff, student and parents.

On the other hand, discusses guiding principles for planning and implementation of SIP separately. The guiding principles in planning for school improvement are: the main target for school improvement is to achieve high student outcomes (MoE, 2011). School principal is the leader of school improvement team, students and parents have adequate involvement, students and parents have adequate knowledge about school improvement. School improvement planning process is a team work that demands stakeholder's adequate understanding about the task to actively participate in it (MoE, 2011).

2.9.2. Rationales and Objectives of School Improvement Program

SIP is necessary for schools to provide quality education by improving the conditions under which teaching learning takes place. The only way that school can survive and enhance quality in an era of change is through the SIP (Hopking et al 1994). The main focus of SIP in Ethiopia is to enhance the student achievement by improving the student learning and other conditions associated with in (MoE, 2007). The document also points out that the need for SIP is to make schools accountable for parents, community and government to develop the responsibility and accountability of educational personnel 's working at different level of the education system.

According to ACT (2009) school improvement program aims to support schools in addressing the following key areas: Ensuring teachers are competent and motivated, promoting active learning methods supported by appropriate teaching and learning aids, Promoting the active participation of children and parents in school governance, ensuring a safe, sound and effective learning environment and Ensuring empowered and supportive school leaders. The author

underlines that each of these areas is equally important, if any are weak, the strength and therefore the success of the whole will be affected.

2.9.3. School Improvement Program Implementation phase

There are four main implementation stages of the School Improvement Program cycle (MOE, 2010). These are best understood by looking at the diagram below: -

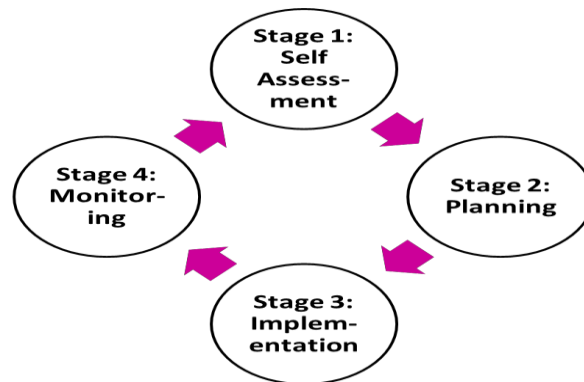


Fig.2. Four implementation stages of the SIP cycle

According to Ministry of Education (2010), the four stages of the SIP cycle will be implemented each year.

Stage 1: Self- Assessment stage.

The overall aim of the first stage of the SIP cycle is to collect information on the situation of the 15 Standards of the SIP framework. This information will then be used at Stage 2 to develop a three-year school Improvement Strategic Plan and one-year School improvement action plans.

Stage 2: Planning stage

The overall aim of the second stage of the SIP cycle is to analyze the information collected during the Stage 1 Self-Assessment; Identify the priority areas for improvement in the school each year for the next three years, and then to list this information in a three-year School

Improvement Strategic Plan and the one-year Annual Action Plan. These two activities will be undertaken by the School Improvement Committee.

Stage 3: Implementation stage

The overall aim of the third stage of the SIP cycle is to successfully implement the Strategic Plan and Annual Action Plans. The School Improvement Committee will be responsible for ensuring that the Annual Action Plan is implemented successfully.

Stage 4: Monitoring and evaluation stage

The overall aim of the fourth stage of the SIP cycle is to monitor the implementation of the Annual Action Plan District, staff, as well as School Cluster Supervisors, and School Improvement Committee members will be expected to monitor the implementation of the Annual Action Plan (MoE.2010).

2.9.4. Key Strategies of School Leadership

The school leadership is about getting things to change. There are about four key strategies that school leaders use to produce future focused change in school improvement program MOE (2011) these are presented below as follows:

- Vision to establish direction;
- Strategy planning to achieve the vision;
- Aligning people – marketing and selling the vision and strategy; and
- Motivating and inspiring – creating the energy and commitment to drive the process.

For this reason, in the school we need to make sure that all members of the school communities understand the vision of the school and its values. Accordingly, school leaders have to motivate and inspire the vision and values of the school (MoE, 2011).

2.10. School Leadership and school improvement program (SIP)

The school leadership and management is responsible in the implementation of guidelines include: conducting evaluation, documentation and reporting activities that are connected with the national curriculum evaluation and learning capacity supervising improvement in students.

Result and providing assistance as needed making sure the teachers and other staff members have developed sufficient skills in evaluation, information analysis setting target, supervising the progress of students and identifying low academic performance in individual student's level, class and subject. (MoE, 2011).

2.10.1. Creating the Conditions for School Improvement

Hopkins (2001), identified six internal conditions and suggested the importance of enhancing internal conditions of the school. According to his suggestion:

2.10.2. Involvement

In the literature on effective schools, there is strong evidence that success is associated with a sense of identification and involvement that extends beyond the teaching staff. This involves the pupils, parents and, indeed, other members of the local community. It does seem that those schools that are able to create positive relationships with their wider community can create a supportive climate for learning. Referring to a series of studies carried out in. Hopkins (2001) refers to the existence of what he calls an incorporative approach which incorporates two major elements: incorporation of pupils into the organization of the school, and incorporation of their parents through supportive roles.

2.10.3. Leadership Practices

Studies of school effectiveness affirm that leadership is a key element in determining school success (Mortimer, cited in Hopkins, 2001). Recently, studies of leadership in schools have moved away from the identification of this function exclusively with the head teacher, and begun to address how leadership can be made available throughout the management structure and at all levels in the school community. This shift in emphasis has been accompanied by a shift in thinking about leadership itself. Hence, there is an increasing call for “transformational” approaches which distribute and empower, rather than „transactional“ approaches which sustain traditional, and broadly bureaucratic, concepts of hierarchy and control (Hopkins, 2001).

2.10.4. Coordination

The school's capacity to coordinate the action of teachers behind agreed policies or goals is therefore an important factor in promoting change. At the core of such strategies are communication systems and procedures, and the ways in which groups can be created and sustained to co-ordinate improved effort across a range of levels or departments of particular importance are specific strategies for ensuring that all staff is kept informed about developments priorities and activities, as this is information vital to informed self-direction (Hopkins, 2001).

Communication is vital to overall school co-ordination. In order for a school to organize itself to accomplish its goals, maintain it in good working order and, at the same time, adapt to changing circumstances and sound procedures are essential for communication. Meetings must be scheduled, reports from task groups distributed, departmental meetings organized, and summaries of various activities written and sent round to all staff (Hopkins, 2001).

2.10.5. Inquiry and Reflection

Paradoxically, those schools that recognize inquiry and reflection as important processes in school improvement find it easier to sustain improvement effort around established priorities. They are also better placed to monitor the extent to which policies actually deliver the intended outcomes for pupils, even in times of change. Schools that recognize inquiry and reflection are important processes in school improvement find it easier to sustain improvement effort around established priorities, and are better placed to monitor the overall activities (Hopkins, 2005).

2.10.6. Collaborative planning

Experience suggests that although not all schools find development planning easy, collaboration is the key to successful planning. Involvement in planning is more important than producing plans. It is through collective planning that goals emerge, differences can be resolved and a basis for action created. The "plan" is really a by-product from this activity, and will almost always need to be revised, often several times. The benefits of the planning

activity, however, will often outlast the currency of the plan. More detailed advice on the development planning process is found in the empowered school (Hopkins, 2005).

2.11. Conceptual frame work of School Improvement program

The MoE has revised and improved the School Improvement Program (SIP) Framework, based on best-practices from Ethiopia and international research, to assist schools to realize measurable improvements in student results (MoE,2010). There are 4 Domains and 11 Elements in the SIP Framework. Under the 11 Elements there are 15 Standards. The Domains and Elements are reviewed below.

2.11.1. Domain 1: Teaching and Learning

Under this domain there are three elements, these are: Teaching, Learning and evaluation and Curriculum (MoE.2010). The main standards are as follows:

Teachers have professional competency, and participate in continuous professional development (CPD), in order to learn new knowledge to apply in the classroom. Teachers use active learning methods in the classroom to realize improved learning results. Teachers achieve measurable improvements in student results. A range of assessment methods are used in each grade to assess student learning, and based on the results, teachers provide extra teaching support to underperforming students. And also Teachers understand the curriculum (in terms of age, relevance, and integration) and develop and use supplementary materials in the classroom to improve student learning.

2.11.2. Domain 2: Learning Environment

Under this domain there are three elements, these are: Student empowerment, Student support and student facilities, the main standards are as follows; -

Students have developed a habit of taking responsibilities and leading a disciplined life.

There is collaborative work at the school and community levels to support inclusive education for children and teachers with special needs. Schools provide quality school facilities that enable all staff to work well and all children to learn.

2.11.3. Domain 3: School Leadership

Under this domain there are three elements, these are: School management, school leadership and school strategy and management, the main standards are as follows; - Structures and processes exist to support shared leadership in which everyone has collective responsibility for student learning, School policies, regulations and procedures are effectively communicated and followed. The schools decision-making and administrative processes (including data collection and analysis, and communicating with parents) are carried out effectively (MoE,2011; & Hopkins, 2002).

This the third domain of School improvement program stresses on school leadership and management roles and responsibilities (MOE, 2010). In implementing the school improvement program in secondary schools, as organizations need strong leadership and strong management for optimal effectiveness (Chalchisa, 2012). Managers advocate stability and the status quo and carry out responsibilities, exercise authority, and worry about how things get accomplished. Leaders advocate changes and new approaches, and are concerned with understanding people's beliefs and gaining their commitment. In the view of the above definition, school management is the combination of the different administrator's actions and their roles in the operation of a school while school leadership is about coping with change in the school (Bush, 2008). Lunenburg explains in his findings, that the management process involves planning and budgeting, organizing and staffing, and controlling and problem solving, whereas the leadership process involves developing a vision for the organization, aligning people with that vision through communication, and motivating people action through empowerment and through basic need fulfillment (Lunenburg, 2001).

According to Ministry of Education Stated in its guide line of SIP implementation, the third groups of standards under the SIP frame work are listed under the Domain called School Leadership. The first one is, Structures and processes exist to support shared leadership in which everyone has collective responsibility for student learning. Second, School policies, regulations and procedures are effectively communicated and followed and the third one is the-

schools decision-making and administrative processes (including data collection and analysis, and communicating with parents) are carried out effectively (MOE, 2010).

The school leaders have a great role in working with all stakeholders to formulate a vision for the academic success of all students. Developing a shared vision around standards is an essential element of school leaders. Regarding the role of school principals Ministry of Education (MoE) emphasized that: The school principal is the leading professional of the school. The major role of the school principal is providing professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school work (MoE,2012).

Effective leadership is a key to both continuous improvement and major system transformation and adds that effective leaders exercise an indirect but powerful influence on the effectiveness of the school and on the achievement of students. (Harris,2005) also indicates that the recognition of a strong relationship between the quality of leadership and school improvement; that is, leadership plays the most crucial role in ensuring school improvement program implementation (Harris,2005). And other researcher Concludes that the extent to which schools are able to make the necessary change will depend largely on the nature and quality of their internal management (Bush, 2008).The school improvement planning process can be a valuable mechanism for creating collaboration within the school and developing a sense of shared purpose and collective reflection. In addition to this, a collaborative environment creates an opportunity for diverse ideas, perspectives and experiences to surface from team members (Firdisa, 2009).

According to the Central European project report, the principal is the corner stone of the school and plays important role on development of education programs. And the researcher sees that it is necessary to equip principals with knowledge and skills to interact multiple changes and complex task of managing human being. Schools are the mirror of the life and birthplace of human resource so leaders of schools must be familiar with management skills and leadership styles. The main objective of the schools is to produce creative learners who will be leaders of

tomorrow; hence principals must be role models that students and other people in the schools will learn from them (CEP, 2009).

Therefore, school leadership is one of the most complex processes that help to influence people to achieve common goals. To be an effective leader, school principals needs to have a better knowledge and required skills of more than one leadership theory to serve their customers effectively and efficiently (Tadesse, 2013). Additionally, when school principals have an adequate knowledge and skill on school leadership, then they are able to choose which leadership theory; model or style is appropriate to their environment. Moreover, as the major notion of leader ship is to influence followers, school leader should develop the skill of influencing others and the ability of engaging stakeholders to achieve common objectives (Tadesse, 2013).

2.11.4. Domain 4: Community Participation

Under this domain there are three elements, these are: Society participation, working with parents Teachers meet with parents when necessary, and at a minimum twice per semester, to provide quality reports and to discuss their child’s learning achievement. Schools successfully mobilize the community to provide resources to support implementation of the School Improvement Plan. Schools are active in communicating and promoting the importance of education in the community.

Independent Variables

Dependent Variable

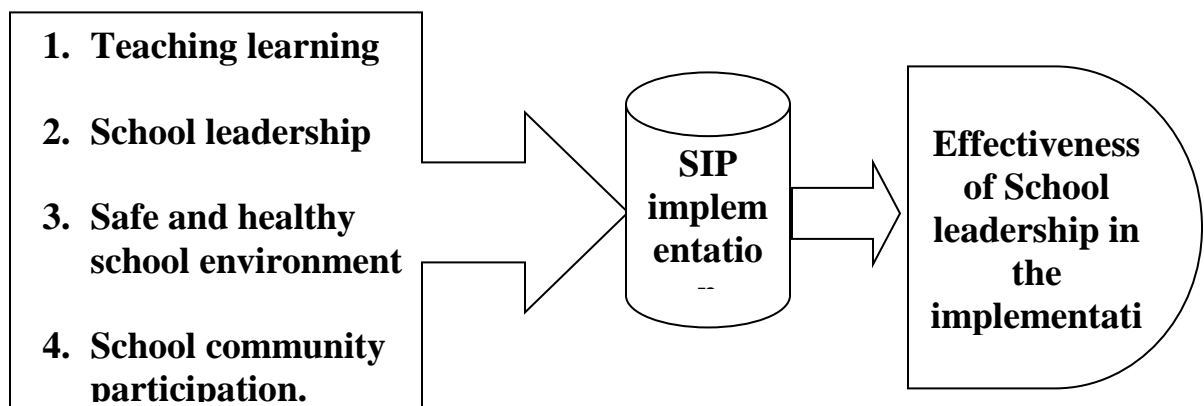


Fig. 3. Conceptual frame work of Effective school leadership in implementation of SIP.

2.12. Challenges of School Leaders in implementing school improvement program

As school improvement manual (MOE,2007) states about the obstacles of SIP implementation Includes lack of commitment to depart from traditional practices, absence of responsible organized effort at all levels which could direct and monitor the program implementation ,shortage of training ,lack of initiative and good look on the part of some teachers and school leaders, absence of awareness creations among stake holders and absence of clearly stated role about the participation level of each stake holders .Similarly, Harris in Hopkins (2002) has noted difficult to change school management arrangement and working culture as challenge to SIP in developing countries. In our case too, school improvement was challenged by lack of necessary input, lack of commitment, low level of motivation, poor leadership and the like are expected challenges in the implementation of school improvement program. Most of the school principal who is in the leading position did not get adequate educational training leadership. Even those who are trained also are not effective in leading the schools. Due to this reason, they lack the ability to design vision and coordinate the school community so as to lead to the attainment of the goals (MoE, 2016).

Schools need the participation of all stakeholders in the school plan (strategic and annual plan), but most of the time school plan is prepared by school principals. Therefore, the school mission and vision is not visible to all stakeholders and the intended student's outcome and ethical-centered activities are not achieved without the participation of stakeholder (MoE, 2007). If students feel safe, they attend their schooling with interest. So, schools should be conducive for all students (male and female) ethical improvement and academic achievement. Therefore, schools should be prepared based on the needs and interest of students secured their school environment. In addition to this the major school leadership challenges as: Providing a value-driven vision, managing staff relationships, leading people, effective communication, leading continuous change, dealing with poor performance, leading an ageing workforce, care and rules and balancing personal and professional responsibilities. These are dominant themes in leadership is that it must be relational, that is, by definition effective relationships are the energy source of leadership (MoE,2016).

It is known that clean, quiet, safe, comfortable and healthy environment are an important of successful teaching and learning. On this account, scholars suggested that school facilities can affect implementation of school improvement program and the availability of school facilities such as teaching materials and equipment, laboratory apparatus, specialist work rooms, the media of communication, the design of the class room, the climate of the school have an acceleration or a deadening influence on the students learning.

2.13. Monitoring and evaluation for school improvement program

Monitoring and evaluation consist in measuring the status of objective or activity against an “expected target” that allows judgment or comparison UNESCO (2006) with this regard, school improvement guide line prepared by MOE has given emphasis monitoring and evaluation. This indicates the importance of evaluation is the ongoing implementation of school improvement program. It serves as a means to check how improvement and /or change have adopted in school. These includes: conducting evaluation, documentation and reporting activities that are connected with national curriculum evaluation and learning capacity studies supervising improvements in student result and providing assistant as a needed; making sure that teacher, other staff members, PTSAs and SIC committees have developed s sufficient skill in monitoring and evaluation and assessments conducted and using them in plan preparation; supervising the progress (improvement) of SIP according to the outlined targets; identifying low performance in implementing SIP, in individual student level, section, class level and subject type (MOE, 2006). This shows that monitoring and evaluation is an integral part of school improvement plan implementation.

CHAPTER THREE

3. RESEARCH METHODOLOGY

Introduction

Chapter three outlines research design, research approach, data type and sources, sampling design (the study site target population, sampling techniques and sample size), data collection instruments, reliability and validity test, method of data analysis and ethical consideration was discussed.

3.1. Research Approach

In order to achieve the objective of the study and address the basic research questions; the researcher was follow a mixed research approach because a mixed research is an advanced research that can enable researcher to address research questions that deal quantitative or qualitative data and allows to triangulate the result of the study (Creswell, 2012). To achieve the stated objectives of this study, the researcher employed a mixed research approach. From mixed research types QUAN+QUAL or concurrent type was utilized. The strong reason behind this is that, QUAN+QUAL (concurrent) is a cost effective design because it can enable researcher to collect quantitative and qualitative data. And also these data were equally in amount and simultaneously (Creswell, 2012).

3.2. Research Design

Research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009). In this study a descriptive survey was employed with the intention to get the general picture of the current status of school leaders" effectiveness in implementing SIP in the secondary schools of Jimma Zone Mana district. In supporting this idea, Abiy et al., (2009) suggested that descriptive survey is used to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events. Moreover, the

descriptive survey is more effective in assessing the current practices in its natural setting.

3.3. Data Source and type

Based on the proposed method of the study, the relevant quantitative and qualitative data type was collected from both primary and secondary sources. Data sources and data types used in this study are discussed in the following section.

3.3.1. Data sources

In this study, both primary and secondary data sources were employed to obtain reliable information about school leadership effectiveness in preparation, in implementing school improvement programs, in challenges that school leadership faced and on monitoring and evaluation of SIP.

The major sources of primary data were teachers, principals, external supervisors, WEO SIP expertise, PTSAs committees, SIC committees' and member of student councils from each secondary schools were primary sources of data. The secondary sources of data for this research were secondary schools' documents and availability of school resource with respect to SIP.

3.3.2. Data type

The quantitative data type was collected from the school teachers based on the status of effectiveness of the school leadership in preparation of SIP plan, in SIP implementation, challenges that faced school leadership in implementation of SIP and the monitoring and evaluation mechanism under taken at the school level. The qualitative data type for this study was collected from the focus group discussion and interviews were employed to gather information from SICs, PTSAs, WEO SIP expertise and from student Councils of the schools who have direct contact with the issues. The basic reason behind this was, to learn more ideas from the participants and to allow the researcher gain more refined data.

3.4. The study site and Target population

3.4.1. The study site

The study area was, Mana District, which is found in Jimma Zone of Oromia Regional State. It was located in North West of Jimma town, about 20 km far from Jimma town and 385 km from the capital city of Ethiopia, in which there were six active high schools. These four secondary schools were selected purposively because of based on the high number of students, number of teachers, long experiences on implementation of SIP with school stakeholders (teachers, SIP committee, PTSAs committee, student and others) and increased school Grant budget (GEQIP, Grant fund) allocation for the implementation of GEQIP.

3.4.2. The target population

The total population of this study was three hundred six (Two hundred thirty Secondary Schools teachers, four Principals, nine vice principals, twenty-eight parent-teachers and student associations (PTSAs), twenty-eight School improvement committee (SICs) from each schools who were currently active in these secondary schools. And also one secondary schools' supervisor and six mana district education office SIP expertise were the target population of this study). Here, the researcher aimed to target to consider their relatively long exposures to schools as seniors to provide reliable information on their respective schools' six SIP performance office SIP team members (expertise).

3.5. Sample size and Sampling technique

3.5.1. Sample size

According to Best & Kahn (2006) the ideal sample is large enough to serve as an adequate representation of the population about which the researcher wishes to generalize. However, small enough to be selected economically-in terms of subject availability and expense in both time and money. There is no fixed number or percentage of participants that determines the

size of an adequate sample. It may depend on the nature of the population of interest or the data to be gathered and analyzed . So taking into account the design of this study and the suggestion offered by scholars through literature, the researcher decided to take; 4 school principals, 9 vice principals, 1 secondary school supervisor, 6 district education office SIP expertise, 28 SIP committees, 28 PTAs committee’s members. The basic reason behind this was, the researcher believed that their size could be easily manageable.

To determine the population size of participants from 230 teachers, the researcher employed the assumption of Best &Kahn, (2006)” sample size is a matter of judgment as mentioned earlier but mathematical precision formula-driven approaches make it clear.” To this end, the simplified sample size formula, $n = \frac{N}{1+N(e)^2}$, developed by Yemane (1967) mathematical formula was utilized.

Applying this simplified sample size formula, $n = \frac{N}{1+N(e)^2}$, at 95% confidence level, where, e is the level of precision=0.05, N = is the population size(number of teachers), n is the required sample size, and was calculated as: Based on Yamane (1967) the sample size of the teachers was, if N = 230 was the number of teachers then,

$$n = \frac{N}{1+N(e)^2}, \text{ Where, } N = 230 \text{ and } e = 0.05 \Rightarrow n = \frac{230}{1+230(0.05)^2} \text{----- by substitution.}$$

=> n=149-----by simplification. Therefore, n=149 teachers were the sample size of this study.

William stratified Formula (1977): was used to determine proportional size of teachers from each school.

X- No of teacher in each school

Where, Ps = Proportional allocation to size

n = Total teachers’ sample size

N = Total number of teachers in the four selected sample school=230

3.5.2. Sampling Techniques

In this study, a multiple sampling techniques (non - probability and probability sampling techniques) was employed (Best &Kahn, 2006 and Cohen et al., 2007). Among a non-probability sampling techniques, availability sampling technique was used to select; 4 school principals, 9 vice principals, 1 secondary school supervisor, 6 district education office SIP expertise, 28 SIP committees, 28 PTsAs committee’s members. From probability sampling techniques a simple random sampling technique (lottery method) was used to identify 149 teacher respondents. The basic reason to employ a simple random sampling technique is, it provides equal chance (free from personal bias) for participants in the study and enhances the representativeness of the large population of the study area (Best &Kahn, 2006 and Cohen et al., 2007). Total populations, sample size and sampling techniques are displayed in Table 1 below.

Table 1: Population, Sample size and Sampling techniques of respondents

Organization and population	No. of organization	Population and Sample size			Sampling techniques
		Population	sample	% (no)	
Secondary schools Teachers	4	230	$n = \frac{230}{1 + 230(0.05)^2}$	64.8%	Simple Random
Secondary schools Principals	4	4	4	100%	Availability
Secondary schools Vice Principals	4	9	9	100%	Availability
External Supervisors	1	1	1	100%	Availability
WEO SIP experts	1	6	6	100%	Purposively
Secondary schools PTsAs committee	4	28	28	100%	Purposively
Secondary schools SICs Committees	4	28	28	100%	Purposively
Total	22	306	285	93.1%	

Therefore, a total number of two hundred eighty-five respondents were included from all four secondary schools in the study area.

3.6. Data collection Instruments

In order to obtain the necessary data types, various data collection instruments were used. These include questionnaire, interview guide, checklist for observation, and document analysis. Each of these data collection instruments were discussed below in separate section.

3.6.1. The questionnaires

The study made use of standardized questionnaires developed by different previous researchers. This questionnaire was used to measure different variables on Effectiveness of school leadership and management Begashaw.W (2012) such as; School leadership preparation and creating awareness design by (Rahel,2016), on implementation of SIP program, major challenges that face school leaders, Monitoring and evaluation mechanism in the implementation of SIP at school level were designed by (Iammessa Abdi, Begaashaw.W and Rahel.A). It comprised both close ended and limited open-ended items. This was, because questionnaire is convenient and cost effective to collect information from large number of respondents with in short period of time.

For the first section, respondents were asked to provide demographic information on: (1) name of the school ;(2) gender ;(3) age ;(4) level of education and (5) total years of service. For the second section, respondents were asked to rate on the extent to which the identified items were practiced in their school, using a five-point Likert scale (1 = strongly disagree; 2 = Disagree; 3 =Undecided; 4 = Agree; 5 = strongly agree).

3.6.2. Semi-Structured interview

For the qualitative part 4(four) semi structured interview was employed to acquire qualitative data from sample schools on the effectiveness of school leadership in implementation of school improvement program, in order to learn key preparations of school leadership, the status of the

implementation of SIP, challenges facing school leadership, existing monitoring and evaluation mechanism of the corporation in relation to the central of this study. The interview question was prepared in English language and translated in to Afan Oromo language to make clear for interviewees and conducted in one to one way by the researcher. This was helpful to get relevant information concerning the issue under the study. In addition to this, the researcher can assure the fitness of the data gained from questionnaire and to obtain similar information from the four groups of interviewers to allow better flexibility for interviewer and interviewee that in turn could give him better opportunity to explain what he/she feels on the issue more as a leadership and management explicitly (Best & kahan,2003).

3.6.3. Focused Group Discussion

The FGD guide was also used to gather information from SICs, PTAs and student council members of each sample school. However out of twelve FGD only eight FGD were employed. But the rest four FGD with students were not employed due to COVID-19. Therefore, a total number of respondents fifty-six (SICs and PTAs members) were participate in the program. It was believed that making discussion among individuals may provoke more ideas to argue and to allow the researcher gain more refined data. The relevant point of the discussions was taken by writing on note book in order to minimize loss of information. The discussion was emphasized on the effectiveness of school leadership in preparation of SIP plan, on implementation of SIP domains, challenges encountered in the implementation of SIP that faced the school principals and the practice of school principals in engagement of stakeholders in the planning, implementing, evaluating and monitoring the implementation of SIP.

3.6.4. Observation checklist

Observation was the other data gathering tool employed in this study. Therefore, in this study to check the availability of school facilities, teaching materials and physical school environment checklist has been used. This was because adequacy and availability of learning facilities and situation of the physical school environment can easily have observed.

3.6.5. Document Review

Document analysis was focused on such documents SIP implementation plan, committee minutes, self- assessment tools, evaluation tools, SIP guide line and overall SIP practices recorded. In addition to primary sources, relevant information was included from secondary sources of data. this, including the past two years (2010-2012/2018-2020) documents reviews in each schools like minutes, school grant budget plan and report, SIP guide line, SIC 3 years plan and PTSAs committee annual plan, reports and other related documents were observed to check how much were the school leadership and management perform, practice and implementing the school improvement plan. This technique was help the researcher to cross check the data that was obtained through primary sources (i.e. questionnaire and interview).

3.7. Data collection Procedures

The following procedures and steps were followed throughout the data collection processes: A formal letter of Support from the University/Department was communicated to all relevant officials and selected targets by the researcher. A standardized consent form clearly outlining the ethical considerations, the purpose of the study and the respondents' voluntarism and willingness were developed and signed by all participants, once selected for the study. Initial Questionnaires and checklists were developed and translated in to local languages for ease of use, and piloted to ensure validity and reliability of data and responses;

The necessary corrections were made from the pilot test; the final questionnaires were duplicated and distributed to all respondents, with instructions and orientation by the researcher. All respondents were given one week to complete the questionnaires and returned them to the researcher. Data from completed surveys were entered in to SPSS version 20.A standardized key Informant Interviews were conducted, and all responses/data from qualitative study was analyzed immediately to supplement the quantitative data.

3.8. Reliability and Validity test

In any research study, Checking the validity and reliability of data collecting instruments before providing for the actual study subject was aspects of research that need to be addressed. It is the core to assure that the collected data is trustworthy and reliable is core to assure the quality of

the data (Yalew, 1998). Even though the employed questionnaire was standardized, the pilot-test was conducted to test the validity and reliability of the content in the new study area.

3.8.1. Validity test

To ensure validity of instruments, the instruments were standardized and developed under close guidance of the advisors and, also a pilot study was carried out on fifteen teachers of Garuke Jimate secondary school to pre-test the instrument. Moreover, validity is checked by reviewing data collection instruments in terms of clarity, wording and sequences of questions. Thus, in the current study, the draft questionnaire was initially administered to fifteen participants. The pilot test was providing an advance opportunity for the investigator to check the questionnaires with objective whether or not the items included in the instruments could enable the researchers to obtain the relevant information and to identify and eliminate problems in collecting data from the target population and to minimize errors due to improper design of instruments, such as problem of wording or sequence (Adams et al., 2007).

Before conducting the pilot-test, respondents were oriented about the objectives of the pilot-study, how to fill out the items, evaluated and give feedback regarding the relevant items. To this end, draft questionnaires were distributed and filled out by the population selected for the pilot study. After the dispatched questionnaires were returned and necessary modifications on items were made. Also the advisor had commented on the questionnaire before it was distributed to target respondents.

3.8.2. Reliability test

Reliability is the extent to which the instrument measures whatever it is measuring consistently. If the instrument/measure is reliable, similar results were found when carried out on similar groups of participants in research in a similar milieu (Bailey, 2007). The reliability of the instrument was measured by using a Cronbach's alpha reliability test, it was performed to check the consistency and accuracy of the measurement scales. As explained by Drost (2004), therefore from forty-three items of the questionnaire, the collected data accuracy was checked

from the result of Cronbach's coefficient alpha statically calculated was 0.846 and it was considered to be satisfactory, indicating questions in each construct are measuring a similar concept.

Table 2- Reliability test results with Cronbach's alpha

no	Variables	No. of items	Cronbach alpha
1	Efforts made by school leaders for preparation of SIP	7	0.790
2	Teaching learning domain	9	0.860
3	Safe and healthy school environment domain	7	0.841
4	School leadership domain	6	0.892
5	Community participation domain	4	0.872
6	Challenges school leadership faced in the implementation of SIP	6	0.880
7	Monitoring and evaluation mechanism in the implementation of SIP	4	0.785
	Average Reliability		0.846

3.9. Methods of data Analysis

For this study, both quantitative and qualitative methods of data analysis were employed. Thus, the data obtained through a questionnaire was analyzed by using percentage, followed by discussion of the most important points.

3.9.1. Method of analysis for Quantitative data type

The quantitative data was analyzed using descriptive statistics (frequencies, percentages, mean and standard deviation) to describe the effectiveness of school leadership in implementing the school improvement program. To find out answer for the research questions, the information collected through five point Likert rating scales ranging from strongly agree to strongly disagree and close ended questionnaires was computed using relevant statistical analysis tools SPSS version 20. The analyses will be done based on these stated intervals and the mean values less than 1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as moderate, 3.50-4.49 as high and more than 4.50 as very high in implementation of the items. The analyses were done based on these stated intervals (George & Mallery, 2003).

3.9.2. Method of analysis for Qualitative data type

The Qualitative data collected from interviews, open ended question of the questionnaire, focused group discussion, document analysis and observation were analyzed and interpreted qualitatively. The hand written notes were transcribed; categorized and compiled together into themes. The result of open-ended questions, document analysis and observation were also summarizing and organized through triangulation to ensure the validity and reliability of the study findings by related category. Finally, the overall course of the study was summarized with findings, conclusions, and some possible recommendations. And in additions, inferential analysis such as correlation and regression were deployed.

3.10. Ethical Consideration

Ethical consideration plays a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. To conduct this study, the researcher had received supportive letters from the department of business and management. After receiving supportive letter from the department, the researcher, went to the study area and contact with principals, SIP committee members, PTA members, teachers, secondary School cluster supervisors and District education office head and SIP focal persons to get their willing and to arrange their convenient time to the questionnaire and interviews. The respondents were informed of the purpose of the research. Finally, they were informed to ensure the information obtained from the respondents; the data obtained was used for research purpose only.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

To this end, a total of 149 of questionnaires were distributed to 149 teachers. The returned questionnaires were one hundred thirty-four (90%). The data were analyzed in terms of the frequency, percentage, Mean scores and Standard Deviation Moreover, four school principals, nine vice principals, one external supervisor, six WEO SIP expertise were interviewed. In addition to this, Seven PTSAs from each school and a total of twenty-eight PTSAs, seven SICs committees from each school and a total of twenty-eight SICs committees, and 90 student council were planned to employ FGD. The qualitative data were analyzed to triangulate the quantitative data. But because of COVID-19 the researcher can't be present with students.

Item scores for each category were arranged under five rating scales. The range of rating scales was very low = 1, low = 2, moderate = 3, high = 4 and very high = 5. For the purpose of analysis, the above 5 rank responses of the questionnaire were grouped and labeled into three categories i.e. low, moderate and high. In categorizing the rating scales, the frequency and percentage results of "very low" and 'low' were combined into "low" and the results of "Very high" and "high" combined into "high".

Mean scores and standard deviation were calculated from the responses. For the purpose of easy analysis and interpretation, the mean values of each item and dimension were interpreted as follows. The extent of school leaders' role in implementing school improvement programs with a mean value of ≤ 1.49 as very low level of performance, 1.50-2.49 as low level of performance, 2.50-3.49 as a moderate level of performance, 3.50-4.49 as high performance and ≥ 4.50 as very high level of performance. Finally, the data obtained from the open ended items of the questionnaire, interview, focus group discussion, document analysis and observation were presented and analyzed qualitatively to substantiate the data collected

through the questionnaires. Thus, this chapter presents the analysis and interpretation of data.

4.1. Characteristics of Respondents

Overall, the chapter comprises of two major parts. The first part presents the characteristics of respondents in terms of sex, age, academic qualifications and service year. The second part deals with the results of findings from the data which were gathered through the questionnaire, interview, focus group discussion, document analysis and observation.

Table 2: Characteristics of all Respondents for quantitative and qualitative data

Type	Title	Respondents number							Total
		Teachers	Principals	Vice principals	SIP expert	super visor	PTSAs committee	SICs committee	
Gender	Male	93	4	8	4	1	24	24	158
	Femal	41	0	1	2	0	4	4	52
	Total	134	4	9	6	1	28	28	210
Qualification	Certef.	0	0	0	0	0	28	28	56
	Dipp.	0	0	0	0	0	0	0	0
	Diggri	129	3	9	6	0	0	0	147
	MA	5	1	0	0	1	0	0	7
	Total	134	4	9	6	1	28	28	210
work experience	1_4	9	0	0	0	0	28	28	65
	5_9	27	2	5	0	0	0	0	34
	10_14	38	2	4	4	0	0	0	48
	above 14	60	0	0	2	1	0	0	63
	Total	134	4	9	6	1	28	28	210

According to data of respondents in table two, the respondents were asked to indicate their background information. The details of the responses were given in Table 2 above was discussed as follows. The characteristics of the respondents in terms of sex revealed that 93 (68.7%) and 41 (31.3%) teachers were males and females respectively. From this, one could understand that, the number of females in the secondary schools is much lower compared to

males in the sampled schools. Similarly, all the interviewees' participants 4(100%) all are male principals, 9 (90%) and 1 (10%) of vice principals were male and female respectively, 1(100%) external supervisors were male and also 24 (75%) PTAs committees and 4 (25%) representatives were males and females respectively. The same is true for SICs Committees of these secondary schools. In addition to this 4(60%) and 2 (40%) of WEO SIP expertise were males and females respectively. Therefore, it is possible to conclude that, females were under represented in the secondary school leadership position in the secondary schools of Jimma Zone, Mana district secondary schools. Hence, there is a need to encourage females to the position of leadership.

As far as educational qualification was concerned, out of 210 respondents about 147 respondents 95.5% had a first degree of BA/BSC/BED and only 4.5% of respondents had MA/MSc. However, there was no respondent who had diploma or certificate. With respect to work experiences of respondents, 11(7%) of respondents had experience of 1-4 years, 35(22.4%) of respondents had 5-9 years' experience. On the other hand, 48(30.8%) and 62 (39.7%) of respondents had a work experience of 10-14 years and above 14 years' experience respectively.

4.2. Awareness and preparation of Stakeholders on SIP planning

Awareness creation in SIP implementation is the process of informing people to elevate the level of understanding on the objective of the program, with intention of influencing stakeholder's attitude towards the achievement of implementing the program is the major role of the school leadership in the school community to achieve the SIP plan through, its aim is to bring different stakeholders incorporate those performers who were expected to be involved in the program implementation to raise awareness on SIP was to promote its feasibility and credibility with in the school community.

Stakeholders can effectively involve in the program planning, implementation and evaluation if only they aware of the purpose, objectives and implementation process of the program. One of the major methods to make the stakeholders about the program implementation is providing them adequate training. According to MOE, the first step in the implementation of SIP at

school is providing training for stakeholders (MOE; 2011). Therefore, Teachers were asked to rate the extent to which efforts made by school leaders in the preparation of SIP Implementation. For the respondents' questionnaire which had five rating-scales were dispatched. The result was summarized in the following table.

Table 3: School leadership creating awareness and preparation in SIP planning stage

No	Item	p o p.	Rating										Total		M	S
			VH		H		M		L		VL		n	%		
			n	%	n	%	n	%	n	%	n	%				
1	The extent to which school leaders are capable in setting directions towards achieving the expected educational goal to stakeholders.	134	0	0	12	9	50	37.3	72	53.7	0	0	134	100	2.36	0.67
2	The extent to which school leaders are able to give clear orientation and strategic vision on the regulation of SIP.	134	0	0	5	3.7	47	35.1	82	61.2	0	0	134	100	2.45	0.52
3	To what extent the school leader work with SIP Committee at the school level during preparation stage	134	4	3	15	11.2	55	41	52	38.8	8	6	134	100	2.73	0.47
4	The extent to which school leaders make self-assessment and evaluation with stakeholders before planning School improvement program.	134	0	0	6	4.5	85	63.4	34	25.4	9	6.7	134	100	2.71	0.48
5	The extent to which school leaders identify priority areas before the planning school improvement program.	134	0	0	11	8.2	30	22.4	85	63.4	8	6	134	100	2.82	0.61
6	The extent to which school leaders encourage stakeholders to prepare the collaborative plan.	134	3	2	25	18.7	51	38.1	55	41	0	0	134	99.8	2.73	0.65
7	To what extent the school leader are performing well in arranging adequate resources needed for SIP.	134	0	0	8	6	85	63.4	41	30.6	0	0	134	100	2.64	0.64
Average mean and standard deviation														2.47	0.35	

With regard to the data in (Table 3) item 1 above, only 12 (9%) of teachers believed that school leaders were capable in setting directions towards achieving the expected educational goals at High level. Whereas the majority 72 (53.7%) and 50 (37.2%) of teachers believed that school leaders' performance in this aspect was at Moderate and low level respectively. Supporting this idea, (Tigistu, 2011) explained that a school system is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders and nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders.

As indicated in (Table 3) item 2 above, only 5 (3.5%) of teachers agreed that school leaders were able to give clear orientation at a high level and the rest 47(35.1%) and 82(61.2%) of teachers believed that school leaders were able to give clear orientation at Moderate and at low level respectively. Regarding this idea, literature revealed that parents and communities should always be informed about what is happening in the school and they cannot provide the necessary support for learning without a good understanding of what the school actually does (MoE, 2006). Therefore, it is possible to conclude that school leaders of secondary schools of Jimma zone Mana District were giving clear orientation at average level, but this might not be enough because unless stakeholders are clearly oriented and aware of what is going on in school, they might not fully involve in different activities going on in the school particularly in a school improvement program.

As revealed in (Table 3) above, item 3 above, the majority 60 (44.8%) of teachers agreed that school leaders' work with the school improvement committee during planning at low level and the rest 19 (14.2%) and 55 (41.0%) of teachers agreed that school leaders' work with the school improvement committee at high and moderate level respectively. The result of interviews from 4 principals, 6 vice principals and 1 external supervisor of sample schools revealed that participation of school improvement committee in planning SIP was almost none. Regarding this idea, literature revealed that the school improvement committee is responsible and should be participating in self-assessment, planning, implementing and monitoring of SIP (MoE 2010). Therefore, from the result, it is possible to conclude that school leaders were not efficiently working with the school improvement committee in planning SIP. But, the plan

which is prepared by only school leaders may confront a lot of challenges when put into practice.

According to item 5 of (Table 3) above, teachers were asked to reflect their agreement on the extent to which school leaders made self-assessment with stakeholders before planning School improvement program. Accordingly, only 6 (4.5%) of teachers revealed that the extent of self-assessment made with stakeholders was at high level but the rest 85 (63.4%) and 43(32.1%) of teachers agreed that school leaders made self-assessment with stakeholders at moderate and low level respectively. The interview with external supervisors and PTAs also showed that there is low participation of stakeholders. By Supporting this idea one school external supervisor informed that: “school principals were trying to invite parents and the community to schools, but most of them were not willing to come to the school”.

PTA representative of one school also explained that the reason why parents and community, not willing to come to school is not only because of the principal makes less effort. Principal in collaboration with external supervisor are mostly trying to invite parents and the community to school specifically by writing legal letters for each individual, but the majority do not respond to the call except few of them.

The result of document analysis also indicated that there were no specified documents showing self-assessment of stakeholders done before panning SIP in most secondary schools of the sample schools. Regarding this idea, literature revealed that school plan must be democratically oriented and should involve everyone concerned: teachers, students, parents, and community and effective plans are those that require participation of all stakeholders (Tigistu, 2012). Therefore, the result indicated that secondary school leaders were not undergoing self -assessment with stakeholders as expected and this might lead the schools to difficulties in identifying their strength and weakness and they may also be unable to identify priorities of their school.

As depicted in item 6 of (Table 3) above, the majority 93 (69.4%) of the teachers were agreed that school leaders identify priority at low level and the rest 11 (8.2%) and 30 (22.4%)

of teachers supported that school leaders identify priority at high and moderate level respectively. Supporting this idea, Hopkins et al., (in Harris 2005) explained that competing priorities are some of the factors that prevent school improvement from occurring. Therefore, the result indicated that the emphasis that school leaders of secondary schools gave to prioritize activities before planning was not satisfactory and this might affect the preparation of real and applicable SIP plan of the school.

As shown in (Table 3) item 7 above, the majority 55 (41.0%) and 51 (38.1%) of teachers agreed that school leaders encourage stakeholders to prepare a collaborative plan at low level and moderate level respectively but only the rest 28 (20.7%) of teachers revealed that school leaders encourage stakeholders to prepare a collaborative plan at high level. Regarding this idea, literature revealed that school plan must be democratically oriented and should involve everyone concerned: teachers, students, parents, and community. Therefore, effective plans are those that require participation of all stakeholders. Schools need the participation of all stakeholders in the school plan (strategic and annual plan), but most of the time school plan is prepared by school principals. Therefore, the school mission and vision is not visible to all stakeholders (MOE, 2007). Therefore, from the result, it is possible to conclude that secondary school leaders were not sufficiently encouraging stakeholders in preparing a collaborative plan and this may be challenging to realize school improvement program in the schools.

As shown in (Table 3) above item 8 above, the majority 85 (63.4%) of teachers agreed that school leaders were performing well in arranging adequate resources needed for school improvement at a moderate level and the rest 8 (6.0%) and 41 (30.6%) of teachers agreed that in regard of arranging adequate resources, school leaders did at high and low level respectively. The result from open ended question and interview also indicated that there was a few increment in financial resources in the secondary schools. Supporting this idea one school principal informed that: “Currently, there is an increment of the school budget than the previous few years because of the increment of school grant per each students.

The school external supervisor also explained that: “even though problems are still remaining with block grant budgets of the school, currently there is a slight increase in financial resource due to an increment in school grant better than the previous few years”. Regarding resource, literature revealed that school improvement planning can only lead to genuine and profound change if schools have at least a minimum level of resources to work with and without such resources, the school improvement program could become de- motivating (MoE, 2010).

4.3. School improvement plan implementation in four domains

As indicated in review of related literature there are four domains or focus areas for school improvement program MOE (2006) which are supposed to enhance students’ achievement and ultimately improves quality of education. This part discusses the major activities that should perform to bring about school improvement. Therefore, in this respect, the extent of implementation on the four domains namely; teaching-learning process, safe and conducive learning environment, school leadership and community participation had been treated based on the selected items that represent the successful implementation of SIP in each school domains. For each domain two group of respondents were asked to rate issues raised in each domain with five liker scales; from “5” for very high to ‘1’ for very low level of implementation. For analysis purpose in table 8 and 9 the mean values were interpreted as mean > 3.5= High, 2.5-3.5=moderate; and < 2.5 low.

4.3.1. Teaching and Learning Domain

Teaching learning domain is the major determinant of student’s achievement that indicates what is going in the class room. Not much powerful and sustainable change happens in teaching learning process unless it happens in class rooms (Earl, 2003). This domain focuses on the actual interaction between teachers and learners.

Therefore, Secondary school teachers were asked to measure the extent to which school leaders realize teaching-earning process as it is one of the school improvement program domains. Each of the items was assessed using a five-point rating-scale. The result was summarized in the following (Table 4) below.

Table 4: Response of teachers on Teaching learning domain

No	Items	p o p.	Rating										Total		M	S
			VH		H		M		L		VL		F	%		
			F	%	F	%	F	%	F	%	F	%				
1	To what extent school leaders make effort to enhance teachers professional development	134	4	3	28	20.9	64	47.8	38	28.4	0	0	134	100	2.53	1.05
2	To what extent school leaders encourage teachers to use continuous assessment to enhance students' performance.	134	0	0	42	31.3	58	43.3	34	25.4	0	0	134	100	2.71	1.01
3	To what extent school leaders motivate teachers for best performance.	134	0	0	6	4.5	46	34.3	82	61.2	0	0	134	100	2.45	1.08
4	To what extent school leaders coordinate the staff to share their experience to implement SIP.	134	0	0	12	9	28	20.9	88	65.7	6	4.5	134	100	2.35	1.28
5	The extent to which school leaders use feedback from stakeholders to motivate students for their best academic performance.	134	0	0	13	9.7	36	26.9	69	51.5	16	11.9	134	100	2.44	1.08
6	To what extent school leaders facilitate provision of instructional materials for the teaching learning process.	134	3	2.2	28	20.9	39	29.1	64	47.8	0	0	134	100	2.52	1.05
7	The extent to which school leaders encourage internal supervision to enhance the teaching learning process.	134	4	3	55	41	46	34.3	29	21.6	0	0	134	100	2.66	1.02
8	To what extent school leaders actively work to ensure highest academic achievement of students?	134	0	0	19	14.2	59	44	45	33.6	11	8.2	134	100	2.45	1.06
9	The extent to which school leaders take their time in improving the instruction.	134	0	0	6	4.5	38	28.4	83	61.9	7	5.2	134	100	2.33	1.32
Average mean and standard deviation															2.46	1.01

Concerning to item 3.1 of Table 4, the majority 64 (48%) of teachers revealed that school leaders made significant effort to enhance professional development of teachers at moderate level and the rest 32 (24 %) and 38 (28%) of teachers agreed that school leaders made

significant effort to enhance professional development of teachers at high and low level respectively.

But, the result of interview revealed that there were some resistances from secondary school teachers' side. Regarding this issue, principal of one secondary school informed that: "CPD (Continuous professional development) has a great contribution in enhancing the teacher's profession, but most secondary school teachers are still resistant to follow and practice the program". Vice principal of one school also explained that: "Some teachers consider CPD as it is less valuable and simply imposed on them to make them overload and busy". Regarding professional development, Hopkins *et al.*, (in Harris, 2002) explained that an essential component of successful school improvement interventions is the quality of professional development and learning.

With regard to item 3.2 of Table 4, the majority 58 (43%) of teachers agreed that school leaders encourage teachers to use continuous assessment at a moderate level and the rest 34 (25%) and 42 (31%) of teachers agreed that school leaders encourage teachers to use continuous assessment at low and high level respectively. But, the result from document analysis revealed that the majority of sampled schools were using the oldest (teachers centered) assessment method than continuous assessment method and this may affect the pupils' achievement.

In item 3.3 of the same table above, only the 6 (4.5%) of teachers revealed that school leaders motivate teachers for the best performances at high and the rest 82 (64.2%) and 46 (34.3%) of teachers agreed that school leaders motivate teachers for the best performances at low and moderate level respectively. that effective school leaders provide motivation and encouragement that lead to success and they manage effectively in a changing educational environment. Therefore, as the result revealed, secondary school leaders of Jimma zone Mana District were not sufficiently motivating teachers and this may affect the teaching learning process which has a direct relation to school improvement of the school.

As can be witnessed from item 3.4 of the same (Table 4) above, the majority 94 (70.2%) of teachers agreed that school leaders coordinate the staff to share their experience at low level and few of the rest 12(9.0%) and 28 (20.9%) of teachers agreed that school leaders coordinate the staff to share their experience at high and moderate level respectively. Therefore, from the result one can conclude that secondary school leaders of Jimma zone mana district were not sufficiently coordinating the staff to share their experience and this might in turn affect the professional development of teachers and may also affect the relationship within teachers of the same school and teachers of the neighboring schools.

As indicated in item 3.5 of the same table, 85 (63.4%) of teachers revealed that school leaders used feedback from stakeholders to motivate students for their best academic performance at low level but the rest 36(26.9%) and 13(9.7%) of teachers revealed that school leaders used feedback from stakeholders to motivate students for their best academic performance at moderate and high level respectively. But regarding this idea, MOE (2006) revealed that the school should communicate regularly with the community, and should receive both positive and negative feedback at regular intervals.

As illustrated in item 3.6 of the same Table, the majority 64 (47.8%), of teachers revealed that school leaders facilitate provision of instructional materials for teachers at lower level and the rest 39 (29.1%) and 31 (23.1%) of teachers revealed that school leaders facilitate provision of instructional materials at low and high level respectively. Therefore, as one could understand from the result, school leaders of secondary schools of Jimma zone mana district did at an average in providing instructional materials for teachers. Thus, as the finding of the study revealed, school leaders 'accomplishment seems to be fair, but it might not be enough, since success in the implementation of SIP or teaching and learning process might not be reached.

As shown in item 3.7 of the same Table, 106 (67.9%) of teachers revealed that school leaders encourage internal supervision to enhance the teaching learning process at a high level. Whereas the rest 30 (19.2%) and 20 (12.8%) of teachers agreed that school leaders encourage internal supervision at low and moderate level respectively. Regarding this idea, literature

revealed that, teachers and administrators must actively engage in the process of supervision. In addition, supervision as a task assigned to all individuals who possess supervisory position to stimulate and coordinate staff development and growth as well as to influence mainly teachers for the betterment of instructional performance. Therefore, as the finding of the study revealed, secondary school leaders of Jimma zone mana district fairly did not in encouraging internal supervision.

As indicated in item 3.8 of the same Table above, 59 (44%) of teachers agreed that school leaders actively work to ensure highest academic achievement of students at a moderate level and the rest 56 (41.8%) and 19 (14.2%) of teachers revealed that school leaders actively work to ensure highest academic achievement of students at low and high level respectively. The result from interview also indicated that there was a slight improvement of students' achievement. As 4 principals and 3 external supervisors of the sampled school explained there was 2-3 % increment in National Examination result of grade 10 students in 2013 than the previous years.

As indicated in item 3.9. of the same table, the majority 90 (67.1%) of teachers agreed that school leaders take their time in improving the instruction at low level and the rest only 6 (4.5%) and 38 (28.4%) of teachers agreed that school leaders take of their time in improving the instruction at high and moderate level similarly. Regarding this idea, MOE (2007) literature revealed that a school leader is the pivotal point within the school that affects quality of individual teachers 'instruction, the height of student's achievement and the degree of efficiency in school functioning and if a school is to be an effective one, it is because of the instructional leadership. Therefore, as the finding revealed, school leaders of Jimma zone mana district were performed at moderate levels in implementing teaching and learning domain.

4.3.2. The School Leadership and Management Domain

In this section of the research report of the school improvement activities in relation to school leadership and management were addressed. School leadership has vital role for the effectiveness of school improvement program. Building leadership capacity is an important

duty to carry out school improvement program properly. Supporting this ideas Harris (2003) revealed that school principal empowers others to lead and serving as a catalyst for changes.

In addition to this, thus the success of SIP is associated with school leader practices. School leaders play an important role in promoting and sustaining change in schools. According to MOE (2011) it is expected of school leaders and management to bring sustainable improvement in schools. This implies school leaders are responsible and accountable for the problems and failure of SIP implementation and it is expected of them to find solutions for the identified problems and to adapt good practices for the success of the area under investigation. Increased participation of all stake holders in decision- making processes leads to a more collegial relationship and increased satisfaction.

Table 5: Response of teachers on school Leadership and Management

No	Items	p o p.	Rating										Tota		M	S
			VH		H		M		L		VL		F	%		
			F	%	F	%	F	%	F	%	F	%				
1	To what extent school leaders have adequate skills which enables them to lead the school in different situations	134	0	0	25	18.7	34	25.4	75	56	0	0	134	100	2.48	1.13
2	The extent to which school leaders have adequate capacity to support stakeholders to develop collaborative work	134	3	2	12	9	43	32.1	76	56.7	0	0	134	100	2.46	1.24
3	To what extent school leaders encourage stakeholders participatory in decision making.	134	4	3	20	14.9	37	27.6	73	54.5	0	0	134	100	2.45	1.20
4	To what extent school leaders share responsibility among stakeholders members	134	0	0	13	9.7	31	23.1	86	64.2	4	3	134	100	2.44	1.25
5	The extent to which school leaders make an effort to develop capacity of stakeholders	134	0	0	7	5.2	29	21.6	91	67.9	7	5	134	100	2.42	1.21
6	The extent to which school leaders make the best use of the available budget to provide resources.	134	0	0	9	6.7	26	19.4	93	69.4	6	4	134	100	2.34	1.18
Average mean and standard deviation														2.46	0.12	

As indicated in item 3.11 of the same (Table 5) above, the majority 75 (56%) of teachers agreed that school leaders had adequate skills which enable them to lead the school in different situations at low level and the rest 25 (18.7%) and 34 (25.4%) of teachers agreed that school leaders had adequate skills which enables them to lead the school in different situations at high and moderate level respectively. Regarding this idea, Wossenu (2006) stated that leaders will be successful only when they are equipped with certain managerial skills in getting things done through people. That effective leadership depends on the leader's styles and the school level leaders should be experienced and trained in leadership to cope up with the necessary skills to utilize the appropriate styles.

As can be seen from item 3.13 of the same (Table 5) above, the majority 73 (54%) of teachers agreed that school leaders encourage stakeholder's participatory decisions making at low level and the rest 24(17.9%) and 37(27.6%) of teachers revealed that school leaders encourage stakeholder's participatory decisions making at high and moderate level respectively. In this regard literature revealed that effective school leaders encourage shared decision making with the school community including staff, students and parents and they are both the guardian and reformer of the educational system, and they ensure that all groups engage in a common goal and moving in the same direction (Tigistu, 2012). As the result indicated school leaders of the secondary school of Jimma zone Mana District were not sufficiently encouraging participatory decision making.

As illustrated in item 3.15 of the same Table above, the majority 98 (72.9%) of teachers agreed that school leaders make an effort to develop capacity of stakeholders at low level and the rest 7 (5.2%) and 29 (21.6%) of teachers revealed that school leaders make an effort to develop capacity of stakeholders at moderate and high level respectively. Regarding this idea, Harris (2005) stated that school leadership must build the capacity by developing the school as a learning community. Temesgen (2011) stated that school leaders should develop the skill and talents of those around them. Therefore, as the result revealed school leaders of secondary schools were not effective in developing the capacity of stakeholders and this in turn may retard the realization of SIP.

With regard to item 3.16 of the same table above, the majority 99 (73.4 %) of teachers agreed that school leaders made the best use of the available budgets to provide resources at a low level and the rest only 9 (6.7%) and 26 (19.4%) of teachers agreed that school leaders made the best use of the available budgets to provide resources at moderate and high level respectively. But, the result from interview revealed that there was an improvement in using the budget in an appropriate and economical way. Supporting this idea, PTA representative of one sample school informed that: “Not only principals and vice principals who involve in running school budget, but PTA representatives are responsible and has taken part in controlling and monitoring budget of school especially school grant. But, at the same time secondary schools has scarce of resource because, parents and community are not supporting the schools financially.” School principals of majority of sample schools also explained that secondary schools were not getting the block grant budget properly. For instance, one school principal explained that:

“Even though our school is getting faire budget of school grant, the block grant budget is not properly availed to the school as it is specifically allocated per each pupil and which is clearly indicated in the blue print of MoE (2011). Therefore, this problem hinders our school to fulfill important educational materials and facilities in the school.”

4.3.3. Safe and Healthy School Environment Domain

This domain mainly focuses on making school environment safety and health relation for teaching learning process. Safety and conducive-learning environment helps school leaders, teachers and students to feel secured and contributed to their maximum potential for teaching and learning process. School improvement framework MOE (2007) suggested that schools should create a learning environment that could effectively meet the diverse needs of the learners. School class rooms should be neat, conducive and attractive in order to inspire students’ motivation and learning process. Response of teachers on Safe and school environment was summarized in Table 6 below.

Table 6: Response of teachers on Safe and school environment

No	Indicators	p o p.	Rating										Total		M	S
			VH		H		M		L		VL		F	%		
			F	%	F	%	F	%	F	%	F	%				
1	The extent to which school leaders give attention to students' safety and work to create a favorable working environment	134	7	5.2	68	50.7	44	32.8	15	11.2	0	0	134	100	2.56	1.02
2	To what extent school leaders work to empower students in management and decision making in SIP	134	5	3.7	41	30.6	58	43.3	30	22.4	0	0	134	100	2.57	1.01
3	To what extent school leaders help students in giving sustainable counseling service	134	0	0	20	14.9	43	32.1	66	49.3	5	3.7	134	100	2.45	1.24
4	To what extent school leaders create suitable learning environment and Classrooms for student learning.	134	4	3	14	10.4	51	38.1	65	48.5	0	0	134	100	2.52	0.99
5	The extent to which school leaders work to ensure security of the school for the students learning	134	2	1.5	66	49.3	37	27.6	29	21.6	0	0	134	100	2.59	1.02
6	To what extent school leaders provide adequate school facilities that enables to facilitate the teaching learning process.	134	0	0	24	17.9	61	45.5	40	29.9	9	6.7	134	100	2.58	1.02
7	The extent to which school leaders work with stakeholders to improve students disciplinary problems in the school.	134	9	6.7	17	12.7	64	47.8	40	29.9	4	3	134	100	2.53	0.98
Average mean and standard deviation															2.52	1.01

As indicated in item 3.16 of the same Table above, the majority 75 (55.9%) of teachers agreed that school leaders give attention to student's safety at high level. Whereas 15 (11.2%) and the rest 44 (32.8%) of teachers revealed that school leaders give attention to student's safety at low and moderate level respectively. In relation to this idea literature revealed that, effective schools share the following characteristics. These are: a clear and focused vision; a safe and orderly environment; a climate of high expectations for student success; a

focus on high levels of student achievement that emphasizes activities related to learning EIC (2000). As seen from the data, for all of the items listed the mean responses of teachers were found between 2.45 and 2.57. This indicates that teachers responded at medium level.

On the other hand, the researcher observed about adequacy of latrine provided for both genders showed that there were 25% (one school) of sample school has toilet which was separated by common wall. However, the rest schools have separate latrine for both genders at different places. This showed that adequacy of latrine provided for both genders were satisfactory; but, its quality is differing from school to school. Similarly, as seen statistically data above indicated that the teachers rated at moderate level. From these discussions it is can be concluded that there has been a good attempt in each schools, regarding to make safe and conducive learning environment that enables teachers, students and parents to spend more time in school compound which facilitates teaching learning process.

As can be observed from item 3.17 (Table 6) above, the majority 58 (43.3%) of teachers responded that school leaders work to empower students at moderate level. Whereas 46 (34.3%) and 30 (22.4%) of teachers revealed that school leaders work to empower students at high and low level respectively. Regarding empowerment, Ubben and Hughes (1997) stated that empowerment is giving teachers and even students a share an important organizational decisions and giving them opportunities to shape organizational goals. Therefore, as the result revealed school leaders of secondary schools of Jimma zone Mana District were performed at an average level in empowering students.

With regard to item (3.18) of the same Table above, the majority 71 (53%) of teachers agreed that school leaders help students in giving sustainable counseling services at low level and the rest 20 (14.9%) and 43(32.1%) of teachers agreed that school leaders help students in giving sustainable counseling services at moderate and high level respectively. Therefore, it is possible to conclude from the result that leaders of secondary schools of Jimma zone Mana District were not effective in giving sustainable counseling services for students and this may in turn affect student behavior.

As can be observed from item 3.19 of the same Table above, the majority 65 (48.5%) of teachers responded that school leaders create suitable classrooms for student learning at low level and the rest only 18(13.4%) and 51(38.1%) of teachers agreed that school leaders create suitable classrooms for student learning at high and moderate level respectively.

The result from observation revealed that almost all secondary schools of sample school students were learning in a class built of concrete having more or less sufficient furniture. Moreover, Organization also played a great role in building a lot of additional classes for junior and secondary schools in all districts of Jimma zone. But still, the student researcher observed 3 sample secondary schools teaching up to 58 students within a class which violated the right student- class ratio of secondary schools (1:40).

As shown in item 3.20 of the same Table above, the majority 68(50.8%) of teachers revealed that school leaders work to ensure security of the school for the students learning at a high level and but the rest 37 (27.6%) and 29(21.6%) of teachers revealed that school leaders work to ensure security of the school for the students learning at high and moderate level respectively. Therefore, one could conclude that school leaders of secondary schools of Jimma zone Mana District performed well in ensuring security of schools for students' learning.

As indicated in item 3.21 of the same Table above, the majority 61 (45.5%) of teacher agreed that school leaders provide school facilities at a moderate level and the rest 24 (17.9%) and 49 (36.6%) of teachers agreed that school leaders provide school facilities at high and low level respectively. But, the result from observation also revealed that 4 of the sample schools did not have wide enough playground and 2 schools did not have water access or pipe water in their school compound.

The result from open ended question and interview also revealed that 4 sample schools had a scarcity of laboratory chemicals due to deposition of expired chemicals and a shortage of equipment. 3 sample schools had also lacked of plasma and plasma spare parts and transmission problems and 4 sampled schools had a shortage of computers. Regarding the interview result one school principal mentioned that:

“My school has no wide enough playgrounds, no pure water supply and also there is a shortage of laboratory chemicals and apparatus. Frequent disconnection of electric power is also another problem which inhibits sustained plasma TV transmission in the school. Therefore, these problems can negatively affect the teaching learning process and the students’ achievement as well.”

One school vice principal also informed that: “Most plasma TVs in the school are out of function due to missing of some spare parts. The Zone and district Education offices are obligating and forcing the schools to buy the spare parts and also to maintain the plasmas. But, the school can’t buy the spare parts as they are very expensive and also not easily found on the market. On the other hand, the school cannot easily get skilled manpower to maintain the plasma in time. So, with these defects, students in the school may not be competent enough.

Regarding this idea, MoE (2010) suggested that, schools should provide quality school facilities that enable all staff to work well and all children to learn. These school facilities are: a teachers room with desks and storage; a playing area for students; adequate teaching materials; reference materials; a fence around the school grounds; tea rooms; one desk and chair per child; a library; a pedagogical center; sufficient number of toilets for teachers, girl students and by students; clean, safe water for drinking and hand washing; soap and water at all toilets; hygiene education for all students; daily cleaning of toilets; good management and maintenance of water and sanitation facilities; and, for high schools a laboratory and IT center. Therefore, as the finding revealed secondary school leaders of Jimma zone Mana District did below average in providing school facilities and this may also affect quality of teaching and SIP plan implementation.

As can be observed from item (3.22) of the same Table above, the majority 64 (47.8%) of teachers agreed that school leaders work to improve disciplinary problems in school, at a moderate level and the rest 26 (19.4%) and 44 (32.9%) of teachers agreed that school leaders work to improve student's disciplinary problems in school at low and high level respectively. Therefore, as one could conclude from the result, school leaders of secondary schools of Jimma zone fairly did in improving students' disciplinary problem. Thus, as the finding revealed, the performance level of secondary school leaders of Jimma zone in implementing safe and healthy school environment domain was at medium or average level.

4.3.4. School Community Participation Domains

Community participation in schooling is considered as an integral part of recent reforms and a way to increase quality of education. As to Hopking (1994) in effective schools, there is evidence that success is associated with involvement that extends beyond the teaching staff. There is a positive benefit for students, including improved academic achievement, enhanced academic performance, fewer discipline problems, higher staff morale and improved use of resources. Parent 's involvement in schools is therefore central to high quality of education.

This domain discussed The Third Domain of school improvement emphasizes the need to involve parents and the community in school management and improvement affairs. Increased participation of parents and the community is an essential school capacity dimension emphasized in SIP framework of Ethiopia to resolve the constraint in financial resource capacity of schools (MoE, 2006-2008).

To this effect, the engagement and commitment of Parent Teacher Associations (PTAs) to properly execute their duties of bridging the school and the community would serve as an important leverage for the schools to ensure sustainable improvement. about parents and community involvement to implement school improvement program. Parents and community are the key stakeholders for school improvement endeavor. Their willingness to serve the community and active involvement in the school improvement process is critical for the success of the program. School leaders in this respect should involve community participation to better

achievement of the desired goals of schools through collaborative effort of stakeholders. As MoE (2011) define, school community relations as “a process of communication between the school and the community for the purpose of increasing citizen understanding educational needs, practices, interest and cooperation in the work of improving the school’ This definition showed that participation of community was determining factor for success of SIP.

Table 7: Response of teachers on School Community participation

No	Indicators	p o p	Rating										Tota		M	S
			VH		H		M		L		VL		F	%		
			F	%	F	%	F	%	F	%	F	%				
1	The extent to which school leaders work to make the community active participant in problem solving of academic activities	134	17	13	64	48	41	31	12	9	0	0	134	100	0	0
2	The extent to which school leaders encourage parents- school relationship to strength collaborative work	134	14	10	66	49	37	28	17	13	0	0	134	100		
4	The extent to which school leaders encourage participation of parents in management and decision making on SIP	134	3	2.2	21	16	31	23	71	53	8	6	134	100		
5	The extent to which school leaders successfully mobilize resource and fund raising from community to support implementation of SIP.	134	16	12	52	39	31	23	35	26	0	0	134	100		
Average mean and standard deviation																

According to in item 3.27 of the (Table 7) above, the majority 91 (62 %) of teachers agreed that school leaders work to make the community active participant in problem solving of academic activities at high level and the rest 41 (31%) and 12 (9%) of teachers agreed that school leaders work to make the community actively participate in problem solving of academic at moderate and low level .Secondary schools of Jimma zone Mana District did high average in enhancing community participation in problem solving of academic activities and this may a good chance to the realization of the school improvement program since educational goals cannot be achieved in the absence of community participation. however, the

school leaders can't use it as a positive advantage to implement the school improvement program.

With regard to item 3.28 of the same Table above, the majority 80 (59%) of teachers agreed that school leaders encourage parents- school relationship to strength collaborative work at high level but the rest 37(28%) and 17(13%) of teachers agreed that school leaders encourage parents- school relationship to strength collaborative work at moderate and low level respectively. Regarding this idea, literature revealed that those schools that are able to create positive relationships with their wider community can create a supportive climate for learning. Therefore, as revealed from the result, school leaders of secondary schools were not effective in enhancing parent- school relationship.

As depicted in item 3.29 of the same Table above, the majority 79 (59.1%) of teachers agreed that school leaders encourage participation of parents in the management of the school at a low level and the rest 24 (18.2 %) and 21 (16%) of teachers agreed that school leaders encourage participation of parents in the management of the school at high and moderate level respectively. Regarding the interview result, one secondary school external supervisor mentioned that: "PTA members are often participating in school management, but the capacity and activities of PTA members to mobilize parents in large to play their role is very less". Additionally, one secondary school principal indicated that: Academic activities at high and moderate level respectively. Regarding this idea, literature revealed that PTAs and community members should be active in advising on the benefits of education and in encouraging parents to send their children to school so as to increase access and reduce dropout. Therefore, it is possible to conclude that school leaders of secondary "Few of PTA members are coming to school and take part in the meetings and decisions of some important issues of school after repetitive invitation. But, the main responsibilities of PTAs is no only coming to school by themselves but to mobilize the parents in large to enable them to support the school. But, still in this aspect their contribution is very less particularly in secondary school."

As illustrated in item 3.30 of the same Table above, the majority 68 (51%) of teachers agreed that school leaders encourage parents to support the school with important resources at High level and the rest 31 (23%) and 35(26%) of teachers agreed that school leaders encourage parents to support the school with important resources at moderate and low level respectively. But, the result from interview revealed that there was low support of resources from parents. The result from interview also revealed less support of community. For instance, supporting the idea one external supervisor of sample school informed that: “Resources, such as financial and material support from parents are very less particularly in secondary school”. Regarding this idea literature revealed that communities and PTAs need to play important roles in all aspects of education from raising resources to managing schools MOE (2005). MOE (2006) also revealed that school cannot succeed without the support of the parents and community.

4.4. Challenges Affecting School Leaders in Implementing SIP

The implementation of SIP might be challenged due to various reasons in this respect, Lamessa (2014) has noted that when a new initiative is introduced undoubtedly, it will create difficult to both individuals and institutions. Thus, for success of the program it needs to consider challenging factors prior to the implementation of the program. As to Lamessa (2014) among others reluctant to change happens due to lack of awareness on the purpose of the intended change, lack of knowledge and skills needed to make the change, and the belief that the changes will not make any difference to their students.

In addition to this some of the problems identified by include; many schools are dysfunctional, and are not transforming time, teaching, physical and financial resources in learning outcomes, next curriculum delivery is poor; teachers do not complete the curriculum, and pitch their teaching on their level of interest than those demanded by the curriculum. Besides, district educational officials, the SIP team members’ support, and monitoring processes are inadequate and not effective. Moreover, it was indicated in review of related literature, several factors are likely to affect the effective implementation of SIP. In line with this a groups of respondents, secondary school teachers were asked to indicate to what extent those listed in Table 7 affect the implementation of SIP. Accordingly, the respondents provided their responses in the way summarized in the following Table 8 below.

Table 8: Responses of Teachers on school leadership challenges in implementation of SIP

No	Major challenges for the implementation of SIP	p o p.	Rating										Total		M	S
			VH		H		M		L		VL		F	%		
			F	%	F	%	F	%	f	%	F	%				
1	Lack of facilitating training in SIP Implementation for stakeholders negatively affects its implementation.	134	21	15.7	41	30.6	72	53.7	0	0	0	0	134	100	3.37	1.06
2	The leadership was not competent enough to lead and coordinate efforts to SIP	134	15	11	40	29.9	34	25.4	40	29.9	0	0	134	100	2.85	1.08
3	School leaders were not involve stakeholders effectively in SIP planning, Implementation, monitoring and evaluation.	134	22	16.4	68	50.7	44	32.8	0	0	0	0	134	100	3.66	0.86
4	Inability of school committee to play their role was a problem.	134	26	19.4	74	55.2	34	25.4	0	0	0	0	134	100	3.88	0.91
5	In adequate availability of resources and budget to facilitate for teaching learning was a problem.	134	11	8.2	35	26.1	64	47.8	24	17.9	0	0	134	100	3.91	0.89
6	Lack of Professional and technical support from the WEO SIP expertise and supervisor was a problem.	134	15	11.2	55	41.04	40	29.9	24	17.9	0	0	134	100	4.1	0.896
Average mean and standard deviation															3.48	0.92

As close inspection of table 8 discloses that Lack of Professional and technical support from the WEO SIP expertise and supervisor, In adequate availability of functional school facilities (lack of functional laboratory, library, ICT center and pedagogical centers), inability of school committee to play their role, and low involvement of stakeholders are found to be the first four top series problems to the effectiveness of SIP implementation as they have the highest mean value of above 3.5 in their respective order. Following this, lack of facilitating training in SIP implementation for stakeholders and incompetence of school leadership to lead SIP were respectively the next challenges hindering the implementation of SIP at a moderate level with

mean values between 2.5 and 3.5. However, the overall mean score of respondents of teachers showed moderate level with average mean score of 3.48.

From this result we can conclude that lack of practical training on the use of SIP guideline was serious problem. Regarding to challenges of SIP implementation, the data collected through questionnaire revealed that difficulty of understanding SIP, resistance of SIP from teachers, shortage of educational finance, limited support from district education office, limited supported from cluster supervisor, and limited support from PTA and SIC committees.

On the other hand, data collected from school principals and secondary school supervisors through interview reported that shortage of financial resources are the most determinant factors that affect SIP implementation; since the school grant budget allocated for schools was not enough to keep effective schools improvement process. Besides, the respondents reported that lack of commitment of teachers is the critical one that negatively affects SIP implementation. That indicates lack of commitment or reluctant to change as the major challenges to success of SIP. Therefore, to overcome this problem more awareness creation should be done by school leaders and concerned bodies. Through open ended questions both respondents asked to describe additional challenges that hinder the proper implementation of SIP. In response to this, teachers reported that due to shortage of time they did not participate in all issues in school. In addition, they complained that resource allotment to SIP implementation is not enough and community participation to support schools in implementation of SIP program was low. Generally, it can be concluded that smooth implementation of school improvement was constrained by different problems encountered at different levels.

Finally, in their responses to the open ended questions, interview and focal group discussion respondents suggested that the following possible solutions the problems raised; Concerning Self-evaluation at the end of each year, absence of self-evaluation at the end of each academic year. And also there is lack of follow up and supervision on the implementation of school improvement program.

Therefore, this implies that limited support from PTA members to the implementation of SIP was a serious problem in secondary schools. In supporting this lamessa (2014), stated that the participation of PTA members to link schools with community was not significant and schools and communities were not properly linked to support and improve the teaching – learning program.

Data collected through interview from district, education official, zone educational official and PTA member showed that the challenges of SIP implementation as: lack of commitment from stakeholders, lack of collaborative planning, lack of continuous monitoring and evaluation system, lack of awareness from teacher’s parents and community and shortage of educational finance.

According to the data obtained through open- ended questionnaire, interview and the possible measures that should be taken to solve the challenges that hinder the implementation of SIP was discussed as follows:

- School improvement program committee (SIPC) should create the necessary awareness regarding to SIP to stakeholders before starting implementation.
- Providing the necessary educational finance and school facilities to implement school improvement program properly.
- The monitoring, evaluation and supporting to SIP implementation should be done continuously and timely which were excluded by stakeholders (district education officials, cluster supervisors and PTA members).
- Developing the culture of collaborative planning among school community to make effective the implementation of SIP.
- Promoting the involvement of stakeholders in the implementation process of SIP starting from the beginning.
- The community should have the experience of supporting schools in different ways such as constructing additional classroom repairing desks, fences constructing teacher’s staff and financial support.

- The cluster supervisors' mad regular supervision to support schools. They report the problems encountered to the district and zone education office. The SIP focal person at district and zonal level in education office who could react on the problem reported.

4.5. Monitoring and evaluation practices of SIP implementation

Monitoring and evaluation is periodical follow up of a certain program to achieve its intended objectives. It also helps to make an immediate action if there are gaps between planned and the implemented activities. This can be feasible when the concerned bodies are involved in monitoring and evaluation.

For effective implementation of the program it is logical to put workable monitoring, and evaluation mechanism in to practice. In order to assess the monitoring and evaluation mechanism and activities used in SIP implementation, the following interrelated statements have been employed, and the results of respondents rating are discussed below.

Table 9: Response of teachers on Monitoring and evaluation practices of SIP

	Monitoring and evaluation mechanism	p o p .	Rating										Tota		M	S
			VH		H		M		L		VL		F	%		
			F	%	F	%	F	%	F	%	F	%				
1	The extent of advice and support given by supervisor to the school leaders and stakeholders	134	0	0	5	3.7	66	49	54	40	9	7	134	100	2.52	1.02
2	The extent of SIP and PTSAs committee has fixed program for monitoring and evaluation of SIP implementation.	134	0	0	0	0	29	22	79	59	26	19	134	100	2.37	1.09
3	The extent of WEO, SIP experts has fixed schedule for school visits to give technical support for SIP.	134	0	0	0	0	27	20	48	36	59	44	134	100	2.32	1.15
4	The extent to which SIP and PTSAs committee are actively involved in monitoring and evaluating the utilization of school grant budget	134	0	0	16	12	61	46	57	43	0	0	134	101	2.48	1.12
Average mean and standard deviation															2.42	0.19

As shown in (Table 9) above, item 1 deals with the extent of secondary school supervisor has fixed schedules for their school leaders and stakeholders visits and give technical support for the implementation of SIP, to justify this issues only 25 (12.5%) teachers responded as high; whereas,32 (16%) rated as moderate. However, the majority 40(20%) of teachers replied low. The Researcher has been conducted an interview with school principals revealed that: regarding to this issue the supervisors assigned from district education and working with schools, they were not fully familiarized in the day to day activities of schools, and no continuous follow-up and supervision to evaluate the performance of schools and implementation of school improvement program.

Item 2 on the same table deals with the extent of SIP and PTAs committee has fixed program for monitoring and evaluation of SIP implementation. Shows that out of the total majority of the respondents, 95(78%), and 29(22%) responded as low and moderate and respectively. However, a large number of respondents believed that school improvement team committee has no fixed schedule for monitoring and evaluation about the implementation of SIP. In addition with this, participants of FGD researcher has conducted interview with PTA heads and SIC and they revealed that “the school conducts parent-teachers meeting three times a year that is at the beginning, semester and at the end of the academic year; during these meetings they discuss about planning the school program, evaluate the implementation, financial aspect, teaching-learning process, student’s result, promotion policy, building issue and communicate with different school issues.

This indicated that PTA heads and SIC members do not have fixed schedule to involve sufficiently in monitoring and evaluation timely, because PTAs and SIC meeting time occurs differently, since meeting as only three times a year. However, MoE (2007) describes that: - Evaluation process allows us to investigate the trajectory of change in a particular school improvement program as it has developed over more than a decade. We have been fortunate to be able to adopt a contextually rich longitudinal approach by following schools over a period of year as they have engaged in school improvement initiatives, because the evaluation team has been closely involved in from the beginning, we have been able to watch the various stages that the schools go through in implementing major changes to them.” This indicates the importance

of evaluation is the ongoing implementation of school improvement program as it also serves as a means to check how improvement and/or change have adopted in school (MoE ,2010).

As indicated in Table 9 item 3 deals with the extent of district educational SIP experts have not fixed schedules for their school visits and give technical support for the implementation of SIP, to justify this issues, no teachers responded high, and a few of only 27 (20%) teachers responded as moderate. However, all of the rest teachers 107(80%) teachers responded as low and very low.

The Researcher has conducted an interview with school principals revealed that: -regarding to this issue, SIP expert assigned from district education and working with schools, they were not fully familiarized in the day to day activities of schools, and any continuous follow-up and supervision to evaluate the performance of schools and implementation of school improvement program.

From the responses, it can be concluding that the monitoring and evaluation given by secondary school supervisors and district educational experts to implement SIP was low. This showed that insufficient monitoring and evaluation was one of the factors which influence SIP implementation. So far making continuous supervision monitoring and evaluation, well developing and preparing work plan helps to sustain the consistence of SIP implementation.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

On the basis of the analysis and interpretation of the data gathered from questionnaires, interviews, focus group discussions and observation, the following summary, conclusions and recommendations were made.

5.1. Summary

To provide quality education, the capacity of school has to be developed. The school improvement program enables schools to provide quality of education by capacitating them, taking experiences of schools having good performance in country and the experiences of other countries. However, when new program is introduced, there are challenges and resistances from implementers. Therefore, the main objective of this study was to assess the school leaders' effectiveness in implementing School improvement program.

Regarding preparation stage of SIP, the result revealed that efforts made by secondary school leaders in awareness and preparation stage of SIP were insufficient and below the average. Even though more than above half of the teachers have a fairly low level of awareness, less than half the number of the total population of teachers have a moderate level of awareness. As for teachers few of them do have adequate awareness on SIP preparation, planning and implementation. Regarding members of the PTA, few of them have a fairly good level of awareness; however, most of them lack adequate awareness on the program. As far as members of the SIP committee is concerned, the majority of them have inadequate awareness on the program except a smaller portion of the group. The involvement of teachers in the program is not satisfactory. Here again the involvement of members of the student council is inadequate. Therefore, to provide quality education, the capacity of school has to be developed. The school improvement program enables schools to provide quality of education by capacitating them, taking experiences of schools having good performance in country and the experiences of other countries. However, when new program is introduced, there are challenges and resistances from

implementers. Therefore, the purpose of this research work is to assess the implementation and challenges of SIP in Secondary School members of the PTAs involvement are fairly good. The school leaders' involvement in the SIP is not as expected. Even though the stake holders' contribution in the program can't be undermined, the implementation of SIP remains unsatisfactory. As far as factors which hampered the implementation of SIP is concerned, the implementation of the program suffered from lack of adequate awareness on the part of the stake holders, shortage of finance and materials, lack of collaboration among the stake holders lack of self-evaluation and teachers' resistance to the program.

Regarding the second basic question, school improvement program encompasses four domains and depending on the results of the finding the four domains are summarized as follows:

The teaching and learning domain mainly focuses on the roles and responsibilities of school leaders. First of all, teachers are expected to plan and make adequate preparation and present learning activities. To this end, teachers need to have an adequate academic and professional knowledge. Besides, they are required to apply appropriate teaching methods that help in teaching large and diversified classroom. But, for teachers to be committed and responsible for their job, school leaders are responsible to promote teacher's activity in the school by motivating teachers and exercising their leadership role in an appropriate manner. Regarding this domain, teachers were asked to rate their agreement on the extent to which school leaders made an effort in enhancing teaching learning process and under this domain 9 items were constructed. As the result indicated, school leaders performed at an average level in implementing (realizing) teaching and learning domain. The weighted mean with standard deviation also indicated an average performance level.

Concerning School leadership and management; School leaders are expected to be forefront in the school improvement program. Accountability and responsibility of every activity going in the school primarily lie on the shoulder of the school leadership. Therefore, school leaders are responsible in encouraging, motivating, supporting, coordinating teachers, students and other stakeholders, so that they can play role in assessing, planning, implementing and monitoring

school improvement program. Regarding these items, usage of resources, the result from interview with PTAs, SIC committees and school supervisor, revealed that there was an improvement in using the budget in an appropriate and economical way. As PTA representatives and external supervisors of some sampled schools explained, not only principals and vice principals who involved in running school budget, but PTA representatives were responsible and had taking part in controlling and monitoring budget of school specially school grant. But, concerning the availability of resources, they explained that secondary schools had a scarcity of resources as the result of insufficient financial support from parents and the community. School principals of most sample schools also explained that secondary schools were not getting the block grant budget timely, which is specifically allocated per each pupil and clearly indicated in the blue print by MoE (2002). The study also showed that the budget allocated for SIP implementation is low. This takes the implementation of the issue become low. But the utilization of school grant for school improvement plan is relatively good in its implementation.

Concerning safe and healthy school environment domain, the central focus of SIP is enhancing students' achievement so as to bring quality of education. But in its three domains (teaching-learning, safety and conducive learning environment, and leading and managing) the study revealed that they are moderate. This is due to the problem of supplying the school facility, (for instance, library and laboratory). One of the domains (community participation) is low. Over all, concerning the domains of the SIP, it is impossible to say they are implemented as expected.

Regarding school community participation domain, 4 items were developed and teachers revealed their agreement. Hence, the overall result revealed that secondary school leaders of were satisfactory and performed above average in promoting community participation in except yebu and Haro secondary schools. The schools have endeavored to engage the community; nevertheless, the level of involvement is not satisfactory. The same holds true with regard to working with parents. But there were some activities under this domain which school leaders performed low. For example, encourage participation of parents in management and decision making.

Similarly, as to SIP committee took to lead and coordinate to develop the strategic plan, the study revealed that all the respondent groups had at low level of agreement; from document review and interview responses the findings of the study showed that there was established SIP team /committee in all sample schools. However, the performance of SIP team/committee was low in developing school improvement plan cooperatively. Only school directors were considered as responsible bodies. Thus the study revealed that there was weak coordination of SIC in developing school plan. This showed that the school improvement committee that was founded in school to run school improvement program almost in more than half schools not performed their duties properly.

In addition to major challenges that affect school leadership, moreover, the findings of this study showed that the major challenges that affect school leaders effectiveness in implementing SIP include competent enough to lead and coordinate efforts to SIP planning and implementation, capacity building for stakeholders, inadequate financial resource, insufficient and lack of transparency of communication among school leaders and the staff, inability of school leaders to fully involve stakeholders in the articulation of school vision . Additionally, absence of clear understanding of some school leaders on procedures of SIP plan preparation, lack of guidelines and frameworks, lack of parents and community supports were also some challenges and also professional and technical support from the WEO SIP expertise and supervisor to the school SIP stakeholders that were revealed by the finding. Regarding monitoring and evaluation, the results of the study shows that, the mechanism through which they were practiced to support SIP implementation, the performance of the school leaders were low.

5.2. Conclusions

There is no doubt that effectiveness of school leadership and management for the successful school improvement is related to systematically planning, monitoring and evaluation process which enable to increase student's achievement. Hence, the key stake holders (teachers, students and parents) should also be encouraged to have active participation in SIP planning and implementation by continuously aware them. The extent of providing monitoring and evaluation by concerned bodies and the extent of school leadership capacity determine the extent of stake holders' participation in planning and implementing SIP. Therefore, based on the findings of the study the following conclusions were drawn: -

Based on the findings the following conclusions were drawn, as the finding of this study revealed, the majority of the activities in the preparation phase of the school improvement program was not effectively implemented by secondary school leaders. Particularly, as the finding of the study revealed, secondary school leaders were preparing non - collaborative SIP plan which is prepared without the participation of stakeholders and a SIP plan which is prepared without undergoing adequate assessment and evaluation with stakeholders may face great challenges during its implementation. And also The extent of providing monitoring and evaluation by concerned bodies were highly affected the implementation of SIP. Therefore, from the finding, it is possible to conclude that school leaders were not effective in making adequate preparation before planning SIP.

The study revealed that the planning of SIP for implementation in most schools doesn't involve conducting self-evaluation, and identifying and prioritizing the problems. Moreover, there was weak involvement of stake holders (teachers, students and parents) in the planning of SIP, the responsibility of planning remained in the hands of school leaders due to lack of commitment of leaders to invite stake holders in planning. This implies that low involvement of key stakeholders in planning and implementing SIP was the most challenge affecting the success of SIP in the secondary schools found in the secondary school. Majority of schools' implement SIP at moderate level performance with respect to four domains teaching learning process, leadership and management domain making safety and conducive learning environment domain, and the community involvement.

In most schools the extent of monitoring and evaluation process carried out was weak; there is no continuous follow up/supervision/to evaluates the performance of schools and providing professional /technical /support /by educational officials that are found at different level in the implementation of SIP. In most schools there was shortage of budget for implementation of SIP, insufficient school facilities (laboratories, libraries and pedagogical centers), inability of SIC to play their role and lack of follow up and supervision by concerned bodies, respectively were identified as the most major factors which affect the implementation of SIP.

On the other hand, low involvement of stake holders in SIP implementation, inadequate planning of SIP process, lack of training, lack of teacher's commitment to implement SIP, and incompetence of school leadership to lead SIP implementation were reported to be the hindrance to SIP implementation at present.

3.5. Recommendations

The central focus of SIP was improving student's achievements. In order to improve academic achievements of students, therefore, the school leadership should implement school improvement program properly by making awareness creation for stake holders on collaborative planning to develop the accountability and responsibility in all stakeholders, to implement and improve the four domains of SIP, perform continuous monitoring and evaluation on the implementation of SIP and identifying challenges that affect the implementation of SIP. Therefore, based on the findings and conclusions drawn the following recommendations are forwarded to be used by the practitioners.

1.The finding of the study indicates that conducting self-evaluation and prioritizing problems to develop strategic plan of SIP was weak. Therefore, the school principals have to give attention to planning, and should initiate commitments in developing strategic plan that entirely involves conducting self-evaluation by participating key stake holder (teachers, students and parents) and deploy by building consensus among stake holders for effective program implementation.

2.The study indicates that the SIP plan was developed by individual school leaders or a few individuals involved in planning process. The involvement of stakeholders (teachers, students and parents) in the planning of SIP was low. To improve the problems related to planning even implementation, all stake holders should be involved in planning process. To do so school leaders are expected to mobilize the stake holders to actively participate in planning process.

3.The findings showed that involvement of stake holders in SIP implementation were not at the required level. School should make an effort to involve stake holders (teachers, students and parents) for the success of SIP implementation.

4. In order to improve students' achievements in teaching learning process, Practicing and developing the extent of SIP implementation was crucial. As the study reveals, the community involvement in improving teaching learning was the most critical issue which was not achieved yet So WEO and schools should make great effort to strengthen their relationship with local authorities and communities by creating forum so that they could get necessary support from them. In addition, creating mechanisms that enable school principals, teachers, parents, students and educational officials at every level of education sectors to work together, trust each other on SIP implementation is vital.

5.As indicated in the study, school improvement team committee did not discharge their responsibility to desirable stage. Therefore, school should make the committee functional for its better contribution to the success of the plan. In addition, empowering the capacity of school principals and SIP team committee in each school to work successfully and closely with stakeholders so as to make the implementation visible requires attention .

6.The findings showed that the allocation of budget for implementation of SIP was low. Therefore the government should allocate additional budget to the school grant for successful SIP implementation and moreover, in order to solve their problems of finance and material resource the schools should design income-generating mechanisms

by taking in to account the available school facilities and technical experts to make involvement of all the school stakeholders. On top of this, Woreda educational office and schools should allocate budget to motivate school principals, teachers and other stakeholders who perform well.

7.The findings showed that there were insufficient school facilities to carry out SIP implementation. Therefore, Woreda Educational Office (WEO) and schools should full fill school facilities for success of SIP.

8. It was shown in the findings that teachers gave tutorials to students regard less of their level of understanding. However, it is better to classify students depending on their level of understanding to give more support for slow learners by subject teachers.

9.Monitoring and evaluation on the SIP were not under taken properly. Therefore, Zonal Educational Office (ZEO), Woreda Educational Office (WEO) and schools should give attention for monitoring and evaluation scheme for the success of SIP.

10. And also, it is advisable that school leaders with external supervisors need to promote teacher's professional development through CPD program which incorporates training, experience sharing, meetings with other teachers/supervisors, action research and mentoring. As the finding revealed, school leaders didn't sufficiently implement a strategy through which teachers can acquire appropriate teaching methods. Therefore, it is advisable that secondary school leaders and external supervisors need to encourage teachers to use active learning methods in the classroom to promote improved learning results. And also as the result revealed, school leaders were not sufficiently helping students in giving sustainable counseling services. Therefore, it is advisable that school leaders, external supervisors, teachers in collaboration with district education experts need to give sustainable counseling services for the students.

At the end, to alleviate the challenges encountered school leaders in implementing SIP, it is advisable that external supervisor, district and zonal Education Offices in collaboration with the Regional Education Bureau need to give sustainable training to fill the skill gaps of school leaders. They also need to avail secondary schools with important financial, material and human resources. Beside, district and Zonal Education Offices in collaboration with regional education bureau should timely supervise and support the school leaders.

Finally, the researcher recommends a more detailed and comprehensive study in the area to strengthen the result of the findings

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APPENDIX- A

A-1. Questionnaire to be field by Teachers.

Jimma University

College Business and Economics

Teacher's Questionnaire

Dear respondent,

This questionnaire is intended for collecting data on the implementation of School Improvement Program and school leadership and management in secondary schools. The required data is of vital importance for the success of this study which is a partial fulfilment for a master's degree. As such, the value of this questionnaire relies on your genuine responses. The information gathered through this questionnaire will only be used strictly for academic purposes and will be kept confidential.

Note:

- No need of writing your name.
- Make a tick mark (x) on the space provided to show your responses.
- If you change your response, please cancel the former one.

Thank you in advance for your cooperation

Part I. Personal Information

- 1.1. Name of school-----
- 1.2. Sex male female
- 1.3. Qualification;- Diploma BA/BED/BSC MA
- 1.4. Work of experience ,1-4 5- 8 9- 12 13-16 above 16
as a teacher as principal as vice principal

Part II.

Awareness of Stakeholders on School Improvement Program

1.1. Are you a member of SIP committee?

Yes no

1.2. Are you a member of PTSA committee?

Yes no

1.3. Did you receive any training on SIP?

Yes No

1.4. If yes, did you get adequate awareness on SIP from the training?

Yes No

1.5. Did you give training on SIP to all the stakeholders (i.e. teachers, members of student's council and PTA)?

Yes No

1.6. Which stakeholders failed to participate in the training? _____

PART TWO

II. Efforts Made by School Leaders for the Preparation and planning of SIP

Implementation

School improvement Program (SIP) is one of the components of GEQIP which mainly aims at enhancing students' achievement in our schools. Realization of school improvement Program needs the collaborative activities of school leaders, teachers,

students, parents and other stakeholders. But, in this study school leaders such as principals and vice principals are more emphasized. The success of SIP depends on the preparation made in its implementation. The following major issues are considered as relevant to assess the preparations and readiness made by school leaders for SIP implementation. Therefore, to what extent the following issues are being addressed for School Improvement program implementation in your schools?

Please, put „” or x” marks in the space provided for each item under the rating.(1= Very Low 2=Low 3= Medium 4= High 5= Very High)

School leadership preparation in SIP planning stage

No	Item	Rating				
		5	4	3	2	1
2.1.	The extent to which school leaders make self-assessment with stakeholders before planning School improvement program.					
2.2.	The extent to which school leaders identify priority areas before the planning school improvement program.					
2.3	To what extent the school leader set and organize the SIC and PTSAs Committee at the school level.					
2.4	The extent to which school leaders are able to give clear orientation and strategic vision on the regulation of SIP.					
2.5	The extent to which school leaders’ capacity building training given in light on SIP planning to stakeholders.					
2.6	The extent to which school leaders encourage stakeholders to prepare the collaborative plan.					
2.7	The extent to which strategic plan of the school was prepared on self-evaluation.					
2.8	The extent to which the school leadership utilizes the school grants budget and block grant budget for SIP activities as planned.					

Part III. Efforts made by School Leaders in Implementing School Improvement Program Domans.

School improvement Program (SIP) encompasses four domains and success indicators. The domains of SIP are: *Teaching-Learning, Safe and Healthy School Environment, School Leadership and Community Participation*. Therefore, in your opinion to what extent school leaders are effective in implementing these SIP domains in your school?

3.1. Teaching learning domain

No	Items	Rating				
		5	4	3	2	1
3.1.1	To what extent school leaders encourage teachers to use continuous assessment to enhance students' performance?					
3.1.2	To what extent school leaders motivate teachers for best Performances?					
3.1.3	To what extent school leaders coordinate the staff to share their Experience to implement SIP?					
3.1.4	To what extent school leaders make significant effort to enhance Professional development of teachers?					
3.1.5	The extent to which school leaders use feedback from stakeholders to motivate students for their best academic performance					
3.1.6	To what extent school leaders facilitate provision of instructional materials for teachers?					
3.1.7	The extent to which school leaders encourage internal supervision to enhance the teaching learning process					
3.1.8	To what extent school leaders actively work to ensure highest academic achievement of students?					

3.2.School leadership and management domain

No	Indicators	Rating												
		5	4	3	2	1	5	4	3	2	1			
3.2.1	The extents to which School leaders are capable of managing the school within the changing environment													
3.2.2	The extent to which school leaders make the best use of the available budgets to provide resources													
3.2.3	The extent to which school leaders are able to confront challenges that they face in their day to day activities.													
3.2.4	The extent to which school leaders are able to support others to develop collaborative work practice													
3.2.5	To what extent school leaders share responsibility among staff members.													
3.2.6	The extent to which school leaders have adequate capacity to implement school improvement programs.													
3.2.7	To what extent school leaders encourage stakeholders' participatory decisions making													
3.2.8	To what extent school leaders have adequate skills which enables them to lead the school in different situations													
3.2.9	The extent to which school leaders solve conflict through peaceful Discussion													

3.3. Safe and healthy school environment domain

No	Indicators	Rating
----	------------	--------

		5	4	3	2	1
3.3.1	The extent to which school leaders enable parents to play role in Improving and maintaining safe the school environment.					
3.3.2	The extent to which school leaders work to ensure security of the school for the students' learning					
3.3.3	The extent to which school leaders give attention to students' Safety and healthy.					
3.3.4	To what extent school leaders work to empower students					
3.3.5	To what extent school leaders help students in giving sustainable counseling services					
3.3.6	To what extent school leaders create suitable learning environment and Classrooms for student learning.					
3.3.7	To what extent school leaders provide adequate school facilities that enable to facilitate the teaching learning process(lab.ICT,PC, lib,etc)					
3.3.8	The extent to which school leaders work to improve students disciplinary problems in school					

3.4. Community participation domain

No	Indicators	Rating				
		5	4	3	2	1
3.4.1	The extent to which school leaders work to make the community active participant in problem solving of academic activities.					
3.4.2	The extent to which school leaders encourage parents- school relationship to strength collaborative work.					
3.4.3	The extent to which school leaders encourage participation of Parents in the management and decision making of the school.					
3.4.4	The extent to which school leaders successfully mobilize resource from community to support implementation of SIP.					

Part IV. School improvement challenges which is expected to be encountered when the secondary schools implemented the school improvement program. There fore Please, put „,“ or x“ marks in the space provided for each item under the rating. (1= Very Low 2=Low 3= Medium 4= High 5= Very High)

No.	Major challenges for the implementation of SIP	Response				
		5	4	3	2	1
4.1.	Lack of awareness and training for stakeholders on SIP planning and implementation					
4.1	The leader ship is not competent enough to lead and coordinate efforts to SIP and are capable of creating good					

	communication with the staff.					
4.2	The extent to which school leaders involve stakeholders in SIP planning and Implementation.					
4.3	Lack of follow-up, monitoring and evaluation of SIC, and PTSAs on SIP Implementation is a problem.					
4.4	Insufficient school facilities (lack of laboratory, library, ICT center pedagogical centers.) and budget.					
4.5	Inability of school committee to play their role is a problem.					
4.6	The limitation of professional and technical support from the school supervisor and WEO expertise.					

Part V. Monitoring and evaluation mechanism implemented at the school for SIP implementation.

	Monitoring and evaluation mechanism	5	4	3	2	1
4.7	The extent of advice and support given by supervisor to the school leaders and stakeholders in the implementation of SIP activities.					
4.8	The extent of SIP and PTSAs committee has fixed program for monitoring and evaluation of SIP implementation.					
4.9	The extent of WEO, SIP experts has fixed schedule for school visits and technical support for the implementation of SIP.					
4.10	The extent to which SIP and PTSAs committee are actively involved in monitoring and evaluating the utilization of school grant budget for SIP activities as planned.					

Part, VI. In your opinion, what should be done to improve the school leadership and management implementation of the school improvement program so as to improve students 'learning and other conditions related to it. List your suggestions with respect to the school improvement planning and the four domains expected of stakeholders.

5.1. Leadership and Management

5.2. Learning environment

5.3. Teaching and learning

5.4. Community, SIC and PTSAs Involvement,

5.5. To what extent teachers meet with parents to discuss their children's learning achievement?_____

5.5. Challenges faced school principals and opportunities in implementation of SIP solution suggested

5.5.1. Please write the major challenges faced during the implementation of SIP.

5.5.2. What do you think are the solutions for the problems you observe?

Appendix A-2

Interview questions developed that will be presented to the school principals, vice principals, district education SIP experts and supervisors.

Dear Respondent,

This interview is intended for collecting data on the effectiveness of School leadership and management in implementation of School Improvement Program in Mana District Yebu and Bilida Secondary school. The required data is of vital importance for the success of this study which is a partial fulfilment for a master's degree (MBA). As such, the value of this interview relies on your genuine responses. The information gathered through this interview will only be used strictly for academic purposes and will be kept confidential.

Thank you in advance for your cooperation

Part I. personal background

- a) Name of participants----- b) Age of participants-----
c) Educational status _____ d) Date of discussion _____
e) Place of discussion _____ f) time of discussion _____

Part II;- Awareness, preparation and planning stage

2.1.Did you receive any training on School Improvement Program? In your opinion, what do you think are objectives of the school improvement program?

2.2. Do you observe that secondary school principals have put adequate efforts to implement the program? Have they adequate awareness on the implementation of the program?

2.2. Did the school leadership/expertise/supervisor give any training on SIP self-assessment, planning, monitoring and evaluation for the stakeholder? And how do you evaluate its effectiveness?-----

2.3.Which stakeholders are failed to participate in the training?-----

2.4.Do the the school leadership involve and participate all stakeholders in the preparation of SIP planning? If no why?-----

2.5.How do you perceive the task of the school leadership and management team and other stakeholders that participate in the school self-evaluation to develop SIP plan?-----

Part. III. SIP domains implementation stage

3.1.Do the school leadership and management team are implement the four domains of SIP as planned at your school?-----

3.1.1. Which SIP domain is effectively implemented?-----

What mechanism do you use and how?-----

3.1.2. Which SIP domain if poorly implemented?-----
Why?-----

3.2. How do the school leadership and teachers evaluate students 'achievement after the program has been introduced into the secondary school?

3.3. Do all documents and guide lines of SIP and school grant are available?-----
And to what extent the school leadership and management used and create awareness for stakeholders on it?-----

3.4. To what extent the school leadership and management team facilitate provision of instructional materials for the teaching learning and to ensure highest academic achievement of students?-----

3.5.what is the level of stakeholders (PTSAs, SIC, parents or communities) in mobilizing resource and fund raising at the school level?-----

3.6. Do you think that the school grants were properly managed and used for the intended purpose in the secondary schools? What was its contribution in improving the secondary school?

Part IV. Effectiveness of the school leadership in school Monitoring and evaluation

4.1. What supports were given to the secondary school from District education offices SIP expertise to facilitate the implementation of school improvement program? Explain

4.2. How do the school supervisor scheduled to visit, support, monitor and evaluate the planning and implementation of SIP at the school level? Explain?-----

4.3. How do SIP and PTSAs committees monitor and evaluate the implementation of SIP and the utilization of school grant as planned at the school level?-----

4.4. In your opinion, what are the major challenges that are faced the school principals in the implementation of the program in the secondary school?

4.4.1. What do you suggest to reduce or eliminate these challenges you mentioned above so as to improve the implementation of the program in the secondary school?

Appendix A-3

Focus Group Discussion Questions

Focused Group Discussion questions for PTSAs, SIP committees and student council members

A. Name of participants_____ B) Date of discussion_____

e) Place of discussion_____ f) Time of discussion_____

Effectiveness of School Leadership and Management in implementation of SIP.

1. Did the school leadership/expertise/supervisor give any training on SIP self-assessment, planning, monitoring and evaluation for the stakeholder? And how do you evaluate its effectiveness?
2. Do the school leadership and management have adequate awareness on SIP and commitment to encourage stakeholders and students?
3. Do the school leadership involve and participate all stakeholders in the preparation of SIP planning? If no why
4. How do you perceive the task of the school leadership and management team and other stakeholders that participate in the school self-evaluation to develop SIP plan?
5. Do all documents and guide lines of SIP and school grant are available? And to what extent the school leadership and management used and create awareness for stakeholders on it
6. How do describe the school leadership ways of planning, organizing, leading, monitoring and evaluation within the school improvement program?
7. Do the school implement the four domains of SIP as planned at your school?
 - Teaching learning domain
 - School leadership and management
 - Safe and healthy school environment
 - Community participation and partnership
8. How do the school leadership and teachers evaluate students 'achievement after the program has been introduced into the secondary school?
9. To what extent the school leadership and management team facilitate provision of instructional materials for the teaching learning and to ensure highest academic achievement of students?
10. What is the level of stakeholders (PTSAs, SIC, parents or communities) in mobilizing resource and fund raising at the school level?
11. Do you think that the school grants were properly managed and used for the intended purpose in the secondary schools? What was its contribution in improving the secondary school?
12. What supports were given to the secondary school from District education offices SIP expertise to facilitate the implementation of school improvement program? Explain

13. How do the school supervisor scheduled to visit, support, monitor and evaluate the planning and implementation of SIP at the school level? Explain?
14. How do SIP and PTAs committees monitor and evaluate the implementation of SIP and the utilization of school grant as planned at the school level.
15. In your opinion, what are the major challenges that are faced the school principals in the implementation of the program in the secondary school?
16. What do you suggest to reduce or eliminate these challenges you mentioned as to improve the implementation of the program in the secondary school?

Appendix B.

School Observation checklist and Document review checklist

- A. School name _____ school level _____
- B. Total number of population. Teachers Male _____ Female _____ total _____ and students; Male _____ female _____ total _____
- C. Date of observation _____ time of observation _____

s.n	Item	po or	Good	Very good
1	1. Safety and conducive-learning environment			
1.1	The degree to which class rooms and school facilities are suitable for teaching learning process.			
1.2	The extent to which school compound becomes attractive.			
1.3	The extent of health relationship among school community.			
1.4	The extent to which adequate latrine is allocated to boys and girls students.			
2	Availability of Teaching and learning Facilities.			
2.1	Availability of students furniture such as table chair.			
2.2	Availability enough of students class rooms.			
2.3	Existence of laboratory with sufficient chemical and equipment's			
2.4	Availability of library with sufficient reference books.			

2.5	Availability of pedagogical center and teaching aids.			
3	Availability and Recorded Documents at school Office.			
3.1	SIP last three years plan and Report approved by committee.			
3.2	PTSAs and SIC records on controlling and evaluation.			
3.3	GEQIP school grant budget following and Utilization document.			
3.3	Utilization of SIP guide line and school grant at school level.			
3.4	Supervision and feedback documents on school leadership and implementation of SIP at school level.			

School principal name and signature.

Name of the principal _____

Date _____

Sign _____