

ATTRIBUTES OF SUCCESSFUL SCHOOL IN ILLU ABA BOR ZONE:
THE CASE OF ABDI BORI GENERAL SECONDARY SCHOOL

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Declaration

The researcher hereby declares that the thesis on the title; “Attributes of Successful School in Illu Aba Bor Zone: The Case of Abdi Bori General Secondary School”, is his original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

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Abstract

The purpose of this study was to investigate the Attributes of Abdi Bori General Secondary School success in Illu Aba Bor Zone, Oromia Region. The main aim leads to the following objectives, namely to investigate the leadership practices that influenced student achievement, to describe the teachers' characteristics that positively influenced student performance, to investigate the teaching & learning environment that positively contributed to school success, to explore the students' opinion on successful school. A case study methodology was used because it was the researcher conviction that he would gain a deeper insight to the attributes of school success. The participants of the study were thirteen and selected purposively: five teachers, two principals, five students and a chair person of PTSA. Accordingly, the study was employed both primary data and secondary data, Data were collected through interviews, observations & document analysis techniques. Regarding data analysis techniques thematic analysis was purely employed. The findings of the study revealed the principal was an instructional leader; the school had encouraging and supportive teachers; the school held high expectations and focus for all students; the school had a shared decision-making was evident. Based on the data generated I am forced to give the following conclusions on attribute of successful school in Illu Aba Bor zone, Abdi Bori General Secondary School. These key factors include: An is instructional leader, High expectations and focus on all students, encouraging and supportive teachers, and Participatory decision making.

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List of Abbreviations

SER: School success research

NGO: Non-government organization

MoE: Ministry of Education

EGSLCE: Ethiopian General School Leaving Certificate Examination

PTSA: Parent Teacher Student Association

ESDP: Educational Sector Development Plan

OECD: Organization for Economic Co-Operation and Development

OREB: Oromia Regional Educational Bureau

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Different countries have different ways of defining school success. Various researchers have given the definition of school success include contributing to global competitiveness Boman (2006), Lingard and Ozga (2007) and O’Sullivan (1999), changing current social inequities and challenging status quo Roth(2006), supporting individual growth through child centered pedagogical approaches and curriculum Vadeboncoeur (1997), students acquiring particular skill sets and knowledge required for successful entry into the workforce Huddleston and Oh (2004), producing democratic citizens (Gutmann, 1999; Dewey, 1916; Rolheiser & Glickman, 1995).

Unlike the definitions provided above, Sujatha (2011) believed, 'success' is more relative than absolute and it is seen as a journey rather than a destination. In other words, what was regarded as a successful school in one country was not necessarily regarded as a successful school in another though one point they had in common was that they were all on a journey of constant improvement.

For Derek (2014) a successful school was described as having a climate conducive to learning; an emphasis on basic skills instruction; the expectation amongst teachers that all students can achieve; and, clear instructional objectives for monitoring and assessing students’ performances. In addition, success may be as the attainment of predetermined, externally defined and measured goals, such as standards for reading and provincial leaving examinations and can also be an internal assessment made by the individual (Lynn, 2011).

Glickman (2010) concluded a successful school is a school that defines good education for itself, through its goals and desired practice, and then engages in collective action to achieve that vision”.

Successful schools are places where students can learn and practice positive interpersonal, cross-cultural, and citizenship skills; students learn and model a core set of

values such as respect, honesty, courage, responsibility; create a positive school climate free of stereotyping, harassment, hate, and violence and filled with a concern for justice and fairness; honor the traditions and contributions of all family and community members in the learning community; encourage youth and adults to use their talents to positively address societal issues as a part of democratic citizenship; promote healthy and positive relationships among students and between students and adults; provide a variety of relevant, multicultural curricular and co-curricular programs to engage all students in the schooling experience; establish high expectations for student and staff behavior in the classroom, at school- sponsored events, and across the community (Granke, 2000).

One of the primary concerns of school success research is the question of what constitutes school success. Researchers generally lack consensus on what constitutes school success. School success refers to effectiveness enhancing conditions at school level (Scheerens, 2004). It includes all the contextual variables related with schools: teaching, learning, administration, student motivation and community involvement. In the early studies on school success the emphasis was on the enhancing conditions of schooling and output measures, mostly achievement of the student. A study identified five key attributes for a successful school: Strong leadership; connections with the community; quality of the teaching staff; a learning climate that is safe; and strong support from the district (Lynn, 2011).

Trends in effective school research showed, the first study related to school success relied on large sample regression and correlational analyses of school inputs and outcomes. Coleman et al., (1966); Averch et al., (1972); Jencks et al., (1972) generated a broad generalized finding that student background characteristics were far more powerful in determining student achievement than any school-level factors.

By the 1980s, a second generation of effective school's research matured in developing countries, using more sophisticated statistical techniques and financed almost exclusively by a single institution, the World Bank. By the end of the 1980s a third generation of effective school's research emerged which criticized statistical deficiencies of 'single-level regression models' in which important variations between students and classes of students are lost in 'aggregated data' (Riddell, 1989).

Researchers identified characteristics of success which in the West include a participative approach to leadership, student responsibility and parental involvement (Sammons et al., 1995). Due attention was given to the relationship between student attainment and some school-level factors, including: the availability of textbooks, the language of instruction and urban/rural location (Piper, 2010). Schools had been receiving NGO support for salaries, materials and equipment, facilitating community-wide engagement with school evaluation and decision-making, increased student learning opportunities by maximizing attendance, access to textbook and time available for learning, the positioning of the school as a self-managing unit, funds were passed on to the school for maintenance and equipment (Workneh, 2012).

According to Susan (2004) principal is key component of a successful school and without a strong principal who is able to deeply and profoundly influence all the areas listed above through behaviors and practices a successful school is not possible or probable. In addition, quality education is a product of effective school management and leadership practices (MoE., National Professional Standard for School Principals, 2013). The success of a school is depending on quality of teachers. Many studies noticed that teachers' academic and professional qualifications had a significant effect on student achievement (Khan and Shah, 2002; Habib et al., 2004). In addition, as MoE, (2010a) states in ESDP IV, the major investments in improving the number and qualifications of teachers would have a positive impact on the quality of schooling.

ESDP III outlines the importance of community participation in school decision-making and financing. Communities were expected to raise funds for purchasing basic school equipment, hiring contract teacher, constructing schools and classrooms, building teachers' houses, and encouraging girls to enroll in schools, participate in preparing annual action plans. (MoE 2005: 24). In addition, Epstein (2001) said along with curriculum, instruction, evaluation and staff development, a program of school, family and community connections is viewed as one of the components of school that may help to promote success in school.

1.2 Statement of the Problem

The concept of 'success' is more relative than absolute and it is seen as a journey rather than a destination. In other words, what was regarded as a successful school in one country was not necessarily regarded as a successful school in another though one point they had in common was that they were all on a journey of constant improvement. The concept is contextual, which means that criteria used in determining successful schools depend on certain standards formulated by the country's education system and commonly accepted in practice. Following the broad parameters, different countries adopted the concept of a successful school specific to their own context.

As Sujatha (2011) explored schools in Philippines were awarded based on analysis of data gathered by a team of experts directly from schools using 17 formats covering motivation of learners, commitment and competence of teachers, capable and dynamic managers, safe learning environment and community relationship. The concept of successful schools in Philippines encompasses both academic, managerial, school environment and motivational aspects, as well as relationship with the community. In India 100 per cent enrolment, high retention rate, varied and interesting teaching pupil achievement in school, satisfactory partnership in school community relationship, regular parent teacher meetings, adoption of continuous comprehensive evaluation and adequate academic support and supervision. In case of Bangladesh A graded school indicated the best school based on material conditions, teacher quality (100% trained), results of public examination and in case of private school's year of accreditation, location, enrolment and management types for selecting schools. For Malaysia the criteria were National Award Winning Schools who select themselves based on the following qualifications: head teacher leadership, school climate, learning activities and quality outcome. In case of Pakistan characteristics were accepted for being successful schools are: a satisfied and motivated staff willing to go to school students willing to go to school, flexibility and openness to change, effective professional development of staff, a moving school culture, curriculum with a view of the world beyond the classroom, a stress-free atmosphere, and increased life chances of students.

In recent years the need for case studies of successful schools that raise the achievement of all pupils has become a means of increasing our understanding of the ways in which schools can enhance pupil's academic achievement.

Much of the previous British research was on Black Caribbean pupils and there was little research into the factors which contribute to school success and high attainment of all groups of pupils in schools. Likewise, research into successful schools in the USA has also provided similar insights into common practices in high-performing schools serving high poverty student population. However, most recent body of research has found successful schools have: strong leadership; frequent monitoring of student progress; shared goals in the professional community; parental involvement; a positive and academically focused school climate (Ellis et al., 2007; Williams et al., 2005).

Thus, criteria used to identify successful schools were many and there was no single set of criteria that applied to different country contexts or settings. Therefore, criteria of success that can be picked up from different studies are: academic achievement, enrollment and pass percentage in national examination results, achievement in co-curricular activities, utilization of resources recognition through gaining of awards, relations and involvement with the community, innovation adopted or adapted, openness toward change, public opinion regarding the quality of the school (OECD., 2013).

Even though, earlier research focused mostly on student learning as measured through standardized achievement tests as success and this shows that other criteria were ignored, recent research considers a broader range of outcomes including student behavior, self-esteem and attendance, and student retention rates (Lezotte, 1991;Canada, 1996; & Barker et al., 1999).

In case of Ethiopia, the concept of successful school was applied to schools, which focuses on enrollment and pass percentage in national examination results in primary or secondary schools. The parameter considered is positive but still did not encompass other variables that constitute school success. Still, school success by itself is the result of many variables like effective school leadership, quality of teachers, parents and community participation and school environment /teaching and learning environment/.

However, little was known about other variables that may have relationship with school success in our country's context. For example, different studies have been conducted on school related factors in Ethiopia but most of them focus on leadership effectiveness in the Ethiopia context. (Berhanu, 2014; Alemu, 2011; Yenenew, 2012) conducted a study on leadership effectiveness of school principals. Their attention was focused on the type of leadership models i.e. instructional and Transformational Leadership exercised by the principals of the study area.

Besides, some of existing researches focused much on effective school leadership and how it contributes to school success. Of course, effective school leadership is important but in isolation is not a sufficient condition for successful schools although measurable outcomes such as students' achievement are key indicators of effectiveness, but they are insufficient to ensure success. Hence, it seems reasonable to make a study that focuses on investigating the other attributes of successful schools. Therefore, this study was designed to investigate the attributes of successful general secondary school by examining the possible attributes that lead to school success focused on answering the following research questions: What are the attributes of success in general secondary school of Ilu Aba Bor Zone?

Research Questions

- What leadership qualities attributes to successful schools have been practiced in the school?
- What teacher characteristic that contributes to successful schools have been practiced in the school?
- What school environment that contributes to successful schools have been practiced in the school?
- What are students' opinion on school success?

1.3 Purpose of the Study

The objectives of this study was to investigate the attributes of success in general secondary school in Ilu Aba Bor Zone, Oromia Region.

This main aim leads to the following objectives, namely

- to investigate the leadership practices that influenced student achievement
- to describe the teachers' characteristics that positively influenced student performance
- to investigate the teaching & learning environment that positively contributed to school success.
- to explore the students' opinion on school success.

1.4 Significance of the Study

I believe that the findings of the study:

- It may aware applicable and appropriate information for school leaders, teachers and supervisors in Ilu Aba Bor Zone promoting school success to manage and take an action.
- Stimulate the concerned bodies to give attention to the involvement of communities and parents in decision making positions in educational schools.
- It may show the contribution of successful school practice for the success of general secondary schools in Ilu Aba Bor Zone. It may serve as a foundation for other researchers who are interested to do their research in this area.
- May serve as good input for policy matters to set strategies on school affairs in relation to school success.

1.5 Delimitation of the Study

The research study has been delimited to one purposively selected government general secondary school of Ilu Aba Bor zone. This mean that it didn't include other general secondary schools found under the study area. The reason was that student achievement at general secondary schools was crucial for their future life. In addition, students at this level were made to prepare for higher learning. It was the result of the students at this level that made the students capable to meet the requirement of higher learning in the institutions of both technical-vocation and academic education. Abdi Bori general secondary school ranked first as compared to all secondary schools in the zone and as compared to schools with similar demographic profiles. The school was effective in student's achievement on the Ethiopian General School Leaving Certificate Examination

(EGSLCE) result. Due to this, the school became successful and got rank in the regional level and the first as compared to similar schools within the zone for the last three academic years (2007-2009).

The Zone was selected because the researcher could collect information easily about the school since he has been living for many years.

The study was delimited in both content wise and geographically. The contents were delimited to investigating effect of independent variables (the school leadership practice, teacher's characteristics and school environment) on dependent variables (School success). In relation to this, McQueen and Knussen (2002) dependent variable represent the outcome of the study and they allow us to answer the research questions.

Besides, the study was delimited to investigate the attributes of successful secondary school focused on the following three major dimension: leadership practice, teacher characteristic, and school environment. In addition, the study was conducted during 2010E.C and delimited to 13 respondents (5 teachers, 1 principal, 1 vice principal, 5 students and 1 PTSA's).

1.6 Limitation of the Study

The following limitations were observed in this study. One apparent limitation was lack of recent and relevant literature on the topic especially on the Ethiopian context. There was shortage of books or lack of updated related literature in the area. This might have affected the richness of the study in scope and depth. However, the researcher overcame those limitations by devoting his time and searching materials from the web.

1.7 Operational Definition

Attributes: In this study attributes refers to characteristics like school leadership practice, quality of teachers', parents and community participation and district support from districts that are supposed to positively influence student performance.

School success: secondary school selected for award due to relatively high pass percentage of students compared to the enrollment rate.

General Secondary School: in the study context defined as structure of educational system that include general secondary education (9-10) in Ethiopia. (MoE, The education and training policy of Ethiopia, 1994)

School leaders: principal, vice principal, department heads and unit leaders responsible to the implementation of activities in the school in this study contextual.

Zone: an intermediate administrative level between regions and Woreda. It is a sub unit of the regional state

CHAPTER TWO

2. LITERATURE REVIEW

This chapter has given a review of literature related to the study on the attributes of success in general secondary school in Ilu Aba Bor zone, Oromia. The chapter first presented literature on concepts of successful school and approaches used to measure school success. Then literature on each of the independent variables of the study, and how it influenced academic performance, was provided.

This chapter encompassed a review of local and international research on attributes of school success. It began by defining the concepts Successful School as the central issue of this study, followed by the literature on leadership attributes, teacher's quality and school environment (teaching and learning environment).

2.1 The Concept of Successful School

In the context of Ethiopia, successful schools on one hand are those with 100% enrolment in their catchment area, high retention rate, high pupil achievement, satisfactory school-community partnership. On the other hand, successful schools are also those with high academic achievement measured in terms of student performance in the national examinations.

2.1.1 The indicators of School Success

As Mulford and Edmunds (2009) discussed indicators of school success were identified by staff, parents and students includes: students social and emotional growth, improving literacy levels, increased student self-esteem and empowerment, improved social learning, greater sense of belonging or community, and increased engagement with school. In addition, there are other potential indicators of school success relate to school innovations, includes improvements in the extent to which students accept responsibility for their own behavior, and the retention at school of at risk students through the introduction of individual, community-based programs. Success indicators in terms of students' academic achievement relate largely to the school wide focus on literacy, and to a lesser extent numeracy. Positive school environment and approachability of staff are external indicators of school success (Doll, 2010).

2.1.2 Measuring School Success

As Mulford and Edmunds (2009) discussed school success is measured in terms of the extent which realizes its vision of providing a safe environment and the development of individual potential, personal responsibility and a sense of fairness. Evidence of a caring environment conducive to learning was seen in students' enjoyment and satisfaction with school, their sense of belonging and ownership of the school, and their overall attendance and retention rates. These were linked closely to students' ability to reach their potential and develop personal responsibility, as illustrated by overall improved literacy and numeracy results within the school, increased self-confidence and academic self-concept of most students, and greater engagement with their studies (Doll, 2010).

2.2 Factors influencing student achievements and school success

The most recent body of research has found successful schools have: strong leadership; frequent monitoring of student progress; shared goals in the professional community; parental involvement and; a positive and academically focused school environment (Ellis et al. 2007; Williams et al. 2005). The findings of research into successful schools have increased understanding of the ways in which schools can enhance pupils' academic achievement.

2.2.1 School Leadership

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. 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 (Pont et al. 2008).

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

2.2.1.1 The Role of School Leadership

According to Clifford et al (2012) principals play five key roles in the school consisting of “human capital manager; school operations manager; instructional leader; visionary; and community and family outreach coordinator”. Therefore, the principal’s role as instructional leader shown us the duties of principals played in the school.

Day et al. (2010) argued that excellent instructional leaders are very important and are vital role players in the process of lifting schools’ performance to the desired level; also in improving the standard of student achievement to the level demanded by most communities. Accordingly, instructional leaders need to lead teachers, students, and the community with a view to creating excellent schools. They should create visions and develop trust collaboratively with other role players in schools; these will earn them (instructional leaders) respect of all in their school communities.

Every school needs an instructional leader who can ensure that the instruction provided is of high quality. To fulfill the responsibilities an instructional leader needs to points towards the interests of the school depending on school’s vision, mission and goals. As Leithwood and Riehl (2003) argued, successful instructional leader understands that it is important to set clear learning goals school-wide; and even community-wide goals. The development of a clear vision and goals for learning is emphasized by instructional leader of high-achieving schools.

Hallinger (2003) illustrate leader must equip with skills, knowledge and specific efficiency to be effective. In other words, instructional leaders must have the communication skills and must reflect the symbolic power to enthuse their subordinates in their school. Therefore, principals must have theoretical knowledge, skill and adequate experience to lead the school. Theoretical knowledge, skill and adequate experiences are integral part of leadership qualities. However, they are not sufficient. There is a fourth element, namely personal attributes that leaders bring to the role.

The study of Day et al. (2010) found successful school leaders share certain attributes, such as strong sense of moral responsibility and belief in equal opportunities, belief that each student deserve equal opportunity to succeed, respect and value for all people in and

connected with the school, passion for learning achievement, and commitment to pupils and staff. These key attributes are common to almost all effective school leaders. Likewise, Norlia and Jamil (2014) found there are five important traits or attributes which a school leader or principal must possess in order to make a school excellent. These five attributes are: (i) integrity, which has the sub-attributes of being principled and humble; (ii) forward looking, which has the sub-attributes of strategic catalyst and mind motivator; (iii) inspirational, which has the sub-attributes of supportive and influential; (iv) competent, which has the sub-attributes of task competency (there are two components, namely, action-oriented and sociability as well as emotional and spiritual competency); and (v) self-efficacy.

Cotton (2003) state principal behavior have a significant impact on student achievement: the establishment of a clear focus on student learning by having a vision, having clear learning goals and high expectation for all students. Interactions and friendly relationships with relevant stakeholders to ensure effective communication are essential. Provision of emotional and interpersonal support that has to accompany visibility and accessibility promoted parent-community participation. Creating a school culture conducive to effective teaching and learning through shared leadership, joint decision-making, collaboration and risk taking would lead to continuous improvements.

The following section presented the dimension of instructional leadership taken as the role of school principal as instructional leader that developed by different authorities. Hallinger (2009:142) concluded instructional leader consists of five main components: Building and sustaining a school vision, sharing leadership, leading a learning community, using data to make instructional decisions, and Monitoring curriculum and instruction.

2.2.1.1.1 Setting school goal and Vision

An instructional leader must have a clear vision that shows how components of a school operate at some point in the future by creating a learning school which required a deep thinking of the leader role. Principals must see themselves as 'learning leaders' responsible for helping schools develop the capacity to carry out their mission.

According to Day et al. (2010) successful school leaders have very strong and clear vision and set of values for their school, which heavily influenced their actions and the actions of others and established a clear sense of direction and purpose for the school. These were shared widely and supported by all staff. They were touchstone of all new developments, policies or initiatives. In addition, there was evidence for the importance of the visionary role in terms of student achievement.

2.2.1.1.2 Sharing Leadership

As Hargreaves (2009) discovered guiding school staff to reach a common vision require intensive collaboration. It is the expertise of teachers which any quality educational system built. Intelligent principals know that going it alone makes achieving instructional goals practically impossible. A key responsibility of school leader is to sustain learning and this can best be accomplished through leading learning endeavors that are focused on long-term outcomes rather than short-term returns.

Effective instructional leaders understand that they cannot reach instructional goals alone. They believe that staff members need to collaborate and openly discuss instructions and programs collectively together with all stakeholders. Leadership that is delegated across the school contributes to sustainable improvement in the school. Leaders should develop and count on the expertise of their staff members to improve the effectiveness of the school.

2.2.1.1.3 Leading a Learning Community

Lashway (2003) said principals must become role models for learning while continually seeking tools and ideas that foster school improvement. Simply put, schooling is organized around two key functions: Teaching and learning and organizing for teaching and learning. Thus, it seems clear that school principals need to manage the structures and processes of their schools around instruction. Particular attributes of effective principals and their role in leading the learning community include the following: Effective instructional leaders tend to the learning of all members of their school communities; serve as participatory learners with their staffs; provide conditions through staff development programs that incorporate study of professional literature; demonstration and practice of new skills and peer coaching; use action research focused

on collecting student data; study the effects of new strategies on students; possess a broad view of the expertise of their teachers.

2.2.1.1.4 Using Data to Make Instructional Decisions

Without meaningful data it is impossible to monitor and evaluate the effectiveness of school initiatives. An effective principal gathers information skillfully that determines how well a school is meeting its goals. Furthermore, he or she uses that information to refine strategies designed to realize and accomplish the goals. Thus, instructional leaders find themselves in a situation where they have to do some analysis, reflection, and refinement constantly. Beyond the ability to successfully gather and analyze school data, principals need to possess basic skills for using these data for setting directions and developing people. The use of appropriate data helps to maintain a consistent focus on improving teaching and learning, and, consequently, effective principals accept no excuses for lack of success to improve student learning (Leithwood and Riehl, 2003:76).

2.2.1.1.5 Monitoring Instruction

The educational programs supervision manual of MoE (1994) sufficiently listed the roles of school principal in his/her capacity as instructional at the school level listed: Creating conducive learning environment by organizing necessary resources; give professional assistance and guidance to teachers to enable them to realize instructional objectives and supervise classes when necessary; Coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; Coordinating of the staff members of the school and other professional educators to review and strengthen supervisory activities and; Cause the evaluation of the school community relations and on the basis of evaluation results strive to improve.

2.2.2 Teacher Preparation

This characteristic is related to the subject-matter knowledge teachers acquire during their formal studies and pre-service teacher education courses. According to the study findings of Darling-Hammond (1999, 2000b) and Goldhaber and Brewer (2000) showed, there is a positive relationship between teachers' preparation in the subject matter they later teach and student achievement. Likewise, OECD (2005); Barrett et al., (2007);

World Bank (2012) highlight the importance of initial teacher preparation. In addition, Darling-Hammond (2000) and Darling-Hammond and Berry (2006) found that teacher preparation and certification was the most important predictor of student learning.

As Ingersoll (1999) identified the good source to improve student achievement is the provision of highly qualified teachers and the major reason of students' low-quality achievement is that a large number of school teachers are not well qualified. Likewise, Rice (2003) conclusion showed that, teachers having a higher qualification or have an advanced degree in their teaching subject have a positive effect on student achievement. In addition, teachers' qualifications had a significant effect on student achievement (Khan & Shah, 2002; Habib et al., 2004).

As MoE, (2010a) states in ESDP IV, the major investments in improving the number and qualifications of teachers would have a positive impact on the quality of schooling. It highlighting to increase the number of trained teachers (from 37 per cent to 60 per cent). It also spotlights on improving student achievement by enhancing the teaching-learning process and by transforming schools into motivating and child-friendly environments. This implies that the better qualified teachers the schools have, the better they will be to succeed.

2.2.2.1 In-service training

In-service training is a professional development methodology that involves personal and classroom-based coaching within a structured program, intended to give teachers new skills and technical feedback about better teaching practices (Lazarova and Prokopova, 2004; Harvey, 1999). Accordingly, there was causal relationship between teacher knowledge and student achievement. The effects of a professional development program on student performance are mediated by how teachers incorporate knowledge (content knowledge or pedagogical skills) and reproduce them among their students (Yoon et al., 2008; Kennedy, 1998).

Loucks-Horsley & Matsumoto (1999) indicated, improving teachers' skills and knowledge includes a wide range of methodologies and tools that can take the form of conferences, workshops, school-based activities, or personal coaching. In supporting

ideas of the above study, Hayes (2010) explained that professional development means a formal process such as: a conference, seminar, or workshop; collaborative learning among members of a work team. In addition, (*ibid.*) discussed professional development can also occur in informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague's work, or other learning from a peer.

Camilo et al. (2016) found the effect of teachers training, 67% of the estimates the effect of content-based professional development programs find positive and significant effects on student achievement. On the other hand, only 50% of the estimates for professional development programs intended to improve pedagogical quality find positive and relevant effects. In supporting the above findings, Zuzovsky (2003) analyzed that students in groups taught by science teachers who participated more than 10 times per year in content-oriented professional development activities had an achievement level about half a group standard deviation higher than that for students in groups taught by science teachers who had minimally participated or had not participated at all in such activities. Therefore, in-service training can lead to improvement in student learning and can have a significant and positive impact on student achievement.

2.2.2.2 Years of Experience

Studies on the effect of teacher experience on student learning have found a positive relationship between teachers' effectiveness and their years of experience. Croninger & Rathbun (2003) underline teaching experience play important role for student achievement. In favor of this, Hanushek et al. (2005) explained "Students taught by experienced teachers perform better than students of inexperienced teachers".

As Zuzovsky (2003) analysis showed students studying in groups taught by mathematics teachers with more than 15 years of experience achieve more by about a half of a group standard deviation than do students studying in groups taught by mathematics teachers with less experience (five years or fewer). Likewise, Laura & Leslie (2008) discuss teachers' level of experience matters but only for the first five years of teaching. During these first few years, teachers appear to gain incrementally in their contribution to student learning. After five years, however, the contribution of experience to student learning

appears to level off. So, most experienced teachers may be no more effective than their comparatively less-experienced colleagues. Likewise, Buddin and Zamarro (2009) found the impact on student achievement of each five-year increase in teacher experience was small. Specifically, each five-year increase was associated with 0.5-0.8 percentage points of improvement on those exams. In addition, Rice (2010) found that teachers with 20 years of experience, while more effective than teachers with no experience, and teachers with 20 years of experience are no more effective than teachers who have been teaching for only five years. In general, teachers do continue to experience productivity gains between years five and fifteen.

2.2.3 The School Environment

School environment enriched with enough learning facilities, and favorable climate makes students more comfortable, more concentrated on their academic activities that resulted in high academic performance. The school environment provides the necessary stimulus for learning experiences. Students spend their time in school, and this school environment is exerting influence on performance through curricular, teaching technique and relationship (Laurence and A.S, 2012).

As (*ibid*) found that school environment enriched with modern facilities makes the student feel comfortable in their studies result to high academic performance. Likewise, Sunday (2012) revealed there is significant relationship between physical school environment and student academic performance in secondary schools. (*ibid*) discovered that poor facilities and inadequate space, as well as the arrangement of items including seats in the classroom, library and laboratory would affect the learning environment.

Orlu (2013) indicated that the school environment has a significant influence on academic performance. The location of the school, the physical structure of the school building and the interactions between teachers and students are also influence students' performance.

Mudassir and Norsuhaily (2015) revealed that the head teacher and the teachers should provide a favorable learning environment where students are free to consult them when in need. They should also provide adequate education facilities that can arouse interest in

the students and to motivate them to work hard. In addition, (*ibid*) conclusion revealed school environment account 40% change on student academic performance. However, from the data collected appeared school with adequate modern equipment such as computer, internet, enriched laboratory and library made learning easier. Likewise, school with qualified teacher, an excellent teacher-student relationship and good school-parent relationship facilitates learning. Therefore, school environment influence student academic performance.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 The Research Design

“Qualitative research is an umbrella concept covering several forms of inquiry that help us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible” (Merriam, 1998, p. 5). In qualitative research, the focus is on understanding a phenomenon as it exists whereas in quantitative research the focus is on explaining and control. “Qualitative researchers are interested in understanding the meaning people have constructed, that is, how they make sense of their world and the experiences they have in the world” (*ibid.* p. 6).

For this research study, a study of Abdi Bori General Secondary School, I used the case study methodology focusing on a single case with the school as the unit of study. This study involved what questions. “In general, case studies are the preferred strategy when how or what questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context” (Yin, 2003, p. 1). A case study is an “intensive, holistic description and analysis of a single unit or bounded system” (Merriam, 1998, p. 12). It is used when one is more interested in process than results, context than variables, and discovery than confirmation (*ibid.*).

3.2 Research Method

The study was conducted in the natural setting. It was not in a controlled setting where variables were manipulated. No hypothesis was established prior to the study. The information gathered from the literature and research study reviews helped shape and inform the study and guided me in the collection and analysis of data.

The study looked for themes in the descriptions that are characteristic features of the successful school. The study examined concepts and explain the phenomenon of successful general secondary school. The study includes triangulation of documents, observations, and interview (Anderson, Herr, & Nihlen, 1994). Interview with principal,

teachers, students, and PTSA was conducted and observation was recorded to gain impartial insight into the culture and practices that impact the school to be successful. Documentation was analyzed. The triangulation of data sources and analytical perspectives increase the accuracy and credibility of findings (Patton, 2002).

The collection of documents, demographic information, interview question, and observation protocol were developed and reviewed with the guidance of my advisor.

3.3 Selection of School to Study

Ilu Aba Bor is one of the Zones of Oromia Regional State of Ethiopia. It is bordered on the south by the southern Nations, Nationalities and Peoples Region, on the south west by Gambella Region, on the west by Kelem Wollega Zone, on the north by west Wollega Zone, and Benshangul-Gumuz Region, on the northwest by east Wollega Zone, and on the east by Bunno Bedele zone. Ilu Aba Bor is found in the South Western part of Ethiopia. It has a total area of approximately 16,555 km² and lies between longitudes 330 47'W and 360 52'E and latitudes 7005'S and 80 45'N. Metu is the capital city of the zone. It is found on 600 KM distance from Addis Ababa. Ilu Aba Bor Zone comprises fourteen Woreda. (Source: geographical information system). (Ilu Aba Bor Zone Education office report, 2017).

In order to investigate the attributes of successful school in the zone, one school was selected using purposeful sampling (Scott & Morrison, 2007). For this study Abdi Bori General Secondary School of Metu town was selected because it was successful for three years (2007-2009 E.C) continuously & was one of the best performer schools at the regional level.

3.4 Sampling Method and Population

The sampling technique used in this study was called purposive sampling. The reason was that it would yield thick descriptions that would provide adequate data for the study, thus getting the thickness of the phenomenon (Yin, 2009). As a small sample, it allows exploration and thus reliable information. I chose the participants purposively because each of them was able to give me information on the school. Therefore, five teachers, two principals, five students and a chair person of PTSA, a total of thirteen were selected for

interviews. So due to a small sample of the study, the results would be limited to describing the phenomenon rather than making generalization to Ilu Aba Bor zone. The findings may be transferred to schools with a similar context and experiencing poor performance.

3.5 Data-Collection Methods

Three types of qualitative data were collected for this study. They were interview guides, document review guides and observation checklists. Documents were analyzed to identify the students' achievement on General Certificate of Secondary Education (EGSLCE) national examination result for three consecutive years (2007-2009 E.C) that is documented in Ilu Aba Bor zone Education office; and profile of teachers, principals, vice principals, verbal document of community participation, and annual report of the schools which were documented in the schools using the document review guide. The Interview guides comprised semi-structured questions which derived from the research questions was prepared. In-depth semi-structured interviews were conducted with teachers, principals, students and PTSA's to elicit information on the school success.

3.5.1 Interviews

As a first step in the interview process, I reminded participants of the purpose of the study, research procedures, expected benefits, their right to withdraw from the study at any time, and protection of confidentiality. I also asked participants if they had any questions about the research study or research procedures. I also provided information about myself to establish rapport and gain their trust (Patton, 1980).

The study used a semi-structured interview because it allowed access to where the study was conducted, allowed me to engage with the participants. Semi-structured interviews encouraged interviewees to respond open-endedly and 'to a question in his/her own terms (Merriam, 2002). As a face-to-face method, it allowed me to see their facial expressions, the sincerity in their response. Note-taking and tape-recording were used to keep records. Tape recordings were used with the participants approve, and for the purpose of analyzing the study. The interviews were scheduled for 45 minutes at the school premises.

Thirteen participants were interviewed for this research. Interviewing administrators allowed for identifying and soliciting knowledge from those who Patton (2002) calls, “key informants”. Key informants are people who are particularly knowledgeable about the inquiry setting and articulate about their knowledge, and whose insights can be helpful in assisting an observer in understanding events that have happened and reasons why those events happened. This study’s participants were interviewed between March 6, 2010, and May 12, 2010 E.C. For convenience, seven of the interviews were held in vice principal office. At the discretion of the five remaining participants, their interviews were held at in the staff lounge.

The interviews were conducted in Afan Oromo. Using Afan Oromo language made our relationship easy, since no one of us struggled to understand any of those languages, and as advised by Jovchelovitch and Bauer (2000) served to avoid the imposition of any languages not known by the participant. With the aim of creating a more inviting atmosphere, an interview was conducted in a place preferred by the participant. With participant approval, I audio recorded the interviews to ensure accurate transcription (Merriam; 1998). I also took handwritten notes during each interview, which enabled me to track key points to return to later in the interview or to highlight ideas of particular interest or importance. The transcription process began after the first interview on March 6, 2010, and was completed by May 12, 2010 E.C. To ensure transcript accuracy, I reviewed each transcript while listening to the audiotapes. Additionally, the transcripts were presented to each interview participant for their review further to ensure accuracy.

The interviews took place in locations and at times that were approved by the principal and convenient for the participants. Completed consent forms were collected and participants were asked to complete background information forms (Appendix IV) before participating in interviews

3.5.2 Document Analysis

Documents regarding vision & mission of the school, attendance of students, minutes kept on discussions carried out and end results or conclusions reached on school affairs, statistical records compiled regarding national examination results of students have been reviewed and presented.

Here under was given the number of total academic staff with their level of education as at 2010 E.C (2018 G.C) and also the number of total students enrolled in 10th grade for three years (2007-2009 E.C) and results of grade 10 General secondary school leaving certificate exams were depicted in detail in a table.

Table1:

2010 Academic staff members

	Male	Female	Total
Teachers	50	20	70
Principal	1	-	1
Vice principal	1	-	1
Total	52	20	72

Table2:

2010 Academic staff level of Education

	Male	Female	Total
M.A/M.SC	6	-	6
B.A/B.SC	42	22	64
Diploma	2	-	2
Total	50	22	72

Table3:

Student Results of 5 years

No	Year		Male	Female	Total	%
1	2007	Number of Pass	314	249	563	74.47
		Below Average	67	135	202	26.72
2	2008	Number of Pass	381	335	716	85.95
		Below Average	42	75	117	14.05
3	2009	Number of Pass	297	211	508	70.36
		Below Average	47	167	214	29.64
Total			1148	1172	2320	

Concerning 10th grade students' enrollment since 2007 E.C a total (sum) of 2320 students of whom 1148 (49.48%) were boys and 1172 (50.51%) were girls have attended 10th grade up to 2009 E.C with the results attained in grade 10 school leaving exams.

The big variation observed each year was due to the ambitious assumption made in the planning that the school expected 100% of its students matriculated would pass the exam given each year. What so ever the case may be, however, this school has been awarded for five consecutive years by OREB (Oromia Regional Educational Bureau) and Ilu Aba Bor zone Educational Office for its outstanding performance in grade 10 school leaving exam results.

So far, of the total 2320 students (male 1148 and female 1172) who took grade 10 school leaving exam 1787 (77.02%) have passed their exams in the three years discussed of whom 992 (55.51%) were male while the balance 795 (44.48%) were female. The average percentage of achievement for the three years stands at 77.02%.

The school calendar of activities for the 2010 academic year indicated scheduled parent meetings. Minutes of one of the departmental meetings, which was held on 30/ 04/ 2009 revealed that students were not performing according to expectations and it was decided that, subject heads should monitor the work of the responsible teachers after every two weeks. Asked about his view regarding the role of school principals, one teacher said:

They should carry out class visits while the teachers are teaching to get information by observing lessons and find out what the strengths and weaknesses of the teachers were. From there the principal should actually know what to do such as advising the teacher on how to improve.
(CABT2)

According to the minutes of the staff meeting held on 19/ 02/ 2010 at staff lounge, a parents meeting scheduled for the 11/03/2010 was announced and teachers were urged to interact with parents. One of the school teacher said the following on parental involvement: "I remember last year the principal came up with an initiative for the grade 10th, to have follow up meetings with the parents of the learners who were not performing well".

Documents indicated that the school management was motivated to create healthy learning environment by availing the facilities required by teachers and learners for use. The minutes of the management meeting held on 30. 03. 2009 stated that the Principal informed the management team at that meeting that the purchase of new computers was completed and ready to be used.

As an act of motivation, it was highlighted during the Language departmental meeting of the 18/05/2010 in the staff room one of the teachers was a role model when it comes to punctuality in the school, and other teachers were asked to follow his good example. In this regard, Bush (2007:391) claims that “governments in the world today are realizing that their main asset is a human resource and schools need trained and committed teachers who in turn need the leadership of highly trained and effective principals”.

The issue of hiring qualified teachers was also reflected in the minutes of the school board meeting, according to which the most suitable candidate was recommended based on the following reasons: “his/her academic record is very attractive because he/she has performed well”. This was an indication that education authorities today value skills and knowledge based on qualifications above any other attribute when hiring teachers, which could have a positive impact on school performance.

Furthermore, the data collected from the document analysis also revealed that the principals, during one of the staff meetings, emphasized the importance of timely feedback from those who do class visits; and those visited were advised to take feedback as a way of helping them. The Ministry of Education underscored the importance of guidance and monitoring, at the recently held National Conference on Education. It was recommended at that conference that monitoring of the teaching of all the subjects as specified in the curriculum, by inspectors, advisory teachers, school principals and heads of departments had to be intensified.

Having qualified teachers was not enough as they also need to be properly equipped, hence teaching and learning materials are essential for the effective implementation of the instructional program in schools. To conduct their daily business of teaching and learning schools need books, computers, desks, chairs and classrooms. The documents the

researcher analyzed indicated that, the school management was committed to availed facilities necessary for teaching and learning, for example, new computers and chemicals were bought towards the end of 2009 for use from the beginning of the following academic year. This was in line with Glaze (2006:13) statement according to which he calls upon principals to make timely interventions in the provision of teaching and learning materials, facilities and budgets necessary for effective teaching and learning to take place.

3.5.3 Observations

The observer used observation criteria for the study revised by his advisor. Areas of observation were identified to provide consistent factor in the data collected. The observations included activities, meetings, environmental and areas for interaction of teachers, parents, students and administration. Nine consecutive lessons were audiotaped and transcribed. Audio recordings, and transcripts provided pictures of instruction that showed teacher-student relation, and gave an idea for triangulation.

During the study I made observation and analyzed documents on school demographic and school performance data, and talked formally and informally with staff. “Data collection in a case study is a recursive, interactive process in which engaging in one strategy incorporates or may lead to subsequent sources of data” (Merriam, 1998, p. 134). The use of different sources of information were very helpful in validating the data collected. As pointed out by Patton (1990) and cited by Merriam (1998) “...no single source of information can be trusted to provide a comprehensive perspective By using observations, interviewing, and document analysis, I was able to use different sources of data to validate and cross-check findings” (*ibid.*, p. 137). These techniques were used during my case study of Abdi Bori General Secondary school.

3.6 Trustworthiness

Trustworthiness is a way for qualitative researchers to control potential sources of bias in a study’s design, implementation, analysis, and interpretation that parallels the notions of internal validity, external validity, reliability, and objectivity from more conventional, scientific studies (Lincoln and Guba, 1986). The four criteria considered in the design of

this study and implementation of this study, credibility, transferability, dependability, and confirmability, are explained below.

3.6.1 Credibility (Internal Validity)

Credibility, a key criterion for trustworthiness, is a way for qualitative investigators to ensure that their study measures or tests what is intended (Shenton, 2004). Several strategies for ensuring credibility are explained by Lincoln and Guba (1986) and Shenton (2004) and are used in this study.

One key way to address credibility is “the adoption of research methods well established both in qualitative investigation in general” (Shenton, 2004). Specific procedures used throughout the data collection, analysis, and interpretation in this study have been selected from those already well established. In addition, another strategy used to ensure credibility is triangulation, “cross-checking of data by use of different sources and methods” (Lincoln and Guba, 1986). I used interview transcripts, school environment observation transcripts, as well as notes to triangulate and verify the findings of this study.

This case study describes results for a small number of participants that are specific to those individuals and environmental contexts. Lincoln and Guba (1986) suggest that it is the researcher’s responsibility to provide “sufficient contextual information about the study sites” to let the reader determine the transferability.

A strategy suggested by Shenton (2004) to help ensure transferability is a thick description of the phenomenon being studied. Lincoln and Guba (1986) also recommend a narrative to be developed about the context so readers can judge whether or not to apply all or part of the findings to other contexts. I used both of these strategy suggestions in this study.

3.6.2 Dependability

Shenton (2004) suggests the researcher to report the processes within the study in detail so that future researchers would be able to repeat the work. For this study, I documented all processes in detail, and then shared with my advisor to help evaluate the processes to confirm dependability.

3.6.3 Confirmability

In qualitative research, confirmability refers to me concern with objectivity. This ensures that the ideas expressed in terms of findings result from the experiences and ideas of the participants rather than being biased by the researcher's (Shenton, 2004). Triangulation was used as a strategy to reduce the effect of researcher bias. The researcher also included a subjectivity statement with this study, clearly explaining all possible sources of bias and planned strategies to account for them. Debriefing with advisors also helped me to maintain objectivity throughout the analysis of data and in developing resulting themes.

3.7 Data Analysis

Interviews, observations and documentation were used to analyze the leadership practice, teacher quality and the school environment that impact the successful school. The role of school leadership, teacher and school environment was examined. The communications, activities, community support and activities was analyzed.

Data collected by notes and tape recordings of interviews were organized in a matrix to identify the questions. The school leaders, teachers, students, and PTSA's responses to each open-ended interview question was categorized with the themes and by direct quotations and stories to illustrate a particular frame.

The responses were also tabulated according to commonality of their responses. Twenty-four question were posed to principals, teachers, students, and PTSA's and then analyzed to gain an understanding of the roles that people have in the school, the environment of a successful school, the role of school leaders, teachers, students, and PTSA's in the school and the results that impact student achievement.

3.8 The Ethical Considerations of the Research

Having letters of permission from Jimma University and Ilu Aba Bor Zone Education Office for ethical approval, the researcher will go to the site of study and introduce the objectives of the study to all participants. Prior to data collection from study participants I ensured the participants agreement to participate in the study. All participants were

informed about the procedures used in the study, the risks and benefits of participating in the study, and their right as study participants. During the data collection, I made positive interaction with the participants and explaining the purpose of the research to them. Besides, I have shown respect for the participants and their values in general and female respondents in particular. According to Best & Kanh (2003) involving participants in a research work, it is important considering the ethical principles lay down to protect them. In addition, Yin (2009:73) also suggests the ways that a researcher who conducts a case study should follow in order to protect the subjects.

My care usually involved participants were made to sign a form indicating their informed consent; the participants were anonymous; special codes were used instead of the names of the participants; places convenient for the participants were used; the participants were interviewed individually where there was no one else around; the participants were treated as equal to me.

CHAPTER FOUR

4. RESEARCH FINDINGS

4.1 Introduction

This chapter reports the findings of a case study concerning a general secondary school in Ilu Aba Bor zone that was successful. Therefore, this research focused on school leadership, teacher and school environment that consistently achieved success and analyzed the relationship between school leadership, teacher and school environment with student performance results.

The data was collected over a month period through interviews, documentation, and observation. The documentation was reviewed. Documentation included achievement data, annual evaluations, minutes, and various documents and reports.

Observation made regarding the location of the school and its boundaries, the quality of the school building and facilities installed, number of classrooms available and their capacity, offices, laboratory and library as well as tap water service & toilet facilities including guard house was also presented.

Moreover, students discipline in dressing their uniforms and class attendance accompanied by their teachers, management of late comers were observed. Furthermore, students' habits of using the library and computers installed were focused.

All of the classrooms that I visited, I observed that each teacher had some kind of daily schedule posted at the front of the room. The seating arrangement was focused more towards group seating at large tables rather than seating in rows.

Even if there were individual differences have been observed most of the teachers engaged the students fairly and had given each one a chance to do an exercise. They answered all the questions and provided extra help to those who couldn't provide the right answer. The way they called on each student to read aloud their answer made sure that the same students weren't always being called on while others were remaining passive.

I have been observed 9 teachers from each subject in the classrooms at different schedule when they taught English, Mathematics, Geography, Physics, Biology, History, Chemistry, Afan Oromo, Amharic subjects of 10th grade. I chose to observe 10th grade because it was the last common year in which Abdi Bori secondary school was preparing students for EGSLCE. During the observation, I have seen that all the subject teachers were supporting and encouraging to students learning was evident.

Twenty-eight interviews were conducted over a period of three weeks. Those interviewed included two principals, five teachers, five students, and one PTSA.

The section on success factors was compiled using direct quotes from the participant interviews of the major stakeholders done by the researcher. The sections were organized using citations from the data collected.

Abdi Bori General Secondary School is a successful school. It is identified as successful because: it is fully accredited by the Regional Education Bureau of Oromia and the Ilu Aba Bor Zone Education Office; it has made Progress for the past three years; 77.02 percent of their students are enrolled in higher institutions; and, it has received three awards (from the Regional Education Bureau of Oromia and the Ilu Aba Bor Zone Education Office).

The purpose of this case study was to investigate the attributes of Abdi Bori General Secondary School success. As a result, I have chosen to report my findings in this chapter in four separate parts: Part I: What leadership qualities attributes to successful schools have been practiced in the school? Part II: What teacher characteristic that contributes to successful schools have been practiced in the school? Part III: What school environment that contributes to successful schools have been practiced in the school? Part IV: What are the attitude of students towards successful schools?

Having said this, I want to emphasize that it is very important the reader carefully examines both parts of Chapter 4 to gain a full understanding of the responses given to the four research questions.

My study includes data gathered from interviews with the current principal and vice principal, five teachers, five students, and one PTSA. It also includes reviews of documents and observations during my visits.

Part I: What leadership qualities attributes to success have been practiced in the school?

The purpose of this section is to examine leadership factors, qualities and practices. Leadership was evident in the principal, school leadership team, grade level chairs and among the teachers, parents and students. This section examined the leaders, their roles and responsibilities.

The principal had been at the school eight years and had served as principal for the past two years. He was responsible for the management of all aspects of the school, training and evaluating of all employees and instructional leadership. The principal was responsible for the implementation of the country education policy, Woreda programs and compliance with federal, Regional, zonal and Woreda regulations, laws and guidelines. The principal was also responsible for community outreach.

Shared leadership, classrooms visit, participatory decision making, facilitating professional development, listening students voice, building and managing relationships, monitor attendance and motivate teacher were practices of the school leadership that were emerged from interviewees which attributed and characterized the school leaders to be successful.

It was evident that a well-organized, shared leadership structure was important to maintain a successful school. The school Principal was asked how he promoted a shared leadership in the school. He stated that:

by promoting an atmosphere that administratively everyone had a seat at the table and through structured settings and processes in the school, which enabled him to empower the school staff members. (CABP1)

The findings of the study conducted by Pounder (1999) found that sharing leadership may have its greatest impact by reducing teacher isolation and increasing commitment to the common good. On the other hand, research findings of the study conducted by Leithwood & Jantzi (1999) said involvement in formal decision making or leadership

roles have limited impact on student achievement. Similarly, Louis (2007) identified similar principal behaviors that affect trust and linked trust to shared leadership.

In supporting the views above, I suggested that empowering others throughout the school to develop and exercise leadership roles and to share in the leadership of change is both desirable and achievable.

The findings from the study revealed that the principal played a powerful role towards ensuring the teaching learning activity of the school. This was evident in the findings where the principal and his deputy was making instructional rounds to ensure that teachers were in class:

the school principal controls and supervises the attendance of students and takes prompt action on disciplinary cases by consulting with the committee concerned and also calling on parents if the case demands it. (CABS2)

The principal had further designed a monitoring tool that he utilized through the school guards and each subject teacher to monitor that students are in the class:

There is strict guarding exercised that late comers will not be allowed entry to the school compound. Roll calls will be made after each period that no student would be allowed to leave the compound without legal permit from the concerned body. (CABS1)

As supported by the findings of the study, Colby (2005) confirmed the connection between absenteeism and poor results. Likewise, Nova Scotia (2015) expecting regular attendance in school helps prepare young people for expectations in the workplace. If attendance issues aren't addressed, students fall behind and become less and less interested and engaged in learning and in school.

Furthermore, the data collected from the document analysis revealed that the principals, during one of the staff meetings, emphasized the importance of timely feedback; and advised to take feedback as a way of helping. The Ministry of Education underscored the importance of guidance and monitoring, at the recently held National Conference on Education. It was recommended at that conference that monitoring of the teaching of all the subjects as specified in the curriculum, by inspectors, advisory teachers, school principals and heads of departments had to be intensified.

The principal supervises the register and calls teachers who fail to honor periods and together planned to cover lost time: “the school principal regularly inspects each class to make sure whether or not teachers as well as students attend classes on time”. (CABS4).

The principals followed up and oversaw the teaching and learning and ensured that intended outcomes were achieved:

The principal always checks and controls the ongoing teaching learning activities. When he comes across with students out of class he immediately calls upon them enquiring why they are out of class and takes necessary measures on time. This is one of the reasons for attainment of outstanding grade points by students (CABS5).

As supported by the findings of Martin et.al.(2008) structured classroom visit help teachers to learn and master important professional development concepts. In addition, (*ibid.*) reported that when teachers have a strong understanding of key concepts such as how to develop a standards-based lesson that uses inquiry-based strategies, the likelihood that their students will benefit increases.

In supporting the views above, I suggested that it is necessary to make structured classroom visits to develop a standards based lesson with families and communities to develop approaches that reflect the complexity of why students are absent.

School-based decision-making can be used to describe which decisions are taken by an individual principal or head teacher, by a professional management committee within a school, or by a management committee involving local community members. Oromia Education Bureau (2011) indicated that enhancing the effectiveness & efficiency of schools as well as providing quality education to the community participatory decision making is essential. Moreover, enhancing school performance and student achievement participatory decision making at school level was vital. The decision making approach of the school was participatory because the principal involved teachers, staff, parents, students and the school committee members in the school-decision making process:

the management body of the school which includes the principal, his deputy and the administrator arrange meetings on which department heads and teachers fully participate to discuss and resolve issues rose. This enables participants clearly understand their duties and responsibilities to help them show good performance in the teaching learning process. (CABT1)

Decision making has a great role in bringing the school and community relation. It increases their involvement in instructional process which has a vital importance in bringing about quality of education, improving the overall teaching learning process and making the school compound attractive and promoting the school progress. In supporting this idea, De Grauwe *et al.* (2011) remarked that the involvement of school stakeholders in school management can help promote decision making at school level and improves the quality of schooling and students' achievement.

In supporting the views above, I suggested that principals and teachers should continue to work very closely with parents and communities to improve participatory decision-making at school level.

Teachers must have ongoing access to technical skills & knowledge and research-based techniques to ensure that they are and continue to be successful with all students. Thus, professional learning activities that provide such access need to be extended to all teachers. To reduce the variation and inequity in teachers' influence on student learning as well as increase the overall level of teacher effectiveness thereby reducing achievement gaps and enhancing learning for all students developing teachers is crucial (Hill et al., 2010).

The school principal gave attention to the needs of teachers for improvement of their knowledge. In this regard he made:

With regards to training opportunities open to teachers there is on the job training known as PD (professional development) and summer course attended by teachers on the basis of the school recommendation. Furthermore, Metu University once in a year trains teachers on proper handling of students to help them achieve better results. In general, training opportunities are open to teachers from 1st degree to M.A/M.S.C level fully financed by the gov't. (CABP2)

As supported by the findings of Silva (2008) suggests the most powerful way to raise student achievement was through professional learning. More than ever before, students need effective teaching if they are to develop the higher order thinking skills they need to be career and college ready in the 21st century. It was a comprehensive, ongoing, and

intensive approach improved teachers' and principals' effectiveness in raising student achievement.

In supporting the views above, I suggested that it was crucial to support and build teacher capacity and knowledge by setting clear priorities and goals that were followed through with professional learning. unless the school support teachers with professional learning opportunities, they acted in isolation of the wider knowledge that research was made available and which could enhance their effectiveness.

One of the most important learning we can take away from literature on student voice, is that “in order for student voice to become an inherent process in the school system, principals must play a key role in honoring student voice and developing a school culture that promotes it. The school principal takes in to consideration opinions forwarded to him by students regarding teaching learning issues that he carries out discussion with them. For example: “the principal accepts students’ ideas regarding assignment of teachers for special classes according to their choice and preference”. (CABS1).

The findings of the study Toshalis & Nakkula (2012) found that the concept of listening to student voice is central to the idea of student-centered pedagogies. Likewise, the study of Babcock (2011); and Leren (2006) indicated students are given opportunities to give input into their learning experiences, their levels of engagement and motivation rise and their performance may increase. For example: *students can freely forward their opinion without fear* (CABS3).

According to the study findings of Shaughnessy (2001b) identified several areas where adults can learn from listening to students’ opinions and input, including classroom management, learning and teaching, and school as a social and learning space. Likewise, the importance of listening to high school students’ voice was supported by Hiebert (2002) suggests that listening to the needs of young people enables society to provide appropriate ‘tools’ that are necessary for them to survive and succeed.

In supporting the views above, I suggested that teachers need to hear students “voice” in order to identify their needs for further support. Pupils have been consulted about school-

wide and classroom issues. Teachers need to consider genuine pupil concerns appreciating that teachers can learn from pupils.

The findings of the study showed that the principal communicated his vision through establishing relationships with the staff, parents and learners. Relationships were established around the core values of the school.

According to the minutes of the staff meeting held on 19/ 02/ 2010 at staff lounge, a parents meeting scheduled for the 11/03/2010 was announced and teachers were urged to interact with parents. One of the school teachers said the following on parental involvement: “I remember last year the principal came up with an initiative for the grade 10th, to have follow up meetings with the parents of the learners who were not performing well”.

The school principal has built good understanding and strong relation with the community that the involvement and participation of the community in decision making as well as its annual contribution financial assistance made is another strong witness for the good quality of the principal leadership. For example:

The school has high regard and respect for stakeholders and the community since their involvement and active participation in the affairs of the school are of paramount importance that stakeholders impart their knowledge and share their experience, give advice services as well as material assistance while the community participates in decision making and make financial contribution to enable the school cover costs beyond its budget limit earmarked by the government. The school community contributes yearly Birr 180,000 to meet the needs of the school in this regard. (CABP1)

In supporting the finding of the study, Harrison and Greenfield (2011) argue that quality teaching occurs in contexts that are governed by strong collaborations among teachers and the community. In addition, the study of Caldwell and Harris (2008); Leithwood and Riehl (2003) has highlighted the potential benefits of school leaders developing positive and supportive relationships with representatives from the school's environment, which can result in increased understanding of the students and their community and even increased resourcing for schools. In addition, Fullan (2002) view improvement of

relationships as one of the roles of the principal and a single factor common to successful change (p.18). If relationships are good the school is likely to succeed.

In supporting the views above, I argued the school management should be democratized and run with the participation of the community, the teachers, the students and the relevant government or non-government institutions, must adopt two-way communication between home & school, address family skill, enable parents and community members to volunteer in governance, decision making and promote collaboration with the community. Finally, they all need to be welcomed and respected for their contributions.

As supported by the findings of Wart et al. (2008, p. 218) rewarding as a motivational strategy is made up of tangible incentives such as promotions, increases in pay, increased discretion, superior work assignments and provision of additional responsibility. To him, a reward does not necessarily have to be a financial one. (*ibid.*) continues that, recognition is a motivational strategy which is very important; it is an intangible incentive that shows gratitude and offer praise. But yet, it has been underutilized by most managers in school. (*ibid.*) further said that, recognition has an optimistic meaning and it acknowledges good behavior or actions. Therefore, managers in schools can provide this strategy in their school while managing by walking around their school and can also do it by giving a warm hand shake, through celebration, a good word and a short written comment on a piece of paper just to name a few. As to teacher and staff professional development, the principal considered motivation as an important factor for improving their performance. Many methods were employed to motivate them:

they are motivated by giving them incentive in terms of money and certificate on the basis of their evaluation, including the provision of rewards and individualized support, an emphasis on school performance in every meeting, and the ongoing monitoring and evaluation of staff performance. (CABP1)

In supporting the above findings of the studies, I suggest that teachers and students should be motivated. If teachers and students are unmotivated in one way or the other, it is likely that very little learning will take place and if by chance some learning takes place, it is probable that it will not be retained.

Part II: What teacher characteristic that contributes to successful schools have been practiced in the school?

The second research question focus was teacher characteristics and their impact on school success. The analysis was teachers character that were implemented through analysis of interviews and documents. As an act of motivation, it was highlighted during the Language departmental meeting of the 18/05/2010 in the staff room one of the teachers was a role model when it comes to punctuality in the school and other teachers were asked to follow his good example. In this regard, Bush (2007:391) claims “governments in the world today are realizing that their main asset is a human resource and schools need trained and committed teachers who in turn need the leadership of highly trained and effective principals”.

The school developed fixed tutorial program after the regular classroom time, which were led and delivered by subject teachers teaching in their discipline. While the fixed afterschool tutorial programs are available to provide academic support for all students, the school recognizes that students require specialized, targeted support. With that in mind, teachers offer after-school tutorials to their students two times a week:

The school provides tutorial service to grade 9th and 10th grade students every Wednesday and Thursday (two days each week) until the school closes during summer. On top of this Metu University assists in payment of allowance to teachers who give tutorial service on Saturdays. Tutorial program is designed and carried out in such a way where girls and boys take their training separately. However, there is also a program whereby girls and boys attend class together. (CABT1, CABT2, CABT3 and CABT4)

The findings of the study Reddy et al. (2003) found students who perceived increasing levels of teacher support evidenced corresponding decreases in depression and increases in self-esteem. Likewise, perceptions of decreasing teacher support corresponded with increases in depression and losses in self-esteem.

Regarding the issues of addressing the needs of all students, the school in consultation with parents and teachers arranges and provides two-month training during July & August in Mathematics, Chemistry, Physics, Biology and English subjects on payment basis for which the concerned students cover the payment stipulated according the agreement reached between the

school and parents. This effort prepares 10th grade students for grade 10 school leaving exam. (CABT1)

According to the study of Tara and Anne (2016) founds teachers become better able to support student learning as they gain experience, and that gains from experience. Therefore, teaching experience is positively associated with student achievement.

Moogan (2011) discuss teacher encouragement in terms of teachers sharing information about their own experiences in higher education, as well as information about the type of school attainment necessary in order to make feasible a particular choice of subject major at university: “Teachers greatly strive in discharging their appreciation for the best performing students and give encouragement to those with low grade points” (CABS2).

According to the study of Ulug .M et al., (2011) founds that teacher being able to interact with the student and display positive behavior such as asking questions, understanding their thoughts, showing interest and appreciation increases the students’ motivation and success.

Part III: What school environment that contributes to successful schools have been practiced in the school?

The third research question focused on school environment that characterize successful schools. Research indicated that the location of the school, the physical structure of the school building and the interaction between teachers and students are also influence students’ performance (Orlu, 2013).

Documents indicated that the school management was motivated to create healthy learning environment by availing the facilities required by teachers and learners for use. The minutes of the management meeting held on 30. 03. 2009 stated that the Principal informed the management team at that meeting that the purchase of new computers was completed and ready to be used.

Having qualified teachers was not enough as they also need to be properly equipped, hence teaching and learning materials are essential for the effective implementation of the instructional program in schools. To conduct their daily business of teaching and learning

schools need books, computers, desks, chairs and classrooms. The documents the researcher analyzed indicated that, the school management was committed to availed facilities necessary for teaching and learning, for example, new computers and chemicals were bought towards the end of 2009 for use from the beginning of the following academic year. This was in line with Glaze (2006:13) statement according to which he calls upon principals to make timely interventions in the provision of teaching and learning materials, facilities and budgets necessary for effective teaching and learning to take place.

The culture of high expectation was evident in the student attitude and behavior. Students were all wearing uniforms at the school. The school expectations for student behavior and achievement were evident on the playground and in the classrooms.

Minutes of one of the departmental meetings, which was held on 30/ 04/ 2009 revealed that students were not performing according to expectations and it was decided that, subject heads should monitor the work of the responsible teachers after every two weeks. Asked about his view regarding the role of school principals, one teacher said:

They should carry out class visits while the teachers are teaching to get information by observing lessons and find out what the strengths and weaknesses of the teachers were. From there the principal should actually know what to do such as advising the teacher on how to improve the lessons. (CABT2)

Interviewed teachers emphasized the importance of high expectations, they recognized what was expected of the students and of them. They had participated in setting many of those expectations: “I think the students know that this is a place where learning is the focus. The teachers were expected to get the most out of the students and I thought that the teachers worked really hard in this school”. (CABT3)

The teachers were equally firm in their beliefs about the need to have high expectations for all, including themselves:

the reason we have been able to have that achievement in our students was because our staff really set the bar high. We worked very hard and they met the students where they were at in terms of their knowledge and

their skills. I thought collectively the staff had a belief that they were not going to let our students fail. (CABP1)

The focus of the school vision/direction was reflected in the teaching/learning strategies, and was underpinned by supportive school environment strategy evident within the school. Evidence from the document indicated that the school mission and vision was articulated and reinforced on a regular basis to ensure an interrelated and universal school focus.

The school was demonstrated an individual focus on students through programs, ranging from traditional academic courses to general interest such as special school programs and top ten classes, and summer tutorial classes. All interviewed teachers at the school confirmed that:

Regarding the issues of addressing the needs of all students, the school in consultation with parents and teachers arranges and provides two-month training during July & August in mathematics, chemistry, physics, biology and English subjects on payment basis for which the concerned students cover the payment stipulated according the agreement reached between the school and parents. This effort prepares 10th grade students for grade 10 school leaving exam. (CABT1, CABT2, CABT3, CABT4 and CABT5)

This study showed clearly that high expectations and focused on all students made teachers committed to students learning was evident.

Part IV: What are the perception of students towards successful schools?

what do you like best about the school? What is special about your school? They pointed out during the interview how much they enjoy coming to school and also expressed how proud they are about how well they are doing at the school. They also gave a number of reasons why the school is a successful school and outstanding including: “Our school is special because most of our teachers encourage us with outstanding behavior and good support is available for pupils in our school.” (CABS1, CABS3)

When asked what they like best about their school, two interviewee gave the following positive view about the school: “I like the school because you get caring teachers. They help us and they are kind. ‘Teachers and staff give extra help’ In addition, students respect their teachers” (CABS2, CABS4).

The response of participants for the question “what are the best things about this school?”:

The best things about this school are that teachers teach capably and diligently without missing classes. Because of this, students respect them and express an amiable personality in handling their tasks or carrying out their obligation (CABS1, CABS5).

4.2 Summary

In this chapter, I presented the findings of the study. These findings are based primarily on analysis of interview transcripts, and are supported by reviewed documents and observations throughout the school environment during the course of the study. Findings were discussed in three parts that correspond with the major themes that emerged from the data.

The first research question focused on the school leaders practice. The school leadership had roles and responsibilities. The principal and school leaders worked collaboratively. The school staff shared responsibility in the school and had a voice in decisions. There were opportunities for every teacher to be a leader. The school had a structure for teachers, parents and students to be part of the school leadership.

The interviews indicated that the principal was the leader and impacted the achievement. He was supportive and worked with the parents & community and had high expectations. He found funds and supported the school in the teaching and learning. The teachers felt that they had a voice in decisions. In addition, the school principal used the vision as for improving achievement.

The second research question focused on teacher characteristics that impact student achievements. The school had a strong academic focus and teachers committed to student learning and instruction. The school teachers provided tutorial opportunities for students. The teachers were committed to doing the extra tutoring and extended day programs. The theme found was that the school provided opportunities for students beyond the regular classroom instruction.

The interview indicated that teacher characteristics impacted the achievement of students. They supported and encouraged students. The themes mentioned above were enhanced student achievements.

The third question focused on the impact of school culture on success. Observations and interviews focused on three characteristics. The school had high expectations & focus on all students. Evidence from the observation indicated that the culture of high expectation was evident in the student attitude and behavior. All Students were wearing uniforms at the school. Evidence from the interview indicated that the school mission and vision was articulated.

The fourth question focused on the student perception on school success. Evidence from student interview indicated that teachers always encouraged students with outstanding behavior and good support is available for pupils in their school. The school was outstanding because the achievement was high because of teachers teach capably and diligently without missing classes.

CHAPTER FIVE

5. SUMMARY AND CONCLUSION

5.1 Summary of the major findings

The purpose of this study was to investigate the attributes of Successful General Secondary School in Ilu Abba Bor Zone. The Research was conducted through semi-structured interviews with thirteen participants, and through the review of documents. This chapter reviews, analyzes, and discusses (in light of the relevant literature) the findings of this study. This chapter also outlined the implications of the findings for successful school. Finally, the chapter concluded with suggestions for further research.

Four fundamental questions framed this research:

- What leadership qualities attributes to successful schools have been practiced in the school?
- What teacher characteristic contributes to successful schools have been practiced in the school?
- What school environment contributes to successful schools have been practiced in the school?
- What are the perception of students towards successful schools?

The research questions were answered by themes that emerged from interview data, and were reported in Chapter 4.

Theme I: The Principal was an Instructional Leader

The principal set vision for the school. The role of principal as instructional leader was evident. According to data from interview question, the practice of instructional leadership in revealed that the school principals have moderate support to teachers in the form of direct personal support, direct group support, individual assistance and school wide support. The school principals are getting sufficient support in the form of demonstrating use of modern teaching techniques from Metu University.

Data from interview question revealed that school principals were strong in identifying and addressing potential barriers to the implementation of a school vision and in

channeling the existing resources in support of the school vision. Instructional leadership was evident at the school, both the school leadership and external stakeholders are necessarily working together to realize the missions and visions of the schools. It was observed that the school principal often understood by the school communities. Participative leadership that emerged from the data showed that the school needs to strive for academic excellence. Moreover, monitoring and leadership are very important aspects of the democratic process because they involve members in decision-making.

Data from question revealed incentives, discipline among learners and teachers; good management and adequate teaching-learning materials, were found to be the major factors that affected the instructional leadership in the general secondary schools under study.

Theme II. High Expectation and Focus on All students

The school held high expectations for all students and staff. The commitment and focus on student success and support for each other was evident. High expectations are, of course, a component of the school wide expectations. In addition, high expectations are communicated to students in classroom settings and how these messages influence student outcomes.

According to the document review, early in the school year, teachers form differential expectations for student behavior and achievement. Consistent with these differential expectations, teachers behave differently toward various students. This treatment tells students something about how they are expected to behave in the classroom and perform on academic tasks. If the teacher treatment is consistent over time and if students do not actively resist or change it, it will likely affect their self-concepts, achievement motivation, levels of aspiration, classroom conduct, and interactions with the teacher. These effects generally will complement and reinforce the teacher's expectations, so that students will come to conform to these expectations more than they might have otherwise.

Theme III. Encouraging and Supportive teachers

The school teachers were viewed as encouraging and supportive. The school had a strong academic focus and teachers committed to student learning and instruction. The school

teachers provided tutorial and special support opportunities for all students. The teachers were committed to do the extra tutoring and extended day programs was evident.

Theme IV. Participatory Decision Making

The school leadership was participatory. The staff, parents, and principal shared the information, the decisions, and the responsibility. All stakeholders had a voice in the school. The school had a structure for communication and shared decision-making was evident. The findings suggest that teachers of the study school were more often called upon to use their professional knowledge to make curriculum and instructional decisions, which were in the technical domain at the class level than to make other decisions. This was an area in which they had a strong desire to participate in decision making and in which their actual participation was greater. They were involved in technical decisions at the school level.

5.2 Conclusion

Based on the data generated I am forced to give the following conclusions on attribute of successful school in Illu Aba Bor zone, Abdi Bori General Secondary School. These key factors include: An is instructional leader, High expectations and focus on all students, encouraging and supportive teachers, and Participatory decision making.

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LIST OF APPENDICES

Appendix I

Jimma University School of Graduate Studies
College of Education and Behavioral Sciences
Department of Educational Planning and Management
Interview Guide

An interview to be completed by _____

Dear _____

The main purpose of this interview is to investigate the attributes of success of Abdi Bori general secondary school of Ilu Aba Bor zone. Therefore, this interview is designed to obtain your perceptions and views on practices of the school principal in the success of your school. The information provided in the interview will be handled in secret and used for academic purpose only. Hence, your honest and professional opinion contribution will be enabling the research project to be a successful one.

So you are kindly requested to give genuine responses in order to make this study successful. And I would like to appreciate your genuine response to the interview in advance.

Thank you!

Appendix II

Jimma University School of Graduate Studies
College of Education and Behavioral Sciences
Department of Educational Planning and Management
Interview Questions

I. Interview Questions for the Principal

CABP1Q1. How was the school vision established and realized?

CABP1Q2. Personal attributes that are critical for success

CABP1Q3. What external support you got & how did it contribute towards success over the past years

CABP1Q4. What has been the contribution of the school management committee with regards success

CABP1Q5. To what extent the school vision is shared among school community

CABP1Q6. How do you describe community participation/involvement in your school affair?

CABP1Q7. How do you describe the professional support teachers receive?

CABP1Q8. How are decisions made in the school?

II. Interview Questions for Vice Principal

CABP2Q1. How does the principal lead and manages the school?

CABP2Q2. How is learning and teaching managed?

CABP2Q3. How is learner progress evaluated?

CABP2Q4. How do you describe community involvement in your school affair?

CABP2Q5. How do teachers upgrade their qualification and performance?

III. Interview Questions for Teachers

CABTQ1. How would you describe the success of the school now?

CABTQ2. How teaching and learning is managed?

CABTQ3. How would you describe the principal's leadership?

CABTQ4.What changes have you seen in his/her leadership?

CABTQ5.How are decisions made?

CABTQ6.What programs are in place? How are they implemented?

CABTQ7.How do you address the needs of all students?

IV. Interview Questions for Students

CABSQ1. what do you like best about the school?

CABSQ2. What is special about your school?

V. Interview Questions for PTSA

CABPT1.What changes have you seen in this school?

CABPT2.How do parents and community involve in the school affairs?

Appendix III

Jimma University School of Graduate Studies
College of Education and Behavioral Sciences
Department of Educational Planning and Management

Participant Consent to use a tape recorder

Dear Participant,

First of all, I extend warm greetings to you.

My name is Mr. Daniel Wondimu Woldemeskel, an M.A candidate at University of Jimma. I am doing research on School Success titled “the attributes of successful school in Ilu Aba Bor zone: The Case of Abdi Bori General Secondary School”. The study is designed to investigate the attributes of successful schools by examining the possible attributes that lead to school success.

In order to gather the most accurate and honest information, I requested to use a tape recorder as a device which assists me in transcribing data. The recordings will be for my own benefit, and not for the benefit of the public. These recordings will be kept in a safe and thereafter destroyed in a period of three to five years.

I am providing my contact details should you wish to know more about my study. Please do not hesitate to contact me at this number:

+ 251911386512

I look forward to hearing back from the school.

Kind regards

Daniel Wondimu Woldemeskel

Appendix IV

Jimma University School of Graduate Studies
College of Education and Behavioral Sciences
Department of Educational Planning and Management
Consent to Interview

Dear Principal,

First of all, I extend warm greetings to you.

My name is Daniel Wondimu Woldemeskel; I am a student at Jimma University, doing my Master's Degree in Educational Leadership and Management. Part of the study includes conducting a research project. Your school has been selected on the basis of your good performance in student's achievement in the past five years.

My research topic is: The Attributes of Successful School in Ilu Aba Bor zone: The Case of Abdi Bori General Secondary School. I promise that I will abide by the rules and regulations of your school and my institution. This includes ensuring confidentiality and anonymity of the information received. The information will be kept in my safe and later destroyed after a period of three to five years.

The interview will take only 45 minutes of your time and will take place in your school after non-contact time. The interviews will be audio recorded. This is done in order to gather the most accurate and honest information possible. Every effort will be made to exclude any comments that may compromise your standing in the school when transcribing an audio tape.

You have the right to refuse to participate in the sessions and the right to withdraw at any given time without penalty, should you wish to do so. Your individual privacy will be maintained at all time. If you wish to know more about the study kindly feel free to contact me on the following numbers. Mobile Number + 251911386512

Please indicate your willingness to participate in this study by filling in the slip below.

Thanking you in anticipation

Kind regards

Daniel Wondimu Woldemeskel

CONSENT SLIP

I..... consent /do not consent to participate in an interview to be conducted by Daniel Wondimu Woldemeskel for his study on “The Attributes of Successful School in Ilu Aba Bor zone: The Case of Abdi Bori General Secondary School.” I understand that:

- Participation is voluntary.
- That I may refuse to answer any questions I would prefer not to.
- I may withdraw from the study at any time.
- No information that may identify me will be included in the research report, and my responses will remain confidential.

Signature.....

Date.....

Appendix V

Jimma University School of Graduate Studies
College of Education and Behavioral Sciences
Department of Educational Planning and Management
Instrument two: **Document Review**

School background and profile	
School Plan and report	Vision and Mission Statements
	SIP plan
Yearly Statistics	Teachers
	Students
	Supporting staff
Students	Roster
	Attendance
	Time table
PTSA	Minute
	Plan
Teachers	Long range plan
	Daily lesson plan
	Tutorial
	Mark list

Appendix VI

Jimma University School of Graduate Studies
College of Education and Behavioral Sciences
Department of Educational Planning and Management
Instrument Three: **Observation Checklist**

1. Name of school being observed _____

2. Date of observation _____

No	Items being observed	Remarks
1	Interaction between teachers, students, principals, parents	
2	Description of the physical environment	
3	School facilities	
4	Offices and library	