

**LEADERSHIP EFFECTIVENESS OF SCHOOL LEADERS IN IMPLEMENTING SCHOOL  
IMPROVEMENT PROGRAM IN ILUBABOR ZONE GOVERNMENT SECONDARY  
SCHOOLS**

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**A THESIS SUBMITTED TO THE DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN  
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LEADERSHIP EFFECTIVENESS OF SCHOOL LEADERS IN IMPLEMENTING SIP

**Declaration**

The researcher hereby declares that the thesis on the title, "leadership effectiveness of school Leaders in implementing school improvement programs in government secondary schools: the case of Ilubabor Zone, Oromia regional state", is his original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

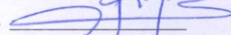
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The thesis on leadership effectiveness in implementing school improvement programs in government secondary schools of Ilubabor Zone is approved as the original work of Seyoum Ararso Kenea.

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**Abbreviations and Acronyms**

|        |   |
|--------|---|
| ACT:   | Australian Capital Territory                  |
| EDAD:  | Educational Administration                    |
| EIC:   | Education Improvement Commission              |
| ESDP:  | Education Sector Development program          |
| ETP:   | Education and Training policy                 |
| GEQIP: | General Education Quality Improvement Program |
| ICT:   | Information Communication Technology          |
| MoE:   | Ministry of Education                         |
| PTA:   | Parent Teacher Association                    |
| REB:   | Regional Education Bureau                     |
| SAGE:  | Student Achievement Gap Elimination           |
| SIP:   | School improvement program                    |
| TDP:   | Teachers Development Program                  |
| WEO:   | Woreda Education Office.                      |
| ZEO:   | Zone Education Office                         |

### Abstract

*The objective of this study was to assess the school leadership effectiveness in implementing school improvement programs in secondary schools of Ilubabor Zone. In this study descriptive survey design was used with both quantitative and qualitative methods. Among the 24 government secondary schools found in the Zone, 8 (35%) was taken as a sample by using multistage sampling technique. The sample teachers 164 (58%) were selected by using multistage sampling techniques. Additionally, 8 secondary school external supervisors, 8 school principals and 8 vice principals were selected by available sampling techniques. Finally, 8 PTA representatives were included by using purposive sampling techniques. The instruments of data collection were questionnaires, semi structured interview, observation and document analysis. The data were analyzed by using frequency, percentages, mean and standard deviation. The data gathered through open –ended questions, interviews, observation and document analysis were analyzed qualitatively through narration for the purpose of triangulation. The findings of the study indicated low performance of secondary school leaders in implementing school improvement program domain such as, school leadership and community participation. They also had low performance in the preparation stage of SIP. As the finding of the study revealed the domains, secondary school leaders of Ilubabor Zone did at an average level were ‘teaching and learning’ and ‘safe and healthy school environment’. Thus, secondary school leaders were not adequately preparing themselves and other responsible stakeholders with important financial and material resources before implementation of SIP and these problems in turn affected the implementation of SIP in the secondary schools of the zone. Regarding challenges, inadequate financial resources, inadequate man power in the schools, insufficient and inconsistent communication among leaders and the staff, low level of commitment of school leaders, low support from parents and community, lack of technical skills in school improvement program preparation, scarcity of frameworks and guidelines of SIP in schools were some of the challenges of secondary school leaders in implementing SIP. In general, as the finding of the study revealed secondary school leaders of Ilubabor zone were not effective in implementing some domains of school improvement program. Therefore, it is recommended that Woreda education Offices in collaboration with Zone Education Offices and Regional Education Bureau should give sustainable technical assistance including training for school leaders. Woreda education offices in collaboration with school leaders need to enhance community participation. Finally, the REB is advised to promote and sustain the upgrading training system of secondary school leaders to capacitate them with adequate technical and administrative skills.*

## CHAPTER ONE

### THE PROBLEM AND ITS APPROACH

#### 1.1 Background of the Study

School Leadership can be understood as a process of influence based on clear values and beliefs and leading to a 'vision' for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its learners and stakeholders (Bush, 2007). A school system is one of the public institutions having its own specific goals and objectives to be achieved and such responsibility is delegated to school leaders. Supporting this idea Sergiovanni (cited in Temesgen, 2011) suggests that the success of a school to accomplish its goals depends largely on the ability of the leaders. Bush (2007) also suggests that the quality of leadership makes a significant difference in school and student outcomes. Moreover, in many parts of the world, including both developed and developing countries, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners.

Leadership effectiveness is believed to be crucial for the overall success of any organization. Accordingly, Oakland, (1993) asserts that effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level. Effectiveness is defined in different ways. However, as to Drucker (cited in Temesgen, 2011), effectiveness perspective is concerned with whether the things are continuing to be appropriate, particularly in the context of rapidly and increasingly demanding external environment. Moreover, as to Kasambira (cited in Masuku, 2011), effectiveness is providing a decided, decisive, or desired effect and the extent to which an organization achieves the objectives for which it was established.

The writers suggest different basis and criteria for the effectiveness of school leadership. Accordingly, Leithwood & Riehlin (as cited in Huber, 2010) and Macbeath (as cited in Harris, 2005) each identified about six criteria for school leader effectiveness. Duke (in Huber, 2010) also suggests four bases for defining effectiveness and these are trait, compliance, competence and outcomes achieved. But, Duke suggests that the trait is not

compatible with contemporary values, nor is it justified by current research or administrative performance. Ubben and Hughes (1997) also identified elements of effective leaders as: empowerment, change agents, creating an orderly conducive environment, being visionary and human resource development. Therefore, as different writers suggest, even though there are no single and a specific standard or element for measuring effectiveness but can be measured by goal achievement or by the successful accomplishment of certain intended plans or programs in an appropriate manner.

The contribution of leadership to school improvement is widely acknowledged and supported in the research literature. Findings from diverse countries draw similar conclusions about the centrality of leadership to school improvement. Essentially, schools that improve have leaders that make a significant and measurable contribution to the development of the school and the effectiveness of their staff (West *et al.*, cited in Harris, 2005). Effective leaders have a better understanding of how the worlds of schooling and of school leadership work. They have figured out alternatives to direct leadership that are able to get people connected to each other, to their work, and to their responsibilities (Sergiovanni, 2001).

The prime function of leadership for authentic school improvement is to enhance the quality of teaching and learning. Effective leaders place an emphasis upon teaching and learning as well as building organizational capacity and have a moral obligation to see that students are well served and that teachers are supported in their efforts to improve the quality of learning (Hopkins, 2001). Successful school improvement involves building leadership capacity for change by creating high levels of involvement and leadership skillfulness. The crucial point is that in order to build leadership capacity there needs to be a focus and continued emphasis on the leadership capabilities of all those within the school community: parents, pupils and teachers (Lambert and Harris, 2003).

Moreover, Lambert and Harris (2003) explain that in the most effective schools, there is evidence of positive relationships both within and outside the school. As to Lambert and Harris (2003), it is a very important building trusting environments with positive and authentic relationships which enables to promote collegiality, respect ion of each other's experience, values and aspirations. Hopkins *et al* (as cited in Harris, 2005) also explains that

successful schools encourage co-ordination by creating collaborative environments which encourages involvement, professional development, mutual support and assistance in problem solving.

School improvement is a strategy for educational change that focuses on the learning and achievement of students by enhancing classroom practice and adapting the management arrangements within the school to support the teaching and learning process (Hopkins cited in Wedling & Early, 2004). In addition to these, Miles *et al.* (cited in Harris, 2005) define school improvement as a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools with the ultimate aim of accomplishing educational goals more effectively.

The purpose of school improvement policies is improving the educational process that includes instruction and subject matter. It helps schools to improve their organizational functioning that are indirectly linked to students' achievement, such as school climate, staffing and school organization. Besides, SIP encourages schools to conduct self-enquiry regarding the strengths and weakness of their performance and helps schools to get a collaborative effort of several stakeholders at different levels of the education system (Housing and Postlethwaite, cited in Frew, 2010).

The Ethiopian education system which lasted for a long period is now in a process of implementing the school Improvement Program (SIP) that gives emphasis for quality of education. The most promising objective of the 1994 ETP is increasing access to education and then to work with quality of education. Accordingly, MoE has developed a General Education Quality Improvement Program (GEQIP) which aims at improving quality of education at all levels of the school and this package has six components out of which SIP is one (MoE, 2008). The School Improvement Program (SIP) is one of the components of GEQIP and national programs developed by the Ministry of Education (MoE) in 2007 to improve student results in primary and secondary schools.

In realization of school improvement program school leaders have an indispensable role and responsibilities. Moreover, School leaders expected to lead the school in an appropriate manner so that all the activities and plan of the school goes harmoniously and successfully

with goal achievement of the school. Therefore, to know the current status of the school improvement program, it was commendable to assess school leadership effectiveness in implementing SIP and to identify challenges of school leadership in secondary schools of Ilubabor Zone.

## **1.2 Statement of the Problem**

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

In the success of school improvement teachers, parents, community and business partners, administrators, and students must share leadership functions. Similarly, the leaders' role must change from that of a top-down supervisor to a facilitator, instructional leader, coach, and strategic teacher (Senge as cited in Peterson, 1995). For school improvement to be effective commitment, support and involvement of staff are the critical components in securing meaningful change and this will not occur unless efforts are made within the school to build the internal capacity and conditions that best foster and support school improvement (Harris, 2002)

Success of institutional planning depends on the dynamism and flexibility of leaders and effective school leaders should look at the system as whole, asses the strengths and weaknesses and carefully create a feeling of readiness for change. But, a primary reason that school improvement plans fail to show success is that they are not kept in the forefront of the school's daily life and plan that is put on the shelf and forgotten or initially implemented, but neglected will not contribute to the achievement of the students at the school (Talesra et.al., 2002).



The schools with leaders having the capacity to organize staff, trust others, and communicate with the organization's vision undoubtedly come up with change and development but others cannot. Supporting this idea, Hopkins et al., (in Harris 2005) identified different type of schools such as improving, failing, trapped and dynamic in which the failing type is one which is attributed by low development and maintenance, poor at the day-to-day management tasks and tends to be reactive rather than proactive in their approach to deadlines or problem solving. Moreover, Huber (2010) conducted a research on many school leaders and categorizes the school leadership as good and bad, in which the bad one is characterized by low student achievement, poor results in national and international achievement tests, little value added, and a high rate of absenteeism among students and teachers.

Managerial and administrative skills are important tools for school leaders. A school leader with deficient skill cannot effectively communicate with the organization's mission and goal and incapable to come up with the sustainable results (Deborah, 2002). Moreover, effective leadership depends on the leader's styles and the school level leaders should be experienced and trained in leadership to cope up with the necessary skills to utilize the appropriate styles (Sosik and Dinger (2007). As to Ojo and Olaniym (2002), systemic change is not well understood even by experts and school leaders unless they get adequate training to prepare them for the challenge. Caldwell (in Gamage, 2009) also suggests that training and professional development of the school leaders are significant in contributing to the quality of schooling.

In Ethiopia considerable educational achievements have been registered for instances, access to education and attempt made to optimize equity are some of the achievement's registered since the introduction of GEQUIP in 2007(MoE, 2010). However, beside all these achievements there are still many challenges entitled with the implementation of the school improvement program (SIP) which needs future cooperative and sustainable effort for its resolution. In line with this, MoE (2010) identified challenges such as limited capacity of management at sector and school level, limited SIP implementation capacity at both Woreda and school levels, unsustainable monitoring and evaluation system of SIP, less student achievement in relation with low quality were few of the many challenges identified.

Therefore, even though the Ethiopian government attempted to give emphasis to promote and strength school leadership capacity in ESDP – I, ESDP – II and ESDP –IV still in many secondary schools, school leaders are being assigned at the leadership position without having leadership qualification and with this capacity gap it may be difficult to have successes in the school improvement program and student achievement.

The Ilubabor zone administration, as part of governmental structure, could not be free from such implementation problems. Hence, the implementation of SIP in the secondary schools in the zone faced several challenges. For instance, low student achievement (particularly secondary schools), low community participation, lack of facilities in most schools lack of finance and limited capacity of school leaders' were some of the problems in the zone. Particularly, lack of school leadership capacity had been frequently discussed as it was the most prevailing problems that the student researcher experienced from different conferences, workshops and report presented at woreda, zonal and regional levels at different time in the past. Moreover, as the data from the Zone Education Office indicated, the average National examination result of grade 10 students of three consecutive years (2011-2013) for those students scored 2 and above was below 50%. As to Hopkins (2005), school improvement is about raising student's achievement through focusing on the teaching and learning process. But, regardless of this fact, annual reports of REB and ZEO indicate that there is no significant change or improvements in students result of most secondary school of the zone. Moreover, secondary schools are not getting adequate support from stakeholder and the relationship between parents and the schools is very weak. As a result of low relationship between parents and the schools, most students are not getting enough support from their parents and this may also contribute to the low performance of students. Most secondary schools have also scarcity of resources and educational facilities. Thus, the existence of these problems seems to show that there might be problem of leadership effectiveness in implementing of SIP in the zone. Moreover, as the researcher understands, concerning the topic area (SIP), Frew (2010), Lamessa (2012), and Jemal (2013) are some who conducted researches in different regions and zones focusing on implementation of SIP, practices and challenges of SIP but not specifically on school leadership effectiveness in implementation of SIP. But, the researcher's intention was to see school leadership effectiveness in SIP

implementation as school leaders are more responsible and accountable either for the success or failure of the school.

Therefore, the purpose of this study was to assess secondary school leadership effectiveness in the implementation of the school improvement program in secondary schools of Ilubabor zone. It was also intended to identify challenges that confront school leaders in the implementation of the school improvement program in secondary schools in the zone. Accordingly, the study was designed to answer the following basic questions:

Accordingly, the study was designed to answer the following basic questions:

1. To what extent school leaders make adequate preparations for the implementation of SIP in secondary schools of Ilubabor zone?
2. To what extent the four SIP domains are effectively implemented by school leaders in the secondary schools of Ilubabor zone?
3. What are the major challenges affecting the effectiveness of school leaders in the implementation of SIP in secondary schools of Ilubabor zone?

### **1.3 Objectives**

#### **1.3.1 General Objectives**

The overall objective of this study was to assess the school leadership effectiveness in implementing School improvement program in Sec. Schools of Ilubabor zone

#### **1.3.2 Specific Objectives**

1. To investigate to what extent school leaders make adequate preparations for the implementation of SIP in secondary schools of Ilubabor zone
2. To assess the effectiveness of SIP domain implementation in the secondary schools of Ilubabor zone
3. To identify the major challenges affecting school leaders' effectiveness in implementing of SIP in secondary schools of Ilubabor zone

### **1.4 Significance of the Study**

The school improvement program needs to be emphasized by the government, school leaders and educational experts as a whole. As far as SIP program is concerned, the role and contribution of school leaders are indispensable. For the effective implementation of SIP, school leadership' effectiveness and active participation are decisive. So, the study aims at

assessing the overall school leadership' effectiveness in implementing SIP and finally to recommend possible solutions. Thus, the results of the study would have the following contributions.

- a) It may provide information about the status of leadership effectiveness in implementing SIP in secondary schools of Ilubabor zone for Regional, Zonal and Woreda Education Officials.
- b) The study may contribute to the future quality education improvement by initiating school leaders' and other responsible parties in the zone.
- c) It may help to initiate other researchers to conduct further study around the topic

### **1.5 Delimitations of the Study**

In order to make the study more manageable, the study was delimited in concepts or issues, geography and time. Regarding the concepts, it is delimited to school leadership' effectiveness in preparing and implementing the four SIP domains such as teaching & learning, safe and healthy school environment, school leadership and the community involvement. School leaders can encompass people occupying various roles and functions such as principals, assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont et al., 2008). But in this study school leader refers to only principals and vice principals as they are the most responsible and accountable bodies for every management and administrative activities in the school. Geographically the scope of this study was also delimited to Oromia Region, Ilubabor Zone, specifically 24 secondary (grade 9-10) schools in the zone. Concerning the time, the study is confined to school leadership effectiveness in the implementation of SIP during the 2013-2014 academic year.

### **1.6 Limitation of the Study**

Although the research has been completed within the allowed time, the reluctance of some respondents to fill and return the questionnaires on time was one limitation in this study. Moreover, lack of relevant and adequate references related to school improvement program in Ethiopian context was also another limitation. In addition, the limitation of this study could be the fact that the findings cannot be generalized for all schools in the zone, because the study focused only on (grade 9-10) secondary schools excluding the preparatory and primary schools. Finally, lack of transportation and the scattered location of most secondary schools in the zone were other inescapable limitations. However, the researcher was trying to alleviate the shortage of the references by browsing on the internet and using other University library such as Addis Ababa University. The researcher was also supported by assistant data collectors to overcome the problem pertained to the scattered location of sampled schools and to collect the data within the allowed time.

### 1.7 Definitions of Key Terms

**Effectiveness:** Concerned with whether the things we continue to be appropriate, particularly in the context of rapidly and increasingly demanding external environment (Drucker, cited in Temesgen, 2011). ). In this study school leaders' effectiveness is assessed in terms of SIP implementation.

**Leadership:** the behavior of an individual directing the activities of a group toward a shared vision (Hemphill & Coons, cited in yukl, 2008). But in this study secondary school leadership is emphasized.

**School Effectiveness:** School is said to be effective if it is doing the right things in a right way and strives to achieve its objectives using its resources optimally, economically, efficiently and sufficiently (Ignathios as cited in Masuku, 2011)**School leaders:** people occupying various roles and functions such as principals, assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont et al., 2008). But in this study it refers to only principal and vice principal.

**SIP:** School improvement is a distinct approach to educational changes that enhances students' outcomes as well as strengthens the school's capacity for managing improvement initiatives (Hopkins, 2005).

## **1.8 Organization of the Study**

This study is organized into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, the delimitations, limitation and operational definition of terms. The second chapter presents a review of relevant literatures. Chapter three presents research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methodology of data analysis and ethical consideration. The fourth chapter deals with data presentation, analysis and interpretation. The final chapter relates to the summary, conclusions and recommendations of the study

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1 The Concept of Leadership

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

Leadership has diversified definitions and different authors also define leadership in different ways. For example Hemphill & Coons (cited in yukl, 2008) define leadership as it is the behavior of an individual directing the activities of a group toward a shared vision. Beare, Caldwell and Millikan (1989) also defined that leadership is viewed as a process that includes influencing the task objective and strategies of a group or organization; influencing people in the organization to implement the strategies and achieve the objectives, influencing group maintenance and identification, and influencing the culture of the organization. Additionally, leadership can be defined as a complex social process, rooted in aspects of values, skills, knowledge as well as ways of thinking of both leaders and followers. Thus, it is all about the continuous process of establishing and maintaining a connection between who aspire to lead and those who are willing to follow (Hersey & Blanchard, 1984).

Despite varied definitions of leadership, a central working definition may help us to have a common understanding. Leithwood and Riehl (cited in Wossenu, 2006) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Moreover, leaders mobilize and work with others in order to achieve the common goals. To this end, leadership is an influence process in supporting others to



work enthusiastically at the aim of shared goals or objectives. Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. Therefore, school leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont et al., 2008).

As Bush and Glover (cited in Pont et al., 2008) depending on country contexts, the term school leadership is often used interchangeably with school management and school administration. But Kotterin, Glover & Law (2000) argues that leadership and management functions can be separated out fairly clearly according to context: for him strategic development is a key function of leadership for change, while day-to-day problem solving is clearly a management function. He sees 'institutionalizing a leadership-centered culture' as essential because it motivates and empowers people. In relation to this, Bennis and Nanus's (as cited in Glover & Law, 2000) identified that a 'range of talents' is central to highly successful leadership, and this includes fostering a culture of trust, developing an openness to learning, encouraging and stimulating staff learning and communicating organizational aims/vision with clarity.

## **2.2 Leadership Theories**

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

## **2.3 Educational Leadership Models**

Leadership can be understood as a process of influence based on clear values and beliefs and leading to a 'vision' for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its learners and stakeholders (Bush, 2007). Sergiovanni (cited in Bush, 2007) also suggested that much leadership theory and practice provide a limited view, dwelling excessively on some aspects of leadership to the virtual exclusion of others. Moreover, the western and African models collectively suggest that concepts of school leadership are complex and diverse. They provide clear normative frameworks by which leadership can be understood, but relatively weak empirical support for these constructs and also artificial distinctions or ideal types, in those most successful leaders are likely to embody most or all of these approaches in their work

### **2.3.1 Managerial Leadership**

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

### **2.3.2 Transformational Leadership**

This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. Higher levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity (Leithwood et al., cited in Bush,

2007). Leithwood also conceptualizes transformational leadership along eight dimensions: building school vision; establishing school goals; providing intellectual stimulation; offering individualized support; modeling best practices and important organizational values; demonstrating high performance expectations; creating a productive school culture; and developing structures to foster participation in school decisions.

The transformational model is comprehensive in that it provides a normative approach to school leadership, which focuses primarily on the process by which leaders seek to influence school outcomes rather than on the nature or direction of those outcomes. However, it may also be criticized as being a vehicle for control over teachers and more likely to be accepted by the leader than the led (Chirichello, cited in Bush, 2007).

### **2.3.3 Participative Leadership**

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

### **2.3.4 Transactional Leadership**

According to Miller and Miller's (cited in Bush, 2007) definition transactional leadership refers to:

*An exchange process and exchange are an established political strategy for members of organizations. Principals possess authority arising from their positions as the formal leaders of their schools. However, the head requires the cooperation of educators to secure the effective management of the school. An exchange may secure benefits for both parties to the arrangement. The major limitation of such a process is that it does not engage staff beyond the immediate gains arising from the transaction. As the Miller and Miller's definition imply, transactional leadership*

*does not produce long-term commitment to the values and vision being promoted by school leaders (p. 398).*

Additionally, Bass (1998) argued that transactional leaders are motivated by what is easily identifiable and measurable. Transactional leaders are more reactive than proactive; less creative, novel, and innovative; more reforming and conservative; and more inhibited in their research for solutions. Yukl (1999) also identified that transactional leadership includes a diverse collection of mostly ineffective leader behavior that lack any clear common denominator.

### **2.3.5 Postmodern Leadership**

The post-modern model suggests that leaders should respect, and give attention to, the diverse and individual perspectives of stakeholders. They should also avoid reliance on the hierarchy because this concept has little meaning in such a fluid organization. Starratt (cited in Bush, 2007) aligns postmodernity with democracy and advocates a more consultative, participatory, inclusionary stance, an approach consistent with participative leadership.

### **2.3.6 Moral Leadership**

This model assumes that the critical focus of leadership ought to be about the values, beliefs, and ethics of leaders themselves. Authority and influence are to be derived from defensible conceptions of what is right or good (Leithwood et al., cited in Bush, 2007)). Sergiovanni (cited in Bush, 2007)) articulated that excellent schools have central zones composed of values and beliefs that take on sacred or cultural characteristics. Subsequently, he adds that administering is a moral craft.

West-Burnham (in Bush, 2007) discusses two approaches to leadership, which may be categorized as ‘moral’. The first is ‘spiritual’ and relates to the recognition that many leaders possess what might be called ‘higher order’ perspectives. As to West-Burnham, these may be represented by a particular religious affiliation. Such leaders have a set of principles, which provide the basis of self-awareness. The second category is ‘moral confidence’, the capacity to act in a way that is consistent with an ethical system and is consistent over time.

### **2.3.7 Instructional Leadership**

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

### **2.3.8 Contingent Leadership**

The contingent model provides an alternative approach, recognizing the diverse nature of school contexts and the advantages of adapting leadership styles to the particular situation, rather than adopting a "one size fits all" stance. Accordingly, this approach assumes that:

*What is important is how leaders respond to the unique organizational circumstances or problems... there are wide variations in the contexts of leadership and that, to be effective, these contexts require different leadership responses... individuals providing leadership, typically those in formal positions of authority, are capable of mastering a large range of leadership practices. Their influence will depend, in large measure, on such mastery (Leithwood et al., cited in Bush, 2007).*

According to (Morgan, cited in Bush, 2007), leadership requires effective diagnosis of problems, followed by adopting the most appropriate response to the issue or situation. This reflexive approach is particularly important in periods of turbulence when leaders need to be able to assess the situation carefully and react as appropriate rather than relying on a standard leadership style

But, it is obvious that there is no monopoly of a particular style of leadership claiming to be the perfect one leading to improved school performances and student achievements. School principals are required to be more flexible in adapting appropriate leadership styles with the creation of collaborative working environments with higher-levels of commitment, motivation, ownership, development, trusting and healthier school cultures, facilitating higher productivity and increased student achievements (McComack, Adams & Gamage (2009).

## **2.5 Leadership Functions**

Leadership functions are basic elements that could create development and change within a given institution. To keep in a better way, a leader maintains high morale among the members of the group being led by him. As Moshal (cited in Tigistu, 2012) stated the common function of leaders may be enumerated as: Motivating members Moral is boasting, Support function, Satisfying the needs of members, Accomplishing common goals, Representing members ,Creating confidence and Implementing change and resolving conflicts. Moreover, Moshal suggested that influence based on personal power is associated with greater effectiveness. Furthermore, the authors identified the following six important leadership functions such as Develop goals, policies, and direction; Organize the school and design programs to accomplish the goals, Monitor progress, solve problems, and maintain order; Procure, manage and allocate resources; Create a climate for the personal and professional growth and development; Represent the school to the district office and the outside world. Therefore, the above mentioned functions that facilitate effective school leadership have been used as a benchmark for evaluating effectiveness.

### **2.4.1. Leadership Skills**

Leaders would be successful only when they are equipped with certain managerial skills in getting things done through people. Katz (cited in Wossenu, 2006) identified three kinds of skills as technical, human, and conceptual. Actually, an effective leader appears to rest on three personal and basic skills such as technical skills, human skills and conceptual skills.

Technical skill refers to the proficiency and understanding of a specific kind of activity involving process, procedure or technique and this skill is primarily concerned with working with things. Human skills are the manager's ability to work with others and build a cooperative effort with the group he/she manage sand this skill is primarily concerned with working with people. Conceptual skills imply the ability to visualize the organization as a whole and this skill enables the leader to perceive and recognize the interrelationships of various factors operating within the total organization. The importance of the above mentioned skills may be appropriate at two levels of organizations. At the higher levels, the manager's effectiveness depends more upon conceptual and human skills. Technical and human skills are fit for the lower levels.

### **2.4.2 Leadership Styles**

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

Leadership, in a classic study that attempted to find out whether a different group behaviors result of different styles of leaders behavior that appeared to characterize three known styles: a) Authoritarian b) Democratic, and c) Laissez – faire styles. According to Lewin's in Sosik & Dinger experiment, the most effective style is democratic. However, excessive autocratic style led to the revolution while under Laissez – faire approach people were not coherent in their work and didn't put energy that they did when being actively led. Moreover, effective leadership depends on the leader's styles and the school level leaders should be experienced and trained in leadership to cope up with the necessary skills to utilize the appropriate styles (Sosik and Dinger (2007)).

### **2.5 Leadership in Education**

A school system is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders. Nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders. Here, principals are prominent figures to lead the school community for improvement. Educational researches on school effectiveness have recently been dominated by the concept of principals as leaders. As to Sergiovanni (cited in Temesgen, 2011) Principals' key functions in effective schools in establishing goal consensus among staff and developing an institutional identity. Therefore, it is a fact that a school principal leadership behavior has a subtle influence on the progress of the school. Effective leadership is at the core of every successful organization. It is relatively recognized by:

#### **2.5.1 Creating a Vision:**

A vision refers to the shared values and aspiration agreed by the members of the organization, which guides the present action and decision to create a desirable future. Chance (cited in Tigistu, 2012) described vision as being the force of the dream towards

which effective administrators strive in the development and shaping of their schools. Chance also explained vision as a statement which captures an ideal state of affairs. Effective leaders communicate the vision and direct all actions towards achieving the vision. They cultivate and focus the strengths of colleagues to achieve the shared vision. And such leaders seek counseling and advice to learn from the knowledge and experience of others, while they freely offer their expertise to those who seek it.

### **2.5.2 Setting High Expectations**

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

### **2.5.3 Building the Capacity of Leadership**

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

### **2.5.4 Demonstrating Ethical and Moral Leadership**

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



for all individuals. Leaders with integrity are focused and purposeful, and are always attentive to being consistent with what they say and what they do.

## **2.6 Leadership Effectiveness**

The clear purpose of leadership is common to all organizations. This purpose is organizing and influencing every stakeholder of the organization towards the achievement of goals. However, it does not mean that there are no differences in the system of managing different organizations differ from one another in the functions or tasks they carry out that require special skill from employees and abilities and skill required by the leader. On the other hand, leadership effectiveness is believed to be crucial for the overall success of any organizations. Oakland (1993) asserts that effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level. Additionally, Macbeath (cited in Harris (2005) identified six core characteristics of effective leaders. These are: having a clear personal vision of what you want to achieve; working along with colleagues; respecting teachers' autonomy, protecting them from extraneous demands; anticipate change and prepare people for it; able to grasp the realities of the political and economic context and they are able to negotiate and compromise; informed by and communicate clear sets of personal and educational values which represent their moral purposes of the school.

### **2.6.1 The Concept of Effectiveness**

Effectiveness is defined in different ways. However, as to Drucker (cited in Temesgen, 2011), effectiveness perspective is concerned with whether the things we continue to be appropriate, particularly in the context of rapidly and increasingly demanding external environment. The importance of leadership to schools and instructional improvement has been well documented. Leaders influence classroom outcomes through two primary pathways. The first pathway involves leadership practices that directly influence teaching and learning, for example, through the selection, support, and development of teachers. The second includes activities that indirectly influence practice by creating organizational conditions in the school that are conducive to positive change. Each of these pathways has

been linked to important student outcomes (Leithwood, et al., Silins, Mulford, & Zarins, cited in Hammond et al., 2010).

### **2.6.2 Elements of Effective Leadership**

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

#### **2.6.2.1 Empowerment**

Different views were delivered by various writers that empowerment is an act which is performed by school leaders to share authority and responsibility with teachers on matters related to classroom instructions. Ubben and Hughes (1997) stated that empowerment is giving teachers and even students a share in important organizational decisions giving them opportunities to shape organizational goals. They also added that too much control over teachers or centralization of authority over the classrooms might produce some uniformity, but negatively affecting teachers' motivation and reducing the quality of instruction. Every school leadership activity ultimately directed towards improving the quality of instruction taking place between teacher and students. The appropriate empowerment of teachers must lie in the amount of authority granted and the organizational leadership should create a conducive working environment to maintain the proper communication flow necessary to keep up the desired tasks

#### **2.6.2.2 Schools Leaders as Change Agents**

Successful school improvement projects focus specifically upon the teaching and learning processes and the conditions at the school and classroom level that support and sustain school improvement. Some literatures give a great deal of attention on the issue that school improvement has to be one of the primary tasks of school leaders. The aim of school improvement initiatives highly suggests that leaders are key persons to introduce changes in schools. Hence, it can be viewed that school leaders should be indicators and agents of change. Accordingly, school leaders are able to introduce new culture and climate so as to be agents of change processes in schools. Gamage (2006) pointed that if the educational administrator functions as a change agent is taking the stuff with him/her,

such a program will give the leader and the teachers more, not less control of the school program. Therefore, school improvement is a systematic and sustained effort aimed at change in the effect of students' broad outcomes.

### **2.6.2.3 Creating an Orderly Conducive Environment**

School leaders can play a key role in efforts of creation of sustainable and conducive school environment that ultimately promotes effective teacher professional development and student learning. Schlechy (cited in Tigistu, 2012) made remarks that the leader of the school has a particular responsibility to lead the staff in developing school policies to control student behavior. There are different reasons as to why it is valuable to establish an orderly conducive environment in the school. It is very difficult for principals or school leaders to plan and implement any school activity within a state of turmoil conditions.

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

### **2.6.2.4 Being A Visionary Leader**

An effective leader is highly expected to have ability to create and communicate his/ her organizational vision. Because of the success of any organization depends on having a clear vision which is accepted by the staff and other stakeholders. The definitions given to the term vision are similar in the way that writers explained. However, Cheng (2005) defined vision as an image of a future that the school staff wants to achieve or care about. This tells us that an agreed vision is a stimulant to work hard towards the desired common goals. Cheng (2005) also stated that anyone who is aspiring to be a good school leader need to have some sense of what she or he values; something to be

committed and in relation to this, school leaders are responsible to create vision to which reflect their own school situations.

### **2.6.2.5 Human Resource Development**

Human resource development is a process that uses developmental practices to bring about more quality, higher productivity and greater satisfaction among employees. It is a complex process and sometimes not a very well accomplished one often because of lack of focus on the part of heads. School leaders are personnel's in charge of supporting teachers in their profession. Supporting this idea, Harris (2005) confirms that school leadership must build the capacity by developing the school as a learning community. Moreover, the HRD program must be a continuous process and should not be an overnight task.

### **2.6.3 School Leadership Effectiveness**

According to Kasambira (cited in Masuku, 2011), effectiveness means providing a decided, decisive or desired effect. Kasambira also defined effectiveness as the extent to which an organization achieves the objectives for which it was established. Effectiveness is nothing but it is successful accomplishment of intended organizational objectives by effectively and efficiently using the scarce resources. In relation to this, Ignathios (cited in Masuku, 2011) stated that the school is said to be effective if it is doing the right things in a right way and strives to achieve its objectives using its resources optimally, economically, efficiently and sufficiently. Sergiovanni cited in Masuku, 2011) also relates effectiveness with pedagogical thought. Sergiovanni (in Masuku, 2011) perceived school effectiveness to mean achieving higher levels of pedagogical thoughtfulness, developing relationships characterized by caring and civility. Moreover, effective school is a school in which pupil's progress is further than might be expected from a consideration of its intake.

In another way, Hopkins and Hargreaves (1994) explained the differences between school effectiveness and school improvement. According to Hopkins and Hargreaves, school effectiveness encompasses: a focus on outcomes, an emphasis on equity, the use of data for decision-making, knowledge of what is effective elsewhere, an understanding that the school is the focus of change. They also, explained school improvement as it embodies: a focus on

the process, an orientation towards action and on-going development, an emphasis on school-selected priorities for development, an understanding of the importance of school culture, the importance of a focus on teaching and learning, a view of the school as the center of change.

Mortimore et.al, (cited in Welton, & Blankford, 2005), conducted a four-year research project on the academic and social progress of 2,000 primary children in fifty randomly selected London schools. Those schools which were effective in both spheres led the researchers to define the following characteristics of an effective school and these are: the purposeful leadership of the staff of the head teacher; the involvement of the deputy in policy decision making and of the teaching staff in curriculum planning and certain areas of decision making; Staff consistency in the approach to teaching, intellectually challenging teaching; structured sessions that nevertheless allowed students some freedom within the structure and a limited focus within sessions; a work-centered environment, where there was the maximum communication between teachers and students; sound record keeping procedures, effective monitoring of progress; parental involvement in schools which encouraged an open door policy; a positive climate. Edmond (as cited in Tigistu, 2012) also identified five factors which contribute to school effectiveness. These are: strong leadership of the principal, emphasis on mastery of the basic skills, a clean, orderly and secured school environment, and high teachers' expectation of pupil performance and frequent monitoring of students to assess their progress.

## **2.7 The Role of School Leaders**

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

### **2.7.1 Principals as Instructional Leaders**

According to Mausbach and Mooney (2008), when strong principals become instructional leaders for their staff, they create strong schools with high achievement. The principal must be smart about teaching and learning. There is no shortcut for this practice and no substitute for the critical role of in instructional leadership. Therefore, investing in ongoing professional development for principals and setting high expectations for their role as

leaders will give them the best chance of fully implementing the blueprint processes in their schools. School principals are key elements in promoting effective leadership to enhance rapid change in their schools. A principal is the pivotal point within the school that affects quality of individual teachers' instruction, the height of student's achievement and the degree of efficiency in school functioning and if a school is to be an effective one, it is because of the instructional leadership of the principal.

The instructional leadership model also attempts to draw principals' attention back to teaching and learning, and away from the administrative and managerial tasks that continue to consume most principals' time. Instructional leadership includes: defining the school's mission; managing the instructional programs; and promoting positive school learning. In defining these statements, Leithwood (2006) stated that practice related to defining the school mission includes overseeing the development of specific goals and ensuring their communication clearly for all members of the school community. The practices centered to managing the instructional program are supervised and evaluating instruction, coordinating the curriculum and monitoring students' progress. At the heart of this model, however, is the final category of practice, promoting a positive school learning climate which includes protecting instructional time, promoting instructional development, maintaining high visibility, providing incentives for teachers and incentives for learning

Therefore, from the above scholars' description it is possible to deduce that instructional leadership contributes a lot to make better the implementation of SIP in the school. This is because instructional leadership more focuses on instruction or teaching learning process that may lead to better student achievements.

### **2.7.2 Planning**

Schools as any institution require an organizational plan to realize effectiveness in the organizations. Ubben and Hughes (1997) define planning in schools as a process that involves the translation of concepts, ideas, beliefs into operational processes and measurable outcomes. Coombs (as cited in Tigistu, 2012) also illustrated educational planning as the application of a rational and systematic analysis to the process of educational development with the aim of making more effective and efficient in responding to the needs and goals

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

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

### **2.7.3 Building Trust**

Trustful relation among school communities is very important for success. Ubben and Hughes (1997) defined trust as a positive expectation that another will not – through words, actions, or decisions – act opportunistically. Blasé and Blasé (1994) also defined trust as the knowledge that one person will not take unfair advantage of another person; deliberately or consciously; further any harm committed accidentally or unconsciously is always expected to be repaired. It is regarded as a state of mind that the other person close to him/her will not act at the expense of him/her. In such a way, the intimacy and closeness of individuals or groups will increase. Therefore, trustful relationships are vital in the process of exercising leadership.

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

## **2.8 School Leadership Development in Ethiopia**

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

In the history of the Ethiopian education system, the principal ship traces its origin to the introduction of Christianity in the ruling era of King Ezana of Aksumite kingdom; around the fourth century A.D. Teshome (cited in Ahmed, 2006) stated that Ethiopia for a long time had found schools for children of their adherents. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed (2006) the history of the principal ship in Ethiopia was at its early age was dominated by foreign principals. In all government schools which were opened before and after Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals.

Soon after the restoration of independence, late 1941, education was given high priority which resulted in the opening of schools in different parts of the country. At a time, most of the teachers and principals were from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR, 1999). According to MOE (2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930's and 1940's. During this time, the principal ship positions were given to the Indians, because of their experience in principal ship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed, 2006) this new chapter of the principal ship began with a supervising principal. Such a person was in charge not only for a single school, but also for the educational system of the community where the school was located.

The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time that Ethiopians who were



graduated with a BA / BSc degree in any field were assigned as principals by senior officials of the MOE. The major criteria to select them were educational level and work experience (MOE, 2002). However, in the first, few decades of 1960's graduates of BA degrees in pedagogy were directly assigned in secondary schools. On the other hand, career structure promotion advertisements which were issued from 1973 – 1976 showed that secondary school principals were those who held first degree , preferably in educational administration ( EDAD) field. In addition to these teachers who had experience as a unit leader or department head were candidates for principal ship. Currently, the job description, issued by MOE in 1989 indicated that secondary school principals should have a first degree in school administration and supervision including a sufficient work experience

## **2.9 School Leadership and School Improvement Initiatives**

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

### **2.9.1 The Concept of School Improvement**

The basic idea behind school improvement is that its dual emphasis on enhancing the school capacity for change as well as implementing specific reforms, both of which have their ultimate goal of increasing student achievement. Hence, school improvement is about strengthening schools' organizational capacity and implementing educational reform. Another major notion of school improvement is that, school improvement cannot be simply equated with educational change in general. Because many changes, whether external or internal, do not improve students' outcome as they simply imposed. They should rather

focus on the importance of culture and organization of the school (Hopkins, 1994). In addition, school improvement is about raising student achievements through focusing on the teaching learning process and the conditions which support it. It is about strategies for improving school's capacity for providing quality of education. Moreover, the notion that school improvement is not an event or incident rather it is a process that takes time (Hopkins cited in Dalin, 1998).

When we are talking about school improvement as a process, it is a continuous activity of fulfilling different inputs, upgrading school performance and bringing better learning outcomes at school level (MOE, 2005). This improvement is not a routine practice which can be performed in a day-to day activities in schools. Educational institutions have different settings and capacity in providing their services to the needy. In general, as it was explained by different scholars, the term improvement is familiar to all and it simply means reforming, transforming or upgrading the quality of inputs, process, service or product.

### **2.9.2 Definition of School Improvement Program**

There are many definitions and various interpretations of school improvement as a process. Miles et al., (cited in Harris, 2005) defined school improvement as a systematic, sustained effort aimed at one or more schools with the ultimate aim of accomplishing educational goals more effectively. They also suggested that, there are two senses in which the term school improvement is generally used. The first is a common sense meaning which relates to the general efforts to make schools better places for students to learn. The second definition is that in which school improvement is defined as a strategy for educational change that enhances student outcomes as well as strengthening the school's capacity for managing change. This definition highlights the importance of school improvement as a process of changing school culture and it views the school as the center of change and teachers as an intrinsic part of the change process. As elaborated by van Velzen et al., (cited in Walten & Blankford, 2005), the central definition of school improvement is that of a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the aim of accomplishing educational goals more effectively.

Hopkins (2005) also defined school improvement as a distinct approach to educational changes that enhances students' outcomes as well as strengthens the school's capacity for managing improvement initiatives. Further school improvement is about raising student's achievement through focusing on the teaching and learning process and those conditions which support it. Additionally, Hopkins et al., (1994) explained that school improvement is an overall approach or a result of specific application of an innovation. It is aimed at changing in order to achieve educational goals more effectively. Also, they discussed on two meanings or senses of school improvement. The first is common sense which relates to the general efforts to make schools better places. The second is a more technical or specific phrase, school improvement as an approach to educational change that enhances students' outcomes as well as strengthen the school's capacity for managing change.

### **2.9.3 Purpose of School Improvement Program**

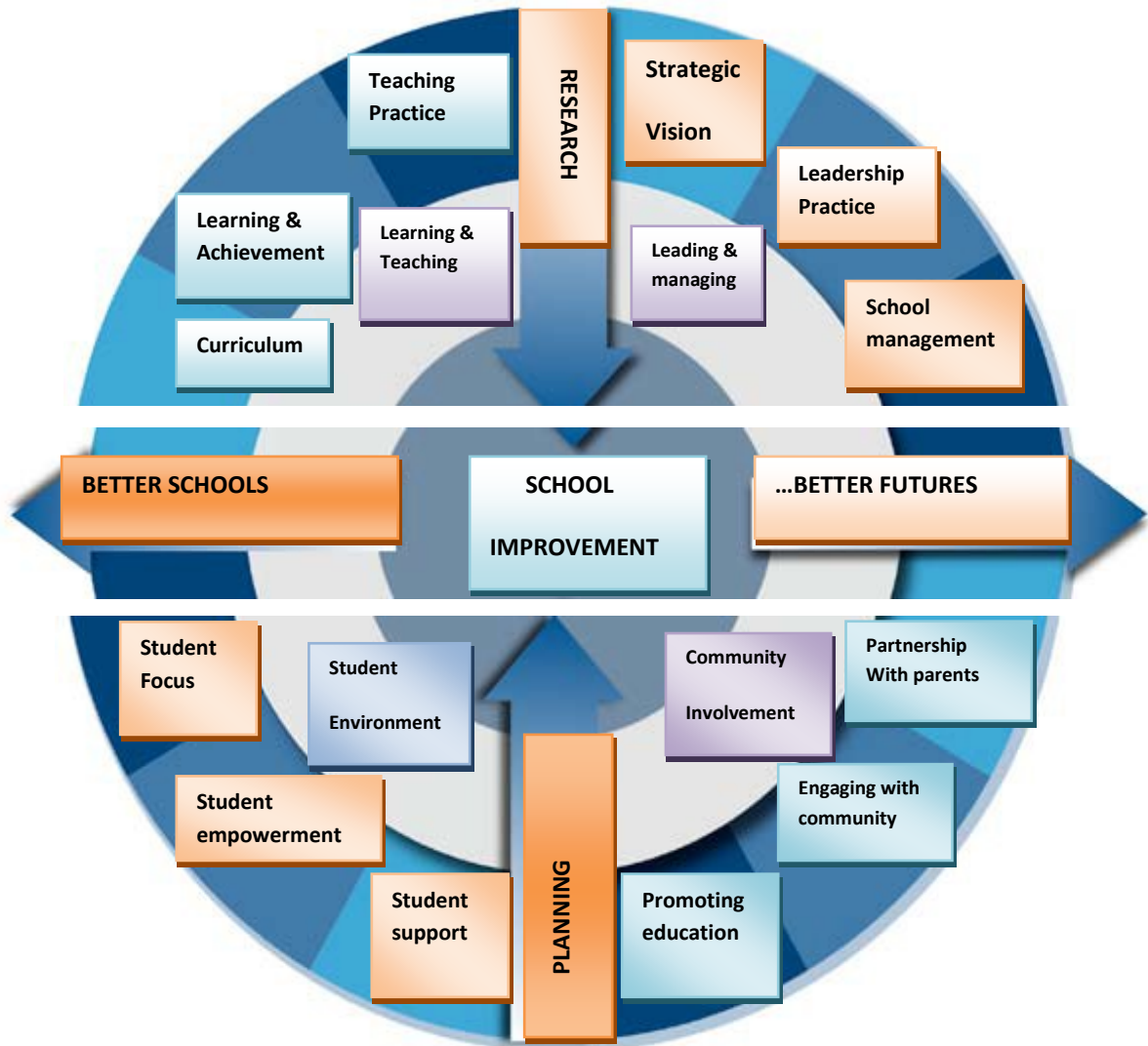
According to Hussein and Postlethwaite (cited in Firew, 2010), the purpose of most school improvement policies is improving the educational process that includes instruction or subject matter. It helps schools to improve their organizational functioning that are indirectly linked to students' achievement, such as school climate, staffing and school organization. Besides, SIP encourages schools to conduct self-enquiry regarding the strengths and weakness of their performance. Moreover SIP helps schools to get a collaborative effort of several stakeholders at different levels of the education system, as the success of an improved policy largely requires the interaction between many participants.

### **2.9.4 Framework for School Improvement**

The School Improvement Framework supplies the schools with a structure for raising quality, achieving excellence and delivering better schools for better futures. The framework sets up a dynamic relationship between research and planning that will assist schools to undertake self-assessment, which is context-specific, evidence-informed and outcomes focused (ACT, 2009). All ACT public schools will use the School Improvement Framework to critically examine their programs and practices. The framework provides a focus through which schools can evaluate the extent to which they are meeting stakeholder expectations, delivering on system priorities and implementing strategic initiatives. As a result framework

will help schools to: make best use of evidence-informed processes and tools to evaluate their performance, self-assess to identify school priorities, develop a four year school plan and an annual operating plan with a focus on improvement over time, establish accountability measures and targets that indicate their improvements and inform the further planning report on their progress regularly (ACT, 2009). Therefore, the ACT frame work is almost similar to the sip frame work which has been implementing in Ethiopia with the exception that the SIP frame of ACT focuses on four year strategic and annual action plan whereas, SIP frame work of Ethiopia focuses on three years strategic plan and annual action plan.

Figure 1: The School Improvement Framework



Source: ACT Government (2009): School Improvement Framework

### **2.9.5 Phases of School Improvement program**

The school improvement program plan passes through successive stages with its own procedure and requirement of the participation of different responsible bodies for the success of the program. MOE (2010) identified, the four stages of the SIP cycle, which are identified as: stage 1 (self-assessment), stage 2 (Planning), stage 3 (implementation), stage 4 (monitoring).

#### **Stage 1: Self-Assessment**

The overall aim of the first stage of the SIP cycle is to collect information on the situation of the 15 Standards of the SIP framework. This information will then be used in Stage 2 to develop a three-year School Improvement Strategic Plan and one-year School Improvement Action Plans. Under Stage 1 there are six different information collection activities, which are called Self-Assessments and these activities are: teacher Interviews Self-assessment, teaching Observation Self-Assessment, student tests self-assessment, parent's self-assessment, the student's self-assessment and school records self-assessment

#### **Stage 2: Planning**

The overall aim of the second stage of the SIP cycle is to analyze the information collected during the Stage 1 Self-Assessment, identifying the priority areas for improvement in the school each year for the next three years and then to list this information in a three-year school improvement strategic plan and the one-year annual action plan and these two activities are undertaken by the School Improvement Committee.

#### **Stage 3: Implementation**

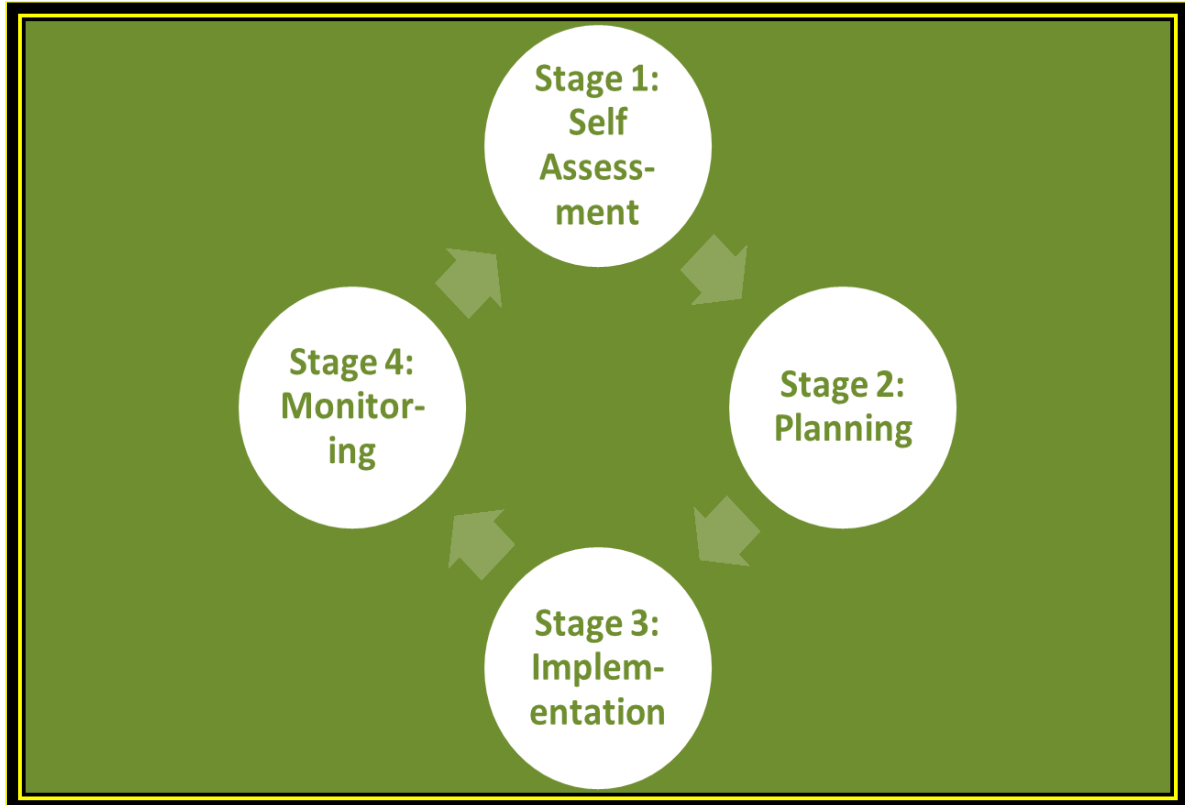
The overall aim of the third stage of the SIP cycle is to successfully implement the Strategic Plan and Annual Action Plans. The School Improvement Committee will be responsible for ensuring that the Annual Action Plan is implemented successfully.

#### **Stage 4: Monitoring**

The overall aim of the fourth stage of the SIP cycle is to monitor the implementation of the Annual Action Plan. Woreda staff, as well as School Cluster Supervisors and School

Improvement Committee members will be expected to monitor the implementation of the annual action plan.

Figure 2: Stages of school Improvement program



*Source: MOE (2010) page 18*

## **2.10 The Domains of School Improvement Program**

According to MOE (2007) school improvement program is developed based on the result of the review of the best practices of the schools all over the country. Accordingly, The SIP has four domains in which every domain links to each other and aims at improving students' learning outcomes.

### **2.10.1 Teaching and Learning Domain**

Quality of teaching is at the heart of successful schooling (Sammons et al., in Harris, 2005). In successful schools, teachers are well organized and lessons are planned in advance, are well structured and have clear objectives which are communicated to the students and

successful teachers are sensitive to differences in the learning style of the student and adapt their teaching style accordingly.

According to Leu (2005), the characteristics of good teachers are: sufficient knowledge of subject matter to teach with confidence knowledge and skills in a range of appropriate and varied teaching methodologies, knowledge of the language of instruction, ability to reflect on teaching practice and children's responses, ability to modify teaching/learning approaches as a result of reflection, ability to create and sustain an effective learning environment, understanding of the curriculum and its purposes, particularly when reform programs and new paradigms of teaching and learning are introduced, general professionalism, good morale, and dedication to the goals of teaching ability to communicate effectively, ability to communicate enthusiasm for learning to students, interest in students as individuals, sense of caring and responsibility for helping them learn and become good people, and a sense of compassion, good character, sense of ethics, and personal discipline, and ability to work with others and to build good relationships within the school and community.

Accordingly, the schools' domain of teaching learning process focuses on three elements, these are, teaching practice, learning assessment and the curriculum. Therefore, teachers are expected to plan, to make adequate preparation and present learning activities. In addition to this, research has found that the traditional teaching method is extremely inefficient as all students must be taught with the same materials at the same point in time. And students that do not learn quickly enough with this method can quickly fall behind, rather than being allowed to learn at their natural speeds (MoE, 2007).

Teachers need to have an adequate academic and professional knowledge. Besides, they are required to apply appropriate teaching methods that help in teaching large and diversified classroom. The preparation and utilization of teaching aids from locally available materials is another concern of teachers. Therefore, in order to get teachers in such position, their appointment will be made in such a way that their qualification could fit with the level they are teaching (MoE, 2007).

Curriculum is the foundation of the education system. The Ministry of Education has published curriculum policy documents that set out expectations for student learning in each grade and subject area. The expectations... describe the knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed. To set a goal for improving the way curriculum is delivered, principals, teachers, school councils, parents, and other community members participating in the improvement planning process must understand the expectations set out by the ministry and how well the students in their school are achieving those expectations, (EIC, 2000).

Teachers should understand the curriculum and develop and use additional materials in the classroom to improve student learning. One of the key responsibilities of teachers is to study the curriculum and develop supplementary materials for use in the classroom. It is important for schools to provide the time and support that teachers need to develop these supplementary materials (MoE, 2007).

### **2.10.2 Safe and Healthy School Environment Domain**

As indicated in Estyn (2001), healthy school environment for teaching and learning reflect confidence, trust and mutual respect for cooperation between staff, students, government, parents and wider community is essential for purposeful effort and achievement. Best school leaders encourage good working relationships and overcome the worst effects of contrasting on developing positive environment, high achievement and progress.

Effective schools share a set of characteristics that add up to an environment that raises student achievement. By setting goals to improve a school's environment, principals, teachers, school councils, parents, and other community members can make their schools more effective places in which to learn. Effective schools share the following characteristics. These are: a clear and focused vision; a safe and orderly environment; a climate of high expectations for student success; a focus on high levels of student achievement that emphasizes activities related to learning; a principal who provides instructional leadership; frequent monitoring of student Progress; and strong home school relations (EIC, 2000).



School improvement is about the enrichment of student progress, development and achievements, so most research evidence points towards the importance of teacher development in school development. It has been shown that schools that are successful facilitate the learning of both students and teachers. An essential component of successful school improvement interventions is the quality of professional development and learning. Collegial relations and collective learning are at the core of building the capacity for school improvement. This implies a particular form of teacher development that extends teaching repertoires and engages teachers in changing their practice (Hopkins et al., in Harris, 2002).

Safe schools needs a collaborative work at the school and community levels to support inclusive education for children and teachers with special needs and also, Parents / guardians of children with special needs are actively involved in the school. So teachers are responsible to use various teaching methods in order to meet the diverse student needs in the classroom, and sufficient learning and teaching materials are available (MoE 2010).

Concerning school facilities, Schools should provide quality school facilities that enable all staff to work well and all children to learn. These school facilities are: a teachers room with desks and storage; a playing area for students; adequate teaching materials; reference materials; a fence around the school grounds; tea rooms; one desk and chair per child; a library; a pedagogical center; sufficient number of toilets for teachers, girl students and boy students; clean safe water for drinking and hand washing; soap and water at all toilets; hygiene education for all students; daily cleaning of toilets; good management and maintenance of water and sanitation facilities; and, for high schools a laboratory and IT center (MoE, 2010). Parents can also play an important role in improving and maintaining the school, including the classrooms, the sports field, the tree plantations, the vegetable gardens, the nursery, etc. This can be particularly important if parents feel that their contributions of knowledge, contribute to a building fund, to enable schools to increase their classrooms. This is usually done through a monetary contribution (MoE, 2006).

### **2.10.3 School Leadership and Management Domain**

According to Harris and Muijis (2005), Leadership can be defined as providing vision, direction and support towards different and preferred state-suggesting changes. School

leadership has become a priority in education policy because it believe to play a key role in improving classroom practice, school policies and the relations between individual schools and the outside world. As the key intermediary between the classrooms, the individual school and the whole education system, effective school leadership is essential to improve the efficiency and equity of schooling (Pont et al., 2008).

According to Waters, et al. (2003), School leaders must lead their school through the goal-setting process in which student achievement data are analyzed, improvement areas are identified and actions for change are initiated. This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to bridge the gap, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. Principals must also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities.

The most successful school leaders are open-minded, ready to learn from others, flexible, have a system of core values and high expectations of others, and are emotionally strong and optimistic. It asserts that these traits enable successful leaders to make progress in schools facing challenging circumstances. The study in particular found out that successful school leaders share certain attributes, such as strong sense of moral responsibility and belief in equal opportunities; belief that every pupil deserves equal opportunity to succeed; respect and value for all people in and connected with the school; passion for learning and achievement; and commitment to pupils and staff. These key attributes are common to almost all effective school leaders (Day et al., 2010)

The school leadership and management domain are concerned with communicating a clear vision for a school and establishing effective management structures. The structures and processes exist to support shared leadership in which everyone has collective responsibility for student learning and School polices, regulations and procedures are effectively communicated and followed. In addition to this, the school decision-making and administrative processes (including data collection and analysis, and communicating with parents) are carried out effectively MoE (2010).

Therefore, effective leadership within the school is collegial, student-center and teacher focused, promoting collective responsibility for improvement. These elements describe how school vision is collaboratively developed to be realistic, challenging and futures oriented; leaders use reflective practices to appropriately manage people to achieve improvements to teaching and learning and the school's leadership team demonstrates effective resource management to achieve results

#### **2.10.4 Community Involvement Domain**

There are always interaction and interdependence wherever society exists. The major roles that community could perform in the development of education is effective participation in school construction and encouraging parents to send their children to school and motivate children to stay in school. However, some parents are indifferent about their children's progress and failure in school work and throw away their responsibilities on school. On the other hand, schools are in no way meant to control the pupils out of school activities. It is the parents who should follow up their children were about and what they do. In this regard, Assefa (1991) has noted that a school is not an island speared from the rest of the community that it serves. When the participation of community members in the school program is active, the objective of school will be much more facilitated. If school community interaction operates as a continuation and strengthening of the formal education program, the success of projects will be supplemented by the knowledge acquired in the formal academic program.

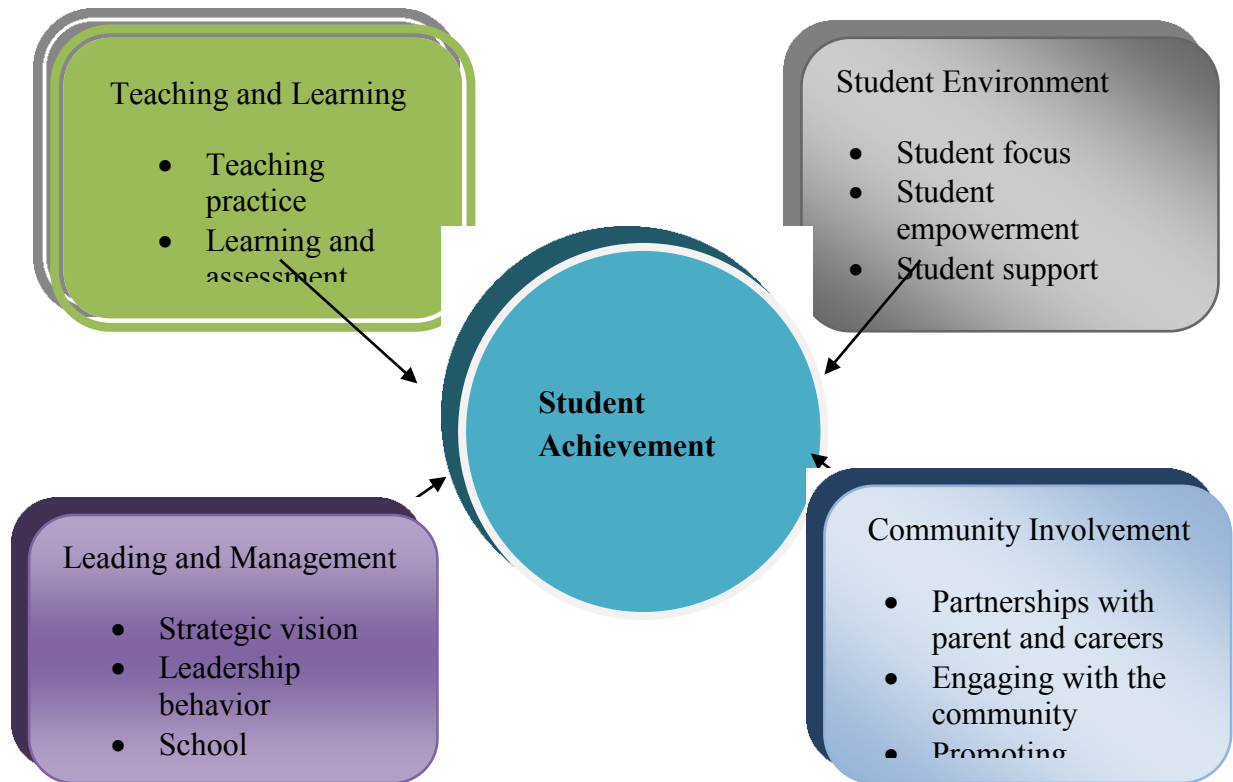
Communities and PTAs are playing important roles in all aspects of education from raising resources to managing schools. Resources are mobilized for building classrooms and schools. PTAs and community members are active in advising on the benefits of education and in encouraging parents to send their children to school so as to increase access and reduce dropout. Financial resources are raised and used to purchase basic equipment and materials, to hire and even to pay contract teachers. PTA involved in school management, preparing annual plans, follow-up disciplinary cases. Hence, communities are funding new school buildings, building teachers' houses, running non-formal education initiatives, and encouraging girls to go to school and be retained in school until they complete a given

education level. However, PTAs and communities still need further capacity enhancement in carrying out quality support to help schools to function as desired (MoE, 2005).

According to MoE (2006) school cannot succeed without the support of the parents and community. It is therefore essential for the school principal to develop good relations with parents especially. The simplest level is to ensure that parents and communities are always informed about what is happening in the school. Parents and communities cannot provide the necessary support for learning without a good understanding of what the school actually does. Thus, the school should communicate regularly with the community, and should receive both positive and negative feedback at regular intervals. The period for such communications should be agreed upon, and should be regular such as once a month, or once a term. It is important to consider what school responsibilities can be shared with the parents.

School improvement planning can only lead to genuine and profound change if schools have at least a minimum level of resources to work with. Without such resources, the school improvement program could become de-motivating. This can be improved when parents and local communities actively participating in school improvement planning and implementation (MoE, 2010). Quality improvement depends strongly on the actions which the school staff and the surrounding community undertake. School staff will therefore be given the necessary tools (such as guidelines on school improvement plans), the necessary resources (through a school grant system) and relevant training to help them prepare their own plans and take relevant action in response to whatever challenges they have identified. The combinations of these strategies are expected to lead to a significant improvement in student achievement

Figure 3: School Improvement Domain and Its Elements in Ethiopia



Source: MoE 2007: school improvement framework

### 2.11 Creating the Conditions for School Improvement

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

*It is classroom practice that has the most direct impact on student learning. If the enhancement of student achievement and learning is to be taken seriously, however, then work on the internal conditions of the school has to complement the focus on teaching and learning. Authentic school improvement is best achieved when a clear and practical focus for development is linked to simultaneously work on the internal conditions within the school. Conditions are the internal features of the school, the 'arrangements' that enable it to get work done. Without an equal focus on conditions, even initiatives that directly address classroom practice quickly become marginalized. Authentic school improvement designs emphasize the importance of enhancing the internal conditions of the school while undertaking innovations in curriculum and instruction in the pursuit of enhanced levels of student achievement (p. 93).*

### **2.11.1 Staff Development**

A systematic and integrated approach to staff development, that focuses on the professional learning of teachers and establishes the classroom as an important center for teacher development is central to authentic school improvement. Staff development is the central strategy for supporting teachers as they engage in improvement activities. Attention to teacher learning has direct spin-offs in terms of pupil learning.

### **2.11.2 Involvement**

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

### **2.11.3 Leadership Practices**

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

#### **2.11.4 Co-ordination**

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

Communication is vital to overall school co-ordination. In order for a school to organize itself to accomplish its goals, maintain it in good working order and, at the same time, adapt to changing circumstances and sound procedures are essential for communication. Meetings must be scheduled, reports from task groups distributed, departmental meetings organized, and summaries of various activities written and sent round to all staff (Hopkins, 2001:100).

#### **2.11.5 Inquiry and Reflection**

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

#### **2.11.6 Collaborative planning**

Experience suggests that although not all schools find development planning easy, collaboration is the key to successful planning. Involvement in planning is more important than producing plans. It is through collective planning that goals emerge, differences can be resolved and a basis for action created. The 'plan' is really a by-product from this activity, and will almost always need to be revised, often several times. The benefits of the planning activity, however, will often outlast the currency of the plan. More detailed advice on the development planning process is found in the empowered school ((Hopkins, 2001:102).

## **2.12 Challenges of School Leaders in Implementing School Improvement Program**

According to Hussein and Postethwore (cited in Jemal, 2013) Challenges to the school improvement may vary in accordance with the variations with the unique features of schools as well as with the external environment in which schools are operating. One simple example, the size of the school is associated with innovative behavior for that smaller schools apparently lack the resources to engage in significant change. However, there are common challenges that most school improvement programs face. These are lack of schedules in schools that permit teachers to meet and work together for sustained periods of time; the demanding nature of teachers work as an increasing number of students arrive at school less well-socialized, less prepared to deal with materials, and more frequently from family settings that are not supportive; the aging and often demoralization of teachers due to declining resources, increasing levels of bureaucratization and the rapid and frequent demands for change that come from central authorities. Duffie and Balkon in Marzano (cited in Jemal, 2013) also suggested that, in South Africa the initiatives of SIP were faced by lack of material resources; the limited capacity of educational leaders; poor participation and lack of safe environments.

In Ethiopia, besides the commitment of the country to improve access education, the school improvement program has launched aiming at improving the quality of education through enhancing student learning achievement and outcomes (MoE, 2007). Hence, student achievement is a reason for any educational change. Unfortunately, because of the process of translating policy into practice is so difficult to achieve. That is why, the implementing of the school improvement program is challenging.

Most of the school principal who is in the leading position did not get adequate educational training leadership. Even those who are trained also are not effective in leading the schools. Due to this reason, they lack the ability to design vision and coordinate the school community so as to lead to the attainment of the goals (MoE, 2007).

Schools need the participation of all stakeholders in the school plan (strategic and annual plan), but most of the time school plan is prepared by school principals. Therefore, the school mission and vision is not visible to all stakeholders and the intended student's



outcome and ethical-centered activities are not achieved without the participation of stakeholder (MoE, 2007). If students feel safe, they attend their schooling with interest. So, schools should be conducive for all students (male and female) ethical improvement and academic achievement. Therefore, schools should be prepared based on the needs and interest of students secured their school environment (MoE, 2007).

Duignan (2006) additionally, describes the major school leadership challenges as: Providing a value-driven vision, managing staff relationships, leading people, effective communication, leading continuous change, dealing with poor performance, leading an ageing workforce, care and rules and balancing personal and professional responsibilities. However, four of the challenges are emphasized and discussed as follows:

### **2.12.1 Providing a Values-Driven Vision**

One of the distinguishing characteristics of successful educational leaders is their capacity to provide a vision for the future and inspire hope in those with whom they work. They also lift the spirits of their people and help them to translate the vision into the daily practices of their work. In this way they help to inject meaning into the daily grind of getting the work done, thereby providing a sense of purpose and direction. The articulation of vision necessarily involves leaders sharing their hopes, desires and expectations with the members of the school community, and establishing the foundations of an organizational culture that supports the aspirations of all stakeholders. The intent and content of the vision help to motivate all the members of the school community. Reflection on, and communication of, this vision is essential if it is to become part of everyday practice. Thus, linking vision to practice seems to be a vital component in the relationship of the leader and those led.

### **2.12.2 Managing Staff Relationships**

A dominant theme in leadership is that it must be relational, that is, by definition effective relationships are the energy source of leadership. Empowering others, delegating authority and simply trusting people to get on with their tasks should underpin leader–staff relationships in ways that link strategic purpose to everyday practices. However, some leaders believe that developing relationships require too much time and resources. This is an inappropriate way to think about relationship-building. Developing relationships for their

own sake, or conversely for instrumental purposes, is not what authentic leaders do. But, it is the way a school, as a community, actively and fully engages its talented key stakeholders, giving them a sense of belonging and encouraging and supporting their commitment to the purposes of the organization. Therefore, building relationships is not just a matter of managing the people in the organization, but of providing the leadership necessary to marshal the most valuable resources, the people.

### **2.12.3 Effective Communication**

Good communication requires, first, that one has something important to communicate, second, that one chooses appropriate times and means to deliver the message, and third, that one actively engages with others beyond a simple one-way communication to clarify the intended message and dispel misunderstandings. Meaningful engagement and dialogue with staff in their day-to-day working lives facilitates effective communication. Large systems are sometimes slow to process issues and problems, so gaps in communication may occur between those who make the decisions and those who implement them. Leaders may assume that everyone in the organization knows where they are going and why, but these are not safe assumptions. Therefore, every means, formal and informal, must be used to keep all stakeholders informed and up-to-date.

### **2.12.4 Dealing with Poor Performance**

The issue of dealing with poor performance in a responsible and professional manner that considers the interests of all concerned emerged as one of the most serious accountability challenges for educational leaders. Often, however, educational leaders face the problem of dealing with poor performance and balancing their professional responsibility for ensuring the smooth operation of their organization with their personal feelings for those staff that are not performing adequately. Moreover, many leaders feel frustrated by supervisors' reluctance to deal with poor performance, often due to the perceived difficulty of the legal and industrial issues involved. For example, a principal considered it virtually impossible to improve the performance of poorly performing teachers, because, in his view, the union mostly supports the teacher without seeking to find out the facts (Duignan, 2006).

## CHAPTER THREE

### 3. THE RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Research Design

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

#### 3.2. The Research Method

The method employed in this research was both quantitative and qualitative methods. Since the research is survey method, it more emphasizes quantitative research approach. Using multiple approaches can capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding of research problems than either approach alone. It could also provide more comprehensive answers to research questions going beyond the limitations of a single approach (Creed, et al., 2004). It is also practical in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2006). Furthermore, to confirm, cross-validate or corroborate findings within a study.

#### 3.3 Data Source, Population and the Study Area

##### 3.3.1 Sources of Data

In this study, both primary and secondary data sources were employed to obtain reliable information about school leadership effectiveness in implementing school improvement programs. The major sources of primary data were teachers, principals, external supervisors

and PTA representatives of secondary schools. Moreover, observation was used as a primary data. Sources of secondary data were document analysis, books and journals.

### **3.3.2 The Study Population**

A study population is the entire group of people to which a researcher intends the results of a study to apply (Aron & Coups, 2008). Therefore, the population of the study are all 24 secondary schools (9<sup>th</sup>- 10<sup>th</sup>) in the Ilubabor zone specifically, secondary school teachers (805), principals (24), secondary school external supervisors (24), secondary school vice principals (24), and PTA members (56).

### **3.3.3 The Study Area**

Ilubabor Zone is one of the 24 Zones of Oromia Regional State which is found in the southwestern part of Ethiopia. It has a total area of approximately 16,555 km<sup>2</sup> and lies between longitudes 33° 47' W and 36° 52' E and latitudes 7° 05' S and 8° 45' N. It is bordered to the south by Kefa and Sheka Zones, to the north by West Wollega, to the east by Jimma Zone and to the West by Gambella Regional State. Ilubabor Zone has 24 Wereda and 2 Towns. Agriculture, especially coffee production is the backbone of the communities of the Zone. Mettu is the Zonal capital and is located 600 km away from Addis Ababa. (Source: Geographical information system)

### **3.4 Sample and Sampling Techniques**

To obtain the necessary sample units, multistage sampling technique was employed. According to Abiyiet *al.*, (2009:63) multistage sampling technique is used when a single appropriate sampling technique does not exist or cannot be obtained and it uses a collection of preexisting units or clusters to stand in for a sampling frame. Accordingly, first from the total of 24 secondary schools in the zone 8 (35%) was taken by taking into account the manageability within the given time and resources. The pre- identified clusters were West (cluster 1), South (cluster 2) North (cluster 3) and East (cluster 4) and this classification has been done in agreement of Zone administrative and Education Offices to make the monitoring and controlling system of activities easy in the zone. Concerning the location and distribution of the 24 schools, 7 secondary schools in West (cluster 1), 1 secondary

school in the South (cluster 2), 7 secondary schools in North (cluster 3) and 9 secondary schools in East (cluster 4). To have a representative sample school from each cluster, 2 schools from cluster 1, 2 schools from cluster 3 and 3 schools from cluster 4 were selected by stratified random sampling techniques. Finally, 1 school was selected from the south by available sampling technique. Accordingly, Bedele, Chora and Gechi from East, Gore and Metu from west, Nopa and Dega from North and Becho from south were selected.

Therefore, the total sample schools selected from the each four clusters were 8. The total number of teachers in the 8 sample schools was 285 and from this, 164 (58%) was taken as a sample by Daniel (1999) formula (attached under appendix C) considering that it was enough to be representative. The number of teachers in each school varied due to differences in the number of students. Thus making proportional allocation of teachers in each school, equalize the representativeness of the schools having larger as well as the smaller number of teachers. Therefore, to determine the sample size of teachers to be drawn from each selected school, the student researcher used the stratified formula of William (1977:75) under appendix C-3.

By using the above stratified formula 18 teachers from Gechi, 23 teachers from Bedelle, 21 teachers from Chora, 13 teachers from Dega, 28 teachers from Gore, 30 teachers from Metu, 15 teachers from Becho, 16 teachers from Nopa and totally 164 teachers were taken as sample size. After determining the proportional allocation of teachers to each school, the student researcher employed a simple random sampling technique to give equal chances for every sample elements selected from each school. Moreover, 8 school principals, 8 vice principals and 8 external supervisors were selected by available sampling techniques. Finally, 8 PTA representatives were selected by using purposive sampling techniques because of their work positions and experience. Supporting this idea Abiyi et al., (2009:64) suggest that the purposive sampling technique is typically used when focusing on a limited number of informants and who selected strategically have in-depth information to give optimal insight into an issue. In general, 164 teachers, 8 school principals, 8 vice principals, 8 external supervisors, 8 PTA representatives and total 196 respondents were included in the sample.

Figure 4: Multistage Sampling technique used in the study

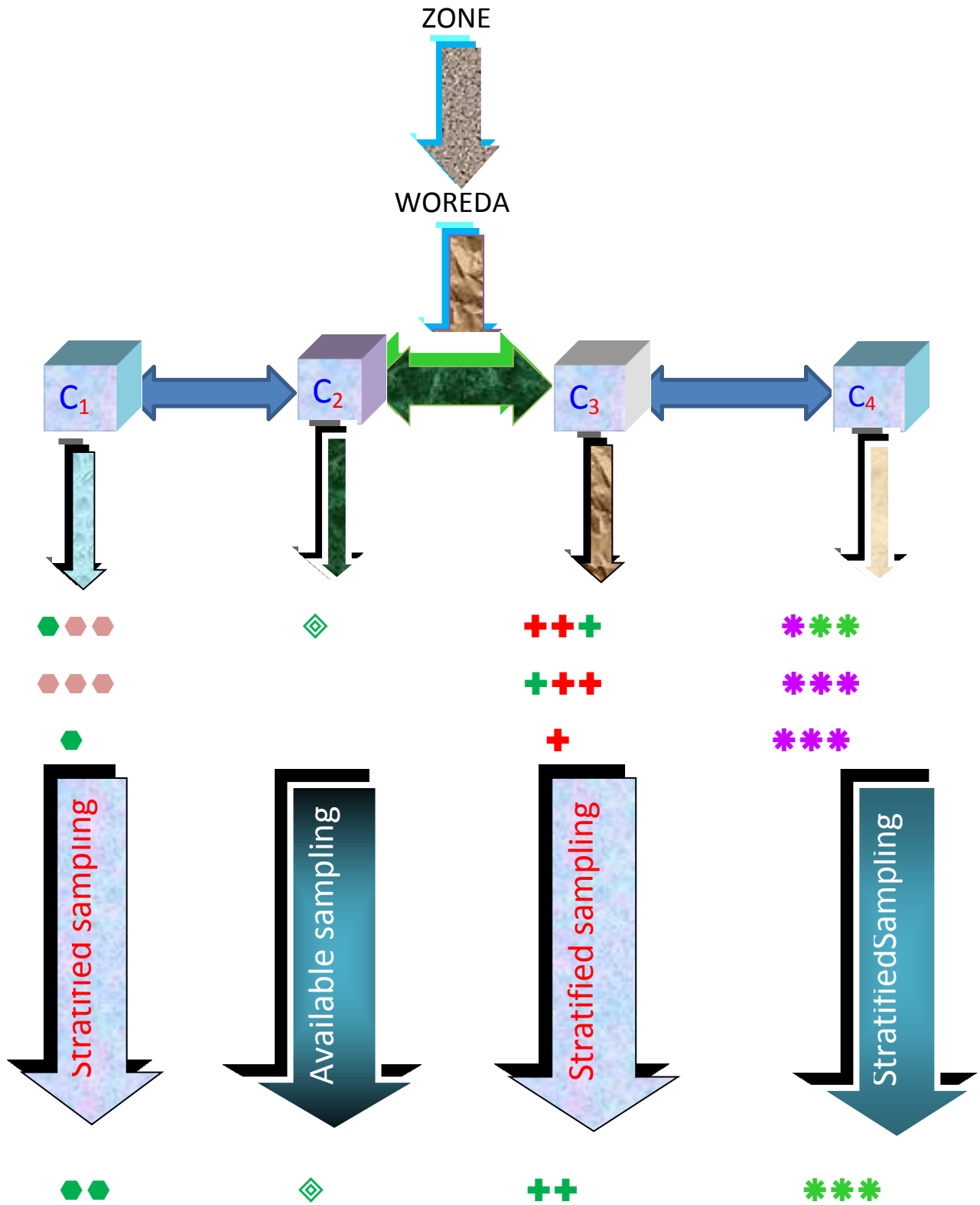


Table 1: Sample size and sampling techniques

| Schools             | Teachers    |        |    | Principals |        |     | Vice principals |        |     | External supervisors |        |     | PTA        |        |    |
|---------------------|-------------|--------|----|------------|--------|-----|-----------------|--------|-----|----------------------|--------|-----|------------|--------|----|
|                     | Population  | Sample | %  | Population | Sample | %   | Population      | Sample | %   | Population           | Sample | %   | Population | Sample | %  |
| Gechi               | 32          | 18     | 56 | 1          | 1      | 100 | 1               | 1      | 100 | 1                    | 1      | 100 | 7          | 1      | 14 |
| Bedele              | 40          | 23     | 58 | 1          | 1      | 100 | 1               | 1      | 100 | 1                    | 1      | 100 | 7          | 1      | 14 |
| Chora               | 36          | 21     | 58 | 1          | 1      | 100 | 1               | 1      | 100 | 1                    | 1      | 100 | 7          | 1      | 14 |
| Metu                | 52          | 30     | 58 | 1          | 1      | 100 | 1               | 1      | 100 | 1                    | 1      | 100 | 7          | 1      | 14 |
| Gore                | 48          | 28     | 58 | 1          | 1      | 100 | 1               | 1      | 100 | 1                    | 1      | 100 | 7          | 1      | 14 |
| Dega                | 23          | 13     | 57 | 1          | 1      | 100 | 1               | 1      | 100 | 1                    | 1      | 100 | 7          | 1      | 14 |
| Nopa                | 28          | 16     | 57 | 1          | 1      | 100 | 1               | 1      | 100 | 1                    | 1      | 100 | 7          | 1      | 14 |
| Becho               | 26          | 15     | 58 | 1          | 1      | 100 | 1               | 1      | 100 | 1                    | 1      | 100 | 7          | 1      | 14 |
| Total               | 285         | 164    | 58 | 8          | 8      | 100 | 8               | 8      | 100 | 8                    | 8      | 100 | 56         | 8      | 14 |
| Sampling techniques | Multi Stage |        |    | available  |        |     | available       |        |     | Available            |        |     | purposive  |        |    |

### 3.5 Data Gathering Tools

#### i) Questionnaire

A questionnaire with items was employed to collect quantitative and qualitative data from selected teachers. This is because the questionnaire is convenient to conduct surveys and to acquire the necessary information from a large number of study subjects in a short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, 2003). The questionnaire was prepared in English language, because all of the sample teachers could have the necessary skills to read and understand the concepts that were in the questionnaire.

The questionnaires had two parts. The first part of the questionnaire would describe the respondents' background information, which would include: Sex, age, experience, Position and name of the school. The second part incorporated both closed and open-ended question items. The closed ended items were prepared by using Likert scales and the value of the scale was between one and five.

## **ii) Interview**

Semi-structured interview was used to gather in-depth qualitative data from principals, vice principals, external supervisors and PTA representatives. Employing semi-structured interview is quite important, because interview has great potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents; gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (Abiyi et al., 2009). The interview questions were translated in to the local language (Afan Oromo) for PTA representatives to minimize communication barriers.

## **iii) Document analysis**

Documents like SIP manuals, strategic and annual plans, self-assessment and student assessment results and community participation evidence were incorporated to supplement the data obtained through questionnaire and semi-structured interview. According to Abiyi et al., (2009) document analysis can give an expert understanding of the available data and also it is cheap.

## **iv) Observation**

Observation is regarded as a supporter or supplementary technique to collect data that may complement or set of perspective data obtained from questionnaires and interviews (Robson, as cited in Tyala and Mescht, 2008:229). Therefore, in this study, learning facilities and the physical school environment were observed through check lists. This is because adequacy and availability of learning facilities and situation of the physical school environment can easily observed.

### **3.6 Procedures of Data Collection**

To answer the research questions raised, to confirm, cross-validate or corroborate findings within a study student researcher passed through a series of data gathering procedures. The expected relevant data were gathered by using questionnaires, interview, observation and document analysis. Having letters of authorization from Jimma University and Ilubabor Zone education office, the researcher was directly lead to each sampled school according to the schedule outlined. Then, the student researcher in every step followed all important



ethical procedures until all required data collected and completed from intended sampled schools through.

### 3.7 Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisors and, also a pilot study was carried out on 24 teachers of Dembi secondary school to pre-test the instrument. The pilot test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problem of wording or sequence (Adams et al., 2007).

After the dispatched questionnaires' were returned, the necessary modification on 4 items and complete removal and replacement of 5 unclear questions were done. Additionally the reliability of the instrument was measured by using a Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. As explained by Drost(2004), if the result of Cronbach's coefficient alpha is 0.7 and above it is considered to be satisfactory, indicating questions in each construct are measuring a similar concept.

Table 2- Reliability test results with cronbach's alpha

| No                                | Variables  | No of items | Cronbach alpha |
|-----------------------------------|--|-------------|----------------|
| 1                                 | Efforts Made by School Leaders for the Preparation of SIP Implementation | 10          | 0.840          |
| 2                                 | Teaching-Learning Process  | 14          | 0.720          |
| 3                                 | Safe and Healthy School Environment                                      | 10          | 0.830          |
| 4                                 | School Leadership  | 9           | 0.751          |
| 5                                 | Community Participation  | 5           | 0.887          |
| 6                                 | Challenges encountered school leaders in implementing SIP                | 6           | 0.742          |
| <i>Average reliability result</i> |  |             | 0.795          |

### 3.8 Methods of Data Analysis and Interpretation

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

data gathered through open ended questions and interview, document analysis and observation were analyzed qualitatively through descriptive narration for the purpose of triangulation.

**Quantitative Data:** - With regard to the quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items in the questionnaires were presented in tables according to their conceptual similarities. The scores of each item were organized, statistically compiled and imported into SPSS 16 to obtain the mean value of each item. Likert Scale was employed to identify to what extent the respondents agree or disagree.

**Qualitative Data:** -The data collected from interviews, open ended question of the questionnaire, document analysis and observation were analysed and interpreted qualitatively. The handwritten notes were transcribed; categorized and compiled together into themes. The result of open-ended questions, document analysis and observation were also summarized and organized by related category. Finally, the overall course of the study was summarized with findings, conclusions, and some possible recommendations.

### **3.9 Ethical Consideration**

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore the student researcher has communicated all secondary schools legally and smoothly. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies was accomplished at their voluntarily agreement without harming and threatening the personal and institutional wellbeing. The identity of the respondents' was kept confidential.

## CHAPTER FOUR

### 4. PRESENTATIONS, ANALYSIS AND INTERPRETATION OF DATA

The purpose of this research was to assess the school leaders' effectiveness in implementing School improvement program in government secondary schools of Ilubabor Zone of the Oromia Regional State.

To this end, a total of 164 of questionnaires were distributed to 164 teachers. The returned questionnaires were 156 (95.1%). Moreover, 8 school principals, 8 external supervisors and 8 PTA representatives were interviewed. The data were analyzed in terms of the frequency, percentage, Mean scores and Standard Deviation.

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

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

#### 4.1 Backgrounds of Respondents

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

Table 3: Characteristics of respondents.

| Items | Characteristics | Teachers               |     | Principals |   | Vice principal |   | External Supervisors |   | PTA  |   |      |
|-------|-----------------|------------------------|-----|------------|---|----------------|---|----------------------|---|------|---|------|
|       |                 | f                      | %   | f          | % | f              | % | f                    | % | f    | % |      |
| 1     | Sex             | Male                   | 120 | 76.9       | 8 | 100            | 7 | 87.5                 | 8 | 100  | 8 | 100  |
|       |                 | Female                 | 36  | 23.1       | - | -              | 1 | 12.5                 | - | -    | - | -    |
|       |                 | Total                  | 156 | 100        | 8 | 100            | 8 | 100                  | 8 | 100  | 8 | 100  |
| 2     | Age             | 20-30 years            | 56  | 35.9       | - | -              | 2 | 25                   | 1 | 12.5 | - | -    |
|       |                 | 31-40 years            | 60  | 38.5       | 6 | 75             | 4 | 50                   | 4 | 50   | - | -    |
|       |                 | 41-50 years            | 32  | 20.5       | 2 | 25             | 2 | 25                   | 3 | 37.5 | 5 | 62.5 |
|       |                 | 51 & above years       | 8   | 5.1        | - | -              | - | -                    | - | -    | 3 | 37.5 |
|       |                 | Total                  | 156 | 100        | 8 | 100            | 8 | 100                  | 8 | 100  | 8 | 100  |
| 3     | Qualification   | Below certificate      | -   | -          | - | -              | - | -                    | - | -    | 4 | 50%  |
|       |                 | Certificate            | -   | -          | - | -              | - | -                    | - | -    | 2 | 25%  |
|       |                 | Diploma                | 28  | 17.9       | - | -              | - | -                    | - | -    | 2 | 25%  |
|       |                 | 1 <sup>st</sup> degree | 128 | 82.1       | 6 | 75             | 8 | 100                  | 7 | 87.5 | - | -    |
|       |                 | 2 <sup>nd</sup> degree | -   | -          | 2 | 25             | - | -                    | 1 | 12.5 | - | -    |
|       |                 | Total                  | 156 | 100        | 8 | 100            | 8 | 100                  | 8 | 100  | 8 | 100  |
| 4     | Service years   | 1-4                    | 34  | 21.79      | 1 | 12.5           | - | -                    | - | -    | - | -    |
|       |                 | 5-8                    | 45  | 28.85      | 2 | 25             | 3 | 37.5                 | 1 | 12.5 | - | -    |
|       |                 | 9-12                   | 36  | 23.08      | 2 | 25             | 4 | 50                   | 1 | 12.5 | - | -    |
|       |                 | 13-16                  | 27  | 17.31      | 1 | 12.5           | 1 | 12.5                 | 2 | 25   | - | -    |
|       |                 | Above 16               | 14  | 8.97       | 2 | 25             | - | -                    | 4 | 50   | - | -    |
|       |                 | Total                  | 156 | 100        | 8 | 100            | 8 | 100                  | 8 | 100  | - | -    |

The characteristics of the respondents in terms of sex revealed that 120 (76.9%) and 36 (23.1%) teachers were males and females respectively. From this, one could understand that, the number of females in the secondary schools is much lower compared to males in the sampled schools. Similarly, all the interviewees' participants 8(100%) principals, 8 (100%) external supervisors and 8 (100%) PTA representatives of secondary schools were males.

But regarding vice principals 7 (87.5%) were males and only 1 (12.5) was female. Therefore, it is possible to conclude that, females were under represented in the secondary school leadership position in the secondary schools of Ilubabor zone. Hence, there is a need to encourage females to the position of leadership.

As Table 3, item 2 above showed, 60 (38.5%), 5 (635.9%), 32 (20.5%) and 8 (5.1%) of teachers' age fall in the range of 31-40 years, 20-30 years, 41-50 years and 51 and above years respectively. This showed that the majority of teachers in the secondary schools of the sample schools were in middle age and younger. Therefore, being in these age categories might help the teachers to work actively and facilitate the teaching learning process. Similarly, 6 (75%), and 2 (25%) of principals' age and 4 (50%) and 3 (37.5%) of supervisors' age fall in the range of 31-40 years and 41- 50 years. Additionally, 50% of vice principals fall in the age range 31-40 years. Hence, this might indicate that at this age level, they might have sufficient experience to play the leadership role.

Table 3 item 3 above also depicted qualification of respondents. Accordingly, 128 (82.1%) and 28 (17.9%) of teachers have 1<sup>st</sup> degree and diploma respectively. But there were no teachers having a 2<sup>nd</sup> degree in the sample schools. One of the important indicators of quality of education is the number of qualified teachers. According to the education and training policy, the minimum qualification requirement for teachers at secondary school (9-12) is that teachers should have obtained a first degree in the subject they are assigned to teach (MoE, 1994). Also, as depicted in the table 3 above, 6 (75%) and 2 (25%) of principals, 100% of vice principals and 7 (87.5%) and 1 (12.5 %) of external supervisors had 1<sup>st</sup> degree and 2<sup>nd</sup> degree respectively. From these facts, it is possible to deduce that the majority of secondary school principals and external supervisors in secondary schools of Ilubabor zone lacked the appropriate qualification (master's degree) required for the position they currently assigned to.

Therefore, it could be difficult for secondary school leaders to regulate and monitor quality education without having appropriate qualification. Moreover, if the competencies of secondary school leadership are found to be low in regards to playing their roles and accomplishing their responsibilities properly, it may be difficult to realize school improvement program and come up with higher student achievement in the school.

Regarding qualification of PTAs, the majority 4 (50%) of PTA representatives had a qualification less than the certificate and the rest 2 (25%) and 2 (25%) of the PTA representatives had diploma and certificate respectively. This less qualification PTAs might have a negative impact on the school activities because as the qualification decrease awareness of education might also decrease.

As indicated in table 3, item 4 above, 45 (28.85%), 36 (23.08%), 34 (21.79%), 27 (17.31%) and 14 (8.97%) of teachers fall in the range of service year 5-8, 9-12, 1-4, 13-16 and above 16 years respectively. According to the carrier structure of teachers of our country, teachers are categorized into beginner teachers (1-4), teachers (5-8), higher level teachers (9-12), senior (leading) assistant (13-16) and senior (leading) teachers. Accordingly, as the data revealed the majority of teacher 45(28.85%) were fall in the range 5-8 years. Therefore, at this experience level teachers are expected to be well induced and would have enough experience to be responsible for their job. Similarly, 4 (50%) of vice principals and 4 (50%) of external supervisors had a service of 9-12 and above 16 years of experience respectively. Additionally, 6 (75%) of principals fall within and above 5-8 years range of service, which indicated that the majority of the principals, vice principals and external supervisors in the secondary schools of Ilubabor zone were well experienced and this might help them to contribute much to play the leadership role.

## **4.2 Efforts Made By School Leaders in SIP Implementation**

### **4.2.1 Preparation Stage of SIP**

Teachers were asked to rate the extent to which efforts made by school leaders in the preparation of SIP Implementation. For the respondents' questionnaire which had five rating-scales were dispatched. The result was summarized in the following table.

Table-4: Teachers responses on the preparation stages of SIP.

| No                  | Items  | Very Low |      | Low |      | Mode rate |      | High |      | Very High |      | Total |      | $\bar{X}$ | S    |
|---------------------|--|----------|------|-----|------|-----------|------|------|------|-----------|------|-------|------|-----------|------|
|                     |  | f        | %    | f   | %    | f         | %    | f    | %    | f         | %    | f     | %    |           |      |
| 1                   | The extent to which school leaders make self-assessment with stakeholders before the planning of School improvement program.     | 26       | 16.7 | 85  | 54.5 | 18        | 11.5 | 17   | 10.9 | 10        | 6.4  | 156   | 100  | 2.35      | 1.09 |
| 2                   | The extent to which school leaders identify priority areas before the planning school improvement program.                       | 24       | 15.4 | 93  | 59.6 | 14        | 9    | 14   | 9    | 11        | 7    | 156   | 100  | 2.32      | 1.06 |
| 3                   | To what extent school leaders' work with the school improvement committee during the preparation of the school improvement plan? | 30       | 19.2 | 78  | 50   | 22        | 14.1 | 16   | 10.3 | 10        | 6.4  | 156   | 100  | 2.34      | 1.09 |
| 4                   | To what extent school leaders get support from different stakeholders?   | 32       | 20.5 | 85  | 54.5 | 17        | 10.9 | 11   | 7    | 11        | 7    | 156   | 100  | 2.32      | 1.03 |
| 5                   | The extent to which school leaders are able to give clear orientation on the regulations of the school.                          | 24       | 15.4 | 22  | 14.1 | 86        | 55.1 | 11   | 7    | 13        | 8.3  | 156   | 100  | 2.69      | 1.02 |
| 6                   | To what extent school leaders are performing well in arranging adequate resources needed for school improvement?                 | 23       | 14.7 | 28  | 17.9 | 72        | 46.2 | 18   | 11.5 | 15        | 9.6  | 156   | 100  | 2.63      | 1.12 |
| 7                   | To what extent school leaders are capable in setting directions towards achieving the expected educational goals?                | 24       | 15.4 | 22  | 14.1 | 69        | 44.2 | 21   | 13.5 | 20        | 12.8 | 156   | 100  | 2.86      | 1.17 |
| 8                   | The extent to which school leaders are capable of providing clear vision in order to have a common understanding.                | 19       | 12.2 | 93  | 59.6 | 28        | 17.9 | 9    | 5.8  | 7         | 4.5  | 156   | 100  | 2.33      | 1.08 |
| 9                   | The extent to which school leaders encourage stakeholders to prepare the collaborative plan.                                     | 29       | 18.6 | 82  | 52.6 | 18        | 11.5 | 14   | 9    | 13        | 8.3  | 156   | 100  | 2.38      | 1.13 |
| 10                  | To what extent school leaders get technical support from higher administrative bodies such as woreda education office?           | 28       | 17.9 | 84  | 53.8 | 15        | 9.6  | 14   | 9    | 15        | 9.6  | 156   | 100  | 3.39      | 1.16 |
| <b>Overall mean</b> |  |          |      |     |      |           |      |      |      |           |      |       | 2.46 | 0.35      |      |

**Scale:**  $\leq 1.49$ - very low level of performance, 1.50-2.49 -low level of Performance, 2.50-3.49- moderate level of performance, 3.50-4.49 – high level of performance and  $\geq 4.50$ – very high level of performance.

With regard to item 1 of Table 4, teachers were asked to reflect their agreement on the extent to which school leaders made self-assessment with stakeholders before planning School improvement program. Accordingly, the majority 111 (71.2%) of teachers revealed that the extent of self-assessment made with stakeholders was at low level and the rest 27 (17.3%) and 18 (11.5%) of teachers agreed that school leaders made self-assessment with stakeholders at high and moderate level respectively. The interview with external supervisors and PTAs also showed that there is low participation of stakeholders. By Supporting this idea one school external supervisor informed that: “school principals were trying to invite parents and the community to schools, but most of them were not willing to come to the school”.

PTA representative of one school also explained that:

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

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

As depicted in item 2 of Table 4 above, the majority 117 (75%) of the teachers were agreed that school leaders identify priority at low level and the rest 25 (16%) and 14 (9%) of teachers supported that school leaders identify priority at high and moderate level respectively. Supporting this idea, Hopkins et al., (in Harris 2005) explained that competing priorities are some of the factors that prevent school improvement from occurring. Therefore, the result indicated that the emphasis that school leaders of secondary schools of the Ilubabor zone gave to prioritize activities before planning was not satisfactory and this might affect the preparation of real and applicable SIP plan of the school.

As revealed in Table 4, item 3 above, the majority 108 (69.2%) of teachers agreed that school leaders' work with the school improvement committee during planning at low level and the rest 26 (16.7%) and 22 (14.1%) of teachers agreed that school leaders' work with the school improvement committee at high and moderate level respectively. The result of interviews from 4 principals, 2 vice principals and 3 external supervisors of sample schools revealed that participation of school improvement committee in planning SIP was almost none. Regarding this idea, literature revealed that the school improvement committee is responsible and should be participating in self-assessment, planning, implementing and



monitoring of SIP (MoE 2010). Therefore, from the result, it is possible to conclude that school leaders were not efficiently working with the school improvement committee in planning SIP. But, the plan which is prepared by only school leaders may confront a lot of challenges when put into practice.

As depicted in Table 4 item 4 above, the majority 117 (75%) of teachers revealed that school leaders were active in acquiring support from different stakeholders at low level and the rest 22 (14.1%) and 17 (10.9%) of teachers revealed that school leaders' activity in acquiring support from different stakeholders were at high and moderate level respectively. The weighted mean with standard deviation ( $\bar{X}$  = 2.32,  $S$  = 1.03) also showed low performance level.

As indicated in Table 4 item 5 above, the majority 86 (55.1%) of teachers agreed that school leaders were able to give clear orientation at a moderate level and the rest 46 (29.5%) and 24 (15.4%) of teachers believed that school leaders were able to give clear orientation at low and at high level respectively. Regarding this idea, literature revealed that parents and communities should always be informed about what is happening in the school and they cannot provide the necessary support for learning without a good understanding of what the school actually does (MoE, 2006). Therefore, it is possible to conclude that school leaders of secondary schools of Ilubabor zone were giving clear orientation at average level, but this might not be enough because unless stakeholders are clearly oriented and aware of what is going on in school, they might not fully involve in different activities going on in the school particularly in a school improvement program.

As shown in Table 4 item 6 above, the majority 72 (46.1%) of teachers agreed that school leaders were performing well in arranging adequate resources needed for school improvement at a moderate level and the rest 51 (32.7%) and 33 (21.2%) of teachers agreed that in regard of arranging adequate resources, school leaders did at low and high level respectively. The result from open ended question and interview also indicated that there was a few increment in financial resources in the secondary schools. Supporting this idea one school principal informed that: "Currently, there is an increment of the school budget than the previous few years because of the increment of school grant per each student".

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

According to the data in Table 4 item 7 above, the majority 69 (44.2%) of teachers believed that school leaders were capable in setting directions towards achieving the expected educational goals at moderate level. Whereas 46 (29.5%) and 41 (26.3%) of teachers believed that school leaders’ performance in this aspect was at low and high level respectively. Supporting this idea, Sergiovanni (cited in Temesgen, 2011) explained that a school system is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders and nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders.

As depicted in Table 4 item 8 above, the majority 112 (71.8%) of teachers revealed that school leaders were capable of providing clear vision at low level while the rest 16 (10.3%) and 28 (17.9%) of teachers believed that school leaders provide clear vision at high and moderate level respectively. Supporting this idea, Cheng (2005) explained that an effective leader is highly expected to have ability to create and communicate his/ her organizational vision and the success of any organization depends on having a clear vision which is accepted by the staff and other stakeholders. Chance (cited in Tigistu, 2012) also described vision as being the force of the dream towards which effective administrators strive in the development and shaping of their schools.

As shown in table 4 item 9 above, the majority 111(71.2%) of teachers agreed that school leaders encourage stakeholders to prepare a collaborative plan at low level and the rest 27(17.3%) and 18(11.5%) of teachers revealed that school leaders encourage stakeholders to prepare a collaborative plan at high and moderate level respectively. Regarding this idea, literature revealed that school plan must be democratically oriented and should involve everyone concerned: teachers, students, parents, and community. Therefore, effective plans

are those that require participation of all stakeholders (Talesraet.al, 2002). Schools need the participation of all stakeholders in the school plan (strategic and annual plan), but most of the time school plan is prepared by school principals. Therefore, the school mission and vision is not visible to all stakeholders (MOE, 2007). Therefore, from the result, it is possible to conclude that secondary school leaders of Ilubabor zone were not sufficiently encouraging stakeholders in preparing a collaborative plan and this may be challenging to realize school improvement program in the schools.

As depicted in Table 4 item 10 above, the majority 112 (71.7%) of teachers agreed that school leaders get technical support from higher administrative bodies such as word education office at low level and the rest 29 (18.6%) and 15 (9.6%) of teachers agreed that school leaders get technical support at high and moderate level respectively. Therefore, one could conclude that secondary school leaders of Ilubabor zone were not sufficiently supported technically by higher administrative bodies such as woreda education office and this might demotivate school leaders.

In general, as the finding revealed, secondary school leaders of Ilubabor were not effective in making adequate preparation for SIP implementation and the weighted mean and standard deviation ( $\bar{x}= 2.46$ ,  $S = 0.35$ ) showed low performance level

#### **4.2.2 Teaching and Learning Domain**

Secondary school teachers were asked to measure the extent to which school leaders realize teaching-learning process as it is one of the school improvement program domains. Each of the items was assessed using a five point rating-scale. The result was summarized in the following table.

Table 5: Teachers responses towards the extent of teaching and learning process

| No                  | Items   | Very Low |      | Low |      | Mode rate |      | High |      | Very High |      | Total |             | $\bar{X}$   | S    |
|---------------------|---|----------|------|-----|------|-----------|------|------|------|-----------|------|-------|-------------|-------------|------|
|                     |   | f        | %    | f   | %    | f         | %    | f    | %    | f         | %    | f     | %           |             |      |
| 1.1                 | To what extent school leaders encourage teachers to use continuous assessment to enhance students' performance?             | 36       | 23   | 21  | 13.5 | 76        | 48.7 | 9    | 5.8  | 14        | 9    | 156   | 100         | 2.52        | 1.05 |
| 1.2                 | The extent to which school leaders mutually define the principles which lay down strong foundations for quality teaching    | 26       | 16.7 | 24  | 15.4 | 77        | 49.3 | 19   | 12.2 | 10        | 6.4  | 156   | 100         | 2.76        | 1.03 |
| 1.3                 | To what extent school leaders motivate teachers for best performances?  | 26       | 16.7 | 78  | 50   | 16        | 10.2 | 17   | 10.9 | 19        | 12.2 | 156   | 100         | 2.35        | 1.28 |
| 1.4                 | To what extent school leaders coordinate the staff to share their experience?   | 71       | 45.5 | 16  | 10.3 | 26        | 16.7 | 28   | 17.9 | 15        | 9.6  | 156   | 100         | 2.44        | 1.08 |
| 1.5                 | To what extent school leaders make significant effort to enhance professional development of teachers?                      | 23       | 14.7 | 29  | 18.6 | 65        | 41.7 | 20   | 12.8 | 19        | 12.2 | 156   | 100         | 2.89        | 1.03 |
| 1.6                 | The extent to which school leaders use feedback from stakeholders to motivate students for their best academic performance  | 29       | 18.6 | 80  | 51.3 | 27        | 17.3 | 8    | 5.1  | 12        | 7.7  | 156   | 100         | 2.43        | 1.13 |
| 1.7                 | To what extent school leaders facilitate provision of instructional materials for teachers?                                 | 22       | 14.1 | 29  | 18.6 | 60        | 38.5 | 24   | 15.4 | 21        | 13.5 | 156   | 100         | 2.95        | 1.04 |
| 1.8                 | The extent to which school leaders implement a strategy through which teachers can acquire appropriate teaching methods     | 19       | 12.2 | 106 | 67.9 | 18        | 11.5 | 5    | 3.2  | 8         | 5.1  | 156   | 100         | 2.28        | 1.13 |
| 1.9                 | The extent to which school leaders encourage internal supervision to enhance the teaching learning process                  | 12       | 7.7  | 18  | 11.5 | 20        | 12.8 | 69   | 44.2 | 37        | 23.7 | 156   | 100         | 3.65        | 1.05 |
| 1.10                | To what extent school leaders ensure that teachers teach according to their lesson plan?                                    | 19       | 12.2 | 16  | 10.3 | 15        | 9.6  | 72   | 46.1 | 34        | 21.8 | 156   | 100         | 3.51        | 1.19 |
| 1.11                | To what extent school leaders actively work to ensure highest academic achievement of students?                             | 32       | 20.5 | 26  | 16.7 | 74        | 47.4 | 10   | 6.4  | 14        | 9    | 156   | 100         | 2.51        | 1.17 |
| 1.12                | The extent to which school leaders encourage teachers to understand the curriculum  | 15       | 9.6  | 24  | 15.5 | 63        | 40.4 | 24   | 15.4 | 30        | 19.2 | 156   | 100         | 3.19        | 1.07 |
| 1.13                | To what extent school leaders promote teachers' training which enables them to have sufficient knowledge of subject matter? | 33       | 21.2 | 71  | 45.5 | 25        | 16   | 16   | 10.3 | 11        | 7    | 156   | 100         | 2.38        | 1.15 |
| 1.14                | The extent to which school leaders take their time in improving the instruction   | 32       | 20.5 | 82  | 52.6 | 22        | 14.1 | 8    | 5.1  | 12        | 7.7  | 156   | 100         | 2.40        | 1.14 |
| <b>Overall mean</b> |   |          |      |     |      |           |      |      |      |           |      |       | <b>2.73</b> | <b>0.45</b> |      |

**Scale:**  $\leq 1.49$ - very low level of performance, 1.50-2.49 -low level of Performance, 2.50-3.49– moderate level of performance, 3.50-4.49 – high level of performance and  $\geq 4.50$ – very high level of performance.

With regard to item 1.1 of Table 5 above, the majority 76 (48.7%) of teachers agreed that school leaders encourage teachers to use continuous assessment at a moderate level and the

rest 57 (36.5%) and 23 (14.7%) of teachers agreed that school leaders encourage teachers to use continuous assessment at low and high level respectively. But, the result from document analysis revealed that the majority of sampled schools were using the oldest (teachers centered) assessment method than continuous assessment method and this may affect the pupils' achievement.

As can be observed from item 1.2 of the same Table, the majority 77 (49.3%) of teachers agreed that school leaders mutually define principles at a moderate level and the rest 50 (32.1%) and 29 (18.6%) of teachers agreed that school leaders' performance in this aspect was at low and high level respectively.

With regard to item 1.3 of the same table above, the majority 104 (66.7%) of teachers revealed that school leaders motivate teachers for the best performances at low and the rest 36 (23%) and 16 (10.3%) of teachers agreed that school leaders motivate teachers for the best performances at high and moderate level respectively. Supporting this idea, Sergiovanni (cited in Temesgen, 2011) explained that effective school leaders provide motivation and encouragement that lead to success and they manage effectively in a changing educational environment. Therefore, as the result revealed, secondary school leaders of Ilubabor zone were not sufficiently motivating teachers and this may affect the teaching learning process which has a direct relation to school improvement of the school.

As can be witnessed from item 1.4 of the same Table, the majority 87 (55.8%) of teachers agreed that school leaders coordinate the staff to share their experience at low level and the rest 43 (27.6%) and 26 (16.6%) of teachers agreed that school leaders coordinate the staff to share their experience at high and moderate level respectively. The mean value 2.44 and standard deviation 1.08 also showed low performance level. Therefore, from the result one can conclude that secondary school leaders of Ilubabor zone were not sufficiently coordinating the staff to share their experience and this might in turn affect the professional development of teachers and may also affect the relationship within teachers of the same school and teachers of the neighboring schools.

In item 1.5 of the same Table, the majority 65 (41.7%) of teachers revealed that school leaders made significant effort to enhance professional development of teachers at a

moderate level and the rest 52 (33.3 %) and 39 (25%) of teachers agreed that school leaders made significant effort to enhance professional development of teachers at low and high level respectively. But, the result of interview revealed that there were some resistances from secondary school teachers' side. Regarding this issue, principal of one secondary school informed that: "CPD (Continuous professional development) has a great contribution in enhancing the teacher's profession, but most secondary school teachers are still resistant to follow and practice the program". Vice principal of one school also explained that: "Some teachers consider CPD as it is less valuable and simply imposed on them to make them overload and busy". Regarding professional development, Hopkins *et al.*, (in Harris, 2002) explained that an essential component of successful school improvement interventions is the quality of professional development and learning.

As indicated in item 1.6 of the same table, 109 (69.9%) of teachers revealed that school leaders used feedback from stakeholders to motivate students for their best academic performance at low level and the rest 27 (17.3%) and 20 (12.8%) of teachers revealed that school leaders used feedback from stakeholders to motivate students for their best academic performance at moderate and high level respectively. But regarding this idea, MOE (2006) revealed that the school should communicate regularly with the community, and should receive both positive and negative feedback at regular intervals.

As illustrated in item 1.7 of the same Table, the majority 60 (35.5%), of teachers revealed that school leaders facilitate provision of instructional materials for teachers at a moderate level and the rest 51 (32.7%) and 45 (28.9%) of teachers revealed that school leaders facilitate provision of instructional materials at low and high level respectively. Therefore, as one could understand from the result, school leaders of secondary schools of Ilubabor zone did at an average in providing instructional materials for teachers. Thus, as the finding of the study revealed, school leaders' accomplishment seems to be fair, but it might not be enough, since success in the implementation of SIP or teaching and learning process might not be reached.

With regard to item 1.8 of the same Table above, the majority 125 (80.1%) of teachers agreed that school leaders implement a strategy through which teachers can acquire appropriate teaching methods at low level and the rest 18 (11.5%) and 13 (8.3%) of teachers

agreed that school leaders implement the strategy through which teachers can acquire appropriate teaching methods at moderate and high level respectively. Supporting this idea, literature revealed that teachers need to have an adequate academic and professional knowledge and also they are required to apply appropriate teaching methods that help in teaching large and diversified classroom (MoE, 2007).

As shown in item 1.9 of the same Table, 106 (67.9%) of teachers revealed that school leaders encourage internal supervision to enhance the teaching learning process at a high level. Whereas the rest 30 (19.2%) and 20 (12.8%) of teachers agreed that school leaders encourage internal supervision at low and moderate level respectively. Regarding this idea, literature revealed that, teachers and administrators must actively engage in the process of supervision. In addition, supervision as a task assigned to all individuals who possess supervisory position to stimulate and coordinate staff development and growth as well as to influence mainly teachers for the betterment of instructional performance (Glatthorn, 1990). Therefore, as the finding of the study revealed, secondary school leaders of Ilubabor zone fairly did in encouraging internal supervision

As can be observed from item 1.10 of the same Table, 106 (67.9%) of teachers revealed that school leaders ensure that teachers teach according to their lesson plan at a high level and the rest 35 (22.5%) and 15 (9.6%) of teachers revealed that the school leaders ensure that teachers teach according to their lesson plan at low and moderate level respectively. In this regard, literature revealed that in successful schools, teachers are well organized and lessons are planned in advance, are well structured and have clear objectives which are communicated to the students (Sammons et al., in Harris, 2005). Therefore, as one could conclude from the result, secondary school leaders of Ilubabor zone were performed above average in enabling teachers to teach according to their plan.

As indicated in item 1.11 of the same Table above, 74 (47.4%) of teachers agreed that school leaders actively work to ensure highest academic achievement of students at a moderate level and the rest 58 (37.2%) and 24 (15.4%) of teachers revealed that school leaders actively work to ensure highest academic achievement of students at low and high level respectively. The result from interview also indicated that there was a slight improvement of students' achievement. As 4 principals and 3 external supervisors of the

sampled school explained there was 2-3 % increment in National Examination result of grade 10 students in 2013 than the previous years.

The data showing grade 10 national examination results of 2013 which is found at Ilubabor Zone Education office also revealed a 3.4 % increment of students who scored 2 and above than in 2012. Regarding this idea literature revealed that effective school leaders use analysis of best practice in education that to be responsive and proactive in changing schools to prepare students for the future in which they live and they focus on students' achievement and measure success in terms of positive student outcomes (Chance as cited in Tigistu, 2012).

In reaction to item 1.12, of Table 5 above, the majority 63 (40.4%) of teachers agreed that school leaders encourage teachers to understand the curriculum at a moderate level and the rest 54 (34.6%) and 29 (25.1%) of teachers revealed that school leaders encourage teachers to understand the curriculum at high and low level respectively. Regarding this idea, literature revealed that teachers should understand the curriculum and develop and use additional materials in the classroom to improve student learning. One of the key responsibilities of teachers is to study the curriculum and develop supplementary materials for use in the classroom and it is important for schools to provide the time and support that teachers need to develop these supplementary materials (MoE, 2007).

In reaction to item 1.13, of the same Table above, the majority 104 (66.7%) of teachers agreed that school leaders promote teachers training at low level and the rest 27 (17.3%) and 25 (16%) of teachers agreed that school leaders promote teachers training at high and moderate level respectively. In this regard, Harris (2005) confirms that school leadership must build the capacity by developing the school as a learning community. Katz (in Wossenu, 2006) also asserted that quality school leaders understand teaching and respect by their staff; and these persons are willing to hold themselves and others responsible for student learning and enhancing the capacity of teachers to meet this goal. Therefore, it is possible to conclude from the result that school leaders in secondary schools of Ilubabor Zone were not sufficiently promoting teachers' training and this might affect the teaching learning process because unless teachers develop their capacity they might not be competent enough and teach as they are expected.



As indicated in item 1.14 of the same table, the majority 114 (73%) of teachers agreed that school leaders take their time in improving the instruction at low level and the rest 20 (12.8%) and 22 (14.1%) of teachers agreed that school leaders take of their time in improving the instruction at high and moderate level similarly. Regarding this idea, literature revealed that a school leader is the pivotal point within the school that affects quality of individual teachers' instruction, the height of student's achievement and the degree of efficiency in school functioning and if a school is to be an effective one, it is because of the instructional leadership (Mausbach and Mooney, 2008). Therefore, as the finding revealed, school leaders of Ilubabor zone were performed at moderate levels in implementing teaching and learning domain. The weighted mean with standard deviation ( $\bar{X} = 2.73, S = 0.45$ ) indicated moderate performance level.

#### **4.2.3 Safe and Healthy School Environment Domain**

Secondary school teachers were asked to measure the extent to which school leaders realize safe and healthy school environment as it is one of the school improvement program domains. Each of the items was assessed using a five point rating-scale were dispatched. The result was summarized in the following table.

Table 6: Teachers responses on safe and healthy school environment affairs

| No                  | Items   | Very Low |      | Low |      | Mode rate |      | High |      | Very High |      | Total |      | $\bar{X}$ | S    |
|---------------------|---|----------|------|-----|------|-----------|------|------|------|-----------|------|-------|------|-----------|------|
|                     |   | f        | %    | f   | %    | f         | %    | f    | %    | f         | %    | f     | %    |           |      |
| 2.1                 | The extent to which school leaders work to create a favorable working environment   | 32       | 20.5 | 25  | 16   | 67        | 42.9 | 16   | 10.3 | 16        | 10.3 | 156   | 100  | 2.78      | 1.14 |
| 2.2                 | The extent to which school leaders enable parents to play role in improving and maintaining school                        | 37       | 23.7 | 72  | 46.2 | 18        | 11.5 | 16   | 10.3 | 13        | 8.3  | 156   | 100  | 2.35      | 1.17 |
| 2.3                 | The extent to which school leaders work to ensure security of the school for the students' learning                       | 21       | 13.5 | 15  | 9.6  | 17        | 10.9 | 69   | 44.2 | 34        | 21.8 | 156   | 100  | 3.55      | 1.24 |
| 2.4                 | The extent to which school leaders give attention to students' safety   | 15       | 9.6  | 17  | 10.9 | 20        | 12.8 | 74   | 47.4 | 30        | 19.2 | 156   | 100  | 3.55      | 1.20 |
| 2.5                 | To what extent school leaders work to empower students?   | 19       | 12.2 | 27  | 17.3 | 60        | 38.5 | 29   | 18.6 | 21        | 13.4 | 156   | 100  | 3.02      | 1.20 |
| 2.6                 | To what extent school leaders help students in giving sustainable counseling services?                                    | 27       | 17.3 | 85  | 54.5 | 25        | 16   | 9    | 5.8  | 10        | 6.4  | 156   | 100  | 2.41      | 1.13 |
| 2.7                 | To what extent school leaders create suitable Classrooms for student learning?  | 30       | 19.2 | 26  | 16.7 | 77        | 49.3 | 9    | 5.8  | 14        | 9    | 156   | 100  | 2.79      | 1.11 |
| 2.8                 | The extent to which school leaders encourage collegial relationship among staff   | 35       | 22.4 | 65  | 41.7 | 26        | 16.7 | 14   | 9    | 16        | 10.2 | 156   | 100  | 2.44      | 1.22 |
| 2.9                 | To what extent school leaders provide adequate school facilities that enable to facilitate teaching and learning process? | 26       | 16.7 | 26  | 16.7 | 65        | 41.7 | 19   | 12.1 | 20        | 12.8 | 156   | 100  | 2.88      | 1.02 |
| 2.10                | The extent to which school leaders work to improve students disciplinary problems in school                               | 15       | 9.6  | 23  | 14.7 | 102       | 65.4 | 7    | 4.5  | 9         | 5.8  | 156   | 100  | 2.86      | 0.97 |
| <b>Overall mean</b> |   |          |      |     |      |           |      |      |      |           |      |       | 2.86 | 2.45      |      |

**Scale:**  $\leq 1.49$ - very low level of performance, 1.50-2.49 -low level of Performance, 2.50-3.49– moderate level of Performance, 3.50-4.49 – high level of performance,  $\geq 4.50$ – very high level of performance

As depicted in item 2.1 of Table 6 above, 67 (42.9%) of teachers agreed that school leaders' work to create a favorable working environment at a moderate level and the rest 57 (36.5%) and 32 (20.6%) of teachers agreed that school leaders work to create a favorable working

environment at low and high level respectively. Regarding this idea literature revealed that effective schools share a set of characteristics that add up to an environment that raises student achievement. By setting goals to improve a school's environment, principals, teachers, school councils, parents, and other community members can make their schools more effective places in which to learn (EIC, 2000)

As depicted in item 2.2 of the same Table above, 109 (69.9%) of teachers revealed that school leaders enabled parents to play role in improving and maintaining school at low level while the rest 29 (18.6%) and 18 (11.5%) of teachers agreed that school leaders enable parents to play role in improving and maintaining school at high and moderate level respectively. As principals of 4 sample schools and vice principals of 3 sample schools explained the support from parents in finance, materials and labor were very low. In relation to this idea, MoE (2006) explained that school cannot succeed without the support of the parents and community. It is therefore essential for the school leader to develop good relations with parents. Therefore, it is possible to conclude that school leaders of secondary schools of Ilubabor zone couldn't enabled parents to play role in improving and maintaining school as sufficient as required.

As shown in item 2.3 of the same Table above, the majority 103 (66%) of teachers revealed that school leaders work to ensure security of the school for the students learning at a high level and the rest 36 (23.1%) and 17 (10.9%) of teachers revealed that school leaders work to ensure security of the school for the students learning at low and moderate level respectively. Therefore, one could conclude that school leaders of secondary schools of Ilubabor zone performed well in ensuring security of schools for students' learning.

As can be observed from item 2.4 of the same Table above, the majority 104 (66.6%) of teachers agreed that school leaders give attention to students' safety at high level. Whereas 32 (20.5%) and 20 (12.8%) of teachers revealed that school leaders give attention to students' safety at low and moderate level respectively. In relation to this idea literature revealed that, effective schools share the following characteristics. These are: a clear and focused vision; a safe and orderly environment; a climate of high expectations for student success; a focus on high levels of student achievement that emphasizes activities related to learning (EIC, 2000). Hence, from the result one can

conclude that school leaders of secondary schools of Ilubabor zone performed above average in giving attention to students' safety.

As indicated in item 2.5 of the same Table above, the majority 60 (38.5%) of teachers responded that school leaders work to empower students at moderate level. Whereas 50 (32%) and 46 (29.5%) (of teachers revealed that school leaders work to empower students at high and low level respectively. Regarding empowerment, Ubben and Hughes (1997) stated that empowerment is giving teachers and even students a share an important organizational decisions and giving them opportunities to shape organizational goals. Therefore, as the result revealed school leaders of secondary schools of Ilubabor zone were performed at an average level in empowering students.

With regard to item 2.6 of the same Table above, the majority 112 (71.8%) of teachers agreed that school leaders help students in giving sustainable counseling services at low level and the rest 25 (16%) and 19 (12.2%) of teachers agreed that school leaders help students in giving sustainable counseling services at moderate and high level respectively. Therefore, it is possible to conclude from the result that leaders of secondary schools of Ilubabor zone were not effective in giving sustainable counseling services for students and this may in turn affect student behavior.

As can be observed from item 2.7 of the same Table above, the majority 77 (49.3%) of teachers responded that school leaders create suitable classrooms for student learning at a moderate level and the rest 56 (35.9%) and 23 (14.8%) of teachers agreed that school leaders create suitable classrooms for student learning at low and high level respectively. The result from observation revealed that almost all secondary schools of sample school students were learning in a class built of concrete having more or less sufficient furniture. Moreover, as the student researcher experienced, 'Mentchen fiir Mentchen' Charity Organization also played a great role in building a lot of additional classes for junior and secondary schools in many woredas of Ilubabor zone. But still, the student researcher observed 3 sample secondary schools teaching up to 58 students within a class which violated the right student- class ratio of secondary schools (1:40).

As illustrated in item 2.8 of the same Table above, the majority 100 (64.1%) of teachers revealed that school leaders encourage collegial relationship among staff at low level and the rest 30 (19.2%) and 26 (16.7%) of teachers agreed that school leaders encourage collegial relationship among staff at high and moderate level respectively. Supporting this idea literature revealed that those schools that are able to create positive relationships with their staff and the wider community can create a supportive climate for learning. Therefore, as the result revealed secondary school leaders of Ilubabor zone were not efficiently encouraged collegial relationships as they are expected and this may have a negative impact on teaching learning process and it can also retard SIP implementation.

As indicated in item 2.9 of the same Table above, the majority 65 (41.7%) of teacher agreed that school leaders provide school facilities at a moderate level and the rest 52 (33.4%) and 39 (24.9%) of teachers agreed that school leaders provide school facilities at low and high level respectively. But, the result from observation also revealed that 5 of the sample schools did not have wide enough playground and 2 schools did not have water access or pipe water in their school compound. The result from open ended question and interview also revealed that 4 sample schools had a scarcity of laboratory chemicals due to deposition of expired chemicals and a shortage of equipment. 3 sample schools had also lacked of plasma and plasma spare parts and transmission problems and 4 sampled schools had a shortage of computers. Regarding the interview result one school principal mentioned that:

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

One school vice principal also informed that:

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

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

As can be observed from item 2.10 of the same Table above, the majority 102 (65.4%) of teachers agreed that school leaders work to improve students' disciplinary problems in school, at a moderate level and the rest 38 (24.3%) and 16 (10.3%) of teachers agreed that school leaders work to improve students' disciplinary problems in school at low and high level respectively. Therefore, as one could conclude from the result, school leaders of secondary schools of Ilubabor zone fairly did in improving students' disciplinary problem. Thus, as the finding revealed, the performance level of secondary school leaders of Ilubabor zone in implementing safe and healthy school environment domain was at medium or average level and the weighted mean and standard deviation ( $\bar{X} = 2.86$ ,  $S = 0.45$ ) also indicated average performance level.

#### **4.2.4 The School Leadership and Management Domain**

Secondary school teachers were asked to measure the extent to which school leaders realize safe and healthy school environment as it is one of the school improvement program domains. Each of the items was assessed using a five point rating-scale and the result was summarized in the following table.

Table 7: Teachers responses on school leadership and management tasks

| No                  | Items   | Very Low |   | Low |      | Mode rate |      | High |      | Very High |      | Total |      | $\bar{X}$ | S    |
|---------------------|---|----------|---|-----|------|-----------|------|------|------|-----------|------|-------|------|-----------|------|
|                     |   | f        | %   | f   | %    | f         | %    | f    | %    | f         | %    | f     | %    |           |      |
|                     |   | 3.1      | The extent to which school leaders are capable of managing the school within the changing environment | 14  | 9    | 41        | 26.3 | 71   | 45.5 | 13        | 8.3  | 17    | 10.9 |           |      |
| 3.2                 | The extent to which school leaders make the best use of the available budgets to provide resources                | 23       | 14.7  | 87  | 55.8 | 26        | 16.7 | 13   | 8.3  | 7         | 4.5  | 156   | 100  | 2.42      | 0.99 |
| 3.3                 | The extent to which school leaders are able to confront challenges that they face in their day to day activities. | 27       | 17.3  | 30  | 19.2 | 75        | 48.1 | 14   | 9    | 10        | 6.4  | 156   | 100  | 2.53      | 0.98 |
| 3.4                 | The extent to which school leaders are able to support others to develop collaborative work practice              | 31       | 19.9  | 70  | 44.9 | 23        | 14.7 | 15   | 9.6  | 17        | 10.9 | 156   | 100  | 2.37      | 1.17 |
| 3.5                 | To what extent school leaders share responsibility among staff members?   | 29       | 18.6  | 62  | 39.7 | 38        | 24.4 | 16   | 10.3 | 11        | 7    | 156   | 100  | 2.48      | 1.13 |
| 3.6                 | The extent to which school leaders make an effort to develop capacity of stakeholders.                            | 35       | 22.4  | 60  | 38.5 | 36        | 23.1 | 12   | 7.7  | 13        | 8.3  | 156   | 100  | 2.46      | 1.24 |
| 3.7                 | To what extent school leaders encourage stakeholders' participatory decisions making?                             | 36       | 23.1  | 67  | 42.9 | 24        | 15.4 | 16   | 10.3 | 13        | 8.3  | 156   | 100  | 2.38      | 1.18 |
| 3.8                 | To what extent school leaders have adequate skills which enable them to lead the school in different situations?  | 38       | 24.4  | 62  | 39.7 | 22        | 14.1 | 19   | 12.2 | 15        | 9.6  | 156   | 100  | 2.43      | 1.25 |
| 3.9                 | The extent to which school leaders solve conflict through peaceful discussion                                     | 28       | 17.9  | 36  | 23.1 | 72        | 46.2 | 11   | 7    | 9         | 5.8  | 156   | 100  | 2.58      | 1.02 |
| <b>Overall mean</b> |   |          |   |     |      |           |      |      |      |           |      |       | 2.48 | 0.11      |      |

**Scale:**  $\leq 1.49$ - very low level of performance, 1.50-2.49 -low level of performance, 2.50-3.49– moderate level of Performance, 3.50-4.49 – high level of performance,  $\geq 4.50$ – very high level of performance

As depicted in item 3.1 of the Table7 above, the majority 71 (45.5%) of teachers agreed that school leaders were capable of managing the school within the changing environment at a moderate level and the rest 55 (35.3%) and 30 (19.2%) of teachers agreed that school leaders were capable of managing the school within the changing environment at low and high level respectively. Supporting this idea, literature revealed that effective leaders provide motivation and encouragement that lead to success and they manage effectively in a changing educational environment (Sergiovanni cited in Temesgen, 2011).

With regard to item 3.2 of the same table above, the majority 110 (70.5%) of teachers agreed that school leaders made the best use of the available budgets to provide resources at a low level and the rest 26 (16.7%) and 20 (12.8%) of teachers agreed that school leaders made the best use of the available budgets to provide resources at moderate and high level respectively. But, the result from interview revealed that there was an improvement in using the budget in an appropriate and economical way. Supporting this idea, PTA representative of one sample school informed that:

Not only principals and vice principals who involve in running school budget, but PTA representatives are responsible and has taken part in controlling and monitoring budget of school especially school grant. But, at the same time secondary schools has scarce of resource because, parents and community are not supporting the schools financially.

School principals of majority of sample schools also explained that secondary schools were not getting the block grant budget properly. For instance, one school principal explained that:

Even though our school is getting faire budget of school grant, the block grant budget is not properly availed to the school as it is specifically allocated per each pupil and which is clearly indicated in the blue print of MoE (2002). Therefore, this problem hinders our school to fulfill important educational materials and facilities in the school.

Regarding this idea, Ignathios (cited in Masuku, 2011) stated that the effectiveness is nothing but it is successful accomplishment of intended organizational objectives by effectively and efficiently using the scarce resources. Masuku also explained that the school is said to be effective if it is doing the right things in a right way and strives to achieve its objectives using its resources optimally, economically, efficiently and sufficiently. Therefore, it is possible to conclude that even though there is low provision of financial resources in the secondary schools, there is an improvement in the way secondary school leaders of Ilubabor zone use school budget.

As indicated in item 3.3 of the same table above, 75 (48.1%) of teachers revealed that school leaders were able to confront challenges that they face in their day to day activities at a moderate level and the rest 57 (36.5%) and 24 (15.4%) of teachers agreed that school leaders



were able to confront challenges that they face in their day to day activities at low and high level respectively.

As can be observed from item 3.4 of the same Table above, the majority 101 (64.8%) of teachers agreed that school leaders were able to support others to develop collaborative work practice at low level and the rest 32 (20.5%) and 23 (14.7%) of teachers revealed that school leaders were able to support others to develop collaborative work practice at high and moderate level respectively. Regarding this idea, Hopkins *et al* (in Harris 2005) explained that successful school leaders encourage co-ordination by creating collaborative environments which encourages involvement, professional development, mutual support and assistance in problem solving. Therefore, from the result, one could conclude that school leaders of the secondary school of Ilubabor zone were performing below the average in supporting collaborative work and this might affect the realization of the school improvement program since it needs collaborative work of school leaders, teachers, parents, students and other stakeholders.

As indicated in item 3.5 of the same Table above, the majority 91 (58.3%) of teachers agreed that school leaders shared responsibility among staff members at low level and the rest 38 (24.4%) and 27 (17.3%) of teachers agreed that school leaders shared responsibility among staff members at moderate and high level respectively. Supporting this idea Katz (in Wossenu, 2006) stated that effective school leaders work to share leadership responsibilities throughout all levels of the educational organization. Therefore, as one could understand from the result, school leaders of Ilubabor zone did below the average in sharing responsibility among the staff and this may affect implementation of the school improvement program, as the successes in school improvement are the cumulative activities of different stakeholders.

As illustrated in item 3.6 of the same Table above, the majority 95 (60.9%) of teachers agreed that school leaders make an effort to develop capacity of stakeholders at low level and the rest 36 (23.1%) and 25 (16%) of teachers revealed that school leaders make an effort to develop capacity of stakeholders at moderate and high level respectively. Regarding this idea, Harris (2005) stated that school leadership must build the capacity by developing the school as a learning community. Additionally, Sergiovanni (cited in Temesgen, 2011)

stated that school leaders should develop the skill and talents of those around them. Therefore, as the result revealed school leaders of secondary schools of Ilubabor zone were not effective in developing the capacity of stakeholders and this in turn may retard the realization of SIP.

As can be seen from item 3.7 of the same Table above, the majority 103 (66%) of teachers agreed that school leaders encourage stakeholders' participatory decisions making at low level and the rest 29 (18.6%) and 24 (15.4%) of teachers revealed that school leaders encourage stakeholders' participatory decisions making at high and moderate level respectively. In this regard literature revealed that effective school leaders encourage shared decision making with the school community including staff, students and parents and they are both the guardian and reformer of the educational system, and they ensure that all groups engage in a common goal and moving in the same direction Chance (cited in Tigistu, 2012). As the result indicated school leaders of the secondary school of Ilubabor zone were not sufficiently encouraging participatory decision making.

As shown in item 3.8 of the same Table above, the majority 100 (64.1%) of teachers agreed that school leaders had adequate skills which enable them to lead the school in different situations at low level and the rest 34 (21.8%) and 22 (14.1%) of teachers agreed that school leaders had adequate skills which enables them to lead the school in different situations at high and moderate level respectively. Regarding this idea, Katz (cited in Wossenu, 2006) stated that leaders will be successful only when they are equipped with certain managerial skills in getting things done through people. Lewin (cited in Sosik & Dinger, 2007) also stated that effective leadership depends on the leader's styles and the school level leaders should be experienced and trained in leadership to cope up with the necessary skills to utilize the appropriate styles.

As indicated in item 3.9 of the same table above, the majority 72 (46.2%) of teachers responded that school leaders solve conflict through peaceful discussion at a moderate level and the rest 64 (41%) and 20 (12.8%) of teachers agreed that school leaders solve conflict through peaceful discussion at low and high level respectively. Therefore, as one can conclude from the finding, secondary school leaders of Ilubabor zone fairly solve conflict peacefully.

Thus, the finding revealed that secondary school leaders of Ilubabor zone had low performance in practicing or implementing school leadership domain and the weighted mean with standard deviation ( $\bar{X} = 2.48, S=0.11$ ) indicated low performance level.

#### 4.2.5 Community Participation domain

Secondary school teachers were asked to measure the extent to which school leaders enhance Community Participation as it is one of the school improvement program domains. Each of the items was assessed using a five rating-scale. The result was summarized in the following table.

Table 8: Teachers response regarding community participation

| Sl No               | Items  | Very Low |      | Low |      | Moderate |      | High |      | Very High |      | Total |      | $\bar{X}$ | S    |
|---------------------|--|----------|------|-----|------|----------|------|------|------|-----------|------|-------|------|-----------|------|
|                     |  | f        | %    | f   | %    | f        | %    | f    | %    | f         | %    | f     | %    |           |      |
| 4.1                 | The extent to which school leaders work to make the community active participant in problem solving of academic activities | 31       | 19.9 | 76  | 48.7 | 21       | 13.4 | 14   | 9    | 14        | 9    | 156   | 100  | 2.34      | 1.17 |
| 4.2                 | The extent to which school leaders encourage parents-school relationship to strength collaborative work                    | 36       | 23.1 | 66  | 42.3 | 22       | 14.1 | 17   | 10.9 | 15        | 9.6  | 156   | 100  | 2.42      | 1.20 |
| 4.3                 | The extent to which school leaders encourage participation of parents in the management of the school                      | 28       | 17.9 | 31  | 19.9 | 61       | 39.1 | 20   | 12.8 | 16        | 10.3 | 156   | 100  | 2.61      | 1.21 |
| 4.4                 | The extent to which school leaders encourage parents to support the school with important resources                        | 25       | 16   | 38  | 24.4 | 75       | 48.1 | 8    | 5.1  | 10        | 6.4  | 156   | 100  | 2.70      | 1.16 |
| 4.5                 | To what extent school leader opens their door to the community?  | 28       | 17.9 | 82  | 52.6 | 19       | 12.2 | 16   | 10.3 | 11        | 7    | 156   | 100  | 2.35      | 1.08 |
| <b>Overall mean</b> |  |          |      |     |      |          |      |      |      |           |      |       | 2.48 | 0.16      |      |

**Scale:**  $\leq 1.49$ - very low level of performance, 1.50-2.49 -low level of performance, 2.50-3.49- moderate level of Performance, 3.50-4.49 – high level of performance,  $\geq 4.50$ – very high level of performance

As depicted in item 4.1 of the Table 8 above, the majority 107 (68.6%) of teachers agreed that school leaders work to make the community active participant in problem solving of academic activities at low level and the rest 28 (18%) and 21 (13.4%) of teachers agreed that school leaders work to make the community actively participate in problem solving of

academic activities at high and moderate level respectively. Regarding this idea, literature revealed that PTAs and community members should be active in advising on the benefits of education and in encouraging parents to send their children to school so as to increase access and reduce dropout. Therefore, it is possible to conclude that school leaders of secondary schools of Ilubabor zone did below average in enhancing community participation in problem solving of academic activities and this in turn might affect the realization of the school improvement program since educational goals cannot be achieved in the absence of community participation.

With regard to item 4.2 of the same Table above, the majority 102 (65.4%) of teachers agreed that school leaders encourage parents- school relationship to strength collaborative work at low level and the rest 32 (20.5%) and 22 (14.1%) of teachers agreed that school leaders encourage parents- school relationship to strength collaborative work at high and moderate level respectively. Regarding this idea, literature revealed that those schools that are able to create positive relationships with their wider community can create a supportive climate for learning. Therefore, as revealed from the result, school leaders of secondary schools of Ilubabor zone were not effective in enhancing parent- school relationship.

As depicted in item 4.3 of the same Table above, the majority 61 (39.1%) of teachers agreed that school leaders encourage participation of parents in the management of the school at a moderate level and the rest 59 (37.8%) and 36 (23.1%) of teachers agreed that school leaders encourage participation of parents in the management of the school at low and high level respectively. Regarding the interview result, one secondary school external supervisor mentioned that: “PTA members are often participating in school management, but the capacity and activities of PTA members to mobilize parents in large to play their role is very less”. Additionally, one secondary school principal indicated that:

Few of PTA members are coming to school and take part in the meetings and decisions of some important issues of school after repetitive invitation. But, the main responsibilities of PTAs is no only coming to school by themselves but to mobilize the parents in large to enable them to support the school. But, still in this aspect their contribution is very less particularly in secondary school.

As indicated in item 4.4 of the same Table above, the majority 75 (48.1%) of teachers agreed that school leaders encourage parents to support the school with important resources

at a moderate level and the rest 63 (40.4%) and 18 (11.5%) of teachers agreed that school leaders encourage parents to support the school with important resources at low and high level respectively. But, the result from interview revealed that there was low support of resources from parents. The result from interview also revealed less support of community. For instance, supporting the idea one external supervisor of sample school informed that: “Resources, such as financial and material support from parents are very less particularly in secondary school”. Regarding this idea literature revealed that communities and PTAs need to play important roles in all aspects of education from raising resources to managing schools (MOE, 2005). MOE (2006) also revealed that school cannot succeed without the support of the parents and community.

As can be seen from item 4.5 of the same Table above, 110 (70.5%) of teachers agreed that school leaders open their door to the community at low level and the rest 27 (17.3%) and 19 (12.2%) of teachers agreed that school leaders open their door for the community at high and moderate level respectively. Thus, if the school leaders are not ready to welcome the community with full interest and respect on the community or stakeholders may not have interest to come to school and work with schools and this might in turn affect the collaboration and positive relationship between school leaders and school communities which is very important in facilitating the realization of school improvement program. Thus, the finding revealed that, school leaders of Ilubabor zone performed at a low level in promoting community participation or implementing the domain. The weighted mean with standard deviation ( $\bar{X}$  = 2.48,  $S$  = 0.16) also indicated low performance level.

### **4.3 Challenges Affecting School Leaders in Implementing SIP**

Teachers were asked their level of agreement to the statements, which describe challenges encountered school leaders in implementing school improvement programs in secondary schools of Ilubabor zone. The result was presented and analyzed as follows.

Table 9: Teachers' responses to challenges of school leaders

| No                  | Items   | Very Low |      | Low |      | Moderate |      | High |      | Very High |     | Total |      | $\bar{X}$ | S    |
|---------------------|---|----------|------|-----|------|----------|------|------|------|-----------|-----|-------|------|-----------|------|
|                     |   | f        | %    | f   | %    | f        | %    | f    | %    | f         | %   | f     | %    |           |      |
| 5.1                 | To what extent the school is availed with adequate financial resources?   | 17       | 10.9 | 55  | 35.3 | 60       | 38.5 | 13   | 8.3  | 11        | 7   | 156   | 100  | 2.43      | 1.12 |
| 5.2                 | Availability of man power in the school   | 24       | 15.4 | 35  | 22.4 | 66       | 42.3 | 18   | 11.5 | 13        | 8.3 | 156   | 100  | 2.75      | 1.11 |
| 5.3                 | The extent to which school leaders' are capable of creating good communication with the staff                             | 35       | 22.4 | 73  | 46.8 | 22       | 14.1 | 14   | 9    | 12        | 7.7 | 156   | 100  | 2.32      | 1.15 |
| 5.4                 | The level of commitment of the school leaders   | 29       | 18.6 | 78  | 50   | 25       | 16   | 10   | 6.4  | 14        | 9   | 156   | 100  | 2.35      | 1.13 |
| 5.5                 | The extent to which school leaders involve members of the school community in the articulation of school vision.          | 27       | 17.3 | 81  | 51.9 | 21       | 13.5 | 17   | 10.9 | 10        | 6.4 | 156   | 100  | 2.37      | 1.09 |
| 5.6                 | The extent to which school leaders' deal with poor performances to lead the teaching learning process in the right track. | 23       | 14.7 | 38  | 24.4 | 69       | 44.2 | 14   | 9    | 12        | 7.7 | 156   | 100  | 2.70      | 1.07 |
| <b>Overall mean</b> |   |          |      |     |      |          |      |      |      |           |     |       | 2.49 | 0.19      |      |

**Scale:**  $\leq 1.49$ - very low level of performance, 1.50-2.49 -low level of performance, 2.50-3.49- moderate level of Performance, 3.50-4.49 – high level of performance,  $\geq 4.50$ – very high level of performance

As depicted in item 5.1 of Table 9 above, the majority 72 (46.2%) of teachers agreed that the extent to which secondary schools availed with adequate financial resource were at a low level. Whereas the rest 60 (38.5%) and 24 (15.3%) of teachers revealed that secondary schools were availed with adequate financial resource at moderate and high level respectively..Regarding resource, literature revealed that, school improvement planning can only lead to genuine and profound change if schools have at least a minimum level of resources to work with and without such resources, the school improvement program could become de-motivating (MOE, 2010). Therefore, from the finding, one can conclude that secondary schools of Ilubabor zone were not getting available financial resources and this may be challenging for school leaders in implementing SIP.

As indicated in item 5.2 of the same Table above, the majority 66 (42.3%) of teachers agreed that numbers of man power in the secondary schools were fair or at a moderate level and the rest 59 (37.8%) and 31 (19.8%) of teachers agreed that the availability of manpower in the schools were at low and high level respectively. But as principals and vice principals

of some sample secondary schools explained there were shortage of teachers, particularly in natural science and shortage of manpower in non-teaching such as an administrative area.

With regard to item 5.3 of the same Table above, 108 (69.2%) of teachers agreed that school leaders were at low level in creating good communication with the staff and the rest 22 (14.1%) and 26 (16.7 %) of teachers revealed that secondary school leaders create good communication at moderate and high level respectively. Concerning this idea, literature revealed that, meaningful engagement and dialogue with staff in their day-to-day working lives facilitates effective communication (Duignan, 2006). Therefore, it is possible to conclude from the finding that secondary school leaders of Ilubabor zone were in challenging as a result of insufficient communication among school leaders and the staff.

As depicted in item 5.4 of the same Table above, the majority 107 (68.6) of teachers revealed that commitment of secondary school leaders were at a low level and the rest 25 (16%) and 24 (15.4%) were agreed that commitment level of secondary school leaders were at moderate and high level respectively. Supporting this idea, Day et al., (2010) explained commitment as it is one of the most key attributes of effective school leaders.

As can be seen from item 5.5 of the same Table above, 98 (69.2) of teachers agreed that school leaders involve members of the school community in articulation of school vision at low level and the rest 21 (13.5%) and 27 (17.3%) of teachers revealed that school leaders involve the school community at moderate and high level respectively. Supporting this idea, Duignan (2006) suggested that, the articulation of vision necessarily involves leaders sharing their hopes, desires and expectations with the members of the school community, and establishing the foundations of an organizational culture that supports the aspirations of all stakeholders. Ubben and Hughes (1997) also explained that the success of any organization depends on having a clear vision which is accepted by the staff and other stakeholders.

As depicted in item 5.6 of the same table above, 69 (44.2%) of teachers agreed that, the extent to which school leaders' deal with poor performances was at a moderate level and the rest 61 (39.1%) and 26 (16.7%) of teachers revealed that secondary school leaders deal with poor performances at low and high level respectively. Therefore, as it could be understood

from the finding secondary school leaders of Ilubabor zone were performed satisfactorily in dealing with poor performances, but this may not be sufficient because unless daily performance of the staff is critically followed up and defects encountered in the teaching learning process is solved through peaceful discussion, in the long run the cumulative defect may lead to the failure of school improvement program. Additionally, school leaders should not be reluctant in taking important measures to correct poor performances.



## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final part of the thesis deals with the summary of the findings of the study, the conclusions and the recommendations forwarded on the basis of findings.

#### 5.1 Summary

The main objective of this study was to assess the school leaders' effectiveness in implementing School improvement program. To achieve this aim, the following research questions were raised:

1. To investigate to what extent school leaders make adequate preparations for the implementation of SIP in secondary schools of Ilubabor zone?
2. To what extent the four SIP domains are effectively implemented by school leaders in the secondary schools of Ilubabor zone?
3. What are the major challenges affecting the effectiveness of school leaders in the implementation of SIP in secondary schools of Ilubabor zone?

To achieve this objective, the sampling technique used was multistage sampling technique. The study was conducted in 8 secondary schools of Ilubabor Zone selected by multistage sampling techniques. 164 sample teachers were selected using stratified sampling techniques. In addition, the interview was conducted with 8 principals, 8 external supervisors and 8 PTA representatives of secondary schools to enrich data obtained through questionnaires. External supervisors and principals were selected by available sampling technique whereas PTA representatives were selected by purposive sampling technique. Data were obtained from the sample respondents through questionnaire and interview. Observation and documentation data collecting tools were also employed in the study. In doing this, the necessary information was gathered mainly through questionnaires filled by teachers. However, 8 teachers have not returned the questionnaires and this reduced the rate of return of teachers (the respondents) to 156. The data obtained were analyzed using various statistical tools: frequency, percentages, mean and standard deviation. According to the result of data analysis, the following major findings were identified.

Regarding preparation stage of SIP, the result revealed that efforts made by secondary school leaders of Ilubabor zone in preparation stage of SIP were insufficient and below the average. For instance the result revealed low levels of self-assessment with stakeholder 111 (71.2%), low in priority identification 117 (75%), low level of school committee participation in planning 108 (69.2%), low level of supports from stakeholders 117 (75%), low level of performance in giving clear vision 107 (68.6%) were some of the activities insufficiently performed by secondary school leaders. The weighted mean with standard deviation  $\bar{X} = 2.46$ ,  $S = 0.19$  also shows low performance level.

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

The teaching and learning domain mainly focuses on the roles and responsibilities of teachers. First of all, teachers are expected to plan and make adequate preparation and present learning activities. To this end, teachers need to have an adequate academic and professional knowledge. Besides, they are required to apply appropriate teaching methods that help in teaching large and diversified classroom. But, for teachers to be committed and responsible for their job, school leaders are responsible to promote teachers activity in the school by motivating teachers and exercising their leadership role in an appropriate manner. Regarding this domain, teachers were asked to rate their agreement on 'the extent to which school leaders made an effort in enhancing teaching learning process' and under this domain 14 items were constructed. As the result indicated, school leaders performed at an average level in implementing (realizing) teaching and learning domain. The weighted mean with standard deviation ( $\bar{X} = 2.73$ ,  $S = 0.45$ ) also indicated an average performance level.

Even if, the finding indicated average performance level, there are some activities performed below average or at low level. These are: efforts made in motivating teachers 104 (66.7%), coordinating the staff to share experience 87 (55.8) enhancing teachers training 104 (66.7), using feedbacks from stakeholders 109 (69.9),

Regarding safe and healthy school environment domain, 10 items were developed and teachers revealed their agreement. Accordingly, concerning the activities specified under

this domain, school leaders' performance was at an average level. The weighted mean with standard deviation ( $\bar{X} = 2.86, S = 0.45$ ) also indicated average performance level. Despite this fact, there were some activities under this domain which school leaders performed below average. For example, activities such as parents' role in improving and maintaining school 109 (69.9), counseling services of students 112 (71%) and enhancing collegial relationship among staff 100 (64.1).

School leaders are expected to be forefront in the school improvement program. Accountability and responsibility of every activity going in the school primarily lie on the shoulder of the school leadership. Therefore, school leaders are responsible in encouraging, motivating, supporting, coordinating teachers, students and other stakeholders, so that they can play role in assessing, planning, implementing and monitoring school improvement program. Regarding this domain, teachers were asked to respond their opinion on 9 items. The result revealed that efforts made by school leaders to play leadership role were low or unsatisfactory. Moreover, the weighted mean with standard deviation ( $\bar{X} = 2.48, S = 0.11$ ) indicates low performance level. Specifically, secondary school leaders of Ilubabor zone were performing below average in developing collaborative work practices 101 (64.6%), sharing responsibility 91 (58%), capacity building 95 (60%) and participatory decision making 103 (66%).

Regarding usage of resources, the result from interview revealed that there was an improvement in using the budget in an appropriate and economical way. As PTA representatives and external supervisors of some sampled schools explained, not only principals and vice principals who involved in running school budget, but PTA representatives were responsible and had taking part in controlling and monitoring budget of school specially school grant. But, concerning the availability of resources, they explained that secondary schools had a scarcity of resources as the result of insufficient financial support from parents and the community. School principals of most sample schools also explained that secondary schools were not getting the block grant budget timely, which is specifically allocated per each pupil and clearly indicated in the blue print by MoE (2002).

Parents and community members, play a vital role in the success of school improvement. Accordingly, various activities are identified to be carried out in promoting the participation of these key stakeholders. The participation of parents is justified since they have children in schools. Hence, they need to make discussions with school leaders on issues pertaining students' discipline, dropouts and participation. Therefore, school leaders are expected to encourage parents to follow up the learning of their children and to make regular visits of schools.

Regarding community participation domain, teachers were asked to respond to 5 items concerning efforts made by school leaders in promoting community participation. Hence, the overall result revealed that secondary school leaders of Ilubabor zone were unsatisfactory and performed below average in promoting community participation and the weighted mean with standard deviation ( $\bar{X}$ = 2.48, S = 0.16) also confirm low performance level. The result specifically revealed that there was low parent participation in solving academic problem 107 (68.6%), low collaborative work (102 (65.4%), low participation of parents in school management 61 (39.1%), low support from parents 75 (48.1%).

Moreover, the findings of this study showed that the major challenges that affect school leaders' effectiveness in implementing SIP include inadequate financial resource 72 (46.2%), inadequate man power in the school 66 (42.3%), insufficient and lack of transparency of communication among school leaders and the staff 108 (69.2) low level of commitment of school leaders 107 (68.6) and inability of school leaders to fully involve stakeholders in the articulation of school vision 98 (62.8). Additionally, absence of clear understanding of some school leaders on procedures of SIP plan preparation, lack of guidelines and frameworks, lack of parents and community supports were also some challenges that were revealed by the finding. In this regard, the weighted mean and standard deviation ( $\bar{X}$ = 2.49, S= 0.19) indicated low performance level

## 5.2. Conclusion

Based on the findings the following conclusions were drawn.

As the finding of this study revealed, the majority of the activities in the preparation phase of the school improvement program were not effectively implemented by secondary school leaders. Particularly, as the finding of the study revealed, secondary school leaders were preparing non - collaborative SIP plan which is prepared without the participation of stakeholders and a SIP plan which is prepared without undergoing adequate assessment with stakeholders may face great challenges during its implementation. Therefore, from the finding, it is possible to conclude that school leaders of Ilubabor zone were not effective in making adequate preparation before planning SIP.

Regarding teaching and learning domain, the finding of the study demonstrated that school leaders of Ilubabor zone have fairly performed in implementing teaching learning domain. However, there are some activities related to teaching and learning domains of SIP that were not effectively implemented by secondary school leaders. Such level of performance might not be enough as the teaching and learning activity is basic and core in the SIP.

Regarding safe and healthy school environment domain, the findings revealed that, the activities under this domain in general were satisfactorily implemented. However, there were some activities which were not sufficiently implemented by school leaders. These are: participation of parents, provision of counseling service to students and collegial relationship among staff. Finding from open ended items of the questionnaire also indicated that there were low participation and low support of parents. Therefore, it is possible to conclude that, even though secondary school leaders generally seem to perform satisfactorily in this domain, still there are some basic activities which were not properly accomplished by secondary school leaders.

Regarding school leadership domain, the finding revealed that secondary school leaders have not satisfactorily accomplished most activities in this aspect. This is because, as one can clearly understand from the findings, most activities were done below average or low. Therefore, , it is possible to conclude that secondary school leaders were not effective in

realizing leadership domain and this in turn may have a negative impact on the implementation of SIP.

Community participation domain is the fourth domain in the school improvement program and it deals with stakeholders or community roles in SIP. Regarding this, the finding revealed that most activities under this domain were accomplished at low level or unsatisfactory except few activities. Therefore, it is possible to conclude that secondary school leaders were not effective in promoting community participation in the secondary schools of Ilubabor zone.

Finally, it is possible to conclude from the result that, inadequate financial resource, inadequate man power in the school, insufficient and a communication which lacks transparency among leaders and the staff, low level of commitment of school leaders, inability of school leaders to fully involve the school community in the articulation of school vision were the major challenges that affect the school leader's effectiveness in implementing SIP. Additionally, as it could be concluded from the interview result, the absence of clear understanding of the procedures of SIP plan preparation, lack of guidelines and frameworks in some schools and lack of parents and community supports were also some challenges in some secondary schools of Ilubabor zone. It is obvious that all this challenges can negatively affect the implementation of SIP and in turn the teaching learning process and students' achievement. Therefore, secondary school leaders should strive to eradicate or minimize these challenges by evaluating themselves through feedbacks given to them in the day to day activities. External supervisors, Woreda and Zone Education Offices and other top management bodies are also responsible and need to have sustainable and near contact with school leaders in order to help and capacitate them.

### 5.3 Recommendations

Based on the findings and conclusions the following recommendations are forwarded

- The finding of the study revealed that, secondary school leaders of Ilubabor zone did not sufficiently practice self-assessment with stakeholders before panning SIP. But, a SIP plan which is developed without undergoing self- assessment with responsible stakeholders may face a great challenge during implementation. Therefore, it is advisable that secondary school leaders need to aware and convince responsible bodies such as SIP committee, parents, teachers, students through continuous discussion and work with them. The Woreda and Zonal Education Offices should visit the school in a sustainable manner and discuss with school leaders, identify problems and give technical support including training where it is necessary.
- It is advisable that school leaders need to use the scarce resources of the school economically and selectively for the prioritized activities of the school improvement program. Moreover, Woreda Administration and Woreda Education Offices need to discuss on the budget allocation of secondary schools and should allocate the Block grant budgets properly as it is clearly addressed in the blue print of MoE (2002). It is also advisable that school leaders in collaboration with woreda Education Office promote stakeholders support through awareness creation and also better to search different mechanisms such as, preparing panel discussions, preparing exhibition and sport festival in the school, conducting education conferences that enable parents and community to develop willingness toward supporting schools.
- School leaders, external supervisors, teachers and PTAs need to search mechanisms which enable them to generate their own schools' income rather than waiting for only external supports.
- It is advisable that school leaders need to encourage teachers to use the continuous assessment method in their schools. Beside, external supervisors and Woreda

Education experts are also advised to support the schools and make sure of its realization.

- Motivation is a driving force which may lead the teachers to more success. Therefore, secondary school leaders, external supervisors and PTAs in collaboration with Woreda education office ought to emphasize on teachers motivation and incentives and allocate budgets in their yearly plan for this purpose.
  
- It is advisable that school leaders with external supervisors need to promote teachers professional development through CPD program which incorporates training, experience sharing, meetings with other teachers/supervisors, action research and mentoring.
  
- As the finding revealed, school leaders didn't sufficiently implement a strategy through which teachers can acquire appropriate teaching methods. Therefore, it is advisable that secondary school leaders and external supervisors need to encourage teachers to use active learning methods in the classroom to promote improved learning results.
  
- As the result revealed, school leaders were not sufficiently helping students in giving sustainable counseling services. Therefore, it is advisable that school leaders, external supervisors, teachers in collaboration with Woreda education experts need to give sustainable counseling services for the students.
  
- As the result of the finding revealed, secondary school leaders of Ilubabor zone were fairly and economically using the available resources. But, the result from interview revealed that still many schools had a scarcity of financial resources. The result from observation also revealed that some sampled schools had a scarcity of school facilities. Therefore, school leaders in collaboration with Woreda and Zonal Educational Offices need to identify problems in the school and should allocate available budgets for the school so that the schools can fulfill important facilities.
  
- As the finding revealed, secondary school leaders seem to lack adequate skills which enable them to lead the school properly. But, school leaders should be competent enough and skill full and also needs to be flexible and able to use different leadership styles in



different situations. Therefore, it is advisable that the REB better to promote the qualification of secondary school leaders (principals and vice principals) from 1<sup>st</sup> degree to 2<sup>nd</sup> degree in line with the needs of the policy. It is also advised that, Zonal and Woreda Education Offices in collaboration with Teachers Training Institution need to identify the gap and give sustainable training that can enhance school leaders' capacity.

- At the end, to alleviate the challenges encountered school leaders in implementing SIP, it is advisable that external supervisor, Woreda and zonal Education Offices in collaboration with the Regional Education Bureau need to give sustainable training to fill the skill gaps of school leaders. They also need to avail secondary schools with important financial, material and human resources. Beside, Woreda and Zonal Education Offices in collaboration with REB should timely supervise and support the school leaders.
- Finally, the researcher recommends a more detailed and comprehensive study in the area to strengthen the result of the findings.

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Appendix A

Appendix A-1

JEMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRE TO BE FILLED BY TEACHERS

This questionnaire is designed to assess the school leaders' effectiveness in the implementation of the school improvement program in secondary schools of Ilubabor Zone of Oromia Regional State. The study focuses on government secondary schools (9-10) in the zone. This research will be conducted for academic purposes and are no way affecting you personally and your identity remaining confidential. Evidently, the success of this study depends on your honest response to all parts of the questionnaire. Therefore, I kindly request you to fill this questionnaire openly.

N. B.

- ❖ No need of writing your name
- ❖ Please, reply to questions by putting 'X' or '✓' mark in the space provided and write a brief response/s to open ended questions that require your reflection.
- ❖ **School leaders = principal and vice principal**

PART ONE

**I. Background Information**

1. Region \_\_\_\_\_ Zone \_\_\_\_\_ Woreda \_\_\_\_\_

2. Name of the school: \_\_\_\_\_

3. Sex:      Male       Female

4. Age:            20-30      31-40      41-50      51and above  

5. Position \_\_\_\_\_

6. Level of Education:   < Certificate               Certificate      Diploma Holder     
                                  1<sup>st</sup> Degree      2<sup>nd</sup> Degree  

7. Work Experience in year:    1-4       5- 8       9- 12       13-16       above 16  

PART TWO

**II. Efforts Made by School Leaders for the Preparation of SIP Implementation**

School improvement Program (SIP) is one of the components of GEQIP which mainly aims at enhancing students’ achievement in our schools. Realization of school improvement Program needs the collaborative activities of school leaders, teachers, students, parents and other stakeholders. But, in this study school leaders such as principals and vice principals are more emphasized. The success of SIP depends on the preparation made in its implementation. The following major issues are considered as relevant to assess the preparations and readiness made by *school leaders* for SIP implementation. Therefore, to what extent the following issues are being addressed for School Improvement program implementation in your schools?

Please, put ‘✓’ or ‘x’ marks in the space provided for each item under the rating.

(1= Very Low   2=Low   3= Medium   4= High   5= Very High)

Preparation stage

| No | Items  | Rating |   |   |   |   |
|----|--|--------|---|---|---|---|
|    |  | 1      | 2 | 3 | 4 | 5 |
| 1  | The extent to which school leaders make self-assessment with stakeholders before planning School improvement program.  |        |   |   |   |   |
| 2  | The extent to which school leaders identify priority areas before the planning school improvement program.             |        |   |   |   |   |
| 3  | To what extent school leaders’ work with the school improvement committee during planning, school improvement program. |        |   |   |   |   |
| 4  | To what extent school leaders are active in acquiring support from different stakeholders                              |        |   |   |   |   |
| 5  | The extent to which school leaders are able to give clear orientation on the   |        |   |   |   |   |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
|    | regulations of the school.  |  |  |  |  |  |
| 6  | To what extent school leaders are performing well in arranging adequate resources needed for school improvement.      |  |  |  |  |  |
| 7  | To what extent school leaders are capable in setting directions towards achieving the expected educational goals.     |  |  |  |  |  |
| 8  | The extent to which school leaders are capable of providing clear vision in order to have a common understanding.     |  |  |  |  |  |
| 9  | The extent to which school leaders encourage stakeholders to prepare the collaborative plan.                          |  |  |  |  |  |
| 10 | To what extent school leaders get technical support from higher administrative bodies such as woreda education office |  |  |  |  |  |

### Efforts made by School Leaders in Implementing School Improvement Program Domains.

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

#### 1. Teaching and Learning Domain

| No   | Items  | Rating |   |   |   |   |
|------|--|--------|---|---|---|---|
|      |  | 1      | 2 | 3 | 4 | 5 |
| 1.1  | To what extent school leaders encourage teachers to use continuous assessment to enhance students' performance?            |        |   |   |   |   |
| 1.2  | The extent to which school leaders mutually define the principles which lay down strong foundations for quality teaching   |        |   |   |   |   |
| 1.3  | To what extent school leaders motivate teachers for best performances?   |        |   |   |   |   |
| 1.4  | To what extent school leaders coordinate the staff to share their experience?  |        |   |   |   |   |
| 1.5  | To what extent school leaders make significant effort to enhance professional development of teachers?                     |        |   |   |   |   |
| 1.6  | The extent to which school leaders use feedback from stakeholders to motivate students for their best academic performance |        |   |   |   |   |
| 1.7  | To what extent school leaders facilitate provision of instructional materials for teachers?                                |        |   |   |   |   |
| 1.8  | The extent to which school leaders implement a strategy through which teachers can acquire appropriate teaching methods    |        |   |   |   |   |
| 1.9  | The extent to which school leaders encourage internal supervision to enhance the teaching learning process                 |        |   |   |   |   |
| 1.10 | To what extent school leaders ensure that teachers teach according to their lesson plan?                                   |        |   |   |   |   |

|      |   |  |  |  |  |  |
|------|---|--|--|--|--|--|
| 1.11 | To what extent school leaders actively work to ensure highest academic achievement of students?                             |  |  |  |  |  |
| 1.12 | The extent to which school leaders encourage teachers to understand the curriculum  |  |  |  |  |  |
| 1.13 | To what extent school leaders promote teachers' training which enables them to have sufficient knowledge of subject matter? |  |  |  |  |  |
| 1.14 | The extent to which school leaders take their time in improving the instruction   |  |  |  |  |  |

2.Safe and healthy school environment domain

| No   | Indicators   | Rating |   |   |   |   |
|------|--|--------|---|---|---|---|
|      |  | 1      | 2 | 3 | 4 | 5 |
| 2.1  | The extent to which school leaders work to create a favorable working environment  |        |   |   |   |   |
| 2.2  | The extent to which school leaders enable parents to play role in improving and maintaining school                       |        |   |   |   |   |
| 2.3  | The extent to which school leaders work to ensure security of the school for the students' learning                      |        |   |   |   |   |
| 2.4  | The extent to which school leaders give attention to students' safety  |        |   |   |   |   |
| 2.5  | To what extent school leaders work to empower students   |        |   |   |   |   |
| 2.6  | To what extent school leaders help students in giving sustainable counseling services                                    |        |   |   |   |   |
| 2.7  | To what extent school leaders create suitable Classrooms for student learning  |        |   |   |   |   |
| 2.8  | The extent to which school leaders encourage collegial relationship among staff  |        |   |   |   |   |
| 2.9  | To what extent school leaders provide adequate school facilities that enable to facilitate the teaching learning process |        |   |   |   |   |
| 2.10 | The extent to which school leaders work to improve students disciplinary problems in school                              |        |   |   |   |   |

3.School leadership and management domain

| No  | Indicators  | Rating |   |   |   |   |
|-----|---|--------|---|---|---|---|
|     |   | 1      | 2 | 3 | 4 | 5 |
| 3.1 | The extents to which School leaders are capable of managing the school within the changing environment            |        |   |   |   |   |
| 3.2 | The extent to which school leaders make the best use of the available budgets to provide resources                |        |   |   |   |   |
| 3.3 | The extent to which school leaders are able to confront challenges that they face in their day to day activities. |        |   |   |   |   |
| 3.4 | The extent to which school leaders are able to support others to develop collaborative work practice              |        |   |   |   |   |
| 3.5 | To what extent school leaders share responsibility among staff members.   |        |   |   |   |   |

|     |  |  |  |  |  |  |
|-----|--|--|--|--|--|--|
| 3.6 | The extent to which school leaders have adequate capacity to implement school improvement programs.              |  |  |  |  |  |
| 3.7 | To what extent school leaders encourage stakeholders' participatory decisions making                             |  |  |  |  |  |
| 3.8 | To what extent school leaders have adequate skills which enables them to lead the school in different situations |  |  |  |  |  |
| 3.9 | The extent to which school leaders solve conflict through peaceful discussion                                    |  |  |  |  |  |

#### 4. Community participation domain

| No  | Indicators   | Rating |   |   |   |   |
|-----|--|--------|---|---|---|---|
|     |  | 1      | 2 | 3 | 4 | 5 |
| 4.1 | The extent to which school leaders work to make the community active participant in problem solving of academic activities |        |   |   |   |   |
| 4.2 | The extent to which school leaders encourage parents- school relationship to strength collaborative work                   |        |   |   |   |   |
| 4.3 | The extent to which school leaders encourage participation of parents in the management of the school                      |        |   |   |   |   |
| 4.4 | The extent to which school leaders encourage parents to support the school with important resources                        |        |   |   |   |   |
| 4.5 | To what extent school leader opens their door to the community?  |        |   |   |   |   |

#### 5. Challenges of School Leaders in SIP implementation

| No  | Indicators  | Rating |   |   |   |   |
|-----|---|--------|---|---|---|---|
|     |   | 1      | 2 | 3 | 4 | 5 |
| 5.1 | To what extent the school is availed with adequate financial resources?   |        |   |   |   |   |
| 5.2 | Availability of man power in the school   |        |   |   |   |   |
| 5.3 | The extent to which school leaders' are capable of creating good communication with the staff                             |        |   |   |   |   |
| 5.4 | The level of commitment of the school leaders   |        |   |   |   |   |
| 5.5 | The extent to which school leaders involve members of the school community in the articulation of school vision.          |        |   |   |   |   |
| 5.6 | The extent to which school leaders' deal with poor performances to lead the teaching learning process in the right track. |        |   |   |   |   |

#### 6. Overall Comments

(Please write your answer briefly)

1. In your school what organizational arrangements are made to implement the SIP?

2. What resources have been mobilized to implement SIP in your school?

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3. According your view, what are the major challenges that have been confronting school leaders in implementing school improvement programs?

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4. What are the possible solutions do you suggest to overcome these challenges?

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Appendix A-2

**Interview questions for school principals, vice principals and secondary school external supervisors.**

The objective of this interview is to collect necessary information for the study of ‘School Leaders’ Effectiveness in Implementing SIP’ in the secondary schools of Ilubabor zone. Therefore, your contribution of this study is highly valued and you are kindly requested to respond to the questions. Finally, the student researcher would like to assure that your identity is strictly confidential.

Thank you in advance for your cooperation!

**Part one:** General information and personal data

Sex: \_\_\_\_\_ Age: \_\_\_\_\_ Level of Education: \_\_\_\_\_

Experience: as principal \_\_\_\_\_ as supervisor \_\_\_\_\_

Current position: \_\_\_\_\_

**Part two:** please, openly reflect your idea of the questions raised below

1. What are the major activities performed during the preparation phase of the SIP in your school?
  - Awareness creation program
  - Financial and material support
  - Technical trainings
2. Do all the stakeholders involve in the preparation phase of the school improvement program? If not, why?
3. Do all documents and guidelines of SIP available in the school?  
If not, what efforts have been made by the school to have an access?
4. What resources have been mobilized to implement SIP in your school?
5. What are the major improvements exhibited in your schools?
6. According to your view, what are the major challenges that have been confronting the implementation of SIP in your school?
7. What possible solutions do you suggest to overcome these and other challenges for better results

### **Appendix A-3**

YUNIVARSITII JIMMAA  
INISTIITIYUSHIINII BARNOOTAA FI DAGAAGINA OGUMMAA  
MUUMMEE KAROORAA FI HOGGANSAA BARNOOTAA

**(Sagantaa Barnoota Digrii Lammaffaa)**

#### **Gaafii Qomaa Bakkabu'oota KGMB tiinguutamu**

Jaalatamtootadeebistootaa: Kaayyoongaaffii qomaakanaa Manneen Baranootaa Sadarkaa 2<sup>ffaa</sup>  
saayikilii 1<sup>ffaa</sup>

Godina Iluu Abbaa Booraakeessattiraawwii sagantaa fooyya'insamanneen barnootaailaalchiseebu  
'aqabeessummaahooggantootamanneen barnootaasadarkaa 2<sup>ffaa</sup>  
qorachuufoddeeffannoofunaanuudhaafi. Kanafuumilkaa'inaqorannookanaatiifhaqummaa fi  
dhugummaanodeeffannoo isinkennitanugaheeguddaaqabawaanta'eefgaaffileekanaafdeebiisir  
riiakkakeennitanukabajaanisingaafachaaodeeffannoon isinkeennitanukaayyooqorannookanaa  
fqofaakkaooluisin hubachiisna.

**Gargaarsa Keessaniif baay'ee galatoomaa!**

**Kutaa 1<sup>ffaa</sup> Raga Dhuunfaa**

Maqaman abarumsaa \_\_\_\_\_

Saala: Dhiira \_\_\_\_\_ Dhalaa \_\_\_\_\_ Sadarka abarnootaa \_\_\_\_\_

Muuxxannoo KGMB tauudhaan \_\_\_\_\_

**Qajeelfama II: gaaffiilee qomaa armaangadiitiif debiis irri kennaa.**

1. Manabarumsaakeessan keessatti Karoorasagantaafoyya'insamanabarumsaahojjii irraa olc huuf qophiiduraakeessatti hojii hojjetama maalfaadha?
  - Hubannoouumuu irratti
  - Baajetandee garuu irratti
  - Gama hojii teekinikaatiin
2. Qophiiduraasagantaafoyya'insamanneen barnootaahojjii irraa olchuuf taasisfamukeessatti qooda fudhattootni hundiguutummaan hirmaatuu? Yoo hi hirmaannemaaliif?
3. Qajeelfamootnisagantaafoyya'insamanneen barnootaahojjii irraa olchuuf gargaaranuhun dimanabarumsaakeessatti ni argamuu? Yoo hintaane kana guutuufmannibarumsaatattaaffi inni godhemaali?
4. Sagantaafoyya'insamanabarumsaamanabarumsaakeessan keessatti hojii irraa olchuuf waliigalagalteewwan hojii irraa olc maalfaadha?
5. Manabarumsaakeessan keessatti sagantaafoyya'insamanneen barnootaahojjii irraa olchuun bu'aa nargama maalfaadha?
6. Manabarumsaakeessan keessatti sagantaafoyya'insamanneen barnootaahojjii irraa olchuun keessatti rakkoon qunnamemaalfaadha?
7. Rakoolee kanaaf hiikata'akan jettanumaalta'a?



**Appendix B**

## Appendix B-1

## Observation Checklist

## Availability of Facilities in the School

| No | Items/facilities                           | Facilities |            |               |
|----|--|------------|------------|---------------|
|    |  | Available  |            | Not available |
| 1  | <b>Learning Facilities</b>                 | Adequate.  | Inadequate |               |
|    | Libraries                                  |            |            |               |
|    | Laboratories                               |            |            |               |
|    | Science kit                                |            |            |               |
|    | Textbook                                   |            |            |               |
|    | Pedagogical Center & teaching aid          |            |            |               |
|    | Student furniture (chair, table            |            |            |               |
|    | Black board and chalk                      |            |            |               |
| 2  | <b>School Environment</b>                  |            |            |               |
|    | Classroom                                  |            |            |               |
|    | Water supply                               |            |            |               |
|    | Electric power                             |            |            |               |
|    | Separate toilet for male & female students |            |            |               |
|    | Playground                                 |            |            |               |

## Appendix B-2

**Document Review Checklist**

The document review checklist will conduct based on the following school documents.

| No | Items  | Availability |    |
|----|--|--------------|----|
|    |  | Yes          | No |
| 1  | The school annual plan   |              |    |
| 2  | The school strategic plan  |              |    |
| 3  | Continuous assessment formats  |              |    |
| 4  | Report document:<br>- Performance progress reports<br>- Training reports |              |    |
| 5  | Self-assessment documents  |              |    |
| 6  | Documents showing community contribution                                 |              |    |

**Appendix C**

**Appendix C<sub>1</sub>**

Ilubabor Zone secondary schools, grade 10 students national examination from 2003-2005

| Year in E.C. | No of students set for national examinations |      |       | No of students score 2.0 and above |      |      | No of students score below 2 |      |      |
|--------------|--|------|-------|------------------------------------|------|------|------------------------------|------|------|
|              | M  | F    | T     | M                                  | F    | T    | M                            | F    | T    |
| 2003         | 5462   | 4820 | 10282 | 2845                               | 1720 | 4565 | 2617                         | 3100 | 5717 |
|              |  |      |       | 52.1                               | 35.7 | 44.4 | 47.9                         | 64.3 | 55.6 |
| 2004         | 4314   | 3810 | 8124  | 2227                               | 1378 | 3605 | 2087                         | 2432 | 4519 |
|              |  |      |       | 51.6                               | 36.2 | 44.4 | 48.4                         | 63.8 | 55.6 |
| 2005         | 3473   | 3592 | 7065  | 1991                               | 1384 | 3375 | 1481                         | 2210 | 3691 |
|              |  |      |       | 57.3                               | 38.5 | 47.8 | 42.6                         | 61.5 | 52.2 |

**Appendix C-2**

Daniel (1999) sampling formula.

$$S = \frac{x^2 NP (1-P)}{d^2(N - 1) + x^2 P(1-P)}$$

Where;

*S = required sample size.*

*X<sup>2</sup> = the table value of chi-square for 1 degree of freedom at the desired confidence level or level of confidence (3.841). Were, X=1. 96 then X<sup>2</sup> = 3.841*

*N = the population size.*

*P = the population proportion or expected proportion (assumed to be .50 since this would provide the maximum sample size).*

*d = the degree of accuracy expressed as a proportion (. 05).*

*Therefore, to determine the sample size of teachers,*

$$S = \frac{x^2 NP (1-P)}{d^2(N - 1) + x^2 P(1-P)} \text{ Where } N=285$$

$$S = \frac{3.84 \times 285 \times 0.5 \times (1-0.5)}{(0.05)^2 (285-1) + 3.84 \times 0.5 (1-0.5)}$$

$$S = 164$$

**Appendix C-3**

William stratified Formula (1977:75):

$$Ps = \frac{n}{N} \times \text{No of teacher in each school}$$

Where,  $Ps$  = Proportional allocation to size

$n$  = Total teachers' sample size

$N$  = Total number of teachers in the eight selected sample school=285