

**SCHOOL LEADERSHIP EFFECTIVENESS IN IMPLEMENTING SCHOOL  
IMPROVEMENT PROGRAM IN SECONDARY SCHOOLS OF BALE ZONE A THESIS  
SUBMITTED TO DEPARTMENT OF EDUCATION PLANNING AND MANAGEMENT  
FOR PARTIAL FULFILLMENT AND REQUIREMENTS OF MASRER OF ARTS  
DEGREE IN SCHOOL LEADERSHIP**

**BY- NEGATU KEBEDE**



**ADVISOR- ABUNU AREGA (PhD)**

**CO-ADVISOR- DESALEGN BEYENE (PhD)**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE DEPARTMENT OF  
EDUCATIONAL PLANNING AND MANAGEMENT**

**September, 2020**

**Jimma, Ethiopia**

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**DECLARATION**

I, **Negatu Kebede** declare that, this thesis is my original work and that; it has not been presented and will not be presented to any other university for a similar or any other degree award.

_____	_____	_____
Name of student	signature	Date

This research has been submitted or examination with my approval as a university advisor

Name of advisor	Signature	Date
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<b><u>Dr. Abunu Arega</u></b>	_____	_____
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Name of co-advisor	Signature	Date
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Dr. Desalegn Beyene	_____	_____
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Name of internal examiner	Signature	Date
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## **Abbreviations and Acronym**

ACT: Australian Capital Territory

CPD: Continuous Professional Development

EIC: Education Improvement Commission

GEQIP: General Education Quality Improvement Program

MoE: Ministry of Education

PTA: Parent Teacher Association

REB: Regional Education Bureau

SIP: School improvement program

WEO: Woreda Education Office

## **Abstract**

*The objective of this study was to assess the school leadership effectiveness in implementing school improvement programs in secondary schools of selective woredas in Bale Zone. Descriptive survey design was used with both quantitative and qualitative methods. The respondents were school leaders (principals, vice-principals, unit leaders, supervisors) sample teachers were selected by using multistage sampling technique. And Parent Teacher Association representatives were included by using purposive sampling techniques.*

*The instruments of data collection were questionnaires, interview, and document analysis. The data were analyzed by using frequency, percentages, mean and standard deviation. The data gathered through open –ended questions, interviews, and document analyses 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 teaching learning process and low performance in the preparation stage of School Improvement program. Thus, secondary school leaders were not adequately preparing themselves with other responsible stakeholders and important financial and material resources. These problems in turn affected the implementation of School Improvement program in the secondary schools of the zone.*

*Regarding challenges, inadequate financial resources and man power, low level of commitment of school leaders, low support from community, scarcity of frameworks and guidelines were some of the challenges of secondary school leaders in implementing School Improvement program. In general, secondary school leaders of Bale zone were not effective in implementing some domains of school improvement program.*

*Therefore, it is recommended that schools in collaboration with Woreda education Offices and Zone Education Offices should give sustainable technical assistance including on job training for school leaders. Finally, the Regional Education Bureau is advised to promote and sustain the upgrading training system of secondary school leaders to capacitate them with adequate technical and administrative skills.*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the study

Leadership is a process of influences the thoughts, attitudes, and behaviors of others. Leaders set a direction for the rest of us; they help us see what lies ahead; they help us visualize what we might achieve; they encourage us and inspire us. Leadership helps to point us in the same direction and harness our efforts jointly. Leadership is getting other people to do something significant that they might not otherwise do. It's energizing people toward a goal (Sergiovanni, 2005).

The vision is timeless/ articulated by leaders who seek to gain the commitment of the 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 school 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 leadership if they are to contribute the best for improvement of schools.

The school leaders are expected to shoulder their responsibilities properly for the improvement of schools. The major professional obligation of an educational administrative and other educator is to obtain the use of knowledge and skill required to maximize the outcome of students (MoE, 2002).

Effective educational leadership makes a difference in improving learning. All educational leaders must possess technical, intellectual and conceptual skill strongly to contribute for school improvement (Ayalew, 1991). To build its leadership strength, an organization need to know what elements of leadership are required and valued most in the organization in order to attain the intended objectives.

The prime function of school leaders in school improvement is to enhance the quality of teaching and learning. Effective school leaders place an emphasis upon teaching and learning 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 teach (Hopkins, 2001).

Effective school improvement involves building school leaders' capacity for change by creating high levels of stakeholders' involvement and school leadership skillfulness. The vital point is that in order to build leadership capacity of the school, there should be a focus on the leadership role of the school community: teachers, students and parents (Lambert and Harris, 2003).

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 social contributions of parents, staff and/or students ( Sharma, 2010). Scholars (Elmore, 2008) are now suggesting that are an essential function of school leadership is to foster organizational learning, that is build the capacity of the school for high performance and continuous improvement through the development of staff, creating the climate and conditions for collative learning and thoughtful use of data to improve curriculum and instruction.

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 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 Post Lethwaite, cited in Frew, 2010).

The Ethiopian education system is now in a process of implementing the school Improvement Program (SIP) that gives special attention 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 (SIP, TDP, Curriculum development, Civic, ICT and



Management) out of which SIP is one (MoE, 2008). The School Improvement Program is one of the components of GEQIPI, II, III, SIP primarily focuses on improving students' results (learning outcome of students).

In implementation of school improvement program, the school leaders have great role and responsibilities. Moreover, the school leadership with its leaders are expected to lead the school responsibly and being accountable so that the school activities and plan of the school go with goal achievement of the school. Therefore, the purpose of this study was to assess contribution of school leaders for school improvement based on SIP. Since SIP has four domains (teaching-learning, school environment, school leadership and management, school environment and community involvement) under it, it was inconvenience to include all. So the researcher was confined only on the contribution of the school leaders in implementing the teaching and learning domain in secondary schools of Bale 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, 2004). A school system has its own specific goals and objectives to be achieved and the school leaders need to contribute for the achievement of the tasks. Therefore, effective leadership is at the core of every successful school organization (Sergiovanni as cited in Temesgen, 2011).

As in MoE (2010), school leadership within the school is collegial, student-center and teacher focused, promoting collective responsibility for improvement. For schools to be improved teachers, parents, community, and students need to share leadership functions.

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, (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 schools 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 leaders. In a school leadership where school leaders are with deficient skill, the school improvement program will never be realized and the school's mission and goal shall not be communicated (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 was 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.

Although achievement has been registered at access to education and attempt made in optimizing equity since the introduction of GEQIP in 2007 (MoE, 2010) in Ethiopia, there are still many challenges entailed with the implementation of SIP for school improvement. In line with this, MoE (2010) identified challenges such as lack of managerial skills of school leaders, lack of school leaders and teachers, lack of stakeholders' participation 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 (ESDP, 2013—2017, February, 2013 and ESDP I, II, III MoE, 2005:10) and ESDP IVs 2009 to 2015 and ESDP V 2015 to 2020 G. C.

In Bale Zone, administration, as part of governmental structure, could not be free from such implementation problems. Example Research conducted by Mabrate (2009 the role of School leaders in implementing SIP in Bale Zone Oromia Regional State. For instance, low community participation, lack of facilities in the schools, lack of finance and limited capacity of school leaders' are some of the problems in the Zone.

sParticularly, lack of school leadership capacity has been frequently discussed as it is the most prevailing problems that the researcher experienced additionally from different conferences, workshops and report presented at woreda, zonal and regional levels at different time in the past.

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 Woreda Educational office and Feedback of Zone Educational Office indicate that there is no significant change or improvements in students result of most secondary schools of the zone. Thus, the existence of these problems seems to show that there might be problem of leadership effectiveness in implementing of SIP in the selective Woredas.

Moreover, as the researcher understands, concerning the topic area (SIP), Tilahun (2009), Mabrate(2009), Frew (2010), Lamessa (2012), Jemal (2013), Seyoum (2014) (in Hasen (2016) they said the main problem of implementing SIP are: limited capacity of school leaders, lack of finance, limited SIP implementation capacity of both woreda and school level and low community participation and who conducted researches in different regions and zones schools focusing on implementation of SIP, practices and challenges of SIP but not specifically on school leadership effectiveness in implementation of SIP.

The researcher's intention is to identify the gap of school leadership effectiveness in SIP implementation as school leaders are more responsible and accountable either for the success or failure of the school; The schools have not established formal committee; the school leaders have prepare plan without stakeholders participation; The importance of SIP do not informed to stakeholders and PTA, School Board do not established from surrounding schools' community and there was note study about implementation of SIP in our zone.

Therefore, the purpose of this study will assess secondary school leadership effectiveness in the implementation of the school improvement program in secondary schools of in Bale zone. It is also intended to identify challenges that confront school leaders in the implementation of the school improvement program in secondary schools in the Zone.

### **1.3 Research Questions**

1. What are the practices of school leaders in implementation of school improvement program in secondary schools of Bale Zone?
2. To what extent the implementing teaching and learning SIP domain by school leaders in the secondary schools of Bale Zone?
3. What are the major challenges affecting the effectiveness of school leaders in the implementation of SIP in secondary schools of Bale Zone?
4. What are the opportunities created to school leaders in improving school in Bale Zone secondary schools?

### **1.4. Objectives of the study**

#### **1.4.1. General Objectives**

The main objective of this study was to assess the school leadership effectiveness in implementing School improvement program in Secondary Schools of Bale Zone.

#### **1.4.2. Specific Objectives**

To investigate the contribution of school leaders for the school improvement the following specific objectives are essential.

Assess the practices of school leaders in implementing school improvement program in secondary schools of Bale Zone.

To assess the effectiveness of school leaders in SIP domain implemented in the secondary schools.

Identify the major challenges that affecting school leaders in implementing of SIP in secondary schools of Bale Zone.

To examine the opportunities created to school leaders in improving schools in secondary schools of Bale Zone.

## **1.5 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 is concerned, the role and contribution of school leaders are indisputable. For the effective implementation of SIP, schools leadership effectiveness and their active participation are decisive. So, the study aims at assessing the overall schools leadership effectiveness in implementing SIP and finally to recommend possible solutions.

Thus, the results of the study will have the following contributions: Importance for government improving educational policy, for school principals and school supervisors by preparing SIP plan, teachers and students on behalf teaching- learning process and parents and for other societies from their students' academic achievement; It may provide information about the status of leadership effectiveness in implementing teaching and learning SIP domain; To provide possible solutions for the problem encountered in the implementation SIP in secondary schools; The study may contribute to the future quality education improvement by initiating school leaders and other responsible parties; It may help to initiate other researchers to conduct further study around the topic and It may help the school's director and teachers to build a cooperative effort with the group. As a result increase the student achievement.

## **1.6 Delimitations of the Study**

Issac and Michael (2005) defined delimitation as "arbitrarily narrowing the scope of the study and focusing only on selected aspects of the problem, certain areas of interest, a limited range of subjects and level of sophistication involved". In order to make the study more manageable, the study was delimited in geography, concepts or issues, sampling techniques, data collecting instruments and statistical tools.

Geographically the scope of the study was delimited to Bale Zone, specifically 7 secondary schools (grade 9-10) in Ginir and Gololcha-Jara Woredas and Ginir Administration town.

Regarding the concepts, it was delimited to the contribution of school leaders for school improvement on the teaching and learning domain of SIP. The main concern of the study was assessing the practices of school leaders in improving the teaching and learning domain, identifying the major challenges the school leaders are facing in improving the teaching and domain and examining opportunities created to school leaders in improving the teaching and learning domain of SIP in secondary schools of Bale zone, Oromia regional state.

Regarding the sampling technique, Quantitative and Qualitative sampling technique was employed. The data collecting instruments that were used for this study were questionnaires, interview and documents. And the statistical tools, descriptive statistics of mean, frequency, percentage and standard deviation. Concerning the time, the study is confined to school leadership effectiveness in the implementation of SIP during the 2018-2019 academic years.

### **1.7. Limitation of the Study**

The research has not been completed within the allowed time due to the reluctance of some respondents to fill and return the questionnaires on time and this was one limitation in this study. Although the researcher did prepare interview questions for supervisors in English, communication barrier had occurred and it was 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 with COVID 19 and the scattered location of most secondary schools in the zone were other inescapable limitations.

However, the researcher did make communication repeatedly and tried his best to have the filled questionnaires one month after the time scheduled. To minimize communication barriers, the interview questions were translated in to Afan Oromo and used mouth mics.

### **1.8 Definitions of Operational Terms**

**Effectiveness:** The ability of school leaders to be successful and produce to assessed in terms of teaching and learning domain of SIP implementation.

**School Effectiveness:** School is said to be effective if it is teaching and learning implementing and strives to achieve its objectives using its resources optimally, economically, efficiently and sufficiently.

**School leadership:** is a leadership of school that is expected to play the forefront role in implementing teaching and learning domain of SIP it consists of school principals, vice principals, supervisors, and PTA committee and unit leaders.

**School Improvement:** it is a change process which involves a rigorous planning that focuses on implementing teaching & learning domain of SIP which is the function of school leadership.

**School leaders:** people occupying various roles and functions responsible and accountable for implementing the teaching and learning SIP domain which include principals, assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks.

## **1.9 Organization of the Study**

This study is organized into four 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 definition of key terms. The second chapter presents review of the study related literature. 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.





## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. The concepts of leadership

Leadership is one of the most complex human behaviors. Although there is no one single way to view leadership, experts of the field usually define leadership according to their contextual perspective and the facets of the phenomenon of most interest to them. While sociologists, psychologists, strategists, historians, and business analysts have made significant progress in learning about leadership, there remains no single universally accepted definition for a leader (Yukl, 2002).

Northouse (2007) defines leadership as a process whereby an individual influences a group of individuals to achieve a common goal. Leadership is a transactional event that happens between leaders and their followers. 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 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.

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, assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont, 2008).

As Bush and Glover (cited in Pont, 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.

## **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, & 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 cited in Tigistu 2012).

### **2.2.1 Managerial Leadership**

Leithwood, (2004) 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, (2007) 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 priorities the efficient implementation of external imperatives, notably those prescribed by higher levels within the bureaucratic hierarchy.

### **2.2.2 Transformational Leadership**

This form of leadership gives priority for the commitments and capacities of organizational members. Leithwood, (2004) 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.

Leaders are charged with identifying needs and making changes that can lead to positive results. Burns (2006) contended that transformational leadership resonates with organizations that take an active and flexible approach to improving performance, especially in schools. Transformation is based upon leaders and their impact on followers.

Transformational leadership supports the individuals involved in improvement efforts. Bragg (2008) emphasized the importance of transformational leadership in assessing the effectiveness of leadership in school and capacity building in teaching. Bragg asserted that people need to develop moral and authentic forms of transformational leadership to motivate, stimulate, and influence the contributions of others to organizational performance.

### **2.2.3 Participative Leadership**

Sergiovanni (cited in Bush, 2007) points out the importance of a participative approach. According to him, Participative leadership will succeed in bonding staff together and in easing the pressures on school leaders. The burdens of leadership will be less if leadership functions and roles are shared.

Participative leadership suggests that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. In participative theories, however, the leader retains the right to allow the input of others. Participative leadership motivates others to participate and contribute to make them more committed. Literature on strategic management suggests that organizational viability or performance depends on effective leadership (Bass, 2003).

### **2.2.4. 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). Transactional leaders are more reactive than proactive; less creative, novel, and innovative; more reforming and conservative; and more inhibited in their research for solutions.

### **2.2.5 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. Starrat (cited in Bush, 2007) aligns postmodernity with democracy and advocates a more consultative, participatory, inclusionary stance, an approach consistent with participative leadership.

In postmodern leadership, leaders will involve group members in the decision making process (Bennie, 2004). The leader makes decisions in collaboration with group members, often using majority rules or similar social decision schemes, whereas a consultative leader makes decisions, after talking with group members about their opinions.

Postmodern leadership motivates others like Participative Leadership to participate and contribute to make them more committed. In this leadership model, leader participated stakeholders in the decision making process and group members work their task with a great commitment to achieve the common organizational goals.

### **2.2.6 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, cited in Bush, 2007)). And 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.

Principals have their own values and believe arising from many years of successful professional practice. They are also expected to embody the culture of the school. Schein (2004) argues that cultures spring primarily from the beliefs, values and assumptions of founders of organizations. However, it should be noted that cultural change is difficult and problematic.



### **2.2.7 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, 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. 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 (Mc Comack, Adams & Gamage (2009).

### **2.3. 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: Technical skills, which refer to the proficiency and understanding of a specific kind of activity involving process, procedure or technique. This skill is primarily concerned with working with things. Human skills, which are the manager’s ability to work with others and build a cooperative effort with the group he/she manages.

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 Koontz and Wehrich (2003) added a fourth one –design skill to Katz’s“ three skills. This skill involves the ability to solve problems of the organization.

## **2.4 Leadership in Education**

As a public institution, a school system does have its own specific goals and objectives to be achieved and the school leaders are responsible for such tasks. Nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders. Here, school leaders will take the line share to lead the school community for improvement. As to Temesgen (2011) school leaders key functions in effective schools in establishing goal consensus among staff and developing an institutional identity. Effective leadership is at the core of every successful organization. It is relatively recognized by:

### **2.4.1. 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. Hopkins (2001) described vision as being the force of the dream towards which effective administrators strive in the development and shaping of their schools. Effective leaders communicate the vision and direct all actions towards achieving the vision.

### **2.4.2. Setting high expectations**

Successful 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.

### **2.4.3. Building the capacity of leadership**

School leaders develop the skill and talents of their followers. Effective school leaders encourage shared decision – making with the school community including staff, students and parents. Stall and Fink (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.

#### **2.4.4. Demonstrating ethical and moral leadership**

Successful school 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.

### **2.5 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:-Principals as Instructional Leaders, Planning, and Building Trust. (Harris and Muijs 2005) asserted that leader role has significant impact on the achievement of students; their studies demonstrate that high student's achievement has direct relation with the function of strong instructional leadership.

If principals believe that growth in student learning is the primary goal of schooling, then it is a task worth learning. James Weber (1989) identified five main functions of leadership defining school mission, promoting a positive learning climate, observing and giving feedback to teachers, managing curriculum and instruction and assessing the instruction program.

#### **2.5.1 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. School principals are key elements in promoting effective leadership to enhance rapid change in their schools.

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, instructional development, and maintaining high visibility, incentives for teachers and incentives for learning.

### **2.5.2 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.

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, Talesra , (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.

## **2.6. School Leadership Development in Ethiopia**

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, issue by MOE in 1989 indicated that secondary school principals should have a first degree in school administration and supervision including a sufficient work experience.

## **2.7. School Leadership and School Improvement Initiatives**

School leadership is believed as a single task of a school director or a person who is 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).

### **2.7.1 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.

As elaborated by Van Velzen, (cited in Welton & 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.

### **2.7.2 The Concept of School Improvement**

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).

Additionally, school improvement is about raising student achievements through focusing on the teaching learning process and the conditions which support it. 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). 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.

### **2.7.3 Purpose of School Improvement Program**

According to Hussein and Post lethwaite (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.

### **2.7.4 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 researches and planning that will assist schools to undertake self-assessment, which is context-specific, evidence-informed and outcomes focused.

All ACT public schools will use the School Improvement Frame work 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, such as the Literacy and Numeracy Strategy 2016-2018.

The 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 three 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 and report on their progress regularly (ACT, 2009).

### **2.7.5 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 of self-assessment, Planning, implementation and monitoring.

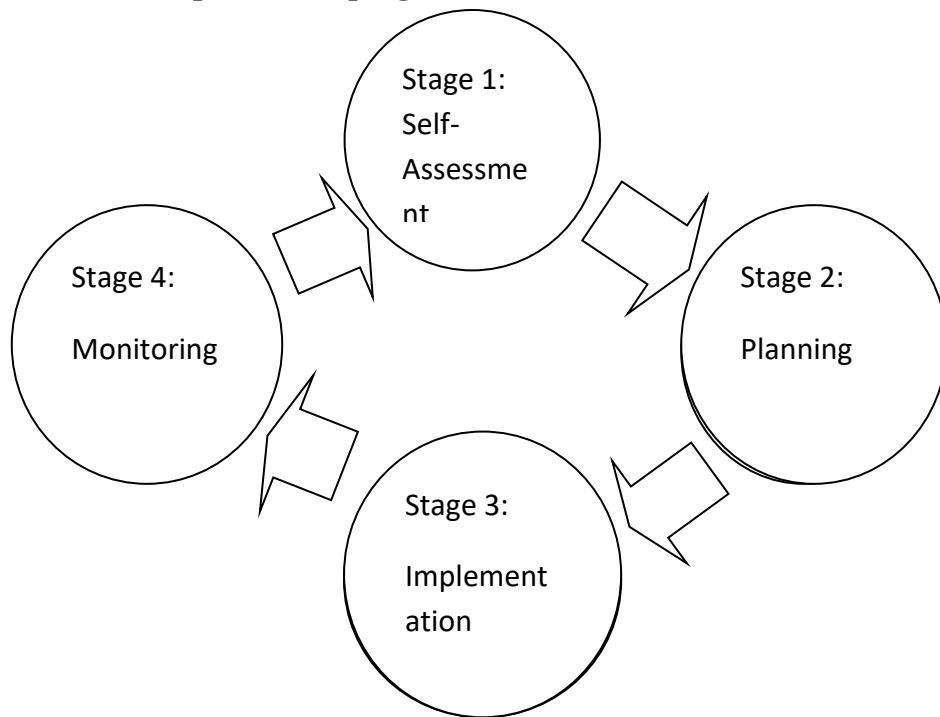
**Self-Assessment:**-The overall aim of the first stage of the SIP cycle is to collect information on the situation of the 15 Standards of the SIP framework. This information will then be used in Stage 2 to develop a three-year School Improvement Strategic Plan and one-year School Improvement Action 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.

**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.

**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.

**Monitors:**-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 1: Stages of school Improvement program**



*Source: MOE (2010) page 18*

## **2.8 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. There are: Teaching and Learning, Safe and Healthy School Environment, School Leadership and Management, and Community Involvement Domain. The researcher focuses on Teaching and Learning Domain.

### **2.8.1 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, (2000), 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. 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).

### **2.8.2 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 are: share 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). 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).

### **2.8.3 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, (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.

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, 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).

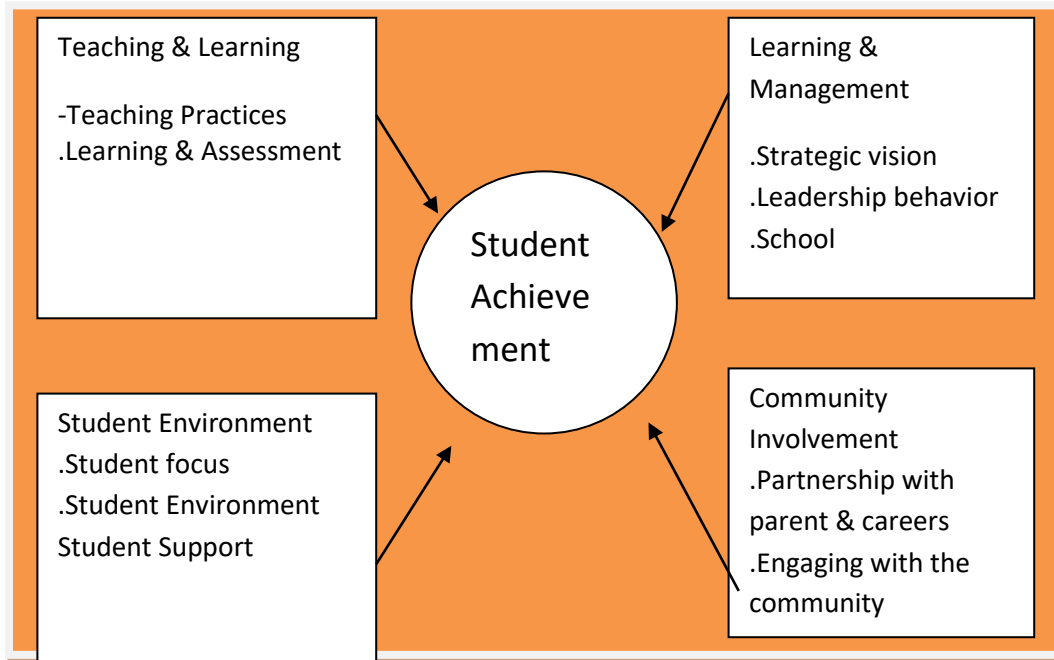
#### **2.8.4 Community Involvement Domain**

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 no way meant to control the pupils out of school activities.

Assefa (1991) has noted that a school is not an island speared from the rest of the community that it serves. If school community interaction operates as 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. 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. So the school principal to develop good relations with parents especially because without 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. The combinations of necessary source are expected to lead to a significant improvement in student achievement.



Source: MoE 2007: school improvement framework

## 2.9 Creating the Conditions for School Improvement

Hopkins, (2001), identified six internal conditions (Staff Development, Involvement, Leadership Practices, and Co-ordination, Inquiry and Reflection and Collaborative planning) and suggested the importance of enhancing internal conditions of the school. The suggestion 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.

### 2.9.1 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.

### **2.9.2 Involvement**

The 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.

### **2.9.3 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.

### **2.9.4 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.

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).

### **2.9.5 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 as important processes in school improvement find it easier to sustain improvement effort around established priorities, and are better placed to monitor the overall activities.

### **2.9.6 Collaborative planning**

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).

## **2.10 Challenges of School Leaders in SIP**

According to Hussein and Posteth wore (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 demoralize of teachers due to declining resources, increasing levels of bureaucratization and the rapid and frequent demands for change that come from central authorities.

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).

### **2.10.1 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.

### **2.10.2 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.

### **2.10.3 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.

### **2.10.4 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. 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 Description of the Study Area**

The study was conducting in Bale Zone. This Zone is one of 20 Zones of Oromia Regional State, which is located 434Km south east of Addis Ababa, the capital city of Ethiopia. Robe is the capital city of this Zone. Bale Zone has 18 Woreda and 3 administration town. The total population is male 766,713, female 677,307, and total 1,444,020. It is found at 7.80N and 40.00E and having an altitude of 2492 meters above sea level with an average maximum and minimum temperature of 22,1<sup>0</sup>c and 9,5<sup>0</sup>c respectively. The average annual rain fall of the area is 850mm. This Zone has 47(9—10) and 17(11—12) Schools.

Geographically location is composed of plain, rugged, gorge and mountain. The climatic condition of the area is dega, woina dega and kolla. The Educational activities of Bale Zone according to statistical information in (2009) less than grade eight 990,597.72(68.6%) and above grade eight 453422.28(31.4) and Economic activities of the area are based on agriculture mainly cultivating cereal crops and rearing animals.

(Source: Ginir woreda Agricultural office)

#### **3.2, Research Design**

Research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Cohen, 2007). 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 2 woredas and 1 administration town in Bale Zone.

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 (Abiy, 2009). Moreover, the descriptive survey is more effective in assessing the current practices in its natural setting.

### **3.3 The Research Method**

The quantitative and qualitative methods were employed with the assumption that the qualitative data collected through interview and document review were supplemented the data gathered through survey questionnaire. The researcher was used both quantitative and qualitative research methods/mixed approach/ for data gathering. Quantitative method was selected because it is economical and important in generalization of large population from small group (Creswell, 2003).

### **3.4. Sources of Data**

The 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 collected through questionnaire and interview from teachers, principals, external supervisors, unit leaders and PTA representatives of secondary schools. Sources of secondary data are document analysis, books and journals.

### **3.5. Population, Sample and Sampling Techniques**

#### **3.5.1. 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 targets Population of this study are teachers, schools directors, supervisors, Unit Leader and PTA members in Selected Schools, there are 47 secondary schools (grade 9—10) from 2 woredas and 1 admistirative town. In order to secure the necessary data and information with regard Leadership Effectiveness of school leader implementing SIP in schools of woredas'7 sample schools: Kebena, Elbuko, Delo, Ginir, Akasha, Jara and Temamo secondary school are selected. From the total of 283 teachers in the sample secondary schools, 163(58%) teachers have been selected to fill the questioners also principals (7), vise principals (7), external supervisors (5), Unit leaders (7) and PTA members (7) are selected from each school as sources of data.

#### **3.5.2. Sample and Sampling Techniques**

To obtain the necessary sample units, Available, purposive and simple random sampling techniques are employed. From the total of 47 secondary schools 7(15%) are taken as a sample by using the Multistage sampling method through stratified sampling technique. This technique provides each school independent and equal chance of being selected for the study. This



technique, Abiy, (2009) describe that its utilization gives an opportunity for each element to have an equal and a nonzero chance of being selected.

The researcher believes that the sample size of 7 secondary schools is representative and would help to draw a well-founded generalization at the end of the study. The 7 selected secondary schools are found in two woredas and one administration town from five clusters by using simple random sampling. The sample schools are: from Ginir woreda (Akasha, Kebena, Elbuko and Delo), from Jara woreda, (Jara and Temamo) secondary and from Ginir Administration town Ginir secondary school.

**Table 1 Specific description of sample schools and its population**

Schools	Teachers			Principal			Vice principle			Supervisor			Unit leaders			PTA		
	P	S	%	P	S	%	P	S	%	P	S	%	P	S	%	P	S	%
Kebena	38	22	59	1	1	100	1	1	100	1	1	100	1	1	100	7	1	14
Elbuko	32	18	56	1	1	100	1	1	100				1	1	100	7	1	14
Ginir	72	41	60	1	1	100	1	1	100	1	1	100	1	1	100	7	1	14
Hakasha	30	17	57	1	1	100	1	1	100	1	1	100	1	1	100	7	1	14
Temamo	29	17	59	1	1	100	1	1	100	1	1	100	1	1	100	7	1	14
Jara	46	27	59	1	1	100	1	1	100				1	1	100	7	1	14
Delo	36	21	58	1	1	100	1	1	100	1		100	1	1	100	7	1	14
Total	283	163	58	7	7	100	7	7	100	5	5	100	7	7	100	49	7	14
Sample technique	Stratified Random sampling			Available			Available			Available			Available			Purposive		

### 3.6. 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 / consumes of time and expense and also of usable response (Best & Kahn, 2003).

The questionnaire contained five parts; part one of the questionnaire requested respondents' background characteristics; part two focused on the practices of school leadership in implementing teaching and learning domain of SIP, part three of the questionnaire focused on extent the SIP domain are implemented by school leaders; Part four focused on major challenges school leadership is facing in implementing the teaching and learning domain of SIP and part five focused on opportunities created school leaders in implementing teaching and learning domain of SIP.

The questionnaire contained close ended and open ended questions to obtain adequate information as much as possible. Questionnaire was prepared in English language (principals, teachers,) and by the options given for the items based on using Likers scale.

ii) Interview:-Semi-structured interview is used to gather in-depth qualitative data from principals, vice principals, 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, 2009). The interview questions were translated in to the local language (Afan Oromo) for PTA representatives.

iii) Document analysis:-School SIP domain about teaching-learning documents and other records are explore to present background information plainly and are important of data which are very vital to study the contribution of school leaders for improvement of teaching and learning process. Data available from school such as SIP plans and guideline, students' mark list, students' attendance format, the students' baseline examination results and records of meeting of school are use as documents.

### 3.7. Procedures of Data Collection

The data was collected from 7 sample secondary schools in Bale zone. Before questionnaire was distributed to respondents, all respondents were informed about the objective of the study and orientation was given to them for more clarification of the questionnaire by the researcher and school principals in sample schools. The questionnaire was administered to respondents by the help of school principals and vice principals of the sample schools. In each woreda, a minimum of 2 days were used to distribute the questionnaires, to make interviews and to collect additional information. The questionnaires were collected after 2 days from each school by the researcher.

### 3.8. 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 16 teachers and 3 school leaders of Ginir 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 (Adam, 2007). After the dispatched questionnaires' were returned, cancellation of 1 question was done for it was invalid. 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 alpha0.87**

No	Variables	No of items	Cronbach alpha
1	School leaders' preparation in implementation of teaching and learning	9	0.837
2	How do school leaders implementing teaching and learning activities	11	0.797
3	How do the practice of school leaders in improving student evaluation	6	0.795
4	How do school leadership in implementing the curricula	5	0.891

5	To what extent the SIP domains are implemented by school leaders?	9	0.891
6	Major challenges that school leaders are facing in implementing teaching and learning domain of SIP	8	0.856
7	The opportunities created to school leaders in improving teaching and learning activities	5	0.771
	Average reliability result		0.834

### 3.9. Methods of Data Analysis and Interpretation

The data obtained from the closed-ended questions of questionnaire was analyzed through descriptive statistics (frequency count, mean, standard deviation and percentage) were computed to indicate the distribution of the data, to summarize the general nature of the data and for comparison of the values of the variables include in the study. .

**Quantitative Data:** - With regard to the quantitative data, responses were categorized and frequencies were tallied. Percentage, mean, standard deviation 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 in tables according to their conceptual similarities. The scores of each item were organized, statistically compiled and imported into SPSS 25 to obtain the mean value of each item. Liker Scale was employed to identify to what extent the respondents agrees or disagrees.

**Qualitative Data:** -The data collected from interviews, open ended question of the questionnaire, and document analysis interpreted qualitatively. The hand written notes transcribed; categorized and compiled together into them. The result of open-ended questions, and document analysis were also summarized and organized by related category.

### 3.10. Ethical Consideration

In planning a research work involving human participants, is important to consider the ethical guidelines designed to protect the participants (Best and Khan, 2009). Hence, in this study a particular consideration was given to ethical principles that were developed by different researchers. Participation in the study was voluntary and anonymity was assured. Participants were informed that all data would be treated as confidential and only the research would have access to the data collected. Consent was given to participate with the return of the questionnaire.

## **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 Bale Zone of the Oromia Regional State.

The questionnaires were distributed to 128 teachers out of them, 156 (95.1%). Moreover, 7 school principals, 5 external supervisors, 7 Unit leaders and 7 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 strong disagree = 1, disagree = 2, undecided = 3, agree = 4 and strongly agree = 5. For the purpose of analysis, the above 5 rank responses of the questionnaire were grouped and labeled into three categories. In categorizing the rating scales, the frequency and percentage results of "strong disagree " and "disagree " were combined into "disagree " and the results of "strongly agree " and "agree " combined into "agree ".

Finally, the data obtained from the open ended items of the questionnaire, interview and document analysis 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 and analysis.

**Table3. Characteristics of Respondent**

Item	Characteristics	Teachers		Principal		Vise Principle		Supervisor		Unit Leaders		PTA		
		F	%	F	%	F	%	F	%	F	%	F	%	
1	Sex	Male	116	74.4	7	100	6	85.7	4	80	7	100	7	100
		Female	40	25.6	--	--	1	14.3	1	20	--	--	--	--
		Total	156	100	7	100	7	100	5	100	7	100	7	100
2	Age	20-30	18	11.5	--	--	--	--	--	--	4	57.1	--	--
		31-40	85	54.5	--	--	--	--	--	--	3	42.9	1	14.3
		41-50	43	27.6	5	71.4	7	100	5	100	7	100	6	85.7
		51& above	10	6.4	2	28.6	--	--	--	--	--	--	--	--
		Total	156	100	7	100	7	100	5	100	7	100	7	100
3	Qualification	<10	--	--	--	--	--	--	--	--	--	--	2	28.6
		Certificate			--		--		--		--		--	
		Diploma	--	--	--	--	--	--	--	--	--	--	4	57.1
		BA/BSc	113	72.4	4	57.1	5	71.4	--	--	6	85.7	1	14.3
		MA/MSc	43	27.6	3	42.9	2	28.6	5	100	1	14.3	--	--
		Total	156	100	7	100	7	100	5	100	7	100	7	100
4	Service	5& below	12	7.7	2	28.6	4	57.1	2	28.6	7	100	5	71.4
		6-10	22	14.1	4	57.1	3	42.9	3	42.9	--	--	2	28.6
		11-15	30	19.2	1	14.3	--	--	--	--	--	--	--	--
		16-20	49	31.4	--	--	--	--	--	--	--	--	--	--
		Above 20	43	27.6	--	--	--	--	--	--	--	--	--	--
		Total	156	100	7	100	7	100	5	100	7	100	7	100
TOTAL		156	100	7	100	7	100	5	100	7	100	7	100	

f = frequency, % = percentage

The characteristics of the respondents in terms of sex revealed that 116 (74.4%) and 40 (25.6%) teachers were males and females respectively. From this, one could understand that, the number of females in the secondary schools was lower compared to males in the sampled schools. Similarly, from the interviewees, of secondary school 4 (80%) supervisors were male 1 (20%) female and. regarding to all principals, 7 (100%) were males. Hence, there is a need to encourage females to the position of leadership in the study area.

As Table 3, item 2 above showed, 18 (11.5%), 85(54.5%), 43(27.6%) and 10(6.4%) of teachers' age fall in the range of (20-30) years, (31-40) years, (41-50) years, (51 and above) respectively. This showed that the majority of teacher in the secondary schools of the sample schools were in middle age. Therefore, being in these age categories might help the teachers to work actively and facilitate the teaching learning process. Similarly, 5(71.4%) and 2 (28.6%) of principals' age fall in the range 41-50 years and 51 and above years respectively and 5 (100%) of secondary school supervisors' age fall in the range of 41-50 years.

Table 3 item 3 above also depicted educational background of respondents. Accordingly, the majority 113(72.4%) of teachers have BA/BSc/BED degree and 43(27.6%) of teachers MA/MSc. 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 (9-10) 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, 4 (57.1%) of school principals had BA/BSc degree and 3(42.9%) MA. Similarly, 5(100 %) of secondary school supervisors had MA/MSc degree. From these facts, it is possible to standardize that the majority of school principal and secondary school supervisors in secondary schools of Bale zone good the appropriate qualification (MA/MSc degree) especially at the side of supervisors.

As indicated in table 3, item 4 above, the majority of teacher 49(31.4%) were fall in the range

16-20 years. Therefore, at this experience level teachers are expected to be well induced and would have enough experience to be responsible for their job. 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 49(31.4%) were fall in the range 16-20 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 (57.1%) of school leaders had a service of 6-10 years of experience.

## **4.2. Practices of School Leaders for School Improvement**

### **4.2.1. Practices of school leaders on teaching and learning domain of SIP**

This section assessed the practice of school Leaders for school improvement on teaching and learning. The respondents (Teachers and Principals (Vice principals and Unit leaders)) were also asked to put their opinion on the practices of school principals for school improvement on teaching and learning domain of SIP. The result was summarized in the following table.

**Table4. School leaders' practices in implementation of teaching and learning activities**



No	Items	F	SDA	DA	UD	A	SA	Total	Mean	SD
		F	F	F	F	F	F	F		
1	School Leaders are able to state clear Educational vision about teaching- learning process	33	88	11	31	14	177	2.46	1.21	
2	School leaders work with Schools' stakeholders while planning SIP Domain	31	96	24	15	11	177	2.32	1.06	
3	School leaders perform well in arranging adequate resources needed for improving teaching and learning process	39	85	17	21	15	177	2.37	1.19	
4	School leaders give clear orientation on teaching and learning process	42	86	22	17	10	177	2.25	1.09	
5	School leaders are active in getting support from school societies	35	87	29	15	11	177	2.32	1.08	
6	School leaders make self-assessment with stakeholders before planning on teaching and learning activities	31	97	12	25	12	177	2.38	1.13	
7	School leaders identify priority area in implementing teaching and learning	39	85	30	13	10	177	2.27	1.06	
8	School leaders set directions towards achieving the expected educational Goals	41	79	18	26	13	177	2.38	1.20	
9	School leaders put benchmarks which contribute to successful student achievement	39	80	29	15	14	177	2.35	1.15	
Overall mean									2.34	1.13

SD= standard deviation of School leaders, F= Frequency, A = Agree, SA = Strongly agree, UD= Undecided, DA = Disagree, SDA= Strongly disagree.

As depicted in Table 4 item 1 above, the responders of the participants were calculating found out to be mean score 2.46 and Standard Devision1.21. In this regards the school leaders to stated not clear vision about Teaching-Learning process because mean score was low.

The interview with external supervisors also showed that the schools have no state of clear vision. By Supporting this idea one school external supervisor informed that: “school principals were trying to make clear school vision to go with modern education.

The result from document analysis supported the teachers' opinion that the majority of sampled schools were not having clear vision in their school improvement plan which participate the

staff and other stakeholders. This implies that school leaders of secondary schools of Bale Zone were unable to state clear vision.

As shown in table 4 item 2 above, the responders of the participants were calculating to be the mean score 2.32 and Standard Devision1.06, which showed low performance of school leaders working with stakeholders while planning.

Supervisor said though the participation of stakeholders during planning is very vital but most of the time, school plan is prepared only by school leaders so that the school vision and mission is not visible to all stakeholders.

As shown in Table 4 item 3 above, According to the responders were the total mean score 2.37 and Standard Devision1.19, which showed low performance of school leaders in arranging adequate resources for improving teaching and learning process.

Regarding this, supervisor of one secondary school reflected Even though there is scarcity of resources, the school leaders are unable to arrange the existing ones properly for the teaching and learning process and this might be most of them are not skilled in managing resources..

Therefore, from the result, it is possible to conclude that secondary school leaders of study area were not sufficiently encouraging stakeholders in preparing a collaborative plan and this may be challenging to realize improvement in teaching and learning domain of SIP.

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).

As indicated in Table 4 item 4 above the responders of the participant were calculated to the total mean score 2.25 and Standard Devision1.09, which showed low performance of school leaders were able to give clear orientation on teaching and learning process.

Supporting teachers' view, student representative of one sample school said: Our parents do not know what and how the school works for they are not informed and oriented what is happening in the school.

Therefore, from the result, it is possible to conclude that secondary school leaders of study area were not performing well in arranging adequate resources needed for improving teaching and learning process. Regarding this idea, literature revealed that parents and communities should always 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).

As depicted in Table 4 item 5 above, the responders of the participant were calculated to the total mean score 2.25 and Standard Deviation 1.09, that school leaders were active in acquiring support from different stakeholders were low.

Therefore, it is possible to conclude that school leaders of secondary schools of study area were not active in acquiring support from different stakeholders.

With regard to item 6 of Table 4, the responders of the participant were calculated to the total mean score 2.32 and Standard Deviation 1.08, that school leaders made self-assessment with stakeholders before planning on teaching and learning activities was low.

The result of document analysis also indicated that there were no specified documents showing self-assessment of stakeholders done before SIP planning in all sampled secondary schools.

As depicted in item 7 of Table 4 above, the responders of the participant were calculated to the total mean score 2.32 and Standard Deviation 1.08 that school leaders identified priority areas in implementing teaching and learning activities was low.

Regarding this, one of the interviewed supervisors explained " School leaders are not going through the right procedure in identifying priority areas on the basis of SIP guideline and framework but most of them do activities without identifying priority areas ".

Therefore, the result indicated that the emphasis that school leaders of secondary schools of the Bale zone gave to prioritize activities before planning on teaching and learning activities was not satisfactory and this might affect the preparation of real and applicable SIP plan of teaching and learning domain of the school. Supporting this idea, Hopkins et al., (in Harris, 2005) explained that competing priorities are some of the factors that prevent improvement in teaching and learning from occurring.

According to the data in Table 4 item 8 above, the responders of the participant were calculated to the total mean score 2.38 and Standard Deviation 1.20 that school leaders are capable in setting directions towards achieving the expected educational goals its result low. and Supervisors of one school in the interview said "Problem of setting clearly defined directions is the problem of most school leaders so that the concerned body needs to give short-term and long term training to them ".

Therefore, the result indicated that school leaders of secondary schools of the Bale zone were incapable of setting directions to achieve educational goals. 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 item 9 of Table 4 above, the responders of the participant were calculated to the total mean score 2.35 and Standard Division 1.15, that School leaders put benchmarks which contribute to low successful accomplishment of the goals set.

This could be seen also from the interview of the view of one supervisor, when he said " Planning without putting benchmarks is a man driving without knowing his destination so that a planner need to think about precisely set benchmarks for they represent criteria for performance".

Therefore, the result indicated that school leaders of Bale Zone secondary schools were unable to put benchmarks which contribute to successful accomplishment of the goals set. Supporting this idea, MoE (2011) explained that Bench marks which are known to the entire school community contribute a lot to successful accomplishment of the goals set.

#### **4.2.2. Practices of school leaders in improving teaching practice**

This section assessed the practice of school leaders in improving teaching practice. The respondents were also asked to put their opinion on the practices of school leaders in improving teaching practice. The results are presented in table 5 below.

**Table 5. Practice of school leaders implementing teaching and learning activities in school**

No	Items	SD		A		DA		UD		A		SA		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%	F	%		
1	School leaders ensure the learning of students according to their Differences	39	22.0	87	49.2	11	6.2	22	12.4	18	10.2	177	100	2.40	1.24		
2	School leaders motivate teachers for best performance	37	20.9	89	50.3	21	11.9	17	9.6	13	7.3	177	100	2.32	1.13		
3	School leaders make significant effort to enhance professional development of teachers	43	24.3	86	48.6	20	11.3	17	9.6	11	6.2	177	100	2.25	1.12		
4	School leaders coordinate the staff to share their experiences	39	22.0	89	50.3	22	12.4	15	8.5	12	6.8	177	100	2.28	1.11		
5	School leaders facilitate provision of instructional material for Teachers	35	19.8	69	36.0	24	13.6	26	14.7	23	13.0	177	100	2.62	1.31		
6	School leaders encourage students' participation in co-curricular activities	43	24.3	93	52.5	18	10.2	13	7.3	10	5.6	177	100	2.18	1.06		
7	School leaders promote teachers' training which enable them to have sufficient knowledge of subject matter	39	22.0	87	49.2	22	12.4	15	8.5	14	7.9	177	100	2.31	1.14		
8	School leaders develop very good learning environment	33	18.6	80	45.2	27	15.3	21	11.9	16	9.0	177	100	2.47	1.19		
9	The School leaders mutually define the principles which lay down strong foundation for quality teaching	37	20.9	89	50.3	21	11.9	17	9.6	13	7.3	177	100	2.32	1.13		
10	School leaders ensure that teachers teach according to their lesson plan	38	21.5	83	46.9	23	13	19	10.7	14	7.91	177	100	2.37	1.17		
11	School leaders encourage internal supervision to enhance the t/l process	39	22.03	97	54.8	22	12.43	13	7.3	6	3.40	177	100	2.15	0.96		
Overall mean															2.33	1.14	

SD= standard deviation of School leaders, F= Frequency, A = Agree, SA = Strongly agree, UD= Undecided, DA = Disagree, SDA = Strongly disagree.

With regard to item 1 of table 5 above, the majority, 126 (71.2%) of responders disagreed that School leaders ensure the learning of students according to their differences and the rest 40(22.6%) and 11(%) 6.2) of responders agreed and undecided that school leaders ensure the learning of students according to their differences respectively and the total mean score of responders for this item is 2.3.

From document analysis, the researcher did see training records only in 2(28.6%) of the sampled schools where teachers did get support to develop their teaching methods that supported teachers' opinion.

Therefore, the result indicated that school leaders of the study area were not ensuring the learning of students according to their differences. Supporting this idea, there should be training and leadership development plan developed for teachers to improve their skills in identifying learning differences of their students and the school leaders have to recognize the need for teachers to develop teaching methods based on identifying needs and learning differences of their students (Sammons in Harris, 2005).

With regard to item 2 of table 5 above, the majority, 126 (71.2%) of teachers and other responders disagreed that School leaders motivate teachers for best performance and the rest 30(16.9%) and 21(11.9%) of responders agreed and undecided that school leaders motivate teachers for best performance respectively and the total mean score of their 2.32.

Among the supervisors, one interviewee said: Although motivating teachers enhances them for best performance, the activities done by school leaders in this side was very much below the expected and teachers demotivated due to this poor performance so that for real improvement, teachers have to be motivated for more performance.

Therefore, as the result revealed, secondary school leaders of study area were not sufficiently motivating teachers and this may affect the teaching learning process which has a direct relation to school improvement of the school. 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.

In item 3 of table 5 above, the majority, 129 (72.9%) of the responders disagreed that school leaders made significant effort to enhance professional development of teachers and the rest 28(15.8%) and 20(11.3%) of responders agreed and undecided that school leaders make

significant effort to enhance professional development of teachers respectively and the total mean of their 2.33.

This could be seen also from the interview of the view of one supervisor, when he said "school leaders did not make the expected effort to make teachers develop their profession through continuous professional development but simply order them to prepare CPD plan for the sake of report only without following up its actual implementation".

Therefore, as the result revealed, secondary school leaders of Bale Zone did not make significant effort to enhance professional development of teachers. Regarding professional development, Hopkins (in Harris, 2002) explained that an essential component of successful school improvement interventions is the quality of professional development and learning.

As can be witnessed from item 4 of table 5 above, the majority, 128 (72.3%) of teachers disagreed that school leaders coordinate the staff to share their experience and the rest 27(15.3%) and 22(12.4%) of responders agreed and undecided that School leaders coordinate the staff to share their experiences respectively and the total mean score of their 2.33.

The interview result with supervisors of 4 sampled schools revealed that most school leaders did not coordinate the staff to share their experiences. Therefore, from the result one can conclude that secondary school leaders of Bale 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.

As illustrated in item 5 of table 5, the majority 104(58.8%) of teachers disagree that school leaders facilitate provision of instructional materials for teachers and the rest 49(27.7%) and 24(13.6%) of responders agreed and undecided that School leaders facilitate provision of instructional material for teachers respectively and their total mean score is 2.61.

Therefore, as one could understand from the result, school leaders of secondary schools of Bale zone were providing instructional materials for teachers. Thus, as the finding of the study revealed, school leaders' accomplishment seems to be fair, but it might not be enough, since success in the implementation of SIP or teaching and learning process might not be reached.

As illustrated in item 6 of table 5 above, the majority 136 (76.8%) of teachers disagree that School leaders encourage students' participation in co-curricular activities such as school clubs respectively and the rest the rest 23(13.0%) and 18(10.2%) of responders agreed and undecided

School leaders in encouraging students' participation in co-curricular activities respectively and their total mean score is 2.46.

The interview with all (100%) student representatives indicated that although there were different clubs and committee established in the schools, students were not encouraged in a consistency manner to take part and develop different skills and have not been given the needed directions for effective and efficient participation in co-curricular activities. Student representative of one school explained:

There were more than 10 clubs established at the beginning of the academic year by teachers without participating students and the clubs did not go far for the school leaders as well as teachers did not give attention the clubs going beyond establishing them.

Therefore, as one could understand from the result, school leaders of secondary schools of study area did not encourage students' participation in co-curricular activities such as school clubs. Regarding this idea, literature revealed that co-curricular activities are activities that take place outside regular class teaching and yet are related to student learning and fall within the scope of the school curriculum (Hopkins et al., in Harris, 2002).

In reaction to item 7, of table 5 above, the majority, 126 (71.2%) of teachers disagreed that school leaders promote teachers training which enable them to have sufficient knowledge of subject matter and the rest 29(16.4%) and 22(12.4%) of responders agreed and undecided School leaders promote teachers' training which enable them to have sufficient knowledge of subject matter respectively and their total mean score is 2.30.

From document analysis, the researcher did not see any training records in 5 (83.3%) sampled schools for teachers' training program.

Therefore, it is possible to conclude from the result that school leaders in secondary schools of Bale 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. In this regard, Harris (2005) confirms that school leadership must build the capacity by developing the school as a learning community.

In reaction to item 8, of table 5 above, the majority, 113 (63.8%) of teachers disagreed that



School leaders develop very good learning environment and the rest 37(20.9%) and 27(15.3%) of responders agreed and undecided School leaders develop very good learning environment respectively and their total mean score is 2.50.

The interview with 5(83.3%) supervisors indicated that the performance of school leaders in developing very good learning environment was very much below the expected and they were not arranging resources needed for the teaching -learning process and the culture of using feedback on problems related with teaching-learning process by school leaders was poor.

In reaction to item 9, of table 5 above, the majority, 126 (71.2%) of teachers disagreed that school leaders mutually define the principles which lay down strong foundation for quality teaching and the rest the rest 30(16.9%) and 21(11.9%) of responders agreed and undecided School leaders mutually define the principles which lay down strong foundation for quality teaching respectively and their total mean score is 2.30.

In the interview conducted, Student representative of one sampled secondary school said: "There was good mutual respect among students, teachers and school leaders though there were few numbers of students that went against the schools' rules and regulations".

Therefore, it is possible to conclude from the result that school leaders in secondary schools of the study area were developing very good mutual respect. Regarding this idea, literature revealed that a school should develop plans and strategies to improve mutual respect among the school community for real improvement of students' learning and outcomes (MoE, 2011)

As can be observed from item 10 of table 5, majority, 121 (68.4%) of teachers disagreed that school leaders ensure that teachers teach according to their lesson plan and the rest the rest 33(16.6%) and 23(13.0%) of responders agreed and undecided School leaders ensure that teachers teach according to their lesson plan respectively and their total mean score is 2.40.

Therefore, it is possible to conclude from the result that school leaders of secondary schools of the study area were not ensuring that teachers teach according to their lesson plan. 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).

As shown in item 11 of table 5, majority, 136 (76.8%) of teachers disagreed that school leaders encourage internal supervision to enhance the teaching learning process and the rest 19(10.7%) and 22(12.4%) of responders agreed and undecided School leaders encourage internal

supervision to enhance the teaching and learning process respectively and their total mean score is 2.20.

From document analysis, the researcher did see evidences in only 2 (28.6%) of the sampled schools that indicated the school leaders' encouragement of internal supervision to enhance the teaching learning process.

Therefore, as the finding of the study revealed, secondary school leaders of the study area were not encouraging internal supervision to enhance the teaching and learning process. Regarding this idea, literature revealed that, teachers and administrators must actively engage in the process of supervision (Greenfield and Ribbins, 2008).

#### 4.2.3. Practice of school leaders in improving student evaluation

This section assessed practices of school leaders in improving student evaluation. The respondents The respondents (Teachers and Principals (Vice principals, Unit leaders and)) were also asked to put their opinion on the practices of school leaders in improving teaching practice. The results are presented in table 6 below.

**Table 6, the practice of school leaders in improving student evaluation**

No	Items	SDA		DA		UD		A		SA		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
1	School leaders encourage teachers to use continues assessment to enhance students' performance	37	20.7	89	49.7	25	14.0	14	7.8	12	6.7	177	100	2.55	1.22
2	School leaders use feedback from stakeholders to motivate students for their best academic performance	34	19.0	86	48.0	26	14.5	15	8.4	16	8.9	177	100	2.59	1.20
3	School leaders actively work to ensure highest academic achievement of students?	34	19.0	86	48.0	27	15.1	18	10.1	12	6.7	177	100	2.53	1.15
4	School leaders encourage students to plan to improve their result	29	16.2	79	44.1	29	16.2	27	15.1	13	7.3	177	100	2.37	1.11
5	School leaders report to parents on students' result	26	14.5	82	45.8	27	15.1	23	12.8	19	10.6	177	100	2.40	1.16
6	Students' Achievements usually checked	30	16.8	80	44.7	25	14.0	24	13.4	18	10.1	177	100	2.29	1.09
Overall mean														2.46	1.16

F= Frequency, % = Percentage, A= Agree, SA= strongly agree, UD = Undecided, DA = Disagree, SDA = strongly disagree, SD= standard deviation.

With regard to item 1 of table 6 above, the majority, 126 (71.2%) of teachers disagreed that School leaders encourage teachers to use continuous assessment to enhance students' performance and the rest 26(14.7%) and 25(14.1%) of responders agreed and undecided School leaders encourage teachers to use continues assessment to enhance students' performance respectively and their total mean score is 2.31. But, the result from document analysis revealed that the majority of sampled schools were using the oldest assessment method than continuous assessment method and this may affect the pupils' achievement. Therefore, as the finding of the study revealed, secondary school leaders of Bale zone were not encouraging teachers to use continuous assessment.

As indicated in item 2 of the same table 6, 120 (67.8%) of teachers disagreed that School leaders used feedback from stakeholders to motivate students for their best academic performance and the rest 31(17.5%) and 26(14.7%) of responders agreed and undecided School leaders use feedback from stakeholders to motivate students for their best academic performance respectively and their total mean score is 2.40.

The interview made with 6 (85.7%) supervisors indicated that school leaders did not use feedback from stakeholders to motivate students for their best academic performance. In the interview made with them, almost all students' representatives indicated that participation of parents in teaching and learning activities was very low.

Therefore, as the finding of the study revealed, secondary school leaders of study area were not using feedback from stakeholders to motivate students for their best academic performance. 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 indicated in item 3 of table 6 above, majority, 120 (67.8%) of teachers disagreed that school leaders actively work to ensure highest academic achievement of students and the rest 30(16.9%) and 27(15.3%) of responders agreed and undecided School leaders actively work to ensure highest academic achievement of students respectively and their total mean score is 2.41.

The data showing grade 10 national examination results of 2018 which is found at Bale Zone Education office also revealed 4% decrement of students who scored 2 and above than in 2017. Supporting teachers view, supervisor of one sampled school in the interview said "Since students did not get support from teachers and school leaders did not work in their side

on this, achievement of students in the school and national examination decreased in the past years".

Therefore, as the finding of the study revealed, secondary school leaders of the study area were not actively working to ensure highest academic achievement of students. 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). Therefore, as the finding of the study revealed, secondary school leaders of Bale zone were not actively work to ensure highest academic achievement of students.

As indicated in item 4 of table 6 above, majority, 108 (61.0%) of teachers disagreed that school leaders encourage students to plan to improve their results and the rest 40(22.6%) and 29(16.9%) of responders agreed and undecided School leaders encourage students to plan to improve their result respectively and their total mean score is 1.82.

For the same item the interviewed, in different responders explained "School leaders as well as majority teachers were not encouraging us to plan for improvement of students' results and most of students did not know even how to plan and implement it".

Therefore, as the finding of the study revealed, secondary school leaders of Bale zone were not encouraging students to plan to improve their results. Regarding this idea literature revealed that school leaders have responsibility in encouraging students to improve their results studying in plan (Hopkins, 2001).

As indicated in item 5 of table 6 above, majority, 108 (61.0%) of teachers disagreed that school leaders report to parents on students result and the rest 42(23.7%) and 27(15.3%) of responders agreed and undecided School leaders report to parents on students' result respectively and their total mean score is 1.82.

Supporting the majority of teachers respondents' view, other representative one sampled school said " Our parents do not have the awareness related with school activities and the school did not go far to bring and inform them about their children's result and contribute for real improvement of school".

From the finding obtained, it can be concluded that secondary school leaders of Bale zone were not reporting to parents on students result. Regarding this idea literature revealed that it is therefore essential for the school leaders to develop good relations with parents and the simplest

level is to ensure that parents and communities are always informed about what is happening in the school (MoE, 2006).

As indicated in item 6 of table 6 above, majority, 110 (62.2%) of teachers disagreed that school leaders develop efficient and permanent method of data collection to regularly monitor improvement and the rest 42(23.7%) and 25(14.1%) of responders agreed and undecided School leaders develop efficient and permanent method of data collection to regularly monitor improvement respectively and their total mean score is 2.63.

In the interview made with them, 3 (60%) of supervisors indicated that schools have poor method of data collection to monitor change in a consistency way. From document analysis, 5 (71.4%) of the sampled schools did not have or the researcher did not see school improvement plan monitoring tools.

Therefore, as the finding of the study revealed, secondary school leaders of Bale zone were not developing efficient and permanent method of data collection to regularly monitor improvement. Regarding this idea literature revealed that as a school has efficient and permanent method of data collection and analysis, it will be possible for the school to regularly monitor improvements made in the results of the student (MoE, 2011).

#### 4.2.4. Practice of school leaders in implementing the curricula

This section assessed practices of school leaders in improving the curricula. The respondents (Teachers and Principals, (Vice principals, Unit leaders)) were also asked to put their opinion on the practices of school leaders in improving the curricula. The results are presented in table 7 below.

**Table7. Practice school leaders in implementing the curricula**

No	Items	SDA		DA		UD		A		SA		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	f	%		
1	School leaders encourage teachers to understand the curriculum	36	20.3	85	48.0	20	11.3	21	11.9	15	8.5	177	100	2.40	1.18
2	School leaders develop the skill of teachers in evaluating curriculum materials (students' text book, teachers' guide etc.)	37	20.9	86	48.6	20	11.3	18	10.2	16	9.0	177	100	2.38	1.19

3	School leaders make the curriculum to be delivered on participatory and free from and discrimination	35	19.8	81	45.8	30	16.9	16	9.0	15	8.5	177	100	2.40	1.15
4	School leaders use the curriculum evaluation as an input in improving the teaching and learning process	36	20.3	85	48.0	25	14.1	16	9.0	13	7.3	177	100	2.34	1.13
5	School leaders organize and report valuable improvement suggestions on Curriculum	41	23.2	80	45.2	27	16.4	15	8.5	12	6.8	177	100	2.29	1.13
Overall mean														2.36	1.16

F= Frequency, % = percentage SD= standard deviation teachers and school leaders, A= Agree, SA= strongly agree, UD =Undecided, DA = Disagree, SDA = strongly disagree.

In reaction to item 1, of table 7 above, the majority, 121 (68.4%) of teachers disagreed that school leaders encourage teachers to understand the curriculum and the rest 36(20.3%) and 20(11.3%) of responders agreed and undecided School leaders encourage teachers to understand the curriculum respectively and their total mean score is 2.41.

With regard to the same item, student representatives of sampled school in the interview reflected "Most teachers use only short notes from student text books and do not use references and supplementary materials to make us know more on their subjects and school leaders were not following up instructional process to support teachers".

From the finding obtained, one can conclude that school leaders of secondary schools of the study area were not encouraging teachers to understand the curriculum. 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 2, of Table 7 above, the majority, 123 (69.5%) of teachers disagreed that the school leaders develop the skill of teachers in evaluating curriculum materials (students' text book, teachers' guide and other manual) and the rest 34(19.2%) and 20(11.3%) of responders agreed and undecided School leaders develop the skill of teachers in evaluating curriculum respectively and their total mean score is 2.63.

The interview with 4(80.0 %) supervisors indicated that though the school leaders believe that evaluating of the curriculum materials should be made to improve the quality and the appropriateness of educational materials of the curriculum, no practical activity has been made. To the same item, supervisor of one sample school explained that:

For the past two and including this year, curriculum materials (student text books and teachers' guide) were not evaluated and the school leaders were not playing properly their role in developing teachers' skill which helps them evaluate the curriculum materials.

It can be concluded from the finding that secondary school leaders of the study area were not developing the skill of teachers in evaluating the curriculum materials. Regarding this idea, literature revealed that 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 3, of Table 7 above, the majority, 116 (65.5%) of teachers and school leaders agreed that school leaders make the curriculum to be delivered on participatory and free from any discrimination and the rest 31(17.5%) and 30(16.9%) of responders agreed and undecided School leaders make the curriculum to be delivered on participatory nature respectively and their total mean score is 2.43.

Therefore, from finding one can conclude that secondary school leaders of the study area were making the curriculum to be delivered on participatory and free from any discrimination.

Regarding this idea, literature revealed that Providing the required support for teachers to evaluate and give feedback on the educational materials to ensure if the curriculum is compatible with the growth level and need of students; its relevance and participatory nature and its freedom from any discriminatory approach (sex, religion, disablement, race, culture)(MoE,2011).

In reaction to item 4, of Table 7 above, the majority, 121 (68.4%) of teachers disagreed that school leaders use the curriculum evaluation as an input in improving the teaching and learning process and the rest 29(16.4%) and 27(15.3%) of responders agreed and undecided School leaders use the curriculum evaluation as an input in improving the teaching and learning process respectively and their total mean score is 2.35.

The interview with all 5 (100%) supervisors of the sampled schools indicated that using the curriculum evaluation as in input in improving the instructional process is very low in the school leaders' side.

From the finding obtained above one can conclude that secondary school leaders of the study area were not using the curriculum evaluation as an input in improving the teaching and learning process. Regarding this idea, literature revealed that curriculum evaluation outcome need to be utilized for improving classroom learning- teaching process and teacher should understand the curriculum and develop and use additional materials in the classroom to improve student learning (EIC, 2000).

In reaction to item 5, of Table 7 above, the majority, 121(68.4%) of teachers disagreed that school leaders organize and report valuable improvement suggestions on the curriculum and the rest 28(15.8%) and 28(15.8%) of responders agreed and undecided School leaders organize and report valuable improvement suggestions on Curriculum respectively and their total mean score is 2.63.

From above finding, one can conclude that school leaders of the study area were not organizing and reporting valuable improvement suggestions on curriculum. Regarding this idea, literature revealed that teachers are expected to participate in the evaluation of quality and the appropriateness of the educational materials of the curriculum and forward valuable improvement suggestions and the school leaders should organize and report valuable improvement suggestions on the curriculum (MoE, 2011).

### **4.3 School leaders implemented SIP domains of teaching - learning process**

This section extent the SIP domains are implemented by school leaders in teaching and learning process. The respondents (Teachers, Principals, Vice principals and Unit leaders).Were also asked to put their opinion on the implementing teaching-learning activities of by school leaders. The results are presented in table 8 below.



**Table-8 School leaders implemented SIP domains of teaching and learning process**

No	Items	SDA		DA		UD		A		SA		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
1	School leaders do take part in improving SIP domain of teaching and learning process	30	16.9	78	44.1	37	20.9	17	9.6	15	8.5	177	100	2.49	1.14
2	The school leaders have own benchmark which contribute to successful accomplishment of the goals set	38	21.5	82	46.3	28	15.8	17	9.6	12	6.8	177	100	2.34	1.12
3	The school leaders to facilitate permanent tutorial program for students on the basis of their learning differences	47	26.6	83	46.9	17	9.6	16	9.0	14	7.9	177	100	2.25	1.18
4	School leaders to help, teachers have improved their teaching qualifications through the use of continuous professional development	43	24.3	89	50.3	20	11.3	14	7.9	11	6.2	177	100	2.21	1.09
5	Principals can motivate their Students actively participate in different school clubs and committee	39	22.0	91	51.4	21	11.9	15	8.5	11	6.2	177	100	2.34	1.17
6	School leaders are guiding their teachers to develop their lesson plan by taking into consideration teaching methods, educational objective and content, learning context and learning interest of their students.	39	22.0	84	47.5	23	13.0	16	9.0	15	8.5	177	100	2.40	1.16

7	Principals are used to Internal supervision for supported teachers to improve their teaching methodology	34	19.2	88	49.7	21	11.9	19	10.7	15	8.5	177	100	2.27	1.09
8	School leaders and teachers have good plan for their students to evaluated through continuous assessment	40	22.6	87	49.2	23	13.0	17	9.6	10	5.6	177	100	2.36	1.13
9	The school principal facilitate for teachers sharing experience to each other on developed their skills of evaluating curriculum materials	36	20.3	85	48.0	26	14.7	17	9.6	13	7.3	177	100	2.36	1.54
Overall mean														2.32	1.52

SD= standard deviation of responders, F= Frequency, % = Percentage A= Agree, SA= strongly agree, UD = Undecided, DA = Disagree, SDA = strongly disagree.

In reaction to item 1 of Table 8 above, the majority, 108 (61.0%) of teachers disagreed that school leaders do take part in improving teaching and learning process and the rest 37(20.9%) and 32(18.1%) of responders undecided and agreed School leaders do take part in improving of teaching and learning process respectively and their total mean score is 2.49. Therefore, from finding one can conclude that school leaders of the study area were not taking part in improving teaching and learning process.

In reaction to item 2 of Table 8 above, the majority 120 (67.8%) of teachers disagreed that the school has benchmarks which contribute to successful accomplishment of the goals set and the rest 29(16.4%) and 28(15.8%) of responders undecided and agreed School leaders school has benchmarks which contribute to successful accomplishment of the goals set respectively and their total mean score is 2.31.

From document analysis, the student researcher did not see in all 7 (100%) clearly set benchmarks which were known by the school community in the improvement plan of the all sampled schools. The interview with all supervisors indicated that the culture of putting clearly defined benchmarks while planning were very much below the expectation and if there were benchmarks in the schools, they were not known by the school community.

Therefore, from finding obtained, one can conclude that school leaders of the study area were not contributing to make the schools have benchmarks which contribute to successful accomplishment of the goals set. Regarding this idea literature revealed that as a school has efficient and permanent method of data collection and analysis, it will be possible for the school to regularly monitor improvements made in the results of the student (MoE2011).

In reaction to item 3 of Table 8 above, the majority, 130 (73.3%) of responders disagreed that the school has permanent tutorial program for students on the basis of their learning differences and the rest 30(16.9%) and 17(9.1%) of responders agreed and undecided School has permanent tutorial program for students on the basis of their learning differences respectively and their total mean score is 2.34.

The interview with all (100%) unit leaders and supervisors indicated that although there were tutorial classes, the program did not consider learning differences of students and lacked consistency. Unit leaders of one secondary school explained " In our school, there was no permanent tutorial classes that considered learning differences of students and teachers were giving them tutorial classes making all of together without considering the differences among the".

Therefore, from finding obtained, one can conclude that secondary school leaders of the study area were not contributing in arranging tutorial program for students on the basis of their learning differences. Regarding this, literature revealed that Teachers have to improve performance of their students thereby implementing plans based on identifying learning differences of their students (MoE, 2011).

In reaction to item 4 of Table 8 above, the majority, 132 (74.6%) of responders disagreed that teachers have improved their teaching qualifications through the use of continuous professional development (CPD) and the rest 25(14.1%) and 20(11.3%) of responders agreed and undecided teachers have improved their teaching qualifications through the use of continuous professional development( CPD) respectively and their total mean score is 2.23.

From document analysis, there were no CPD plan implementation and monitoring tools in all sampled schools where improvement in teaching qualification of teachers could be measured due to the use of CPD. Therefore, from the finding obtained one can conclude that secondary school leaders of the study area were not contributing to improve teachers' teaching qualification through the use of CPD.

In reaction to item 5 of Table 8 above, the majority, 130 (73.5%) of teachers disagreed that Students actively participate in different school clubs and committee and the rest 26(14.7%) and 21(11.9%) of responders agreed and undecided Students actively participate in different school clubs and committee respectively and their total mean score is 2.30.

Interview with all (100%) student representatives indicated that though there were different clubs and committee established in the schools, students were not active participants for the clubs and committee have been established for the sake of report and teachers and school leaders did not make follow up in a consistency manner to ensure the active participation of students in different clubs and committee.

Therefore, from the result above one can conclude that secondary school leaders of the study area were not contributing in making students participate actively in different clubs and committee. Regarding this idea, literature revealed that co-curricular activities are activities that take place outside regular class teaching and yet are related to student learning and fall within the scope of the school curriculum (Hopkins in Harris, 2002).

In reaction to item 6 of Table 8a above, the majority, 123 (69.5%) of teachers disagreed that teachers develop lesson plan by taking into consideration teaching methods, educational objective and content, learning context and learning interest of their students and the rest 31(17.5%) and 23(13.0%) of responders agreed and undecided Teachers develop lesson plan by taking into consideration teaching methods, educational objective and content, learning context and learning interest of their students. respectively and their total mean score is 2.43.

Therefore, from the finding obtained, one can conclude that secondary schools leaders of Bale zone were not contributing in enabling teachers to develop lesson plan by taking into consideration teaching methods, educational objective and content, learning context and learning interest of their students.

Regarding this idea, literature revealed, school leaders 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 (Day, 2010).

In reaction to item 7 of Table 8 above, the majority, 132 (76.3%) of teachers disagreed that Internal supervision has supported teachers to improve their teaching methodology and the rest 31(17.5%) and 21(11.9%) of responders agreed and undecided Internal supervision has supported teachers to improve their teaching methodology respectively and their total mean score is 2.33.

The interview with all supervisors indicated that there were not enough support given to teachers through internal supervision that might help teachers to improve teaching practices and their method of assessment. The student researcher did not see records in 5(71.4%) of the sampled schools where schools did make internal supervision to support teachers in their class room practices.

Therefore, as the finding obtained revealed, one can conclude that secondary school leaders of the study area were not contributing in improvement of teaching methodology of teachers through internal supervision. Regarding this idea, literature revealed that, teachers and administrators must actively engage in the process of supervision (Glatthorn, 1990).

In reaction to item 8 of table 8 above, the majority, 127(71.8%) of teachers disagreed that Students have been evaluated through continuous assessment and the rest 27(15.3%) and 23(13.0%) of responders agreed and undecided. Students have been evaluated through continuous assessment respectively and their total mean score is 2.30.

The interview with all (100%) vice principals of the sampled schools indicated that teachers were assessing their students with one type of assessment that were tests. The result from document analysis also revealed that in the majority of sampled schools students were evaluated using the oldest assessment that might affect the pupils' achievement.

Therefore, from the finding obtained one can conclude that secondary school leaders of the study area were not contributing for implementation of continuous assessment by teachers in their schools.

In reaction to item 9 of table 8 above, the majority, 121(68.4%) of teachers disagreed that teachers have developed skills of evaluating curriculum materials and the rest 30(16.9%) and 26(14.7%) of responders agreed and undecided. Teachers have developed skills of evaluating curriculum materials respectively and their total mean score is 2.63.

From document analysis, the researcher did not see any training records in 5(71.4%) sampled school to develop teachers' skills in evaluating curriculum materials and also no organized reports has been seen on evaluation of curriculum materials were sent to woredas and zone education offices.

Therefore, from finding obtained one can conclude that secondary school leaders of the study area were not contributing for development of skills of teachers to evaluate curriculum materials. Regarding this idea, literature revealed, teachers are expected to participate in the evaluation of curriculum materials and forward valuable improvement suggestions (MoE, 2011)

#### **4.4. Challenges that School Leaders are facing in Implementing**

##### **Teaching - learning Domain**

This section assessed major challenges that school leaders are facing in implementing teaching and learning domain of SIP. The respondents (Teachers, Principals, Vice principals and Unit leaders) were also asked to put their opinion on major challenges that school leaders are facing in implementing teaching and learning domain of SIP. The results are presented in table 9 below.

**Table9. Major challenges of the school leaders facing in implementing teaching - learning**

**Domain**

No	Items	SD		DA		UD		A		SA		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
1	Lack of financial resources to implement SIP	13	7.3	13	7.3	24	13.6	90	50.8	37	20.9	177	100	3.71	1.10
2	Challenges related to tasks given to the school leaders which have no direct relation with SIP domain teaching-learning activities	41	23.2	49	27.7	23	13.0	53	29.9	11	6.2	177	100	2.68	1.29
3	Lack of commitment of school leaders	13	7.3	14	7.9	26	14.7	72	40.7	52	25.4	177	100	3.77	1.17
4	Low commitment of teachers	18	10.2	15	8.5	23	13.0	83	46.9	38	21.5	177	100	3.61	1.21
5	The extent to which school leaders involve members of the school community in the articulation of school vision.	14	7.9	18	10.2	20	11.3	45	25.4	80	45.2	177	100	3.90	1.30
6	Lack of stakeholders participation	14	7.9	19	10.7	21	11.9	39	22.0	84	47.5	177	100	3.90	1.32
7	Lack of Educational input in improving the teaching and learning process	85	48.0	40	22.6	20	11.3	20	11.3	12	6.8	177	100	2.06	1.25
8	Lack of conducive environment in the school	13	7.3	19	10.7	23	13.0	44	24.9	78	44.1	177	100	3.88	1.29
Overall mean													3.44	1.85	

SD= standard deviation of School leaders, F= Frequency, A = Agree, SA = Strongly agree, UD= Undecided, DA = Disagree, SD= Strongly disagree.

In reaction to item 1 of table 9 above, the majority, 127 (71.8%) of teachers agreed were school leaders that Lack of financial resources to implement SIP were challenges for school leaders and the rest 26(14.7%) and 24(13.6%) of responders disagreed and undecided Lack of managerial skills (technical, human and conceptual) of school leaders respectively and their total mean score was 3.71.

In reaction to item 2 of table 9 above, the majority, 90 (50.8%) of responders agreed that tasks given to the school leaders which have no direct relation with SIP domain teaching-learning activities were challenges for school leaders and the rest 64(36.2%) and 23(13.0%) of responders agreed and undecided tasks given to the school leaders which have no direct relation with school activities were challenges for school leaders respectively and their total mean score was 2.68.

In reaction to item 3 of table 9 above, the majority, 124 (70.1%) of teachers agreed that lack of commitment of leaders was challenge for school leaders and the rest 27(15.3%) and 26(14.7%) of responders disagreed and undecided School leaders respectively and their total mean score was 3.70.

In reaction to item 4 of table 9 above, the majority, 121 (68.4%) of responders agreed that low commitment of teachers was challenge for school leaders and the rest 33(18.6%) and 21(11.9%) of responders agreed and undecided low commitment of teachers was challenge for school leaders respectively and their total mean score is 3.61.

In reaction to item 5 of table 9 above, the majority, 125 (70.6%) of responders agreed that perception towards school based continuous professional development was challenge for school leaders and the rest 32(18.1%) and 20(11.3%) of responders disagreed and undecided perception towards school based continuous professional development was challenge for school leaders respectively and their total mean score is 3.90.

In reaction to item 6 of table 9 above, the majority, 123 (69.5%) of responders agreed that lack of stakeholders participation was challenge for school leaders and the rest 33(18.6%) and 21(11.9%) of responders disagreed and undecided lack of stakeholders participation was challenge for school leaders respectively and their total mean score is 3.90.

In reaction to item 7 of table 9 above, the majority, 125 (70.6%) of teachers disagreed that lack of educational input was challenge for school leaders and the rest 32(18.1%) and 20(11.3%) of responders agreed and undecided Lack of Educational input was challenge for school leaders respectively and their total mean score is 2.13.

In reaction to item 8 of table 9 above, the majority, 122 (68.9%) of teachers agreed that Lack of conducive environment in the school was challenge for school leaders and the rest 32(18.1%) and 23(13.0%) of responders disagreed and undecided Lack of conducive environment in the school was challenge for school leaders respectively and their total mean score is 3.90.



From quantitative data obtained, attitudinal problems of teachers and students, challenges related with teachers' skill, lack of active participation of school PTA, lack of clear governing rules and regulation in the written forms and turnover of teachers and school leaders were some of the challenges for the school leaders in implementing teaching – learning domain of SIP.

#### 4.5. Opportunities Created to School Leaders in Improving Teaching and Learning Practices

This section assessed opportunities created to school leaders in improving teaching and learning practices. The respondents (Teachers, Principals, Vice principals and Unit leaders) were also asked to put their opinion on opportunities created to school leaders in improving teaching and learning practices. The results are presented in table 10 below.

**Table10. Opportunities created to school leaders in improving teaching-learning activities**

No	Items	SDs		Ds		Un		A		SA		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
1	The school has used the school grant for improving teaching and learning activities	25	14.1	21	11.9	19	10.7	76	42.9	36	20.3	177	100	3.44	1.32
2	School improvement program has own guide lines and frameworks.	52	29.4	67	37.9	32	18.1	16	9.0	10	5.6	177	100	2.24	1.14
3	Experience sharing programs from best performing schools among different schools.	81	45.8	50	28.2	26	14.7	11	6.2	9	5.1	177	100	1.97	1.15
4	Presence of networking within the school ( 1 to 5 networking ) in the school	76	42.9	45	25.4	30	16.9	13	7.3	13	7.3	177	100	2.11	1.25
5	School based continuous teacher professional development program.	53	29.9	64	36.2	33	18.6	17	9.6	10	5.6	177	100	2.25	1.15
Overall mean													2.40	1.20	

SD= standard deviation of School leaders, F= Frequency, A = Agree, SA = Strongly agree, UD= Undecided, DA = Disagree, SD= Strongly disagree.

In reaction to item 1 of table 10 above, the majority, 112 (63.3%) of responders agreed that school grant was opportunity for school leaders and the rest 46 (26.0%) and 19(10.7%) of responders disagreed and undecided the school has used the school grant for improving teaching and learning activities was opportunity for school leaders respectively and their total mean score was 3.44.

In reaction to item 2 of table 10 above, the majority, 119 (67.2%) of responders disagreed that presence of SIP guideline and framework was opportunity for school leaders and the rest 32(18.1%) and 26(14.7%) of responders undecided and agree School improvement program has own guide lines and frameworks was opportunity for school leaders respectively and their total mean score is 2.24.

In reaction to item 3 of table 10 above, the majority, 131 (74.0%) of teachers disagreed that experience sharing programs from best performing was opportunity for school leaders and the rest 26(14.7%) and 20(11.3%) of responders undecided and agree Experience sharing programs from best performing schools among different schools was opportunity for school leaders respectively and their total mean score was 2.01.

In reaction to item 4 of table 10 above, the majority, 121 (68.4%) of teachers disagreed that presence of networking within the school (1 to 8 or with even numbers cycle of qualities education)) in the school was opportunity for school leaders and the rest 30(16.9%) and 26(14.7%) of responders undecided and agree Presence of networking within the school (1 to 8) in the school was opportunity for school leaders respectively and their total mean score was 2.12.

In reaction to item 5 of table 10 above, the majority, 117(66.1%) of teachers disagreed that school based continuous teachers professional development was opportunity for school leaders and the rest 33(17.5%) and 27(15.3%) of responders undecided and agree School based continuous teachers professional development program was opportunity for school leaders respectively and their total mean score was 2.30.

From quantitative data obtained, the presence of PTA, front line teachers, unit leaders, and school based supervision were some of the opportunities for the school leaders in implementing teaching - learning domain of SIP.

## 4.6 Document Review Checklist

Table 11 the document review checklist will conduct based on the following school documents.

No	Items	Availability							
		Ye		No		Total		Mean	SD
		F	%	F	%	F	%		
1	School improvement plan	3	42.9	4	57.1	7	100	1.57	.53
2	Benchmarks which have been made known to the entire school Community	2	28.6	5	71.4	7	100	1.71	.49
3	School CPD plan	2	28.6	5	71.4	7	100	1.71	.49
4	Teachers' CPD plan	5	71.4	2	28.6	7	100	1.28	.49
5	CPD plan implementation	1	14.3	6	85.7	7	100	1.86	.38
6	Training records for teachers' training program	-	-	7	100	7	100	2.00	.00
7	School improvement plan implementation monitoring tools	2	28.6	5	71.4	7	100	1.71	.49
8	Students' regular attendance format on extracurricular programs	2	28.6	5	71.4	7	100	1.71	.49
9	Teachers' mark list in which continuous assessment has been given	7	100	-	-	7	100	1.00	.00
10	Document of school committee Board & PTA	-	-	7	100	7	100	2.00	.49
11	SIP domain plan	-	-	7	100	7	100	2.00	.00
12	Yearly Prioritizes of school problems list 1-10 from this list the main prioritize 1-3	2	28.6	5	71.4	7	100	1.71	.49
13	School annual plan	7	100	-	--	7	100	1.00	.49
14	Quality Educational Circle: Side of teachers	3	42.9	4	57.1	7	100	1.57	.53
15	Quality Educational Circle: Side of Students	3	42.9	4	57.1	7	100	1.57	.53
Overall mean								1.46	0.39

In reaction to item 1 of table 11 above, the majority, 4 (57.1%) of responders No, that School improvement plan was clear and apparent document review checklist in school and 3 (42.9%) of responders yes, the school has used to School improvement plan and their total mean score was 1.57.

In reaction to item 2 of table 11 above, the majority, 5 (71.4%) of responders yes, that presence document of Benchmarks which have been made known to the entire school Community and 2(28.6%) of responders No, documents of benchmarks entire School community and their total mean score is 1.71.

In reaction to item 3 of table 11 above, the majority, 5 (71.4%) of principals say No, the documents of School CPD plan in schools and the rest 2(28.6%) say yes, presence school CPD plan and documented and their total mean score was 1.29.

In reaction to item 4 of table 11 above, the majority, 5 (71.4%) of school leaders yes, the documents of teachers CPD plan presences in schools and filed each teacher had own document and the rest 2(28.6%) say No, clear teachers CPD plan and not documented file and their total mean score was 1.29.

In reaction to item 5 of table 11 above, the majority, 6 (85.7%) of principals say No, the documents review checklist of CPD plan implementation and not feedback through implemented and the rest 1(14.3%) yes,, CPD plan implementation and their total mean score was 1.86.

In reaction to item 6 of table 11 above, all of, 7(100%) of school leaders say No, the documents review checklist of training records for teachers' training program in schools and their total mean score was 2.00.

In reaction to item 7 of table 11 above, the majority, 5(71.4%) of principals say No, the documents review checklist of School improvement plan implementation monitoring tools in schools and the rest 2(28.6%) yes, School improvement plan implementation monitoring tools presence in schools and their total mean score was 1.71.

In reaction to item 8 of table 11 above, the majority, 5(71.4%) of the schools No, the documents review checklist of Students' regular attendance format on extracurricular programs in schools and the rest 2(28.6%) yes, Students' regular attendance format on extracurricular programs presence in schools and their total mean score was 1.71.

In reaction to item 9 of table 11 above, 7(100%) of the schools yes, presence the documents of teachers' mark list in which continuous assessment has been given in schools and their total mean score was 1.00.

In reaction to item 10 of table 11 all of the above, 7(100%) of the schools leaders said No, the Document of school committee Board & PTA in schools except some agenda and list their name and their total mean score was 1.71.

In reaction to item 11 of table 11 above, all responders, 7(100%) of the school leaders said No, SIP domain plan, because said it was not SIP domain plan alone in schools and their total mean score was 2.00.

In reaction to item 12 of table 11 above, the majority, 5(71.4%) of the schools No, the Yearly Prioritizes of school problems list 1-10 from this list the main prioritize 1-3 in schools and the rest 2(28.6%) yes, the Yearly Prioritizes of school problems of the document presence in schools and their total mean score was 1.71.

In reaction to item 13 of table 11 above, all of the schools, or 7(100%) of the schools yes, because all of them have School annual plan and their total mean score was 1.00.

In reaction to item 14 of table 11 above, the majority, 4(57.1%) of the schools No, Quality Educational Circle: Side of teachers in schools and the rest of them 3(42.9%) yes, Quality Educational Circle: Side of teachers of the document presence in schools and their total mean score was 1.57.

In reaction to item 15 of table 11 above, the majority, 4(57.1%) of the schools No, Quality Educational Circle: Side of students in schools and the rest of them 3(42.9%) yes, Quality Educational Circle: Side of teachers of the document presence in schools and their total mean score was 1.57.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This final part of the study 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 investigate the contribution of school leaders for school improvement in secondary schools of Bale zone Oromia National Regional State. To achieve this aim, the following research questions were raised:

1. What are practices of school leaders in implementation of school improvement program in secondary schools of Bale Zone?
2. To what extent the SIP domains are implemented by school leaders in the secondary schools of Bale Zone?
3. What are the major challenges affecting the effectiveness of school leaders in the implementation of SIP in secondary schools of Bale Zone?
4. What are the opportunities created to school leaders in improving school in Bale Zone secondary schools?

To achieve the above research questions, the sampling technique used was multistage sampling technique. The study was conducted in 7 secondary schools of Bale Zone were selected as sample schools by multistage sampling techniques. 163 sample teachers were selected using stratified sampling techniques. In addition, the interview was conducted with school leaders (principals, vice Principals, unit leaders), supervisors and PTA representatives of secondary schools to enrich data obtained through questionnaires. School leaders and external supervisors were selected by available sampling technique whereas PTA representatives were selected by purposive sampling technique.

To conduct this study, a descriptive survey mixed research method where both qualitative and quantitative data were used. Quantitative data were collected on the personal characteristics of respondents and teachers' and school leaders' opinion on the practices of school leaders for school improvement program, extent the SIP domains implemented, challenges of school leaders in implementing teaching and learning domain of SIP and opportunities created for school leaders in implementing teaching and learning domain of SIP using questionnaire whereas qualitative data were collected using interview from supervisors

and Parent Teachers association, document analysis to supplemented the quantitative data. However, 7 teachers have not returned the questionnaires and this reduced the rate of return of teachers (the respondents) to 156.

The quantitative data obtained were analyzed descriptive statistics of mean, frequency, percentage and standard deviation.

From quantitative and qualitative data obtained, the practices of school leaders in making preparation for implementation of teaching and learning domain of SIP such as stating clear vision, participating stakeholders while planning, arranging resources, giving clear orientation on teaching and learning process, established formal committee, getting support from stakeholders, prepare plan with stakeholders participation, the importance of SIP informed to stakeholders and PTA, making self-assessment with stakeholders before planning, identifying priority areas (1—3), and putting benchmarks was underestimated.

As far as the school leaders in implementation of school improvement program concerned, the finding obtained from quantitative and qualitative data revealed that school leaders were not doing in improving teaching practice such learning of students according to their differences, motivating teachers for best performance, making significant effort to enhance professional development of teachers, coordinating the staff to share their experiences, facilitating provision of instructional materials for teachers, encouraging students' participation in co-curricular activities, implementing a strategy through which teachers can acquire appropriate teaching methods, promoting teachers' training, developing very good learning environment, ensuring that teachers teach according to their lesson plan and encouraging internal supervision to enhance the teaching and learning process.

From finding of quantitative and qualitative data obtained revealed that the practices of school leaders in improving student evaluation ( encouraging teachers to use continues assessment to enhance students' performance, using feedback from stakeholders to motivate students for their best academic performance, actively working to ensure highest academic achievement of students, encouraging teachers to plan to improve students result, reporting to on parents day and filed its evidence as well as developing efficient and permanent method of data collection to regularly monitor improvements ) was poor.

As to practices of school leaders in implementing the curriculum material, from quantitative and qualitative date obtained, the practices of school leaders in implementing the curricula materials (encouraging teachers to understand the curriculum, developing the skill of teachers

in evaluating curriculum materials, using the curriculum evaluation as an input in improving the teaching and learning process and organizing and reporting valuable improvement suggestions on curriculum) was under the expected.

Regarding the SIP domains are implemented by school leaders that improvement of teaching and learning process, as the finding from quantitative and qualitative data obtained revealed (to show), school leaders were not implementing for teaching and learning process such as arranging permanent tutorial programs for students according to their learning differences, enhancing teachers' qualification through the use of continuous professional development, encouraging students to participate in co-curricular programs, supporting teachers through internal supervision, making teachers apply continuous assessment methods and developing teachers' skill of evaluating curriculum materials as expected from them.

As the finding of quantitative data obtained revealed that Lack of financial resources to implement SIP, tasks given to the school leaders which have no direct relation with school activities, lack of commitment of school leaders, low commitment of teachers, The extent to which school leaders involve members of the school community in the articulation of school vision, lack of stakeholders participation, lack of educational input in improving the teaching-learning process and lack of conducive environment in the school were the major challenges that the school leaders of secondary schools of the study area were facing in implementing teaching and learning domain of SIP.

As to the opportunities created to school leaders in improving teaching and learning activities concerned, the finding from the quantitative and qualitative data obtained revealed that the school grant budget, SIP guide lines and framework, presence of experience sharing programs from best performing schools, presence of networking within the school and school based continuous teacher professional development were the major opportunities created to school leaders of secondary schools of Bale Zone in improving teaching and learning activities.

## **5.2. Conclusions**

Conclusions were drawn on the bases of findings of the data analysis. The practice of school leaders for school improvement program and their contribution for school improvement had been assessed and the challenges the school leaders were facing in implementing SIP as well as the opportunities created to school leaders in improving schools were identified. The conclusions were:



- ❖ Although the prime function of school leaders was improving schools through implementation of school improvement program to enhance the quality of teaching and learning but from the findings, the practices of school leaders of secondary schools of Bale Zone selective Schools in implementing school improvement program were at the level of low performance.
- ❖ With regard to the contribution of school leaders for school improvement, secondary school leaders of the study area were not contributing for school improvement even though they were expected to shoulder their responsibility for improvement of schools. The school leaders assigned at the school leadership position were not contributing for school improvement what was expected as it has been set in the SIP.
- ❖ In implementing school improvement program, school leaders of secondary schools of Bale zone were facing challenges such as Lack of financial resources to implement SIP, tasks given to them which had no direct relation with school activities, lack of commitment of leaders and teachers, low commitment teachers, lack of stakeholders participation, lack of educational input in improving the teaching-learning process and lack of conducive environment in implementing teaching and learning domain of SIP
- ❖ The findings showed that the school grant budget, presence of SIP guideline and framework, experience sharing programs from best performing schools, presence of 1 to 8 the cycle of qualities education in the schools and school based continuous professional development were the opportunities identified.

### **5.3. Recommendations**

On the bases of findings obtained and the conclusion drawn, the following recommendations were forwarded to improve the contribution of school leaders for school improvement in secondary schools of the study area.

- ❖ Effective and efficient practice in the implementation of teaching and learning activities is very important. An effective and efficient practice of school improvement comes through to establish formal committee; active participation of stakeholders during self-assessment before planning on teaching and learning activities; during planning and implementation of the plan; inform the importance of SIP to stakeholders and PTA.

A school plan which is developed without participation of stakeholders may face a great challenge during implementation. Therefore, school leaders should convince and participant responsible bodies such as parents, teachers, students through continuous discussion and work with them.

The external supervisor, 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 update and upgrade 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, Administration town /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. And the school leaders should work with staff and stakeholders in putting benchmarks which contribute to successful accomplishment of the goals set and strengthen the effectiveness of school improvement.
- ❖ It is advisable that school leaders need to encourage teachers to help their students in tutorial; school leaders in collaboration with woreda education office should work on motivating teachers through different things such as giving recognition letters and different awards. And school leaders have to promote teachers professional development through continuous professional development program which incorporates training, experience sharing, meetings with other teachers, action research and mentoring.
- ❖ As the finding revealed, school leader didn't sufficiently implement a strategy through which teachers can acquire appropriate teaching methods. Therefore, it is advisable that secondary school leaders and external supervisors need to encourage teachers to use active learning methods in the classroom to promote improved learning results and

school leaders to provide the necessary instructional materials for teachers for effective improvement of teaching - learning process. As well as School leaders should facilitate continuous classroom visiting through inbuilt supervision team.

- ❖ As the finding revealed, teachers didn't used to laboratory class because the schools they haven't own technician and insufficient instruments. Therefore schools leaders need to solve this problem descouse with woredas educational office.
- ❖ 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.
- ❖ Moreover School leaders, eternal supervisors, teachers and PTAs need to search mechanisms which enable them to generate their own schools' income rather than waiting for only external supports.
- ❖ The main role of effective school leaders motivating their employees; this means motivation is a driving force which may lead the teachers to more success. Therefore, secondary school leaders, external supervisors and PTAs in collaboration with Woredas' education office ought to emphasize on teachers motivation and incentives and allocate budgets in their yearly plan for this purpose.
- ❖ Co-curricular activities make students to be exposed for real life experiences. Therefore, school leaders should encourage students demonstrate active participation in school clubs and other community based extracurricular programs that enable to improve their awareness.
- ❖ Curricular materials (student text books and teachers' guides) have to be validated and revised and made use of by teachers in terms of their compatibility with the needs of students and appropriateness and participatory nature, free from any discrimination and specify local context. Therefore, school leaders are advised to encourage teachers to understand the curriculum, develop skill of teachers in evaluating the curriculum materials and deliver the curriculum on participatory nature and free from any discrimination. It will be better if research on the school leader implementation of

school improvement in secondary schools of Bale Zone with respect to teaching and learning domain of SIP is done.

- ❖ To alleviate the lack of financial resources to implement SIP that the school leaders have that school, it is advisable that the schools, they used to modern farming system because they have more than three (3) hectares, school societies and Environmental societies in collaboration with woreda educational office should give sustainable support by money or equipment to fill the gap schools problem.
  
- ❖ 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 support and to fill gaps of school leaders problem. They also need to avail secondary schools with important financial, material and human resources. Beside, Woreda and Zonal Education Offices in collaboration with school leaders 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 1**  
**Teachers' Survey**  
**Jimma University**  
**Graduate School of Education**

**Department of educational planning and management**

**This Questionnaire is to be Filled by Teachers and School leaders (Principals, vice principals, and unit leaders).**

**Introduction**

Dear Teachers! The purpose of this questionnaire is to survey views on Contribution of Educational Leadership for School Improvement in Secondary Schools of Bale Zone of Oromia Regional State. The success of this study to a great relies on your genuine responses. Thus, you are kindly requested to be honest in your response to all items provided in this questionnaire.

In responding to the questionnaire, please note the following important points,

- 1) All the questions raised here are equaled important to attain the objectives of the study. Failure to complete any of them will negatively affect the overall study results.
- 2) You are not required to write your name.
- 3) All your responses will be kept confidential and used only for academic purpose.
- 4) Make a tick mark (✓) in the boxes or blank spaces given for questions with options, and write your own opinion for open ended questions.

The researcher is grateful to your cooperation in advance!

**Part I: General Information about the Respondents**

1.1. Woreda \_\_\_\_\_ and school: \_\_\_\_\_

1.2. Sex: A) Male , B) Female

1.3. Age: A) 20--30 , B) 31-40 , C) 41-50 , D) 51&above

1.4. Educational Background: A) Diploma , B) BA/BSc  C/ MA/MSc

1.5. Total years of service: A) 5 & below , B) 6-10 , C/11-15

D/ 16 -20 , E/Above 20



**Part II:** Items related to the practices of school leaders for school improvement on teaching and learning domain of SIP in your school are indicated below in the table. You are kindly requested to show your level of fillings by making a tick (√), ranging 1 to 5; 1=Strongly Disagree, 2= Disagree, 3= Undecided, 4 = Agree, 5= Strongly Agree

No	School leaders' preparation in implementation of teaching and Learning Activities	1	2	3	4	5
1	School leaders are able to state clear vision					
2	School leaders work with stakeholders while planning					
3	School leaders perform well in arranging adequate resources needed for improving teaching and learning process					
4	School leaders give clear orientation on teaching and learning process					
5	School leaders are active in getting support from different stakeholders					
6	School leaders make self-assessment with stakeholders before planning on teaching and learning activities					
7	School leaders identify priority areas in implementing teaching and learning					
8	School leaders set directions towards achieving the expected educational Goals					
9	School leaders put benchmarks which contribute to successful					
	<b>What are the practice of school leaders implementing teaching and learning activities in school</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	School leaders ensure the learning of students according to their Differences					
2	School leaders motivate teachers for best performance					
3	School leaders make significant effort to enhance professional development of teachers					
4	School leaders coordinate the staff to share their experiences					
5	School leaders facilitate provision of instructional material for teachers					
6	School leaders encourage students' participation in co-curricular activities					
7	School leaders implement a strategy through which teachers can acquire					
8	School leaders promote teachers' training which enable them to have sufficient knowledge of subject matter					

9	School leaders develop very good learning environment					
10	How do the School leaders mutually define the principles which lay down strong foundation for quality teaching?					
11	School leaders ensure that teachers teach according to their lesson plan					
12	School leaders encourage internal supervision to enhance the teaching and learning process					
	<b>The practice of school leaders in improving student evaluation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	School leaders encourage teachers to use continues assessment to enhance students' performance					
2	School leaders use feedback from stakeholders to motivate students for their best academic performance					
3	School leaders actively work to ensure highest academic achievement of students?					
4	School leaders encourage students to plan to improve their result					
5	School leaders report to parents on students' result					
6	Students' Achievements usually checked					
	<b>How do school leadership in implementing the curricula</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	School leaders encourage teachers to understand the curriculum					
2	School leaders develop the skill of teachers in evaluating curriculum material (students' text book, teachers' guide and etc.)					
3	School leaders make the curriculum to be delivered on participatory nature					
4	School leaders use the curriculum evaluation as an input in improving the teaching and learning process					
5	School leaders organize and report valuable improvement suggestions on Curriculum					

**Part III:** Items related to extent the SIP domains are effectively implementing by school leaders in your school are indicated below in the table. You are kindly requested to show your level of fillings by making a tick (√); ranging 1 to 5;

1=Strongly Disagree, 2= Disagree, 3= Undecided, 4 = Agree 5= Strongly Agree

No	Items	1	2	3	4	5
1	School leaders do take part in improving SIP domain of teaching and learning process					
2	The school leaders have own benchmark which contribute to successful accomplishment of the goals set					
3	The school leaders to facilitate permanent tutorial program for students on the basis of their learning differences					
4	School leaders to help, teachers have improved their teaching qualifications through the use of continuous professional development					
5	Principals can motivate their Students actively participate in different school clubs and committee					
6	School leaders are guiding their teachers to develop their lesson plan by taking into consideration teaching methods, educational objective and content, learning context and learning interest of their students.					
7	Principals are used to Internal supervision for supported teachers to improve their teaching methodology					
8	School leaders and teachers have good plan for their students to evaluated through continuous assessment					
9	The school principal facilitate for teachers sharing experience to each other on developed their skills of evaluating curriculum materials					

10. Please, list out if there is any extent SIP domain improving by school leaders in your school.

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**Part IV:** Items related to the major challenges that the school leaders are facing in implementing teaching and learning domain of SIP in your school. You are kindly requested to show your level of fillings by making a tick (√); ranging 1 to 5; 1=strongly

Disagree, 2= Disagree, 3= Undecided, 4 = Agree 5= Strongly Agree

No	Items	1	2	3	4	5
1	Lack of financial resources to implement SIP					
2	Challenges related to tasks given to the school leaders which have no direct relation with SIP domain teaching-learning activities					
3	Lack of commitment of school leaders					
4	Low commitment of teachers					
5	The extent to which school leaders involve members of the school community in the articulation of school vision.					
6	Lack of stakeholders participation					
7	Lack of Educational input in improving the teaching and learning process					
8	Lack of conducive environment in the school					

9. Please, list out if there are any other challenges that encounter school leadership.

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10. Please, list out strategies by which the challenges can be resolved.

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**Part V:** Items related to opportunities created to school leaders in improving teaching and learning activities in your school. You are kindly requested to show your level of fillings by making a tick (√); ranging 1 to 5; 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4 = Agree 5= Strongly Agree

No	Items	1	2	3	4	5
1	The school has used the school grant for improving teaching and learning activities					
2	School improvement program has own guide lines and frameworks.					

3	Experience sharing programs from best performing schools among different schools.					
4	Presence of networking within the school ( 1 to 8 or with even number networking ) in the school					
5	School based continuous teacher professional development program.					

6. Please, list out if there are other opportunities for the school leadership in improving teaching and learning activities

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7. Please, list out which of the opportunities have been used by your school in implementing the teaching and learning domain of SIP.

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### **Interview Guidelines for Secondary school supervisors**

Thank you for taking time to participate in this post graduate study. This study investigates the contribution of school leaders for school improvement in secondary schools of Bale Zone.

All data collected in this interview are used for the purpose of completion of graduate studies at Jimma University and so that all your responses will be kept confidential and used only for academic purpose. Do you have further question regarding the objective or procedure of the interview? Please you can terminate the interview at any time that you wish.

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

Sex: \_\_\_\_\_ Age: \_\_\_\_\_ Level of Education: \_\_\_\_\_ Experience as supervisor

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

1. What do you think are the major contributions of the school leaders in improving teaching practices, learning and evaluation, and in making the curriculum meaningful in the school you are supervising?
2. How do you see the performance of school leaders in arranging adequate resources needed for improving teaching and learning process?

3. How do you see the ability of school leaders in identifying priority areas before implementing teaching and learning activities?
4. How do you see the participation of stakeholders while planning of implementing SIP?
5. How do you evaluate the capability of school leaders in setting directions to achieve educational goals?
6. How do you see the capability of school leaders in putting benchmarks to achieve educational goals?
7. How do you evaluate the motivation given to teachers by school leaders for best performances?
8. How do you see the using of feedback from stakeholders by the school leaders to motivate students for their best performance?
9. How do you see the activity of the school leaders to ensure highest academic achievement of students?
10. How do you see the school method of data collection to regularly monitor improvement?
11. How do you evaluate the role of school leaders in encouraging teachers to understand and evaluate the curriculum?
12. According to your view, to what extent school leaders use the curriculum evaluation as input in improving the teaching and learning process?
13. How do you evaluate the contribution of the school leaders in improving teaching and learning process?
14. How do you evaluate the managerial skill (technical, human and conceptual) of school leaders of the school you are supervising?
15. According to your view, to what extent school leaders develop very good learning environment?

**JIMMA UNIVERSITY SCHOOL OF GRADUATE  
STUDIES COLLEGE OF EDUCATIONAL AND  
BEHAVIORAL SCIENCES**

**Document Review Checklist**

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

No	Items	Availability	
		Ye	No
1	School improvement plan		
2	Benchmarks which have been made known to the entire school Community		
3	School CPD plan		
4	Teachers' CPD plan		
5	CPD plan implementation		
6	Training records for teachers' training program		
7	School improvement plan implementation monitoring tools		
8	Students' regular attendance format on extracurricular programs		
9	Teachers' mark list in which continuous assessment has been given		
10	Document of school committee Board & PTA		
11	School annual plan		
12	Yearly Prioritizes of school problems(1—10 &1—3)		
13	Quality Educational Circle:		
13.1	Side of teachers		
13.2	Side of Students		

# YUNIVARSITI JIMMATTI

## SAGANTAA DAARIKTOOREETAA DIGIRII LAMAFFAA KOLLEJII BARNOOTAA FI SAAYINSII AMALAA

Koree m /b filatamaniif gaaffilee qoomaa kalatti qabsiisan.

Gaaffiilee qophaa'aan keessatti hirmaachu keessaniif durse galatoomaa!

Qorannoon Kun kan xiyyeefatu bu'aa qabeesumaa hoggantoota manneen barnootaa fooyya'insa guddinna manneen barnootaa sadarkaa lamaaffaa Baalee ta'a.

Gaaffilee qoomaa dhiyaatan huundinu dhimma qorannoo digirii lamaaffaa Yunivarsitii Jimmaa akkasumas qorannoon Kun kan oluuf dhimma barnoota qoofaaf olu isa hubachuun soodaa tokko malee yaada keessan kennaa. Kaayyoo ykn adeemsa qorannoo kanaa ilaalchise gaaffii qabdu?

Mana barumsaa \_\_\_\_\_ Saala \_\_\_\_\_ Kutaa \_\_\_\_\_

### Gaaffilee qoomaa

1. Akka hubannoo keessaniitti hoggansi m/b haangam fooyya'insa m/b milkeessuuf hojjachaa jiru FKN walitti hidhiinsa m/b fi hawaasaa, koreewwani, fi hirmaannaa cimsuuf maaltu jira?
2. Akka hubannoo keetitti haalli baru-barsii akka mana barumsa keessaniitti maal fakkaataa?
3. Tooftaaleen manni keessan ittiin hawwaasa hirmaachiiftan maali inni?
4. Waliti dhufeenyaa maatii fi mana barumsaa qabxii barattootaa fooyyeessuu keessatti qabu akkamiin madaaltaa?
5. Deggarsii hoggansii barnootaa qophii karoora fi raawwii fooyya'insa qabxii

Barattootaaf gochaajiruu fi deeggarsii inni gochaajiru maalfakkaata?

6. GQB Damee Ummataa keessatti haallii hirmaannaa keessani maal fakkaata?
7. Hoggansi m/b manni baruumsaa akka fooyya'uufi qulqullinni barnootaa akka lafa qabatuuf akka caraatti wanti inni qabu maali?
8. Qulqullinnii barnootaa akka lafa hin qabane kan godhan gufuun mul'atu maal fa'i?



## APPENDIX 2

### Bale Zone selective secondary schools, grade 10 students national

#### Examination from 2009-2010 E.C

Number of students set for national examination	Grade	Sex	Year in E.C.									
			2009 E.C			2010 E.C			2011 E.C			
10 <sup>th</sup>		Male	375			430			484			
		Female	319			300			408			
		Total	694			730			892			
Score of Students	10 <sup>th</sup>		Students' score			Students' score			Students' score			
			2 & above	below 2	Pass to prep.	2 & above	below 2	Pass to prep.	2 & above	below 2	Pass to prep.	
			Male	360	15	216	402	28	166	320	164	170
			Female	277	42	143	256	44	111	308	100	126
			Total	637	57	359	658	72	277	628	264	296
			%	92.5	7.43	51.7	90.1	9.8	37.9	70.4	29.6	33.2

### Appendix 3

Daniel (1999) sampling formula, Where;  $S = (X^2NP(1-P)) / (d^2(n-1) + X^2P(1-P))$

$S$  = required sample size.

$X^2$  = the table value of chi-square for 1 degree of freedom at the desired confidence level or level of confidence (3.841). Where,  $X=1.96$  then  $X^2 = 3.841$

$N$  = the population size.

$P$  = the population proportion (0.5) or expected proportion (assumed to be 0.50).

$d$  = the degree of accuracy expressed has a proportion (0.05).

Therefore, to determine the sample size of teachers,

Where  $N=283$

$$S = 3.841 \times 283 \times 0.5(1-0.5) / 0.0025(283-1) + 3.841 \times 0.5(1-0.5)$$

$$S = 271.75075 / 1.66525$$

$$S = 163$$

### Appendix 4

William stratified Formula (1977:75):

$$P_s = \frac{n}{N} \times N_o \text{ of teachers in each school}$$

Where,  $P_s$  = Proportional allocation to size

$n$  = Total teachers' sample size

$N$  = Total number of teachers in the eight selected sample school = 283

Example; Kebena school's teachers 38 so: 38 = teachers in school

283 = total teachers in schools

163 = samples of teachers

$$P_s = \frac{38}{283} \times 163 = 22$$