

**QUALITY MANAGEMENT PRACTICES IN SECONDARY SCHOOL  
OF HORO GUDURU WOLLEGA ZONE**



**JIMMA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

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**APPROVAL SHEET FOR SUBMITTING FINAL THESIS**

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## DECLARATION

By my signature below, I declare and affirm that this thesis entitled “**Quality Management Practices in Secondary School of Horro Guduru Wollega Zone**” is my own work. I have followed all ethical and technical principles of scholarly writing in the preparation, data collection, data analysis and compilation of this thesis. Any scholarly matter that is included in the thesis has been given recognition through citation. This thesis is submitted to the department of Educational Planning and Management, College Of Education and Behavioral Sciences, Jimma University. This thesis has not been submitted to any other institution anywhere for the award of any academic degree.

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## **List of Abbreviations and Acronyms Used**

ESDP -----Educational Sector Development Program

MoE----- Ministry of Education

PSTA----- Parent Student and Teacher Association

QM----- Quality Management

SPSS-----Statistical Product for Service Support

TQM -----Total Quality Management

UNESCO-----United Nations Educational Scientific and Cultural Organization

WEHO-----Woreda Education Head office

## Abstract

*The main purpose of this study was an assessment of the practice of quality management in secondary schools' principals in Horro Guduru Wollega Zone. Mixed research design was employed. The population size of the study was 435 and a sample size of principals and teachers were selected through simple random sampling technique. The sample comprised of 5 WEHO, 5 principals, 10 Vice-Principals, 10 PSTA and 134 teachers were selected using simple random methods. Three basic research questions guided for the study. The reliability of the instruments was calculated by using Cronbach's Alpha and the result was determined as .733, which fit the assumption. Data were gathered through questionnaire and interviews and analyzed using percentage, mean and standard deviation and data obtained through interview was qualitatively analyzed. The data of quality management predictors were analyzed using multiple linear regression models. The major finding of the study revealed that the extent to which school principal's practice of planning, organizing, directing, and controlling were the determinants of quality management. The multiple regression model obtained from analysis of the six independent variables on quality management was  $Y = -0.620 + 0.5x_1 + 0.224x_2 + 0.097x_3 + 0.281x_4$ . The researcher therefore, concluded that planning, organizing, controlling, and directing were crucial factors for safety management practices in the study area. Based on the findings of this study, the researcher recommended among the selected secondary schools' PSTA, vice-principals, Principals and Woreda Educational office expertise, teachers, need focused on the current awareness of quality, how quality management is practiced on educational input and processes, the existing contributions of the schools of planning, organizing, directing, and controlling.*

**Key Words:** *Quality, Quality Management, Total Quality Management, Organizing, Directing, Controlling, Budgeting, reporting,*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the Study

Quality is a phenomenon appreciated and looked for in every aspect of life. But, Quality cannot be defined with one meaningful idea for there are different subjective looks into it based on the conditions and individuals expressing it. According to (Dale, Wiele and Iwaarden , 2007)quality can be defined for any business organization as „performance to standards“ or „satisfying the customer“. These expressions further clarified as „conformance to specifications, fitness for use, value for price paid, support provided after the product or service is purchased“. Dale, et al (2007) also mentioned the application of quality as going beyond product or service itself, to the staff members, procedures, and related organizational setting. Organizations are also cautioned to prioritize quality in order not to jeopardize their survival.

Quality management is a part of management aimed at achieving quality goals through planning, monitoring, assuring and improving quality. Education quality is a dynamic, multi-dimensional concept that refers not only to the educational model, but also to the institutional mission and its goals, as well as to the specific standards of the system, facility, program or event. The pedagogical theory and practice has been trying to determine what the quality of education is. In education it is only possible to determine the quality by comparing the results with the given goal, or by comparing it with previously established standards.

Quality Management can be defined as the act of coordinating the efforts of people to accomplish desired goals and objectives using available resources. As the main purpose of a school's existence is to enable teaching and learning process to take place, school management involves the alignment of resources to meet organizational goals and objectives (Haimanot Tefera, 2014 ).

Any human activity is identified by the quality of its product., the same rule applies to education, the quality of education is therefore responsible for the quality of its “product”: students and various forms of education are present in different places, at various times, under different circumstances and terms, intentional and unintentional, organized and unorganized, with or without a program (Haimanot Tefera, 2014 )

As described by scholars, Quality management is a management philosophy and practice that aims at harnessing the human and material resources of any organization in the most effective way to achieve the organizational objectives. Many institutions are conducting organizational development programs like seminars, workshops and conferences to enhance quality awareness and change the attitude of their employees towards quality management.

As described by scholars that for many decades, the principal has been used to perform management routine tasks as planning, organizing, monitoring, and evaluating. These tasks are evidenced in giving orders, dealing with school budget, arranging classrooms timetables, monitoring attendance and absence of teachers and students. Those tasks are considered and are still seen as important. However, with the advent of major changes in education and the changing prospects for the graduates needed for the new economy, this view of the roles of the principals has changed. Today, the challenges are schools faced with not only an abundance of knowledge and technological movements at all fields but also with many challenges to an effective learning process (Al Hosani , 2015).

Quality as a representation of service evaluation by its customers, quality outcome of education must be the main focus of the schools. Education as other important processes, on top of having good quality content, has to be managed well in order to realize its hidden potential of assisting a student to consider himself and other people as important; acquiring skills in words and numbers as well as habits and perspective of dependable citizen; sustaining physical and emotional wellbeing; offering possibilities and support to be creative; training for challenges of the fast-changing world of science and technology. School administration should accomplish all its duty with consciousness of quality in mind in order to produce quality output

The task of educational managers (in fact, of all managers) is to understand the production process well enough to be able to identify which outputs are independent, which are joint outputs, and which are mutually exclusive outputs. Then, the educational utility decision requires combination this knowledge of the production process with an understanding of the appropriate values to be assigned to the outputs so that a decision can be made that will maximize the utility to be derived from the mix of outputs that are to be produced. The tendency to judge the quality of a school or other educational institution by the cost, quantity, and/or quality of its inputs is not limited to developing nations. Often parents, students, administrators, and analysts have no other

measures from which to make an evaluation. Also, since the inputs are within the direct control or influence of the educational authority, it has always made a certain intuitive sense to focus attention on the aspects of the school that can be affected by administrative personnel ( Douglas, 1990).

One of the key problems is the unification of standards and quality evaluation criteria. The key components of the evaluation process are the methodological approach in applying good methods and procedures of data collection, and the definition of key concepts and their relations with the concept of quality (croatia, 2004) .The fundamental precondition for quality improvement is the establishment of an active system of internal and external evaluation. Internal evaluation implies a significant role of the judgment of students as active participants in the process Interdisciplinary Management Research of quality evaluation in education (croatia, 2004).

As the calls for the provision of quality education are growing louder, the linkage between school leadership and the quality of teaching and learning in school is a growing concern as well (Botha, 2011). The most important factor in the success of the schools is the quality of leadership of the head teacher (Harris, 2011), One of the challenges facing schools is the demand for the provision of quality education. Schools are being challenged by educational reformers to implement teaching and learning strategies that will prove quality education. The operative notion is that the quality of teaching and learning is largely dependent upon an individual or group that exercises supervisory responsibility for the core business of schools; namely, curriculum, teaching and learning.

According to (Fullan , 2001), principals are the key agent in the school improvement so as to bring effective student academic achievement. He or she is responsible for promoting a healthy culture and climate, for supporting teacher leadership, for building and sustaining the school improvement teams, and for planning, organizing and monitoring school improvement endeavors.

In other way scholars further discussed that to examine the quality attribution of education it is better to adopt a more comprehensive approach of input-process–output. The framework proposed is derived from viewpoint of quality in higher education. It is called the Input–Process–



Output (IPO) framework in which ‘Input’ refers to the entry requirements, ‘Process’ refers to the teaching and learning processes, and ‘Output’ refers to the employability and academic standings . This Classification of quality in secondary schools attributes is in accordance with the organization’s operation system of converting the inputs (raw materials) into outputs (products and services) via the process or procedure (Ntawiha , 2011)

In this sense high quality is seen in high levels of provision of resources such as buildings and other facilities, textbooks and instructional materials. Quality as inputs may also refer to the characteristics of pupils, or those of teachers and administrators, to their number or their levels of education and training. While resources are generally recognized as a necessary but insufficient condition for desirable outputs such as student achievement, the tangible, visible, and quantifiable nature of inputs makes this meaning of quality a common proxy for other, less easily measured aspects of education such as process and outcomes and quality as process highlights the need to understand the use of educational inputs ( Philothere, 2011).

As study identified that the operation of the school within the society (environment) requires resource inputs that are processed to facilitate effective institutional management, curriculum delivery and quality learning outcome (output) as required by the national education policy and objectives in secondary schools. The quality of school management and output depends largely on the quality, adequacy, coordination and utilization of physical, human and material resources that are provided for effective teaching-learning process, which in turn leads to the achievement of desirable academic standard in secondary schools. The motivational resources that are needed for effective management of the school system among others include: enabling policy, finance, personnel, learning facilities, instructional materials and physical infrastructure. All these resources constitute the potent input factors that promote quality education and contribute significantly to entrepreneurial skills development and learning outcome in secondary schools (Adeolu, 2016). In Oromia Regional State context, although an attempt has been made to make the educational management system professional, still a lot remain to be done, particularly in the area of accomplishing duties of school leaders with consciousness of quality in mind to produce quality output. Furthermore, as Quality Management is the effective method of achieving quality output through planning, monitoring, guaranteeing and enhancing quality and should be the focus of school management in order to come up with quality output, in some extent there

were challenges in relation to quality management practices in the specified study area. Therefore, this study particularly is going to identify the quality management practices of secondary school leaders in Horro Guduru Wollega Zone.

## **1.2. Statement of the problem**

The capacity to plan, manage and monitor is limited. In Ethiopia, the management and financing of primary and secondary education is the responsibility of regions and woredas based on the national policy and standards developed and approved by the Ministry of Education (MOE). However, some regional and woreda governments have weak capacity to gather and report on key performance indicators on time to manage and monitor effectively the implementation of education reforms and quality management (MoE, 2008). As explained time and again in the preceding section, the major objective of any quality management is on the planning, directing, organising, monitoring and controlling of the education provision system or processes. Quality management would not be achieved by accident or by management dictates; rather, it requires a cultural change that would transform management behavior and attitude in general. This process of change should be managed by managers who are fully dedicated and committed to the task. At the input stages, the focus is on the selection of input factors of the highest quality. At the throughput stages, the focus is on the correct match and mixes that will provide the highest quality processes aligned with producing the correct and accurate outputs and outcomes. At the output stages, the focus is on outputting products and services that satisfy and delights the customer. Horo Guduru Wollega Zone over the years have been suffering quality management practices due to inadequate facilities for effective teaching and learning, lack of maintenance of existing ones, lack of commitment by principals, lack of teamwork, poor communication method, lack of adequate funding, poor performance of students especially in examinations, teachers' behaviors and this has resulted in low quality of education in the specified study area . This is also the other reason for the minimum participation of parents in following up students learning progress. This can negatively affect the quality of education since learners perform extremely poorly in their academic achievement in the absence of the principals of the schools and the teachers. Hence, this study would contribute to the existing research gap and to find the management practices of secondary school principals in Horro Guduru Wollega Zone and related problems in the specified study area.

As educational accountability and quality management in education become more of a priority for the evaluation of the management's awareness of quality is essential in order to comprehend the QM practices of the schools. The practice of QM should also be evaluated on different aspects of the schools since QM demands quality in all resources and processes. The assessment should also be done from different angles as seen from different point of view since the results expected from the practice should satisfy all the stakeholders. Results expected from the QM practices of secondary schools are not people, customer and business results only, but society results are also expected due to the delicate nature of education. However, most studies were done in secondary schools to the knowledge of the researchers there is little study conducted on quality management practices of secondary school principals. Hence, this study would contribute to filling the existing research gap and to find out the current quality management practices of school leaders in Horro Guduru Wollega Zone secondary schools.

In fact, very few studies related to the present study were addressed by various scholars before though some of them focus on quality of education rather than quality management practices. For example, the same study was conducted by (Haimanot Tefera, (2014) particularly. Though this is similar with my study, it focuses on primary schools while my study particularly focuses on secondary schools and both studies are varied in setting and context. Moreover, Abadi Asefa conducted nearly related study in government Secondary Schools of Gullele Sub-City in Addis Ababa City Administration on "The Role of Principals in Managing Quality of Education" which is basically different from current study entitled by "Quality management practices of school principals' to enhance quality of education in secondary leaders of Horro Guduru Wollega Zone.

### **1.3. Research Questions**

This research surveys the practice of quality management employed by secondary school leaders in Horro Gududuru Wolega Zone. Specifically, this study attempted to get relevant answers for the following basic research questions. Based on this, the researcher posed the following research questions.

1. What are Quality enhancement mechanisms in place in secondary schools of Horro Guduru Wollega Zone?
2. To what extent do school stake holders (leaders and teachers) discharge their roles to enhance the practice of quality management in secondary schools of Horro Guduru Wollega Zone ?
3. What are the challenges of quality management practices in secondary schools of Horro Guduru Wollega Zone?

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

### **1.4.1. General Objective**

The general objective of the study was to identify the current quality management practices of secondary school leaders in Horro Guduru Wollega Zone.

### **1.4.2. Specific Objectives**

The specific objectives of the study were:

1. To find out quality enhancement mechanisms in secondary schools of Horro Guduru Wollega Zone
2. To explore Challenges that school leaders face in enhancing the practice of quality management in Horro Guduru Wollega Zone secondary schools.
3. To examine the extent to which school leaders discharge their roles in the improvement of quality management in secondary schools of Horro Guduru Wollega Zone.

## **1.5. Significance of the study**

The present study attempts to examine the current practices of quality management in secondary schools of Horro Guduru Wollega Zone. Consequently, as this study was completed it may be basis for other scholars to conduct further study on quality management practices particularly in secondary schools. For example, academic scholars may have a practical view of the implementation of quality Management. Those who wish to further their education can find new information, which may contribute to the building of their scholarly abilities and growth with regard to quality management practices in secondary schools. Furthermore, the study helps to initiate educational officials to be aware of factors that affect the roles of school leaders in

managing quality education. The findings would be used to recommend possible measures to be taken by the Ministry of Education, school leaders, and other interested stake holders for effective secondary school quality management practices. The study is expected to add some current information to the existing literature on the nature of school management and problems faced by secondary school leaders, so that it may act as a spring board for those who will make other studies along this line.

## **1.6. Scope of the study**

Research endeavors were bounded by the reality. They brought scientific knowledge through establishing relationship between facts being delimited within than truth, unless the study was delimited to some specific area of interest. Conceptually the study would be delimited to assess the practices of Quality Management of school in secondary schools of Horro Guduru Wollega zone.

The research could be more comprehensive and reliable, if it could have included all government and non-government, urban and rural, secondary schools, school principals and teachers of secondary schools in the Zone. However, to make the study manageable, the research was delimited to secondary schools in five Woredas of the zone, where the researcher could get easy access to information on the problem under the study. However, to make the study manageable it was delimited to five woredas, namely, Abay Choman, Guduru, Hababo Guduru, Jimma Ganati and Chomman Guduru. From those woredas five secondary schools were selected. These include; Kombolcha Secondary school, Fincha Secondary school, Gabate Secondary school, Dedu secondary school, and Hareto Secondary school.

## **1.7. Limitations of the Study**

In carrying out the study, the researcher encountered some challenges as with regard to unwillingness by respondents to give accurate and reliable information hence might affect the study negatively. The other problem was, the researcher faced was pandemic disease, Covid\_19 (corona virus) that affect the study did not to gain enough data from all respondents. In this regard few studies have been undertaken in the country and not enough of them were geared towards quality management practices in secondary schools. There were some aspects to be

mentioned as challenges while conducting the study. Firstly, there were no other research works to be used as reference in the study area concerning quality management practices. Unwillingness of the respondents was among the challenges. However, utmost effort was made to increase the reliability of the data collected from subjects and stakeholders of the study.

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

The researcher has given operational definitions for different terminologies and acronyms which have been used and frequently appeared while conducting the study.

**Quality management:** is the cultivation and practice of quality in every person's tasks and activities through which the school system focuses on continuous improvement of all operations in the task areas (Ejionueme & Adebayo, (2015)

**Principals:** in this case are the head and deputy of the schools who take the front responsibilities of the school activities (Su, 2013) It also refers to a school administrator responsible for the daily operation at a particular school site.

**Education Quality** -Quality in education is an evaluation process of education, which enhances the need to achieve and develop the talents of the Teachers and, at the same time, meet the accountability standards set by the clients who pay for the process. It also means an education that enables school to produce the required human power in the country which benefits the learner as well as all stake holders' reason (Haimanot Tefera, 2016) Secondary schools: refers to the schools teaching grades ( MoE , 1995).

**Quality-** the degree, to which a set of inherent characteristics fulfills the requirements, needs or expectations that are stated, generally implied or obligatory in which the lack of quality is the losses a product imparts to the society from the time the product is shipped (Najafabadi N, Sadeghi S, & Habibzadeh P, 2008)

## **1.9. Organization of the study**

This study was organized in five chapters. The first chapter consisted of introduction part; background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitation of the study, organization of the study and definition of operational terms. Chapter two dealt with the review of related literature. The third chapter presents design

of the study, sources of data, samples and sampling technique, and instruments and procedures of data collection. Chapter four presents data analysis and presentation. The fifth chapter provides the summary of major findings of the study, conclusion and recommendations. Finally appendices and references were attached at the last part of the study report.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURES**

This section of the study provided various reviews of related literature that are scholarly reviewed. It assesses about the quality management practices in secondary schools and its related aspects. Based on this general idea, the components of the review of related literature are: concept of quality in general, defining quality in school leadership, and related aspects. The research related to the above-mentioned components were described with the view to addressing how quality managements are practiced and factors that affect quality management

#### **2.1. Concept of Quality and Quality Management**

Many scholars measure the quality of schools in terms of the performance of students in public examinations and the quality of the achievement of the graduates at their jobs (NJEAP, 2006) but some doubt the consideration of public examination result as the measure of the educational quality of any school due to the differences between the learners who join the school. As (Carlston , 2000) explained classrooms are places where educational practice and community reality come together. Factors affecting the quality of learners range from their brain growth resulted from early upbringing care to constructive home environments and social relations.

Therefore, (Carlston , 2000) suggested quality education in private primary schools better be evaluated from individual advancement in student performance as the child progresses in different stages. The other reservation about students' result raised by (Carlston , 2000) is even its proper utilization in specifying the end result does not show the reason behind the result which is more important in evaluating the practice of the schools.

As (Turnbill) (Dale , 2007) explained business organizations that consider quality as essential invest heavily on quality to be protected from quality failure. They also stated types of quality costs as „prevention, appraisal, internal and external quality failure costs“ with the explanation of Prevention and appraisal costs as essential for the survival of business organizations. Unless investments are done on the first two costs business sectors will be forced to face the last two quality costs. Although internal quality costs like material costs and rework etc. are



damaging to the company to some level, external quality costs which occurred at customer site are deadly up to losing customers or bankruptcy of the organization.

### **2.1.1. Definition and Concepts of Quality in School Leadership**

In the quality management literature there is an abundance of definitions as: Quality: can be defined as the totality of features and characteristics of a product or service that bears to its ability to satisfy given needs. Or differently quality measures how well a product or service meets customer needs. Furthermore quality is described as high standards of teaching learning and achievement. Quality is about excellence and satisfying the customer it is excellence (Ioannis, 2010). Quality is difficult to define and is an elusive concept, mainly because it is a dynamic idea. Scholars have even described it as ‘a slippery concept’. It is Slippery because it has such a variety of meanings and the word implies different things to different people. There are various well-known definitions of quality. Quality is defined as “conformance to requirement (Jebet , 2014) . Deming (1986) cited in (Jebet , 2014) defines quality as “a predictable degree of uniformity and dependability at low cost and suited to the market”. It is more towards quality in operation. Many organizations found that the old definition of quality, “the degree of conformance to a standard”, was too narrow. Consequently, they used a new definition of quality in terms of “customer focus.

Quality is at the top of most agendas and improving quality is probably the most important task facing any institution. However, despite its importance many people find quality a most enigmatic concept. It is a perplexing to define and even more difficult to measure. One person’s idea of quality often conflicts with another’s, and as we are all too aware, no two experts ever come to the same conclusion with discussing (Sallis, 1993). It may be instructive to look to the business world for an insight in the starting point for our discussion of quality. “Quality equals customer’s satisfaction” (Sallis, 1993) . Many writers also share the nation. It is not quit a simple as “listen and respond to your customers and the other good things will follow”, but it is a serious start. Organizations who take quality seriously know that much of the secret of quality stems from listening to and responding systematically to the needs and wants of their customers and clients. Quality, those, involves doing many other things well, but unless an institution puts its customers first the preconditions for developing quality will not exist. The scholar further

elaborated that quality has three core concepts; quality control, quality management and quality assurance in education.

Furthermore, quality is discussed , significantly essential idea for any organization since it represents an evaluation of a service by its customers(Haimanot Tefera , , 2014 )Even though there is a belief of considering market as a final judge in evaluating quality, such fatal evaluation is futile for private primary schools. The production of education and the presentation of the lessons to the students happen together while the students are active participants of the process.

### **2.1.2. Quality as inputs and resources in Quality Management**

Quality as inputs and resources is an extremely common usage of quality. In this sense high quality is seen in high levels of provision of resources such as buildings and other facilities, textbooks instructional materials. Quality as inputs may also refer to the characteristics of pupils, or those of teachers and administrators, to their number or their levels of education and training. While resources are generally recognized as a necessary but insufficient condition for desirable outputs such as student achievement, the tangible, visible, and quantifiable nature of inputs makes this meaning of quality a common proxy for other, less easily measured aspects of education such as process and outcomes (Haimanot Tefera, 2016) and (Tondi , 2014).

Quality education provides students with the knowledge, skills, attitudes and creativity needed to solve problems locally and globally, and actively contributes to the sustainable and democratic development of societies. Thus, our aspirations for quality education must go beyond narrow learning outcomes. Quality education offers, they are far from sufficient. Limiting the outcomes of education may encourage teachers to education had the potential to play a major role in the future realization of a ‘vision of sustainability that links economic well-being with respect for cultural diversity, the Earth and its resources’((UNESCO, 2007)cited in (Abadi Aseffa, 2016).

It is necessary to give attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment. Quality in education is the heart of any educational system .It influences what the students learn, how well they learn and what benefit they draw from their education. Quality in education is relative and not easy to measure. Systems that

embrace change through data generation, use and self-assessment are more likely to offer quality education to students in (Abadi Aseffa, 2016).

### **2.1.3. Quality Management**

Quality management as the effective method of achieving quality output through planning, monitoring, guaranteeing and enhancing quality; it should be the focus of school management in order to come up with quality output (Haimanot Tefera, 2014). Management has been focused through the lenses of a planning process, provision of leadership, staffing, organizing, monitoring and controlling, all with the aim of achieving effectiveness and efficiency across the institution. Good management is about boundary spanning and gluing people of same and different dispositions around the institution's vision, mission and operations. The proclivity for turf-warring, group-think and de-generation into clinches is high in multi-stakeholder and multi-layered institutions. In such contexts, management needs to be good at dealing with political game-playing and the emergence of power-seeking mates. It therefore must be effective and efficient on two main strategies: encouraging and resourcing favorable ideas and actions and weeding elements of negative monolithic politics. Balancing the two strategies creates the space for maturation of quality management infrastructures (Moterora, 1990). Alike businesses, schools need a different way of management to push them in the new century. Total quality management is a new philosophy which indicates a constructive way of management that can change schools and make them more efficient, more effective, more productive, and more antagonistic. Therefore, the usage of qualitative methods both in teaching and in administrating could offer towards this direction (Ioannis, 2010).

The improvement of education is not only a matter of resources (especially financial) in terms of inputs, but also a matter of processes and procedures for gained outputs. Therefore, quantity in education cannot by itself guarantee educational excellence if quality is excluded. Aspects of education need to be improved for educational improvement. These are, the curriculum, the language of teaching, the student guidance, the student streaming, the management, the teacher student ratio, the physical environment, and the teacher education, education and manpower branch and education department. Proposing a multi-model of quality in education motivate leaders and educators to choose certain models of quality that suit the specific case and (Cheng & Tam, 1997)

#### **2.1.4. Quality Management in Schools**

Effective and quality management is central for successful in education(Wessie , 2004)In order to achieve success in education, effective management structures must be in place and the management roles of officials need to be clearly defined in this regard. School principals and vice principals must work effectively and manage efficiently to secure quality activities in schools. This is; however, not where quality management stops.

According to Smith and in “management can be defined as process that gives the necessary direction to an enterprise's resources so that its objectives can be achieved as productively as possible in the environment in which it functions. (Plessis, 1994 )Basic resources for organizations are identified as: human, physical, and financial, information (Cecilia, 2004)The scholar further elaborated that management is a process of utilizing material and human resources to accomplish designated objectives. It involves the organization, direction, coordination and evaluation of people to achieve these goals. According to Cook et al. (1997) cited in (Wessie Cecilia, 2004)define management as revolving around tasks such as planning, organizing and developing people and finances in a task-oriented system that provides services and products to others.

The concept of school-based management implies new roles for the principal and the other stakeholders, such as in the management of the school. Educational reform and restructuring are based on the conviction that participation of all stakeholders in the management system can enhance the achievement of quality results and thus higher productivity.

It becomes apparent therefore that in order to address quality in education the guiding principles of total quality Management should be reviewed and explored. Commitment of management leadership is of the utmost importance in this process. There is a need for clear and visible commitment and support from top management in the Education Department, which should be clear to everyone (Cecilia, 2004). The scholar also argues that quality management includes empowerment of the people closer to the customer, so that they can make decisions about how best to improve education at ground level. Unfortunately, many managers view empowerment as a threat and continue to measure their value by the authority they exert on subordinates.

## **2.2. Quality Management in Education**

Quality must be consciously managed in order to satisfy quality demands. From the previous claim we conclude that quality management is "an integral part of management, whose role is to reach quality objectives, which are reflected not just in providing but also in improving quality. This is achieved by managing the activities derived from the established quality policies and plans, and is carried out within the quality system, using, among other things, the appropriate quality monitoring plan."(ISO 9001)In a school setting, parents, teachers and students must be satisfied with the quality of education offered in school. To do this, official personnel must be dedicated to quality and productivity improvement. This means the administration learns how to manage quality and must have a comprehensive quality policy in guiding the personnel towards quality improvement.

(Bhumirat,C., kidchanapanish,S., Arunrungrueng,P., Shinartakool,R.,Sirigirakal V, 1987) Generalized (Colby's &Witt's, 2000:3) "learners, environments and content" into "the input" for the other elements remained the same. Therefore we can conclude school quality can be considered as educational quality for the purpose of schools is the provision of education. Researchers define the „input“ component as the requirements for the establishment of private primary schools as stated in the official documents. The input indicators reveal the adequacy and equity of educational provision among the schools. The „process“ component engrosses the relationships among people to utilize the inputs and manufacture outcomes and the „output“ component consists of qualitative and quantitative outcomes (Bhumirat, 1987)Therefore, the objective to improving quality of schools should focus on educational resources and processes. The focus on either one cannot result in the expected quality.

## **2.3. Roles of Total Quality Management in Quality improvement**

As a modern management approach, total quality management can be used successfully in education sector that are mainly focused on increasing the customer satisfaction. As the explanation of (Ugwulashi , 2012)cited in (Haymanot Tefera , 2014).School management encompasses all the procedures through which resources are utilized in schools to carry out the educational objectives. It is a process of organizing and utilizing school resources towards the accomplishment of educational goals. This discipline requires training in educational principles and practices in order to manage schools effectively. Comprehending the basic methods of

classroom teaching and management is also essential. The importance of knowledge of administrative skills that model behaviors and motivation is inevitable for the purpose of effective school management.

## **2.4. Indicators of quality in Educational production: Inputs and Processes**

### **2.4.1. Input Indicators in quality management practices**

#### **2.4.1.1. Teacher Characteristics**

The most commonly studied input is the teacher and the teacher's characteristics. The teacher as the locus of classroom instructional activity is a part of the tradition of almost all cultures and has been institutionalized in most curricula and forms of classroom organization. Also, as was discussed earlier, many developing nations face such fiscal constraints and alternative priorities that it is extremely difficult to opt for other than a teacher-centered curriculum: after the teachers' salaries are paid there are few funds left in the education budget for alternative or even teacher-support methods of instruction ( Philothere , 2016).The characteristics of teachers that form the basis for the most commonly used indicators of teacher quality are: formal, educational attainment, teacher training attainment/ experience attrition/turn overspecialization, ethnic/nationality, subject mastery verbal ability, attitudes teacher availability measures. The first two characteristics relate to the quality of formal preparation the individual has for being a teacher. The amount and quality of both academic education and teacher training are assumed to be positively correlated with the teacher's knowledge and with the teacher's ability to impart that knowledge to students.

Teacher verbal ability is a critical factor and, income studies, the input of greatest determinacy in student achievement. In the traditional classroom, the teacher's ability to communicate facts and concepts is the major facilitator of student learning. In developing nations that face a scarcity of other inputs such as textbooks and instructional support materials, the teacher's ability to communicate will be the major school-provided instructional resource that will determine student acquisition of knowledge.

#### **2.4.1.2. Equipment/Educational materials**

Teaching and learning materials are all those things which the teacher and the students do or use to interact with in order to achieve certain objectives in a classroom situation, such as maps, models, and board. Those materials help the students to see touch, hear, smell and taste, and in so

doing they are able to conceive abstract information, from concepts, practice some skills, and draw some conclusions out of what they are handling. Teaching materials can be audio (that we can hear only or see radios) or can be printed (textbooks, charts) or non– printed (real objects, machines) ( Hermas, 2014).The discussion of equipment inputs as indicators of educational quality or effectiveness parallels that just presented for facilities inputs. Utilization measures will always be superior to availability measures as indicators of educational effects. However, availability measures may be all with which one has to work. The most important types of equipment one normally considers are laboratory equipment for the physical and natural sciences; vocational/technical equipment used in woodworking, metal working, electronics, practical engineering, and related subjects; and audio-visual equipment used in support of instruction (the traditional forms such as radios, film projectors, tape recorders, and overhead projectors have now been supplemented by the newer technologies of television, computers, and compact discs; Block, 1985) cited in ( Douglas. , 1990)

#### **2.4.1.3. School Management Capacity**

The lack of attention paid in education production studies and analyses of effectiveness and efficiency to the influence of administration is puzzling. The most common measure used to indicate administrative competence is the educational attainment of the administrator. In addition to the personal ability of the administrator, educational administrative capacity includes the appropriateness of organizational structures, individual and group attitudes toward hierarchical systems, the range of available personnel incentives, and data availability and utilization. Personal experience suggests that the ability of administrators in many educational systems is less a problem than the inefficient bureaucratic structures within which they work, the social and cultural constraints on hierarchical decision making, the limited incentives or sanctions that the administrators can apply to subordinates, and the lack of appropriateness, quality, and timeliness of data upon which the administrators must base decisions ( Douglas. , 1990).

### **2.4.2. Process Indicators in Quality Management Practices**

#### **2.4.2.1. Administrative Behaviour**

Without the knowledge of purpose, one can generate some anomalous statistical relationships. Similarly for the school, if visits of supervisors primarily are related to improving school

administration and classroom instruction, then, over time, a positive relationship with school achievement measures should occur. If a positive relationship does not occur, one is forced to question the value of the inspectorate program. Either the supportive functions of the inspectors are not properly designed or the inspectors themselves are not adequately trained or motivated.

#### **2.4.2.2. Teacher Time Allocations**

According to ( Douglas. , 1990) the allocation of teacher time in education may be viewed as divisible into three broad categories of activities: administrative tasks; instructional tasks; and monitoring and evaluation tasks. The measurement of the time distribution among these three activity categories provides a useful indicator of the teacher role in the educational process. The administrative tasks of the teacher include contacts with parents and the community (as described above for administrators), classroom organization and record-keeping, and the maintenance of student discipline. The monitoring and evaluation tasks include design and conduct of examinations and tests, grading, and decisions on student remediation and progression based on the evaluation procedures. Of course, the most complex teacher task, and the one to which the greatest proportion of time should be allocated, is instructional responsibility.

### **2.5. Output and Outcome Indicators in Quality Management**

Dealing with educational outcomes involves the same two critical issues faced in dealing with educational outputs: identification and attribution. The issue of identification (including the steps of definition, specification, and measurement) of outcomes is similar in terms of relevance and difficulty to that dealt with in the outputs discussion. Although the variety of attributes to be included and the diversity of their incidence do make outcome identification slightly more difficult these are not insurmountable barriers.

### **2.6. Challenges for quality management in schools**

#### **2.6.1. Teaching and Learning Materials**

Teaching and learning materials are all those things which the teacher and the students do or use to interact with in order to achieve certain objectives in a classroom situation, such as maps, models, and board. Those materials help the students to see touch, hear, smell and taste, and in so doing they are able to conceive abstract information, from concepts, practice some skills, and



draw some conclusions out of what they are handling. Teaching materials can be audio (that we can hear only or see radios) or can be printed (textbooks, charts) or non-printed (real objects, machines) ( Hermas, 2014).

The quality of teaching and learning materials vis-à-vis quality education may be related to other school quality issues, such as having enough teaching and learning materials, appropriate working conditions and ability of teachers to apply innovative teaching strategies. Studies indicate that in addition to other factors, books and other learning materials are significant and cost-effective inputs in the learning process( Albert, 2016). According to him school physical facilities include classroom furniture, recreational equipment among others. As these scholars identified, laboratories, classrooms, libraries, furniture, recreational equipment, toilets, playgrounds, instructional materials and other school buildings among many others are the major school physical facilities as input factors that affect the quality of education.

### **2.6.2. Insufficient of Instructional materials**

Instructional materials play an important role in creating a very conducive learning environment that facilitate the acquisition of new skills and thus improving school effectiveness. Many scholars have provided different definitions of instructional materials. Furthermore, “Instructional materials are those materials that are available in various classes, such as audio or aural, visual or audio-visual. Thus, audio instructional materials refer to those devices that make use of the sense of hearing only, like radio, audio tape recording, and television.” They go on to say that “visual instructional materials on the other hand, are those devices that appeal to the sense of sight only such as the chalkboard, chart, slide, and filmstrip. An audio-visual instructional material however, is a combination of devices which appeal to the sense of both hearing and seeing such as television, motion picture and the computer ( Philothere, 2016).

### **2.6.3. Lack of Skills and Training**

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). School principals as instructional leader should be equipped at least basic skills of organizational management these are conceptual skills,

technical skills and human skills to bring quality management practices. However, because of unique feature of schools, more technical skill could be required than others. In supporting the above idea professional knowledge, skill of attitude have great impact on the achievement of the organizational goals and objectives, and lack of skills will create impediment to the principals (Glatter, 1988)cited in (Tamirat , 2018). Therefore, school leaders must have a training in educational leadership and management to be have the necessary basic skills of leadership in the school.

#### **2.6.4. School Climate**

School climate in this context refers to the factors existing in the school. In school leadership process the availability of teachers, text books, equipment, supplies and finance are crucial for quality management success in school management for school leaders. (Mibit, 1994)cited in (Tigist Bogale, 2018) for example, stressed this when he suggested just as well trained personnel are important for the success of the school curricula, so are equipment and supplies, Hence, leaders instructional leadership functions may be constrained or facilitated by the extent of resources available in their school to practice quality management.

#### **2.6.5. Managerial shortcomings**

The other common problem school leaders often deal with is in managerial shortcomings. The main causes of managerial shortcomings are the lack of proficiency in management processes, experience in administering the authority and commitment. The managerial shortcomings can prevent schools to become effective ones. Correspondingly, a principal often fails in finding appropriate time to regularly observe all of the teachers. Likewise, it is hard for them to accommodate comprehensive hands on mentoring on instruction and curriculum (Kolu, 2015).

#### **2.6.6. Lack of 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 (SeyoumArarso, 2014).

A vision refers to the shared value and aspiration agreed by the members of the organization, which guides the present action and decisions to create a desirable future. According to (Day , 2010)successful instructional leaders have very strong and clear vision and set of values for their school, which heavily influenced their actions and the actions of others and established a clear sense of direction and purpose for the school. All the staff shared clearly understood and supported. Therefore, visionary leaders have to guide him and run the organization by using well prepared plan.

### **2.6.7. Relations with parents/community**

The parents are supposed to be the most direct partners of the teachers in educating their children in enhancing quality management. This relationship therefore merits particular attention. The level of communication and the involvement-financial, pedagogical, managerial of parents is most important (Kalpana, 2014).

### **2.6.8. Inadequate Funds**

The availability of funds plays a major role in the provision of teaching and learning materials to be used in classroom teaching. Most secondary schools face the problem of inadequate funds for teaching and learning resources. (UNESCO , 2007)concur with this by stating that “there have been inadequate funds and of most priority is the improvements of programs have been inadequately funded. Scholars show that the school lacks enough money to purchase all that which is required, this has led to the head teacher seeking funds from the parents to get the required resources. Findings also reveal that due to the fact that the money from the government can only buy few learning resources such as text books, stationeries, chalk and teaching /learning resources like teaching aids, learners are either paired or grouped to share the available resources (Melita,2010).

### **2.6.9. Relations within administrations**

Although school functioning is affected greatly by its immediate environment, a school is also part of an overall system. Consequently, the type of relationships that exist between the school and the education administration is also crucial. Particularly important are the pedagogical control and support provided to the teachers in carrying out their tasks; the extent to which they receive continuous information and clear instructions on the aims to be achieved, programs to be

taught, standards to be respected; the quality of administrative backing on which they can count (Kalpana, 2014). As described by the scholar that these factors and interactions are considered to the basic ones that have to be part of any analysis of school functioning.

#### **2.6.10. In-school relations**

According to (Kalpana, 2014) .The most important element here is the role played by the head teacher. Formal and informal relations with colleagues are also important in fostering teacher's attitudes and pedagogical behavior.

### **2.7. How to develop better quality management in school leadership**

#### **The school practicing planning process**

We have to understand from the outset that achieving change is much more a matter of implementation of new practices at the school level than simply deciding to adopt them (Hopkins, 1987)The plan should be prepared based on self-evaluation and each school's context to solve its own problems phase by phase in order to bring improvement. Likewise, school improvement process takes place over a period of several years since change is a process, not an event (Hopkins, 1987). Seeming the necessary input and proper transformation are also crucial. Hopkins and (HmTis, 1997) also advised that creating culms that enable teachers effectively pursue what is best for the young people in that school is important. When this occurs, we not only begin to meet the challenge of school improvement, but also create more effective classrooms and effective schools where all children are able to learn. (Hopkins, 1987) Warned that it is very difficult to change education even in a single classroom without also changing the school organization; the cooperation of fellow teachers and the endorsement of the school leader.

The planning process allows schools to identify its priorities and targets over each year cycle and the school plan also describes how progress is monitored and how achievement will be measured, including the evidence that will be gathered, through planning, a school embeds into its processes and practices a capacity to meet internal and external demands (MOE, 2007).

So, schools typically prioritize their strategic intentions in ways that provide the best balance between available resources (including human, physical and financial resources) and competing demands of stakeholders across the school. It is important that schools set an

achievable number of priorities, at the same time providing the school with a broad range of significant challenges for each year of the cycle (MOE, 2007). However hard we work, the implementation of any plan might end up as desired or not.

### **2.7.1. Communication and Performance**

As itemized by (Munywoki, 2018) excellent communication skills are essential for good performance management. They are important competencies used in the entire performance management process, from planning and communicating work expectations to recognizing employees for their successful achievements. Recent studies about communication show that communication has positive correlation with many organizational outputs like organizational commitment, performance, organizational citizenship behaviors, and job satisfaction.

### **2.7.2. School leaders Commitment and Performance**

Top management should be committed and focus on the following techniques; confronting reality in the institutions and articulating a compelling need for the change, demonstrating faith that the institution for a viable future and provision of a road- map to guide behavior and decision-making. Studies have shown that leaders who show commitment to their organizations perform better. By being committed their followers emulate the behavior which leads to the success of the organization and asserts that such are transformational leaders who are able to develop trusting interactions through doing what they do or say that they are going to do succeed more (Munywoki, 2018).

Effective School Leadership Effective leadership is required to implement change processes within the school, takes many forms and principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth (Mohammad Seid, 2011).

### **2.7.3. Employee Empowerment and Performance**

Studies indicated that institutional managers need to promote organizational success, and give employees chances to give or innovate their ideas, decisions or solutions. Also the study indicated that an empowering. Organization emphasizes on autonomy, proper information and individual participation for organization excellence.

For institutional managers to promote organizational success, the study indicates that employees should be given chances to give or innovate their ideas, decisions or solutions and give them an authority to monitor the implementation of the same. Empowerment will also make employees to work independently. The mentality among the employees leads to employees undertaking their tasks more skillfully and learn ways on how things can be done more efficiently for improved efficacy in their institutions.

With regard to this issues, (Lawler et al (1992) shows that secondary schools principals should learn how to embrace the power of empowerment through decentralizing decision making. They should learn to share with frontline employees and vice principal) in matters of administration for effective and efficient performance of their duties.

#### **2.7.4. Training and Development on Performance**

According to (AduOlajumoke, Akinloye Mutairu and AduOlusola (, 2015)training is one tool which management uses to develop the effectiveness of human resources in many organizations. The effective development of human resources of the education system is one vital contribution to the future, long term growth and survival of education. Further study conducted by (Munywoki , 2018) highlights that school managers should set up mechanisms for nurturing and unfolding and develop a multiple strategy approach to enable the educators fulfil their roles effectively. With this reasons, the principals should also be exposed professional development programs to ensure schools are managed and led by appropriate qualified principals who understand the notion of optimum utilization of educator's potential to enhance effective teaching and learning. however, there is need for further research to determine whether development and enhancement of educator's potential should relate to their work, not only nurturing the intellectual potential to the learners but moral formation and an appropriate humanization according to the national policies and goals.

#### **2.7.5. Management of quality education and innovation**

Educational planning for quality should be managed to ensure self-reliance, which has a very profound meaning. Self-reliance implies that education must be of such a quality that it would train students in intellectual self-reliance and make them independent thinkers. If this is to become the chief aim of learning, the whole process of learning would be transformed ( Loku, 2013).

### **2.7.6. Effective Instruction in School**

Effective instructional and maintenance of standards in the school system are enhanced through regular internal and external supervision. The primary responsibility of inspectors is to see that high standards are maintained and that schools are run in accordance with the laid down regulations. It has been argued severally, that the principals have been discharging their internal supervisory roles while the external supervisors from ministries of education appear non-functional because they seldom visit schools to monitor the school operations thus hindering effective teaching learning in schools. Frequent changes in government policies are another important issue. Policy is synonymous to statement which expresses goals and the means of achieving them.

### **2.8. Making a quality management system serve education**

A meta-synthetic analysis of research in both the private and public sectors indicate that the generic focus of quality management system is on the planning, directing, organizing, monitoring and controlling of the education provision system or processes. At the input stages, the focus is on the selection of input factors of the highest quality. At the throughput stages, the focus is on the correct match and mixes that will provide the highest quality processes aligned with producing the correct and accurate outputs and outcomes. The throughputs routes and their inherent transformative activities must show concerns on wastage, increasing business opportunities, effectiveness and efficiency. At the output stages, the focus is on outputting products and services that satisfy and delights the customer. A clear institutional paradigm on quality education should determine the quality of inputs selected and how they get transformed in ways that approximates hypothesized quality as close to perceived quality as possible ( Douglas, 2018).

#### **2.8.1. Management of resources/inputs: meaning and implications**

The relation among inputs, processes and outcomes is not uncommon in educational management literature. The generic perception is that it is needful to ensure that the quality of inputs is as high as we would like the quality of outputs to be. Two assumptions come into play in this instance: the quality or how well the processes will work out will be determined by the quality of the resources input into the transforming processes and assuming the input resources

are favorable, the quality of outputs will be determined by the appropriateness and quality of the transforming operations. However, further to these assumptions is the need to ensure that the recruitment and selection of the inputs is subordinated to the framework of customer satisfaction performance. It basically means that the inputs and outlay of processes must be built from an analysis of the demands, needs and wants of the student

### **2.8.2. Management of educational processes: meaning and implications**

As stated by (Matorera , 2018) management of educational throughputs is a complex program because it calls for vertical alignment as well as horizontal integration of modes of thinking as of action. There is need to link the Strategy Plan from top-level goals to shop-flow operations and across the sectors and departments of the institution. It is therefore of paramount importance that strategists, managers and those at the operational-technical level appreciate the criticality of connecting every micro-activity with the bigger (macro-) picture of the institution. Linking the micro- to the macro- is a critical success factor in strategy implementation as it keeps every action looped with the strategy's objectives and goals. The positions of classroom practitioner, level head, head of department and upward have different job descriptions and assumed person competences that are, often in principle, 'proven' to facilitate good learning in the institution. These assumptions are combined to an array of standing and emergent policy regime that is meant to support or positively exploit the human skills. The delivery of high quality education may be constrained by inconsistencies in the policies and in their implementations.

### **2.8.3. Management of Outputs: Meaning and Implications**

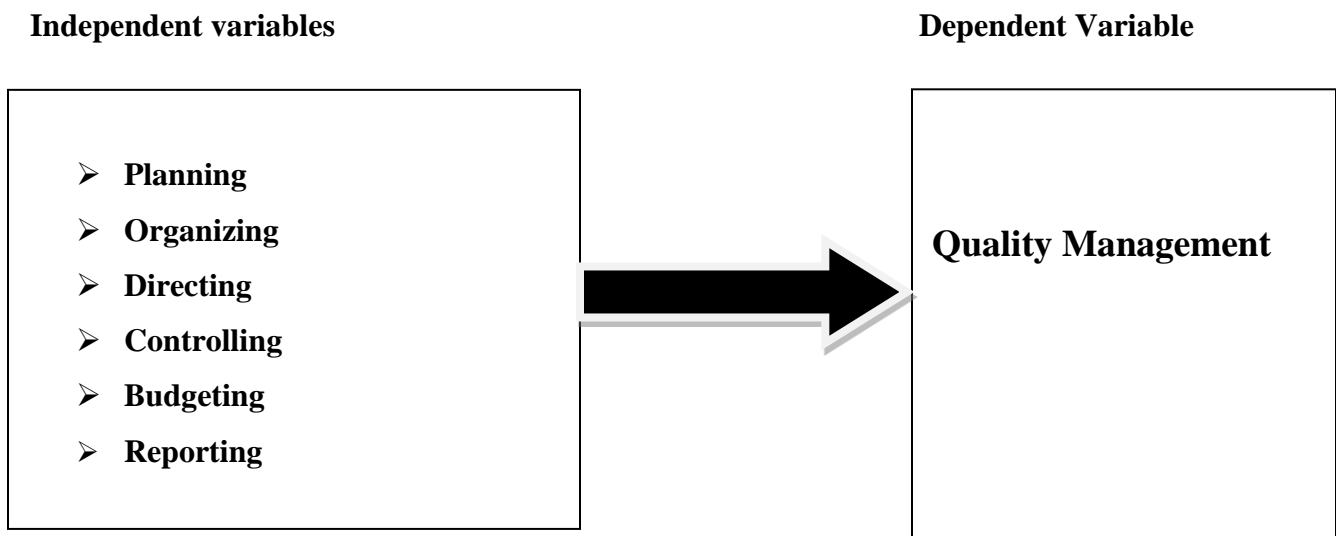
'Management of outputs' may sound a rather inappropriate terminology for how the institution deals with the results of the learning-teaching processes. Educational outputs include the extant, the near and medium range results of an instructional experience. This includes the reflections undertaken by the teacher after encounters with the students and these focus on the reactions and responses of the learners. There is a need to differentiate educational outputs from educational outcomes. Educational outputs are more of the immediate and fairly near-term results of the education delivery system. Outcomes of an educational system and experience are rather difficult to winnow and claim in an exclusive fashion. Outcomes are a much delayed feature and their manifestation embodies the influence of other learning from society and the environment that the individual brushed with since the last instructional relationship. Outcomes reflect the deeper



learning that resulted in the transformation of behavior. It is important that the institutional process in the classroom does not limit itself to impacting content. It must as well focus on developing critical thinking skills, systems thinking and personal mastery. This transformative approach has implications on subject didactics and school pedagogy (Douglas, 2018)

## 2.9. Conceptual framework

Figure 2.1: Factors influencing effectiveness of the school management in secondary schools of Horro Guduru Wolega Zone



## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

This part of the study presents the research design and methodology. It contains research methodology, source of data (subject of the study) sample and sampling techniques, and data gathering tools, procedures of data collection and method of data analysis.

#### **3.1. Research Design**

The study employed a mixed research design that includes both quantitative and qualitative techniques. This research describes the Practice of Quality Management in secondary schools. It describes facts based on data gathered in five secondary schools of Oromia region of Horro Guduru Wolega Zone. Descriptive research design is a fact finding study with adequate and accurate interpretation of the findings (Kothari, 2004). This is because it describes with emphases what actually exists such as current conditions, practices, situations or any phenomena. Further, descriptive research design combined both qualitative and quantitative methods while data is being collected and analysed.

#### **3.2. Research Method**

Quantitative and qualitative method was employed for this study. It was selected for the reason that it enables the researcher to obtain current information about the practices and challenges in the practice of quality management, in selected secondary schools. It was also relevant to collect detailed and a variety of information concerning quality management. The stated method was selected on the assumption that it could help the researcher to gather, analyze and interpret the issues and it helped for identifying the major practice opinions, suggestions and comments pertaining to the issue under study. Moreover, (Kothari, 2004) stated that the major purpose of descriptive survey is description of the state of affairs as it exists at present.

### **3.3. Sources of Data for the Study**

The necessary data for the study was collected from both primary and secondary sources. Primary sources refer to individuals or organizations from which information has to be originated directly as a result of the particular problem under study. Thus, the primary sources in this study include teachers, vice-principals, principals, PTA and WEO. Secondary sources were obtained from documents like: an assessment of documents related to the areas of the were consulted at the selected secondary schools. The selection of these participants as a source of data was based on the expectation that they had better information and experiences with respect to the study topic.

### **3.4. Populations and Sampling Techniques**

#### **3.4.1. Populations of the study**

This study was conducted in Horro Guduru Wollega Zone secondary schools. From the zone, the study of population was 12 woredas, 50 secondary schools of that compresses 50 principals, 90 vice-principals, 385 teachers, 350 PTA and 12 WEOH.

#### **3.4.2. Sample Size and Sampling Techniques**

To select the sample size for the purpose of the study two sampling techniques were employed. For the purpose of the study, all the 5 Woredas of the zone were selected by simple random sampling by applying lottery method. These Woredas were Jimma Geneti, , Haababo Guduru, Guduru, Abay Choman and Choman Guduru respectively representing the 12 woredas. To determine the sample size of schools found in the 5 woredas, out of 18 secondary schools 5 secondary schools were selected by using simple random sampling technique. These secondary schools were Hareto Secondary schools, Dedu Secondary schools, Kombolcha Secondary schools, Finchaa secondary schools and Gabate secondary schools respectively representing the eighteen secondary schools of five woredas. This helped to provide independent and equal chance to be selected for the schools. The researcher believed that the sample size of 5 secondary schools was representative sample.

The respondents for the purpose of this study were selected by using two types of sampling techniques. School principals, Woredas Education Office Heads were selected by using available sampling technique. Because they are responsible in facilitating and coordinating all the activities of Quality Management Practices in secondary schools. 5 (100%), school vice-principals 10 (53.5%), 138 (36%) teachers, 10 PTA (29%) were selected by using simple random sampling. Accordingly, 5 principals (100%), 5 WEOHs (100%). Because of assuming them that they would provide more information about the implementation of Quality management and its challenges in secondary schools of the study area.

The respondent teachers and PTAs from 5 samples secondary schools was selected by using simple random sampling technique, particularly through lottery method with assumption that all teachers have equal chance of being selected and also to obtain representative sample. The sample size of teachers and PTAs in each school is proportional to the probability proportion of the total sample size.

**Table3. 1. Sample selection of respondents of the study**

No	Name of Woreda	The Selected school	Respondent s	Total	Sample selected	Percent
1	Chomman GuduruWoreda	Gabate secondary school	Teachers	80	29	36.2%
			Principal	1	1	20%
			V. Principals	2	2	100%
			PSTAs	7	2	28.5%
			EOH	1	1	100%
2	Jimma Gannati	Hareto Secondary school	Teachers	52	18	34.6%
			Principal	1	1	100%
			V. Principals	2	2	100%
			PSTAs	7	2	20%
			EOH	1	1	100%
3	Hababo GuduruWoreda	Dedu Secondary school	Teachers	82	29	35.3%
			Principal	1	1	100%
			V. Principals	2	2	100%
			PSTAs	7	2	28.5%
			EOH	1	1	100%
4	Abbay Chomman Woreda	Finchaa Secondary school	Teachers	86	31	36%
			Principal	1	1	100%
			V. Principals	2	2	100%
			PSTAs	7	2	28.5%
			EOH	1	1	100%
5	Guduru Woreda	Kombolcha Secondary school	Teachers	85	31	35.2%
			Principal	1	1	100%
			V. Principals	2	2	100%
			PSTAs	7	2	28.5%
			WEEOH	1	1	100%
Total number of respondents				435	168	38.6%

Key; WEoH= Woreda Education office Head, V. Principals=Vice principal

### 3.5. Data collection Instruments

In conducting study there was a need for triangulation in order to search both for accuracy of the data and alternate explanations. The idea was to collect data by different means and the hope is that there is convergence on the truth. From a qualitative perspective, this process is complex because of the notion of social constructivism or it takes a subjective rather than an objective view of the world (Creswell, 2012.)Hence, the researcher used three data collection tools to conduct the study. These are include questionnaires, semi- structured interviews and document review.

### **3.5.1. Questionnaire**

For this study, questionnaire was the important data-collecting tool. It use as would be the data collecting instrument to got sufficient primary data. Both open-ended and close-ended questions were developed for teachers. The questionnaire was selected not only because it was the most common data gathering tool, but also it helped to collect a great deal of information within the time limit and helped to reach large group of research subjects Kothari, (2004). The questionnaire was prepared for teachers. The items were prepared in English and test the validity and reliability of the instrument, a draft of the questionnaire was distributed; for teachers. They comment that, the instruments were lacks consistency, clarity in some aspects and they identify some topographical errors. Based on their comment, the necessary correction was done to improve the validity and reliability of the instruments .

### **3.5.2. Interview**

The other instrument used for the collection of primary data for the study was an interview. It was helpful to supplement the information gathered, through other instruments (e.g. the questionnaire), as well as for the clarification of some unforeseen information. Consequently, a face-to-face interview was held with PTA, WEOH and school leaders for further information.

### **3.5.3. Documentary Analysis**

In addition to the above instruments of data collection, documentary analysis was used to gather secondary data. Therefore, reliable information was obtained from the nine selected secondary schools. Essential documents, like schools plans for the implementation of continuous assessment, student mark list, teachers' assessment report and other relevant documents were analyzed.

## **3.6. Validity and reliability of the Instruments**

In order to ascertain the validity of instruments, expert opinion was sought from the teachers, content and format of the questionnaires, interviews and document analysis. Consultations with the supervisors, other teachers, and peers helped to identify errors and offered the opportunity to modify and improve the instruments. Conducting with teachers in piloted

secondary schools, appropriate corrections were made on the instruments. Thereafter, all instruments were administered by the researcher and collected immediately. Based on the reliability of the instruments was calculated by using Cronbach Alpha and the result was determined. As a result of the feedback from the pilot test, the sequences of questionnaires were corrected, reviewed, few items were modified and some terminologies were simplified.

### **3.6.1 Pilot test**

A pilot study was conducted before the actual study commenced. Two schools from the division were randomly selected for the purpose of pre-testing the instrument. The research instruments were administered to the teachers during the pilot study. The selected schools did not participate in the actual study. The purpose of the pilot study was to pre-test the research instrument in order to validate it and ascertain its reliability. Through the pilot study, major problems and instrument deficiencies were identified and improvement made. The pilot study was also used to check the appropriateness of the language used.

### **3.6.2 Instruments validity**

The validity of instruments represents the degree to which a test measures what it purports to measure. It is also the degree to which instruments reflect adequacy or appropriateness. Validity can also be said to be the degree to which results obtained and data analyzed represent the phenomenon under investigation (Orodho, 2005). A questionnaire is said to be valid if it actually measures the intended parameters. In this research, validity was taken to mean the extent to which the instrument covers the objectives. To enhance the content validity of the research instrument, the researcher carried out a pilot study in two schools not in the main study. The essence of piloting was to remove any ambiguity in the instrument so as to ascertain that it elicited what it was intended for.

To this end, the draft questionnaire was administered to 29 randomly selected teachers and 2 principals of Secondary Schools. After the questionnaires filled and returned, the reliability of items were measured by using with the help of SPSS version 16. To check the appropriateness of the items, pilot test was conducted in Kubsu Kidame Secondary school and Kenate Biya Secondary Schools which were not included in the sample study but belongs to Ababo Guduru District from sampled woreda. A pilot study was conducted as a preliminary step to avoid errors.

**Its main objective** is to detect possible weakness related to ambiguity due to poor morphological formulation and enable the researcher to make the necessary corrections and adjustments

### **3.6.3. Reliability of instruments**

The study used test-retest technique to ascertain the instrument reliability. This involved administering the same test twice to the group of respondents. The researcher allowed time lapse of one week between the first test and the second test. The test scores from both testing periods were then correlated. The result gave a coefficient value of 0.85.. Based on the reliability of the instruments was calculated by using Cronbach's Alpha and the result was determined As a result of the feedback from the pilot test, the sequences of questionnaires were corrected, reviewed, few items were modified and some terminologies were simplified.

### **3.7. Procedures of Data collection**

After receiving official letter of cooperation from Jimma University, the researcher communicated all institutions and individual participants legally and smoothly. The purpose of the study was made clear and understandable for all respondents in the study area. Any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, all information obtained from individual respondents and the school records were kept confidential. Not only this but also the researcher has given special contemplations for the collected data while analysis was taking place. \ The Likert-type items, which was designed to identify current quality management practices in Horro Guduru Wollega Zone secondary schools. Questionnaires presented to teachers, first filled and tabulated and registered as frequency that could show the number of respondents for each item. The researcher presented questionnaire for 138 respondents (138 teachers).

### **3.8. Methods of Data Analysis and Interpretation.**

#### **3.8.1 Analysis of Quantitative Data.**

The data analysis procedure consisted of Likert scale type item analysis. Accordingly, frequency, mean, standard deviation and percentage scores were used to analyze the quantitative data. The



quantitative data was analyzed statistically using SPSS software statistical analysis and presented in tables, percent and figures. The mean value that ranged from 1 to 3.00 is very low to the issue, the mean value 3.5 to 4.00 is low, the mean value 4.00 to 4.5 is moderate, the mean value 4.5 to 5.00 is high and the mean value more than represents very high to the issue raised. Furthermore, the finding of the study was depicted using mean value and tabular description statistically analyzed by SPSS software of Version 23.

### **3.8.2. Analysis of Qualitative Data.**

The interview result was analyzed qualitatively. Data analysis in qualitative research is often done concurrently or simultaneously with data collection through an iterative, recursive, and dynamic process. Therefore data gathered through semi structured interview and document review were analyzed qualitatively by interpreting the respondent's interview results and analysis made.

### **3.9. Ethical Consideration.**

First, the researcher went to the study area with the letter of entry which was prepared by Jimma University to Horro Guduru Wollega Education office. The researcher was brief explained the objectives of the study to concerned body. Then, the study was carried out after getting permission from the selected sample of west Wollega Secondary Schools.

## CHAPTER FOUR

### 4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This part exceedingly concentrates on the presentation and analysis of information about quality management practices in secondary schools of Horro Guduru Wollega Zone. The researcher randomly selected five secondary schools to conduct the study. To collect data for the study from the respondents, the researcher used questionnaire, interview and document review. The study was conducted in five secondary schools (Dedu Secondary school, Finchaa Secondary school, Kombolcha Secondary school, Hareto Secondary school and Gabate secondary school).

Questionnaires were distributed total of 138 informants (teachers). From distributed questionnaires 134 were accordingly filled and returned by for analysis. In addition, the questionnaire was substantiated with semi-structured interview with 10 school PTAs, 5 school principals and 5 vice principals randomly selected, 5 Woreda Education Office Heads and 5 secondary school supervisors. Among the distributed questionnaires 134 (Secondary school teachers) filled and gave back the questionnaire for analysis. 97.1% of the questionnaires were properly completed and returned analysis. Therefore, analysis was made based on the data obtained from 164 respondents including interview respondents. Similarly, Data gathered from interviewees through interview and document review were analyzed qualitatively according to the emerging themes and the data obtained was compared to arrive attainable conclusion. This chapter contained demographic and data analysis and interpretation part.

The following topics mainly focused on analysis part of the descriptive statistics. Before start, analysis of each variable checking test of reliability of the likert scale data is mandatory so that we can manage the quality of the research as a whole with existed limitation of the study. Cronbach's alpha is most commonly used to assess the internal consistency of a questionnaire (or survey data) and reliability of the data that obtained using multiple likert- scales type items. The table below depicted the reliability statistics result having Cronbach's alpha coefficient. As a rule if Cronbach's alpha score is above 0.7 there is high internal consistency in the data. In this study the value of Cronbach's alpha ( $\alpha$ ) was 0.733 (table below), which showed high internal consistency and the questionnaire was reliable so the researcher can proceed to analyze the data.

## **4.1. Demographic Characteristics of Respondents**

This section provides some basic background information pertaining to sample population of the study that helps to know the overall information of the respondents with the assumption that it might have some kind of relationship shed light on the practices of quality management in the specified study area. Accordingly, the characteristics of the study groups were examined in terms of sex, age, academic rank, area of qualification and service year. The summary of data was presented in table 2 here under.

**Table4. 1. Characteristics of respondents**

No	Demographic characteristics		Respondents selected from the study area										Total	
			Teachers		Principals		Vice-principal		PTAs		WEOH		F	%
			F	%	F	%			F	%	F	%	F	%
1	Sex	Male	89	66.4	10	100	8	80%	4	57.1	5	100	114	69
		Female	45	33.6	---	21.5	2	20%	3	42.9	--	----	51	31
2	Age ranges	<25	---	-----	-----	---	---	---	---	---	---	---	---	---
		26-30	11	9.1	---	-----	5	50	--	---	--	---	11	7.2
		31-35	58	48.3	5	35.7	2	80	3	42.9	2	40	70	46.3
		36-40	28	20.8	6	42.8	3	30	2	28.5	2	40	34	20.7
		41-45	27	30.8	3	21.4	-----	----	2	28.5	1	20	33	21.8
		>46	10	8.3	---	-----	-----	----	--	---	--	---	10	6.6
3	Qualification	NC	---	-----	-----	---	-----	--	-----	--	---	---	---	
		C	---	-----	-----	-----	-----	3	42.9	--	---	3	1.9	
		Diploma	---	-----	-----	-----	-----	3	42.9	--	---	3	1.9	
		BA/BSc	23	17.1	---	-----	-----	-----	2	28.5	2	40	27	16.4
		MA/MSc	111	82.8	10	100	-----	-----	2	28.5	3	60	132	80.6
4	Years of experience	1-5	36	26.8	--	---	-----	-----	3	42.9	--	---	39	23.7
		6-10	43	32.8	4	36.3	-----	-----	6	54.5	2	40	57	34.7
		11-15	25	18.6	3	27.2	-----	-----	1	10	1	20	30	22.3
		16-20	18	13.4	2	18.1	-----	---	--	---	1	20	23	17.1
		>21	12	8.9	2	18.1	-----	---	--	---	1	20	16	9.7

As described on the first item of the table, 69% of the respondents were male while 31% of them were female respondents. From this it can be implied that the respondents were male dominated.

In terms the age ranges of the respondent's majority (46.3%) of them were found between 31-35 years old while 21.8% of them were found to be between 41-45 years old.

With regard to years of service majority (34.7% and 23.7%) of the respondents were found to be below 10 years of work experience followed by 23.7% of them having below 5 years of work experience.

## **4.2. Analysis and Interpretation of Data**

This part deals with analysis and presentation of data obtained through questionnaire form the respondents of the study. The analysis totally depends on information rated by the respondents through questionnaire tools. The mean value that ranged from 1 to 3.00 is very low to the issue, the mean value 3.5 to 4.00 is low, the mean value 4.00 to 4.5 is moderate, the mean value 4.5 to 5.00 is high and the mean value more than represents very high to the issue raised.

### **4.2.1. The extent to which school principal's practice of quality management in the study area**

There are two ways this is done. The first, adopted in education systems in giving guidelines for professional development, which can be assumed by principals at an individual level, by educational administrators through the definition of professional development plans as well as by training centers, which design their programs considering the standards. The second more prescriptive way is structured training for principals, which defines compulsory curricular contents and minimal teaching methodologies (McEwan , 2009).

The principal of a school is a planner, director, controller, coordinator, organizer, adviser and a problem-solver (Robert, and Burke , 2011). The principal is the person on whose shoulders rest the entire administration, success or failure of the school. The principal identifies and set goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and share responsibilities of the staff according to specialization and expertise and the educational manager/administrator must have the ability and the requisite skills to intelligently manage the available educational resources for the successful accomplishment of the national educational objectives (Akpan, 2012) School managers/administrators are leaders as well as implementers of educational policies. As such they are expected to possess certain managerial skills that will enable them to plan, organize, supervise and manage schools effectively and efficiently for the attainment of educational goals and objectives. Skills are

abilities and competencies needed to perform job functions (Akpan & Etor, 2015) Quality management in education involves functions. (Fayol, 1916) identified five management functions namely: planning, organizing, coordinating, controlling and commanding. (Gulick and Urwick cited in Aghenta and Omoregie, 2006) Categorized management functions into planning, organizing, coordinating, controlling, staffing, directing, reporting and budgeting. Each of these functions is explained as follow:

**Table 4.2.** Below presents data that illustrates the current instructional leadership practices attempted in the selected secondary schools of Horro Guduru Wollega Zone.

**Table 4. 2. A.** Teachers' response for School principals' overall performance related quality management practices

No	School principals' overall performance related quality management practices (identifying, setting goals and objectives of the school)	Response	Frequency	Percentage	N	Mean	SD
A1	To what extent the school principals have jointly set career development goals views quality as being more important than the cost in the schools?	Very Low	14	10.4	134	3.5	1.3
		Low	23	17.2			
		Medium	13	9.7			
		High	47	35.1			
		Very High	37	27.6			
A2	To what extent school principals are consistent with their plans and provides unwavering support throughout the school year routinely removes barriers to performance, innovation and quality?	Very Low	21	15.7	134	3.3	1.4
		Low	19	14.2			
		Medium	22	16.4			
		High	38	28.4			
		Very High	34	25.4			
A3	To what the school principals are actively involved in communicating the school's vision, the school leadership is consistent with its plans and provides unwavering support throughout the school year, for quality performance?	Very Low	26	19.4	134	3.4	1.5
		Low	30	22.4			
		Medium	9	6.7			
		High	32	23.9			
		Very High	37	27.6			
A4	To what extent school principals are in routine contact with their teachers and students?	Very Low	9	6.7	134	3.5	1.2
		Low	29	21.6			
		Medium	5	3.7			
		High	60	44.8			
		Very High	31	23.1			

Key; 5= Very high (VH), 4=High (H), 3= Medium (M), 2= Low (L) and 1= Very low (VL), SD= Standard Deviation.

As it can be seen from the first item of the table 4.2A1, that 14(10.4%), 23(17.2%) of the respondents rated very low and low respectively confirming that the school management does not consider to the school leadership has jointly set career development goals quality as being more important than the cost in the selected secondary schools of the study area. On the other hand, the majority (35.1%, and 27.6%) of the respondents rated high and very high respectively. The mean score of total responses was medium ( $M=3.5$  and  $SD=1.30$  as shown in the table. From this response rate it can be concluded that quality is given due considerations in the selected secondary schools of the specified study area.

With regard to the second item of the table 4.2, A2, majority (28.4% and 25.4%) of the respondents rated high and very high respectively with moderate mean value ( $M=3.3$ ) confirming that the school management in the sampled secondary schools to the statement the school leadership is consistent with its plans and provides unwavering support throughout the school year routinely removes barriers to performance, innovation and quality to some extent but not adequately.

As the interviews conducted with the principals revealed, in the two schools, The principal of Dedu secondary school and the principal of Hareto secondary school there is much awareness that the school leadership has jointly set career development goals , the school leadership is consistent with its plans and provides unwavering support throughout the school year to establish and maintain open and productive relations among the school community by working with teachers, students, parents and the community at large and need to be able to develop and maintain positive relationship with all. Both principals are convinced in the importance of QM practices that is continuous focus on educational resources and educational processes for the improvement of quality.

However, The left three principals of (Gebete secondary school, Guduru secondary school and Finca secondary school) stated that there are certain challenges that timely hinder these attempts and the school leadership is consistent with its plans and provides unwavering support throughout the school year. For example, some parents were not willing to participate on school management practices and make relations with school activities. Some others, those who are participating in school activities are not performing their roles consistently.

From this rate of response and computed mean value it can be concluded that school leaders from the sampled secondary schools particularly attempt to solve problems that they usually face in their quality management though there were certain problems that appear in their leadership practices.

With regard to the third item of the table 4.2, A3, majority (23.9% and 27.6%) of the respondents replied high and very high respectively with regard to the extent to which the schools management actively involved in communicating the school's vision for quality performance. In contrast to this 19.4% and 22.4% of them replied very low and low correspondingly as described on the table above. Based on the computed moderate/medium mean value ( $M=3.4$ ) it can be implied that secondary school principals from the sampled school were not adequately involving actively in communicating the school's vision for quality performance as they were expected to do so and management commitment as a total quality management principle is moderately but not adequately practiced in the sampled secondary schools.

The fourth item of the table 4.2, A4, illustrates majority (44.8% and 23.1%) of the respondents rated very high and high respectively with high computed mean value ( $M=3.58$ ) agreeing that the school principals in the sampled secondary schools of the study area are in routine contact with teachers and students to discuss about quality management practices.

In regard to this, the interview result also confirmed this idea from Dedu secondary school principal and three PTAs from Hareto secondary school, one from Guduru secondary school that they usually meet with students and teachers in schools timely to critically discuss about quality management practices. They also let and make discussions privately with teachers to work closely together as a team. Furthermore the practice of management in our schools is more in favor of team recognition rather than individual recognition because the school management system implements decisions which the majority of teachers want.



**Table4. 3. B,** Teachers’ response for School principals’ overall performance related quality management practices

B1	To what extent School principals are aware of the level of students’ satisfaction?	Response	frequency	Percent	N	Mean	SD
		Very Low	20	14.9	134	3.5	1.4
		Low	18	13.4			
		Medium	13	9.7			
		High	46	34.3			
		Very High	37	27.6			
B2	To what extent do School management uses the information collected from pupils to improve the service delivery?	Very Low	15	11.2	134	3.6	1.3
		Low	21	15.7			
		Medium	9	6.7			
		High	43	32.1			
		Very High	46	34.3			
B3	To what extent do students and school communities discuss on quality-related complaints to the school managements?	Very Low	19	14.2	134	3.7	1.4
		Low	17	12.7			
		Medium	7	5.3			
		High	32	23.9			
		Very High	59	44			
B4	To what extent do school principals practice management controlling tasks in the schools?	Very Low	14	10.4	134	3.6	1.3
		Low	21	15.7			
		Medium	8	6			
		High	47	35.1			
		Very High	44	32.8			

The 5th item of the table 4.2, A5, depicts 27.6% and 34.3% of the sampled teachers from the selected secondary schools rated very high and high respectively confirming that school principals were aware of the level of student’s satisfaction. On the other hand, very few (14.9% and 13.4%) of the respondents replied very low and low respectively disconfirming that school principals were not aware of students’ satisfactions.

With regard to the 1<sup>th</sup> item of the table 4.2B1, 43(32.1%) and 46(34.3%) of the respondents of the study rated high and very high respectively with high computed mean value (M=3.68) confirming that school management from the selected secondary schools use the information collected from students to improve the service delivery and students’ academic performances that facilitates and enhances quality management in the schools. The interviews result also supports this idea as the interviewees stated that;

Some of School leaders predominantly communicate with students to collect necessary information from them with regard to various situations taking place in the schools. For example, two principals of Dedu secondary school and Finca secondary school explained more relative responses that if any serious complain prevails in the school they immediately contact students and receive information from them and give solution. In other way when there are some disagreements between students and teachers we contact them privately and then bring them together to arrive on agreement. However, all these they attempt to enhance quality management have their own procedure because there are certain limitations where only teachers and students should contact.

As TQM models show, strategic planning of schools which is inclusive of curriculum is essential for the achievement of quality objectives.

In response to the 2nd item of the table 4.2, B2, that majority (23.9% and 44%) of the respondents rated high and very high with high computed mean value ( $M=3.79$ ) viewing that there were high management practices in which students and school communities discuss on quality-related complaints to the school managements particularly in sampled secondary schools of the study area. On the other hand , very few(14.2% and 12.7%) of the respondents disagreed with argument stating that the extent to which students and school communities discuss on quality-related complaints to the school managements were found to be very low and low respectively as described on the table above.

The 3<sup>th</sup> item of the table 4.2, B3, illustrates 14(10.4%), 21(15.7%) and 8(6%) of the respondents replied very low, low and medium respectively disconfirming with the extent to which school principals practice management controlling tasks in the schools . On the contrary, 47(35.1%) and 44(32.8%) of the sampled respondents rated high and very high respectively with high computed mean value( $M=3.64$ ) as depicted on the table confirming that secondary school principals practice management controlling tasks such as ;ensuring that classes are held, and that students' work is marked and assessed; monitoring standards of learning and teaching in the classroom; checking the schemes of work and lesson plans of the teachers; ensuring attendance and punctuality of both staff and pupils; conducting a full and fair appraisal of all staff, including observations, discussions and in written reports predominantly in the sampled secondary schools of the study area.

**Table 4. C,** Teachers’ response for School principals’ overall performance related quality management practices

C1	The extent to which School principals communicate trust and information, encourage risk-taking and facilitate participation in management activities?	Response	Frequency	Percent	N	Mean	SD
C1		Very Low	10	7.5	134	3.6	1.1
		Low	20	14.9			
		Medium	5	3.7			
		High	77	57.5			
		Very High	22	16.4			
C2	The extent to which school Principals help teachers to develop appropriate instructional materials that are not commercially available.	Very Low	17	12.7	134	3.5	1.3
		Low	20	14.9			
		Medium	11	8.2			
		High	41	30.6			
		Very High	45	33.6			
C3	The extent to which school principals take deliberate action to understand their school communities and form partnerships that focus on learning both inside and outside of the school	Very Low	25	18.7	134	3.0	1.4
		Low	31	23.1			
		Medium	23	17.2			
		High	29	21.6			
		Very High	26	19.4			
C4	School principals assist in the development of decision-making teams that involve various stakeholders	Very Low	20	14.9	134	3.4	1.4
		Low	23	17.2			
		Medium	8	6.0			
		High	43	32.1			
		Very High	40	29.9			
C5	The extent to which principals evaluate at each semester the ongoing achievements of the teaching learning process	Very Low	11	8.2	134	3.8	1.1
		Low	10	7.2			
		Medium	14	10.1			
		High	58	42			
		Very High	41	29.7			

As depicted on the 1<sup>th</sup> item of the table 4.2C1,77(57.5%) and 22(16.5%) of the respondents rated high and very high respectively with high computed mean value (M=3. 67) viewing that schools principals predominantly communicate trust and information, encourage risk-taking and facilitate participation adequately in management activities in the sampled secondary schools of the specified study area. On the contrary, very few (7.5%) and 14.9%) of them rated very low and

low correspond as described on the above table disagreeing with the posed idea. From this it can be implied that there is active participation of stake holders on management activities in the sampled secondary schools of the specified study area. To support these interviewees stated that;

As 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, for example, Dedu WEOH and one of Guduru PTA suggested that their management activities and decision making involve teachers, students, department heads, gender issue focal persons, parents. Supervisors and teacher association groups. This basically improves quality management extremely as more involvement of stake holders participates in it. Moreover we as school leaders take risks at time for the improvement of management practices.

The focus of the schools in producing quality, well equipped citizens was also revealed in the interviews conducted with the principals. Three secondary schools, Finca, Gebete and Dedu secondary schools encourage students to focus on all lessons and engage them in group activities to acquire basic life skills besides the intellectual skills. Two secondary schools Guduru and Hareto secondary schools focus on moral lessons and engages students in different extracurricular activities in order to help students with basic skills. The behavioral changes expected from the students of both secondary schools are inclusive of their learning activities indirectly improves management activities.

In response to the 2<sup>nd</sup> item of the table 4.2,C2, majority (30.6% and 33.6%) of the respondents replied high and very high with high computed mean value (M=3.58) viewing that school principals from the sampled secondary schools help teachers to develop appropriate instructional materials that are not commercially available.

Item 3<sup>rd</sup> of the table 4.2,C4, depicts majority of the sampled respondents (32.1% and 29.9%) of them rated high and very high respectively as described on the table with medium/moderate mean value (M=3.4). However, 14.9% and 17.2% of the respondents rated very low and low respectively. Based on the computed mean value and majority of responses replied by the respondents it can be concluded that school principals moderately but not adequately assist in the development of decision-making teams that involve various stakeholders.

With regard to the last item of the table 5.2,C5, 58(42%) and 41(29.7%) of the respondents rated high and very high respectively with high computed mean value (M=3.84) confirming that secondary school principals in the specified study area evaluate at each semester of the ongoing achievements of the teaching learning process. From this it can be implied that students' achievement and performance evaluation was attempted by school principals to identify their academic achievement and take necessary measurement where needed.

#### 4.2.2. School Resource and financial related quality management practices

As stated and described in the reviews of the related literature school leaders have the duties of appropriately and quality managing the school resources and financial related subject matters. The following table illustrates Resource and financial related quality management practices implemented currently in Horro Guduru Wollega Secondary schools.

**Table 4. 5. A.** Teachers' response of school leaders management practices of Resource and financial related quality management practices

No	Quality management practices	Response	frequency	Percent	N	Mean	SD
A1	The degree to which school leaders have knowledge and understanding of whole school issues and of all operational aspects of the school financial subject matter.	Very Low	11	8.2	134	3.84	1.2
		Low	16	11.9			
		Medium	9	6.7			
		High	47	35.1			
		Very High	51	38.1			
A2	The extent to which the School receives funding from a number of sources: tuition fees, grants, and donations from government, religious missions and donors.	Very Low	53	39.6	134	2.3	1.4
		Low	35	26.1			
		Medium	11	8.2			
		High	15	11.2			
		Very High	20	14.9			
A3	The extent to which school leaders practice adequate quality management to increasingly turn to fundraising to supplement income.	Very Low	53	39.6	134	2.2	1.3
		Low	40	29.9			
		Medium	9	6.7			
		High	20	14.9			
		Very High	12	9			

The first item of the table 4.3, A1, shows that 35.1% and 38.1% of the respondents rated high and very high respectively with high computed mean value ( $M=3.82$ ) viewing that secondary school principals in the study area predominately were knowledgeable have deeper understanding of whole school issues and of all operational aspects of the school financial subject matter. From this it can be understood that school principals possess further knowledge and experience in managing the schools' budgets and any other funds appropriately.

As described on the second item of the table 4.3, A3, 53(39.6%), 35(26.1%) and 11(8.2%) of the respondents replied very low, low and medium with regard to funds gained from other sources in the specified study area confirming that the sampled schools did not receive funding from a number of sources: tuition fees, grants, and donations from government, religious missions and donors. On the other hand, 11.2% and 14.9% of the respondents rated high and very high with low computed mean value ( $M=2.3$ , and  $SD=1.4$ ) as described on the table above confirming that the sampled secondary school get extra funds and parents' fund contribution. From this it can be implied that most of secondary schools in Horro Guduru Wollega Zone do not get extra funds from NGOs, parents, religious institutions religious donors and the involvement and the extent to which these institutions participate in school activities were seen low. The interview result also confirms this idea as stated one interviewee that;

As the interviews conducted with the principals revealed, in the two schools they face great challenges in financial related aspects as they do not get any other source of funds except from government. The principal of Gebete secondary school describes that Low involvement of stakeholders such as NGOs, religious institutions, donors and other source of funds was found here in supporting secondary schools by contribution of funds. The principal of Hareto secondary explained their schools do not have adequate internal funds and if exists as most of secondary schools and preparatory schools were with together they share it. Consequently the extent to which these sources of funds were contributed was seen very low trends in these schools. However as school leaders we attempt to get additional funds in different times though we couldn't get it yet. With regard to the 3<sup>rd</sup> item of the table 4.3, 39.6% and 29.9% of the respondents rated very low and low with regard to the extent to which school leaders practice adequate quality management to increasingly turn to fundraising to supplement income in the sampled secondary schools of Horro Guduru Wollega Zone. On the other hand, 14.9% and 95 of

the respondents rated high and very high to the issue with low mean value (M=2.2 and SD=1.3) as described on the above table. From this it can in short be concluded that school leaders practice inadequate quality management to increasingly turn to fundraising to supplement income.

**Table 4. 6. B.** Teachers’ response of school leader’s management practices of Resource and financial related quality management practices.

		Response	frequency	Percent	N	Mean	SD
B1	The extent to which any support from the community to school is recorded regularly	Very Low	4	2.9	134	3.6	1.2
		Low	31	22.5			
		Medium	14	10.1			
		High	47	34.1			
		Very High	38	27.5			
B2	The extent to which the school’s generated fund is collected by Legal receipt.	Very Low	14	10.4	134	3.4	1.3
		Low	29	21.6			
		Medium	20	14.9			
		High	34	25.4			
		Very High	37	27.6			
B3	The degree to which the adequacy of rules and regulations in financing education in the schools.	Very Low	19	14.2	134	3.6	1.4
		Low	12	8.9			
		Medium	10	7.5			
		High	42	31.3			
		Very High	50	37.3			

Item 4 of the table 4.3.B1, depicts 34.1% and 27.5% of the respondents rated high and very high with high mean value(M=3.67) confirming that though the practice of fundraising was seen very low practice in the schools, any support gained from the community to school was recorded regularly. On the other hand 22.5% and 10.1% of the respondents rated very low and low disagreeing with the subject matter. Based on the majority of the respondents and high range of computed mean value it can be concluded that any supports offered by the school community was recorded regularly even though financial contribution was seen very low practiced in the sampled secondary schools of the study area.

With regard to the last item of the table 4.3.B2, 31.3% and 37.3% of the respondents replied high and very high respectively with high mean value (M=3.65) agreeing the prevalence and

adequacy of rules and regulations in financing education in the schools. On the other hand 14.2% and 8.9% of the respondents replied very low and low to the issue confirming the prevalence of low adequacy of rules and regulations in financing education in the schools. Based on the first argument it can be concluded that there was high practice of financial regulation in the sampled secondary schools.

The responses of some parents about the material resources is opposite from the majority. This may be due to individual differences. In the case of the classrooms, the difference can arise from the condition of that specific classroom in which one's child goes into for learning.

TQM emphasizes the importance of resources and customers' satisfaction associated with it for the achievement of quality results. Parents' as customers of schools their view is essential about the infrastructure of the schools. Though the teachers' fascination by the infrastructures, as workforce of organization has a positive impact in the fulfillment of quality objectives, parents' outlook as customers is also crucial.

The provision of relevant teaching materials motivates teachers to work since such practice simplifies concepts and enables the students to grasp the presented facts steadily. Teaching materials stimulate students to give attention to the teacher and the lesson since they are eager to know what the material is or how it functions. The teacher's becoming the center of attention in the middle of the class as well as the eager and interrogative look of his students awakens intense interest in the teacher to do his/her job.



### 4.2.3. Roles of stakeholders in improving Quality management Practices

#### 4.2.3.1. Roles of school principals

**Table 4. 7. Teachers responses of Roles of school principals**

No	Roles of school principals	Response	Frequency	percent	N	Mean	SD
1	School principals monitor and evaluate students' progress in line with the schools' strategic plan and its objectives	Very Low	10	7.5	134	3.6	1.2
		Low	18	13.4			
		Medium	14	10.4			
		High	56	41.8			
		Very High	36	26.9			
2	School principals help teachers to evaluate instructional materials and make regular follow-up and feedback to teachers.	Very Low	26	19.4	134	3.2	1.5
		Low	30	22.4			
		Medium	9	6.7			
		High	32	23.9			
		Very High	37	27.6			
3	The school principals accomplish their instructional leadership roles by identifying Learning/instructional needs.	Very Low	22	16.4	134	3.4	1.4
		Low	22	16.4			
		Medium	7	5.2			
		High	44	32.8			
		Very High	39	29.1			
4	School leaders make decisions in response to the context within which the worked.	Very Low	13	9.7	134	3.5	1.3
		Low	27	20.1			
		Medium	17	12.7			
		High	33	24.6			
		Very High	34	32.8			
5	The school Principals perform their leadership roles by organizing teachers to work collaboratively in pairs and small teams to observe each other's teaching and to improve instruction.	Very Low	10	7.5	134	3.6	1.2
		Low	19	14.2			
		Medium	19	14.2			
		High	34	25.4			
		Very High	52	38.8			

As described on the first item of the table 4.8, majority of the sampled respondents (41.8% and 26.9%) of the respondents rated agree and strongly agree respectively with high mean value (M=3.67) agreeing that school principals monitor and evaluate students' progress in line with the schools' strategic plan and its objectives as described on the table. On the contrary, 13.4% and 10.4% of the respondents rated disagree and undecided respectively as described on the above table. The computed mean value (M=3.67. and SD=1.3) depicts that the school principals highly exercise the practice of monitoring and evaluating students' progress in line with the

schools' strategic plan and its objectives. From this it can be implied that the school principals were appropriately performing their instructional leadership role in regard to monitoring and evaluating students' progress in line with the school's strategic plan and its objectives.

In response to the second item of the table 4.8, 19.4% and 22.4% of the respondents rated strongly disagree and disagree respectively disagreeing that school principals help teachers to evaluate instructional materials and make regular follow-up and feedback to teachers in the sampled secondary schools of the specified study area. On the other hand, 23.9% and 27.6% of the respondents rated agree and strongly agree respectively with medium mean value viewing that school principals perform their roles by offering help for teachers to evaluate instructional materials and feed back to teachers. From this it can be implied that school principals from the sampled secondary schools perform their roles to enhance quality management practices through assisting and giving feedback for teachers.

With regard to the 4<sup>th</sup> item of the table 4.8, 20.1% and 12.7% of the respondents rated disagree and undecided respectively as described on the table viewing that school leaders from the sampled secondary schools do not make decisions in response to the context within which they worked. On the other hand, majority (24.6% and 34.8%) of the respondents rated agree and strongly agree respectively with high computed mean value ( $M=3.5$  and  $SD=1.3$ ) confirming that school leaders from the sampled secondary schools particularly make decisions in response to the context within which they worked which boost quality management practices.

As itemized on the last item of the table 4.8, 14.2% of the respondents replied disagree and undecided respectively while 25.4% and 38.8% of them rated agree and strongly agree respectively with high mean value ( $M=3.6$ ) agreeing that school principals perform their leadership roles by organizing teachers to work collaboratively in pairs and small teams to observe each other's teaching and to improve instruction.

#### 4.2.3.2. Roles of teachers in teachers in enhancing quality management practices

Not only school leaders but also teachers play dominant roles for the successful implementations of quality management. Therefore the following provides roles of teachers in enhancing quality management practices from the sampled secondary schools.

**Table 4. 8.** Teachers’ response of the Roles of secondary school teachers in Quality Management

No	Roles of teachers	Response	Frequency	Percent	N	Mean	SD
1	Teachers actively participate in students’ misbehaving and discipline related challenges	Very Low	14	10.4	134	3.6	1.3
		Low	19	14.2			
		Medium	12	9.0			
		High	47	35.1			
		Very High	42	31.3			
2	Teachers relate the teaching learning process to real life experience of students	Very Low	10	7.5	134	3.2	1.3
		Low	42	31.3			
		Medium	15	11.2			
		High	34	25.4			
		Very High	33	24.6			
3	Teachers conduct continuous assessment examinations to test students ‘progress through performance.	Very Low	24	17.9	134	3.0	1.4
		Low	33	24.6			
		Medium	18	13.4			
		High	27	20.1			
		Very High	32	23.9			
4	Teachers are supportive in disciplining the students for the purpose of creating favorable condition for the teaching and learning process	Very Low	13	9.7	134	3.5	1.3
		Low	21	15.7			
		Medium	18	13.4			
		High	38	28.4			
		Very High	44	32.8			
5	Teachers adequately and appropriately use teaching and learning materials to help students understand the lesson	Very Low	11	8.2	134	3.5	1.4
		Low	32	23.9			
		Medium	12	9			
		High	30	22.4			
		Very High	49	36.6			

With regard to the first item of the table4.9, 10.4% and 14.2% of the respondents replied strongly disagree and disagree respectively disconfirming that teachers do not actively participate in students’ misbehaving and discipline related challenges. On the other hand, 35.1% and 31.3% of the sampled respondents rated agree and strongly agree with high mean value respectively confirming that teachers enthusiastically contribute their roles for quality management through

shaping students' misbehavior and discipline related challenges that predominantly appear in the sampled secondary schools. From this issue it can be implied school teachers participate and enhance quality management practices by modeling students' conduct and discipline related problems.

As itemized on the second item of the 4.9, 24.6% and 25.4% of the sampled respondents rated agree and strongly agree with moderate mean value respectively conforming that teachers relate the teaching learning process to real life experience of students though there were challenge of school facilities. On the other hand 31.3 % and 11.2% of the respondents replied disagree and undecided respectively viewing that teachers do not relate the teaching learning process to real life experience of students.

The third item of the 4.9 depicts 17.9% and 24.6% of the respondents rated strongly disagree and disagree respectively confirming that teachers do not conduct continuous assessment examinations to test students 'progress through performance. On the other hand, 20.1% and 23.9% of the respondents rated agree and strongly agree respectively viewing that teachers conduct continuous assessment examinations to test students 'progress through performance with moderated mean value. As they described on the open ended questionnaire, because there were low school facilities, class size problems and work over load teachers usually face to conduct continuous assessment in the samples secondary schools. From these it can be implied that though there were inadequate school facilities and work overload teachers perform their roles by conducting assessment examinations to test students 'progress through performance.

In response to the 4<sup>th</sup> item of the table 4.9, majority (32.8% and 28.4%) of the sampled respondents rated agree and strongly agree respectively with high mean value (M=3.56) confirming that teachers are supportive in disciplining the students for the purpose of creating favorable condition for the teaching and learning process. On the other hand 15.7% and 13.4% of the respondents rated disagree and undecided respectively disagreeing that teachers were not supportive in disciplining the students for the purpose of creating favorable condition for the teaching and learning process. In conclusion based on the majority of the respondents it can be implied that teachers perform their roles for quality management practices by supporting the

school leaders in disciplining the students for the purpose of creating favorable condition for the teaching and learning process.

The last item of the table 4.9 describes that 22.4% and 36.6% of the respondents replied agree and strongly agree respectively with high computed mean value (M=3.58) viewing that teachers adequately and appropriately use teaching and learning materials to help students understand the lesson. On the other hand 23.9% of them disagreed with the idea.

#### **4.2.4. Major factors that affect the practical implementations of quality management**

In order to achieve these goals our educational institutions need effective management and dynamic leadership (Akpan, 2008) and the central theme of organizational management is the harnessing of both human and material resources with the aim of achieving desired goals and objectives. The educational manager/administrator must have the ability and the requisite skills to intelligently manage the available educational resources for the successful accomplishment of the national educational objectives (Akpan, 2012).

The board of education and principals are responsible for managing an educational institution's daily operations, formulates policies and has decision making powers, responsibilities include regulating the school budget, formulating strategic vision and mission, reviewing and enhancing school policies, also monitors school performance, reporting to stakeholders (such as parents and the director general) and collaborating with parents, government and non-governmental organizations, can make legal decisions on behalf of the school, entering providing land, the principal has a professional and administrative role in the school, With the school board, they chart the school's strategic goals reflecting its mission, vision, and philosophy (Wikipedia).

In order to achieve these goals our educational institutions need effective management and dynamic leadership (Akpan, 2008) and the central theme of organizational management is the harnessing of both human and material resources with the aim of achieving desired goals and objectives. The educational manager/administrator must have the ability and the requisite skills to intelligently manage the available educational resources for the successful accomplishment of the national educational objectives (Akpan, 2012).

As mentioned by (Weeb, 1987) effective personnel planning forms a foundation for decision making ... Activities within the personnel planning process include inventories of needs, assessments of the labor market, projections of the student population, policy development, development of job analyses and job descriptions, and inventory evaluations.

Caldwell and Spinks (1988) have advocated the superiority of: ...the Collaborative School Management Cycle because it provides for the appropriate involvement of teachers, parents and students in an on-going management process of goal-setting, need identification, policy-making, planning, budgeting, implementing and evaluating. The focus is on programs for students and the effective and efficient allocation of resources to support learning and teaching.

Caldwell (1992:16-17) argues that managers and leaders of self-managing schools must be able to develop and implement a cyclical process involving seven managerial functions: goal setting needs identification, priority-setting, planning, budgeting, implementing, and evaluating.

### **4.3 Inferential statistics result**

#### **4.3.1. Linear Regression Model Assumption Test**

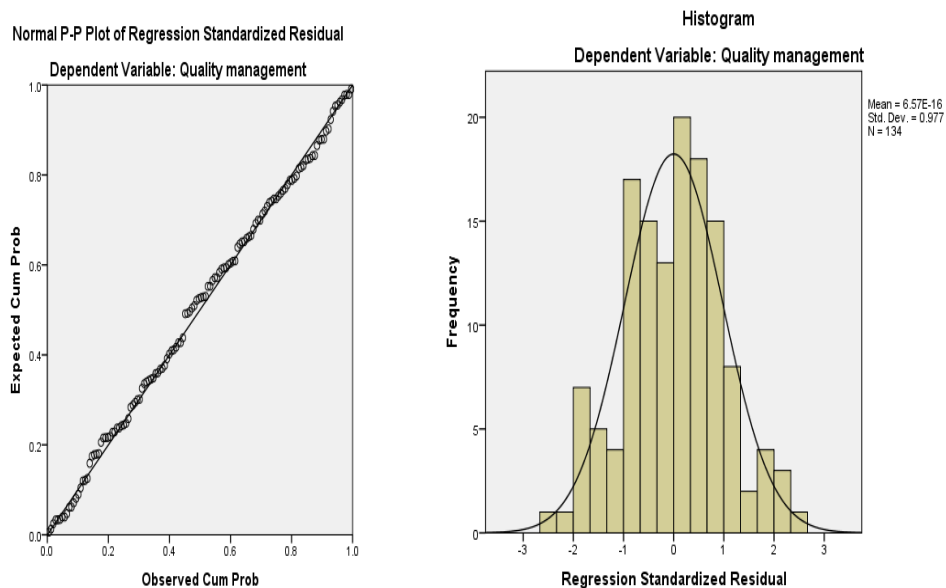
Linear relationship between the dependent variable (y) and explanatory variable (X) should be continuous variable and normally distributed for each value of explanatory variable (x), standard deviation of y should be approximately the same for each value of x, and all the observations should be independent. In this study, quality of management was used as dependent variable, which was obtained after likert scale responses were transformed into continuous variable, by using variable transformation method in SPSS software in order to make it fulfill the assumption of linear regression model. The independent variables (xs) were: planning, organizing, directing, controlling, budgeting and reporting obtained after transformed into continuity form of the variable using variable transformation method from each of their indicators using SPSS software variable computing application just like the dependent variable.

The variables, both dependent and independents in this linear regression model were likert scale variable which were ranked based on respondents perception and each of them had their own numbers of indicators and strongly related ones were merged together into single predictor

variable into six pillars. The dependent variable was quality management and the independent variables were used to predict this outcome variable as shown in the table presented after all the linear regression model assumption checked.

#### 4.3.1.1 Normality model assumption

Normality model assumption used to check whether the residuals are normally distributed or not. To test this assumption histogram or predicted probability plot (P-P plot) were used. The importance of conducting test for normality is to check whether the population from which the sample data came from normally and independently distributed with mean zero and constant variance. The fulfillment of this assumption used to estimate the parameter of the population from sample data. The following two charts showed p-p plot and histogram.

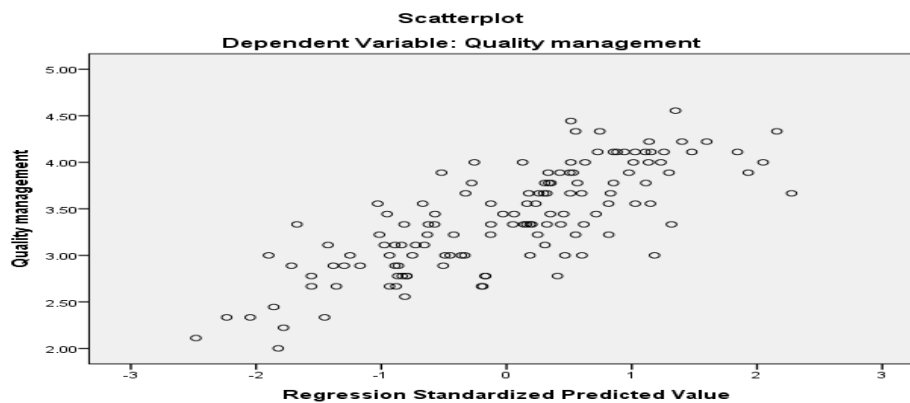


**Fig. 4.1** Histogram and p-p plot

The above charts depicted that the normality assumption satisfied especially in the p-p plot since the dots are almost exactly locate on the regression line, so the assumption was satisfied. The closer the dots lie to the diagonal line, the closer to normal the residuals are distributed. The assumption of normality is not always satisfied with hundred percent precision but it can be tolerated since the assumption has robustness nature.

### 4.3.1.2 Linearity assumption

Linearity means that the predictor variables in the regression have a straight-line relationship with the outcome variable and it is checked using a scatter plot of dependent variable against independent variables. Linearity is the first and most important test that has to be checked in linear regression model since unless there is linear relationship between dependent and independent variables one cannot fit the linear regression model and estimate the model parameters. The following charts depicted the existence of linearity between dependent and independent variables.



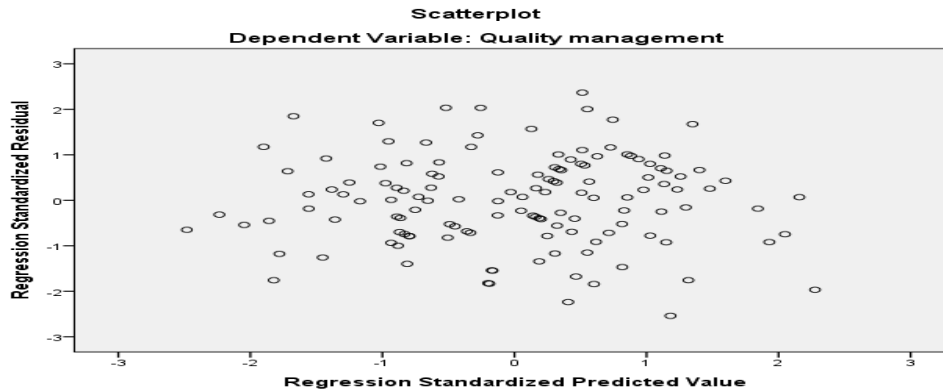
**Fig. 4.2** Scatter plot-showing linearity

As shown in the chart there is linear relationship between dependent and independent variable since straight line located from left to right rather than in evenly distributed situation, so the assumption is valid and we can proceed to fit the model.

### 4.3.1.3 Homoscedasticity test or constant variance

Assumption of variance of the residuals is constant and called homoscedasticity can be checked using plot of standardized residuals vs standardized predicted values. If no obvious signs seen (evenly distributed) of cone-shaped tool (funnel) observed, suggesting the assumption of homoscedasticity met. In the chart displayed below there no obvious signs of cone-shaped tool (funnel) observed an indication of validity of homoscedasticity assumption.





**Fig 4.3** Homoscedasticity test

Look at the above chart, there no obvious signs of cone-shaped tool (funnel) observed so the assumption is satisfied.

#### 4.3.1.4 Multicollinearity test

Multicollinearity test is used to check whether predictor variables are highly correlated with each other. The variance inflation factor (VIF) values are used to test Multicollinearity assumption. This test is very important to identify existence of significant correlation between independent variables (IV). If there is high correlation between any two independent variables in the model only one of them is used in the linear regression model since they have the same information for the dependent variable. If VIF from collinearity statistics is less than ten indicating absence of Multicollinearity problem (Table 4.9 below).

**Table 4.9** Multicollinearity test

Variables	Collinearity statistics	
	Tolerance	VIF
planning	0.899	1.113
organization	0.881	1.135
directing	0.881	1.134
controlling	0.727	1.375
budgeting	0.621	1.610
reporting	0.639	1.565

The table above depicted the Multicollinearity diagnosis test and the result showed that there was no Multicollinearity problem between any two independent variables. In the table above collinearity statistics i.e. values of tolerance and VIF depicted that there was no problem of Multicollinearity since all the predictor variables' variance inflation factors (VIF) were less than 10 which is justification of no Multicollinearity problem (no significant association among IV) so the assumption is valid. Now we proceed to fit and interpret linear regression model.

#### **4.4 Linear regression analysis for quality management practices factors**

The main purpose of linear regression model is to determine how the average value of the dependent variable,  $y$  varies with the value of a predictor  $x$  or to assess how accurately an independent variable predicts a dependent variable. Specifically, it enables us to determine the proportion of the variation in the dependent variable that can be accounted for by the variation in the independent variable. In linear regression model after we obtained the analysis result, the significant factors and insignificant factors are identified; all the assumption of linear regression model checked, the next step is interpreting the results as already the assumption are checked.

The multiple linear regression model result in table below showed four independent variables were statistically significant at 5% level of significance since the  $p$ -values were less than 5%, implied that out of six predictor variables four of them had a significant effect on the quality management in the study area and two of them were statistically insignificant.

Based on analysis result, in order to get quality or good management there must good planning, good organizing system, responsible directing method, and the controlling system also be reliable. In general the multiple linear regression model applied to see the effect of six independent variables on quality of management at Horro Gudura Wellega Secondary School; after the predictors variables transformed into some form using SPSS software and four of them resulted in statistically significant effect on outcome with all positive effect but two predictor were statistically insignificant (see table 4.10 below).

**Table 4.10** Linear regression model analysis using quality management as dependent

Variables in the Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-0.620	0.337		-1.841	0.068		
Planning	0.500	0.056	0.528	8.964	0.000	0.899	1.113
Organization	0.224	0.043	0.307	5.157	0.000	0.881	1.135
Directing	0.097	0.044	0.131	2.205	0.029	0.881	1.134
Controlling	0.281	0.074	0.248	3.782	0.000	0.727	1.375
Budgeting	0.089	0.051	0.123	1.736	0.085	0.621	1.610
Reporting	-0.003	0.071	-0.003	-.037	0.970	0.639	1.565

The table 4.11 below showed the summary of model adequacy checking methods like R-square, Durbin Watson test, and ANOVA table. From ANOVA table the overall model was significant since we rejected the null hypothesis implied that at least one independent variable is significant using F-statistics. The R squared of 0.603 indicates that 60% of quality management practice can be explained by the independent variables such as Planning, Organizing, Directing and Controlling. The remaining 40% of the variances on the quality management practice could be explained by other explanatory variables not included in this study.

**Table 4.11** Model Summary and ANOVA Table

<b>Model Summary</b>					
R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	
0.777	0.603	0.585	0.35233	1.922	
<b>ANOVA Table</b>					
Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Regression	23.980	6	3.997	32.196	0.000
Residual	15.765	127	.124		
Total	39.745	133			

The first independent variable in multiple linear regression model was planning (table above), which was statistically significant at 5%, since p-value 0.000 was less than 5%, so good planning had a significant effect on the quality management at Horro Guduru Wellega secondary school based on linear regression analysis result. So in order to get quality management the school should have good plan for work.

The coefficients of the variable planning in the regression model output was 0.500 which can be interpreted as the value of planning increased by one unit on its given range (1 to 5) the quality of management increased by 0.5 times keeping the effect of all other factors in the model constant. So, it is the most serious factor. It was further agreed that the school are transparent in providing quality services; there is good planning and relationship between the management team.

As the interviews conducted with the principals revealed that in the two schools; the principal of Dedu and Hereto secondary school, there is little awareness that the school leadership has jointly set career development goals, the school leadership is less consistent with its plans and provides unwavering support throughout the school year to establish and maintain open and productive relations among the school community by working with teachers, students, parents and the community at large and need to be able to develop and maintain positive relationship with all. Both principals are convinced in the importance of QM practices that is continuous focus on educational resources and educational processes for the improvement of quality.

However, the left three principals of (Gebete secondary school, Guduru secondary school and Finca secondary school) stated that there are certain challenges that timely hinder these attempts and the school leadership is less consistent with its plans and provides unwavering support throughout the school year. For example, some parents were not willing to participate on school management practices and make relations with school activities. Some others, those who are participating in school activities are not performing their roles consistently.

The other significant factor in the model was organizing with the regression coefficient of 0.224, implied that as the organizing system increased by one unit on its range (again 1 to 5) the quality of management increased by 0.224 times keeping all other independent factors in the model constant. The result obtained on organizing from the model showed positive coefficient, which is in line with the existing reality and the researcher, justified within their findings and the interview results of collected from the managers and supervisors in line with this study.

From close ended questions answered of the teachers respondents, the researcher constructed that the school leaders lacks that an awareness of setting plans and objectives and also no division of task like delegating, sharing information among subordinates/departments. From the above idea one can conclude, the selected secondary schools were suffering in organizing directly affects Quality management practices.

The other two independent variables in our multiple linear regression models which were statistically significant were directing and controlling (table above) as the p-value 0.029 and 0.000 respectively were less than the level significance at 5% level with positive beta coefficients. As the result showed directing and controlling had direct effect on the quality of management since the regression coefficients depicted were positive values. The results from directing and controlling were statistically significant and with positive coefficients at 5%, so these two predictors were crucial for management in the school at the study area. Therefore, the stakeholders and other concerned bodies should give especial attention in order to more improve the directing skills of workers and the controlling experiences of managers and other workers at the human resource department.

The “directing” function involves making decisions and embodying them in specific and general orders and instructions, which serve as a guide in an organization. In educational management, the school manager has to provide leadership in dealing with the subordinates as individuals and as groups. The directing function requires the school manager to give orders and directives to other people and expect their compliance. Therefore, for the manager to do this successfully, he/she needs to understand the complex processes of leadership-the ability to influence one’s subordinates to work willingly and cooperatively in carrying out institutional tasks. Providing this leadership means directing.

It was confirmed by interview by Dedu secondary school PSTA, Gebete secondary school PSTA, and Guduru secondary school, Fincha WEHO, Harato WEHO, there is no supervision, inspection hold adequately that results students result decreased in turn affects quality management lacks directing the school system. From this, anybody can conclude that secondary schools of the study area need directing like supervision, inspection, etc. The researcher constructed the interview that the school leaders lacks an awareness of giving directions for

employees those who needs supervision, teachers do not have guidance to run teaching and learning activities like, action research, continues professional development, continues assessment, performance appraisal, supervision. However, something only keeping attendance for the sake of salary.

The leaders lacks an awareness of giving directions for employees those who needs training, following up of teachers activities , students absenteeism, drop out, leaving the school, participating with families, have guidance to run teaching and learning activities like, action research, continues professional development, continues assessment, performance appraisal, supervision. But, something only keeping attendance for the sake of salary. From this, it is concluded that there were suffering the student performance for the low considerations of school leaders and concerned bodies. So that it can be summarized, from the selected secondary schools, the big problems were that school leaders lack to apply their roles in giving directions for staffs and other supportive staffs to improve the learning and teaching environments.

Budgeting and reporting were not included in the linear regression model since there were not significantly affecting quality management as a result it was not part of our model.

As interview supports by vice-principals, principals of Hababo Guduru, Gebete secondary school, budgeting is the determent. However, some of PSTA of Harato, Abay Choman forwarded when they were interviewed, sometimes and the school leaders do not bother about budgeting. As the interviews conducted with the principals revealed, in the two schools they face great challenges in financial related aspects as they do not get any other source of funds except from government.

The principal of Gebete secondary school describes that Low involvement of stakeholders such as NGOs, religious institutions, donors and other source of funds was found here in supporting secondary schools by contribution of funds. The principal of Hareto secondary explained their schools do not have adequate internal funds and if exists as most of secondary schools and preparatory schools were with together they share it. Consequently, the extent to which these sources of funds were contributed was seen very low trends in these schools.

The interviews result also supports this idea as the interviewees stated that; Some of School leaders predominantly communicate with students to collect necessary information from them with regard to various situations taking place in the schools. For example, two principals of Dedu secondary school and Finca secondary school explained more relative responses that if any serious complain prevails in the school they immediately contact students and receive information from them and give solution. In other way when there are some disagreements between students and teachers we contact them privately and then bring them together to arrive on agreement. However, all these they attempt to enhance quality management have their own procedure because there are certain limitations where only teachers and students should contact.

The multiple regression model obtained from analysis of the six independent variables on quality management in the aforementioned model is given below by:

$$Y=-0.620+0.5x_1+0.224x_2+0.097x_3+0.281x_4$$

Where  $x_1$  is planning,  $x_2$  is organization,  $x_3$  is directing and  $x_4$  controlling after all of them were transformed into scale variables. The predictors can be put from most serious to the least accordingly; planning → controlling → directing. →organizing

## **CHAPTER FIVE**

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

This chapter deals with the summary of major findings, the conclusion drawn from the findings and recommendations.

#### **5.1. Summary of Major findings of the study**

This section provides a summary of the research findings which are presented in relation to research questions raised in chapter one. The prime objective of this study was to assess quality management practices in Horro Guduru Wollega Zone Secondary schools. To this end, an attempt has been made to assess the major challenges that school principals face in the practical implementations, quality management in the specified study area. In order to achieve the objective of the study, the following basic questions were stated and answered.

1. What are the quality enhancement mechanisms in place in secondary schools of HorroGuduruWollega Zone ?
2. To what extent do school leaders discharge their roles to enhance the practice of quality management in secondary schools of HorroGuduruWollega Zone?
3. What are the challenges of quality management practices in secondary schools of Horro Guduru Wollega Zone?

The main purposes of this research were to assess the major practice Quality Management of secondary education, to distinguish the challenges and gaps at schools which might have direct impact on the improvement of educational quality, to create a means of communication between school leaders and community to strengthen working cooperatively, and to provide an additional information on the existing findings related to the improvement of educational quality of government secondary education in Secondary Schools Of Horro Guduru Wolega Zone. To achieve this purpose descriptive survey research was employed. The Primary data sources were principals, Vice-Principals, PTA, WEO and teachers. Annual statistical reports and other documents related to educational quality produced, and action researches and guidelines of



school documents: student attendance, strategic plans, annual plans lesson plans ,teachers appraisal, and the like. The sample, principals, vice-Principals, WEO, PTA and Teachers were selected using simple random sampling method.

The study was particularly carried out in five secondary schools in Horro Guduru Wollega Zone. As a source of data 164respondents (134 secondary school teachers, 5principals,10 vice principals, 10 school PTAs, 5 Woreda Education Heads, ) were selected to conduct the study in the selected secondary schools of the study area. A total of 164 respondents were used to conduct the study. Totally 138 usable questionnaires were provided and 134 (97.2 %%) of them were collected as the basic data for the study. Similarly, 10 of semi structured interview questions were used for interviewing WEOH and the representatives of secondary school PTAs to check information obtained through questionnaire.

The data obtained were analysed using statistical tools such as percentage, frequency distribution, weighted mean, and standard deviation, whereas data from Quality Management factors were analysed using multiple regression . Depending on the result of the analysis made, the following major findings were obtained.

After collecting data from the respondents, the researcher analyzed data critically and the result of the study was summarized as follows in line with the research questions and specific objectives of the study.

### **5.1.1. The extent to which school principal's practice quality management.**

The result of the study disclosed that the sampled respondent teachers and also others put the principal's quality management that secondary schools' principals had knowledge and understanding of whole school issues and of all operational aspects of the school financial subject matter in Horro Guduru Wollega Zone practice quality management as following ways. For example the school management practiced quality management through; using valuable information collected from students as inputs to improve the service delivery, making discussion with students and school communities on quality-related complaints to the school managements , highly committed management controlling tasks in the schools, communicating trust and information, encouraging risk-taking, and facilitating participation in school management

activities, helping teachers to develop appropriate instructional materials that were not commercially available and evaluating the on-going achievements of the teaching learning process through each semester.

As 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, for example, Dedu WEOH and one of Guduru PTA suggested that their management activities and decision making involve teachers, students, department heads, gender issue focal persons, parents. Supervisors and teacher association groups. This basically improves quality management extremely as more involvement of stake holders participates in it. Moreover we as school leaders take risks at time for the improvement of management practices.

The focus of the schools in producing quality, well equipped citizens was also revealed in the interviews conducted with the principals. Three secondary schools, Finca, Gebete and Dedu secondary schools encourage students to focus on all lessons and engage them in group activities to acquire basic life skills besides the intellectual skills. Two secondary schools Guduru and Hareto secondary schools focus on moral lessons and engages students in different extracurricular activities in order to help students with basic skills. The behavioral changes expected from the students of both secondary schools are inclusive of their learning activities indirectly improves management activities.

### **5.1.2. Roles of Stake Holders in Enhancing Quality Management**

As identified by the study the following were roles played by teachers and school leaders in keeping up the practice of quality management in the sampled secondary schools of the study area.

#### **5.1.2.1. Roles of teachers**

As identified by the study conducted, Secondary school teachers do the following roles to enhance quality management practices. These include; actively participating in students' misbehaving and discipline related challenges , being supportive in disciplining the students for the purpose of creating favorable condition for the teaching and learning process , and adequately and by appropriately using teaching and learning materials to help students understand the lesson .

### **5.1.2.2. Roles of school leaders**

The following points were seen by the study as the roles of school leaders in enhancing quality management practices. These were; through monitoring and evaluating students' progress in line with the schools' strategic plan and its objectives making decisions in response to the context within which they worked and performing their leadership roles by organizing teachers to work collaboratively in pairs and small teams to observe each other's teaching and to improve instruction

### **5.1.3 . Findings from Regression Analysis**

Based on analysis result, in order to get quality or good management there must good planning, good organizing system, responsible directing method, and the controlling system also be reliable.

#### **5.1.4. Planning:**

Planning was one of the independent variable affecting quality management in linear multiple linear regression model. It is statistically significant at 5% level of significance; since p-value was 0.000 was less than 5%, The regression coefficients in linear regression model result was the highest (0.5) implied that the predictor, planning had a significant effect on the quality of management at Horro Guduru Wellega secondary school. So in order to get improves quality of management of the school should have to work good plan. .

#### **5.1.5. Organizing:**

Organizing was also the significant factor in the regression model with coefficient of 0.224, which implied that as the organizing system increased by one unit on its range the quality of management increased by 0.224 times keeping all other independent factors in the model constant. The result obtained on organizing from the model showed positive coefficient, which is in line with the existing reality. From close ended questions answered of the teachers respondents, the researcher constructed that the school leaders lacks that an awareness of setting plans and objectives and also no division of task like delegating, sharing information among subordinates/departments. From the above idea one can conclude, the selected secondary schools were suffering in organizing directly affects Quality management practices.

### **5.1.6. Directing**

Directing was the other independent significant variable in our multiple linear regression models which has the p-value of 0.029 with positive beta coefficients. As the result showed directing had direct effect on the quality of management since the regression coefficients depicted was positive value. The results from directing were statistically significant and with positive coefficients at 5%, so this predictor was crucial for quality management in the secondary School at the study area. The “directing” function involves making decisions and embodying them in specific and general orders and instructions which serve as a guide in an organization.

### **5.1.7. Controlling:**

Controlling was also the significant factor affecting quality management in addition to the former three factors. As the result showed controlling had direct effect on the quality of management since the regression coefficients depicted positive value? The result from controlling was statistically significant and with positive coefficients at 5%, so this predictor was crucial for quality management at the study area.

Generally, the multiple regression model obtained from analysis of the six independent variables on quality management in the aforementioned model is given below by:

$$Y=-0.620+0.5x_1+0.224x_2+0.097x_3+0.281x_4$$

## 5.2. Conclusions

This section provides the conclusions of the research findings which are presented in relation to research questions raised in chapter one. As analyzed in chapter four, summarized and the major findings in chapter five. The prime objective of this study was to assess quality management practices in Horro Guduru Wollega Zone Secondary schools. To this end, an attempt has been made to assess the major challenges that school principals face in the practical implementations, quality management in the specified study area

From the result of the study the researcher concluded that:

- ✓ The sampled respondent teachers and also others put the principal's quality management that secondary schools' principals had knowledge and understanding of whole school issues and of all operational aspects of the school financial subject matter in Horro Guduru Wollega Zone practice quality management as following ways.
- ✓ The school managers practiced quality management through; using valuable information collected from students as inputs to improve the service delivery, making discussion with students and school communities on quality-related complaints to the school managements , highly committed management controlling tasks in the schools, communicating trust and information, encouraging risk-taking, and facilitating participation in school management activities, helping teachers to develop appropriate instructional materials that were not commercially available and evaluating the on-going achievements of the teaching learning process through each semester.
- ✓ Teachers and leaders actively participating in students' misbehaving and discipline related challenges, being supportive in disciplining the students for the purpose of creating favorable condition for the teaching and learning process, and adequately and by appropriately using teaching and learning materials to help students understand the lesson .
- ✓ Teachers actively participating through monitoring and evaluating students' progress in line with the schools' strategic plan and its objectives making decisions in response to the context within which they worked and performing their leadership roles by organizing teachers to work collaboratively in pairs and small teams to observe each other's teaching and to improve instruction.

- ✓ Planning was one of the independent variable affecting quality management in linear multiple linear regression model. It is statistically significant at 5% level of significance; since p-value was 0.000 was less than 5%, therefore planning was the determinant factor for quality management at the study area. So in order to get improves quality of management of the school should have to work good plan.
- ✓ Organizing was also the significant factor in the regression model positive beta coefficient, which also the determinant of quality management in this study which is in line with the existing reality.
- ✓ Directing was the other independent significant variable in our multiple linear regression models, which has the p-value of 0.029 with positive beta coefficients. As the result showed directing had direct effect on the quality of management. So directing was crucial factor for quality management in the secondary School at the study area.
- ✓ Controlling was also the significant factor affecting quality management in addition to the former three factors. As the result showed controlling had direct effect on the quality of management since the regression coefficients was positive value.

### 5.3. Recommendations

Based on the results of this study, the following recommendations forwarded for the successful implementation of the practice of quality management in study area.

- ✓ The school leadership need to consistent with its plans and provides unwavering support throughout the school year.
- ✓ In the case of the teamwork principle, there is need to strengthen the activities that involve teamwork in secondary schools by regular meetings and implementing the resolutions. For continuous improvement, there is need for providing teaching and learning materials adequately in the secondary schools as they are one of the things that slowed down the process of achieving quality management practices.
- ✓ As disclosed by the finding of the study conducted school principals need to assist teachers moderately in the development of decision making because only department heads usually participate in decision making practices. This reduces quality of management directly and quality of education indirectly (faulty Input-results in faulty output). Therefore, principals must assist in the development of decision-making teams that will involve various stakeholders and teachers. The provision of teaching and learning materials needs improvement.
- ✓ Secondary school principals from the sampled secondary schools of the study area, should adequately provide teachers with opportunities to get them involved in management activities. For example, they should empower the teams with real authority by cawing out discrete areas of jurisdiction to improve and enhance quality management practices.
- ✓ The finding of the study disclosed that , students dependency (low discipline and low performance), teachers' work load, low involvement of teachers in action research and employing inappropriate methods of instruction that teachers use in actual class rooms were the major challenges that hinder practical implementation of quality management practices in the sampled secondary schools. Therefore Woreda Education Office Heads and school leaders should give due consideration and solve them as soon as possible because they create great challenge unless solved soon.

- ✓ The school leaders from the sampled secondary schools inadequately perform their roles in helping teachers to evaluate instructional materials and undertaking their instructional leadership roles by identifying learning/instructional needs.
- ✓ Planning was one of the independent variable affecting quality management in linear regression model therefore the concerned body better to give due attention for planning in order to get improve quality of management of the school should have to work good plan.
- ✓ Organizing was the significant factor in the regression model with positive beta coefficient, secondary school stakeholders (leader and teachers) of the study area need to give due attention.
- ✓ The result from analysis showed directing had significant direct effect on the quality of management. So the concerned body need to give due emphasis in directing in order to improve quality management in the secondary School at the study area.
- ✓ Controlling was also the significant factor affecting quality management in addition to the former three factors. So, the concerned bodies better to take action on controlling to improve the quality of management.



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**Appendix: A**  
**Jimma University**  
**College of Education and Behavioral Sciences, Graduate School of Education**  
**Department of Educational Planning and Management**  
**A Questionnaire to Be Completed by Teachers**

Thank you for agreeing to fill the questionnaires with me. My name is Dagne Itafa Amensa and I am a post-graduate student in Jimma University. I am working on a research paper and I selected your School for my study. Please go through the purpose of my visit the guiding questions as outlined below and I shall continue with the questionnaire if the contents are ok with you.

Purpose:

I am writing a paper on “Quality Management Practices “in Horro Guduru Wolega Secondary Schools, which will be submitted to Jimma University (JU) graduate studies as a senior research paper. The purpose of such academic paper is to enable us as students to study different issues in a society and contribute to the improvement or solutions. So this paper focuses On Secondary Schools to determine the extent of the practice of quality management, to identify the factors affecting it, and to recommend on what has to be done improving the existing conditions.

I would also like to assure you that the information gathered from your documents and from this questionnaire will only be used for academic purpose and the copy of the report shall be submitted to your school.

The information provided in the questionnaire *will* be treated confidentially and used for academic purposes only. Hence, your genuine contribution will be essential for the success of this study. Thus, the researcher kindly requested your cooperation to respond responsibly and honestly.

Note:

You need not write your name in any page of the questionnaire,

Indicate your response in the space provided by putting "-√" mark for additional opinions, or explanations you are kindly requested to write briefly in the space provided.

Thank you for you

## Part I. General Information

### 1. Personal Background Information

1.1. Name of the School \_\_\_\_\_

1.3. Sex: \_\_\_\_\_

1.4. Age \_\_\_\_\_

1.5. Qualification: MA/MEd /MSc \_\_\_\_\_ BA/BEd/BSc \_\_\_\_\_ Diploma

1.6. Work Experience in years

**Key; 5= Very high (VH), =4=High (H), 3= Medium (M), 2= Low (L) and 1= Very low (VL),**

No	Practices of quality management in the sampled secondary schools	Rating				
		5	4	3	2	1
<b>A</b>	<b>School principals' overall performance related quality management practices</b> (identifying , setting goals and objectives of the school)					
1	The extent to which the school principals views quality as being more important than the cost in the schools					
2	The school principals routinely removes barriers to performance, innovation and quality					
3	The school principals is actively involved in communicating the school's vision for quality performance	5	4	3	2	1
4	The school principals is in routine contact with its teachers and students					
5	School principals are aware of the level of students' satisfaction					
6	The extent to which School management uses the information collected from pupils to improve the service delivery					
7	The extent to which students and school communities discuss on quality-related complaints to the school managements					
8	The extent to which school principals practice management controlling tasks in the schools					
9	The extent to which School principals communicate trust and information, encourage risk-taking and facilitate participation in management activities					
10	The extent to which school Principals help teachers to develop appropriate instructional materials that are not commercially available.					
11	The extent to which school principals take deliberate action to understand their school communities and form partnerships that focus on learning both inside and outside of the school					
12	School principals assist in the development of decision-making teams that involve various stakeholders					
13	The extent to which principals evaluate at each semester the ongoing achievements of the teaching learning process					

The following questions deal with the major factors that affect quality management practices in Horro Guduru Wollega Zone. Rate your argument on which you agree with the posed statements

**Key; 5= Very high (VH), =4=High (H), 3= Medium (M), 2= Low (L) and 1= Very low (VL),**

1. What other challenges do you face in an attempt to improve quality in your school? \_\_\_\_\_

2. Suggest ways of improving standards in your school. \_\_\_\_\_

### 3. Roles of stakeholders in quality management practices

The following questions are designed to enquire information about the roles of principals, teachers, School PTAs and in improving quality management practices in the selected secondary schools. Rate your point of view under arguments you agree with

**Key; 5= Very high (VH), =4=High (H), 3= Medium (M), 2= Low (L) and 1= Very low (VL),**

<b>A</b>	<b>Roles of school principals</b>					
1	The extent to which School principals monitor and evaluate students' progress in line with the schools' strategic plan and its objectives	5	4	3	2	1
2	The extent to which School principals help teachers to evaluate instructional materials and make regular follow-up and feedback to teachers.					
3	The extent to which The school principals accomplish their instructional leadership roles by identifying Learning/instructional needs.					
4	The extent to which School leaders make decisions in response to the context within which the worked.					
5	The extent to which The school Principals performs their leadership roles by organizing teachers to work collaboratively in pairs and small teams to observe each other's teaching and to improve instruction.					
<b>B</b>	<b>Roles of teachers</b>	5	4	3	2	1
1	The extent to which Teachers actively participate in students' misbehaving and discipline related challenges					
2	The extent to which Teachers relate the teaching learning process to real life experience of students					
3	The extent to which Teachers conduct continuous assessment examinations to test students 'progress through performance.					
4	The extent to which Teachers are supportive in disciplining the students for the purpose of creating favorable condition for the teaching and learning process					
5	The extent to which Teachers adequately and appropriately use teaching and learning materials to help students understand the lesson					

#### 4. Factors that affect quality management practices.

##### 1. PLANNING.

**Table 4.2. Teachers' responses that the extent to which school leaders' practice and discharge their roles and the challenges of practicing of quality management on Planning**

	Quality management practices of secondary school leaders of planning.	Rating				
		5	4	3	2	1
1.1	To what extent school principals are consistent with their plans and provides unwavering support throughout the school year routinely removes barriers to performance, innovation and quality?					
1.2	To what extent the school principals monitor and evaluate students' progress in line with the schools' strategic plan and its objectives?					
1.3	To what extent the school principals have jointly set career development goals views quality as being more important than the cost in the schools?					
1.4	To what extent lack of pre-service and in-service training affects quality management practices?					
1.5	To what the school principals are actively involved in communicating the school's vision, the school leadership is consistent with its plans and provides unwavering support throughout the school year. for quality performance?					
1.6	To what extent school principals possess of courage to take risks at time for the improvement of quality management implementations?					
1.7	To what extent the school has small space (not overcrowded classes and sport facilities and the average number of pupils/students per classroom is at specific level of education?					
1.8	To what extent the student-desk ratio was found to be adequate/standard?					
1.9	To what extent quality of School Infrastructure/Facilities is in the secondary schools?					

## 2. ORGANIZING

**Table 4.2. Teachers' responses that the extent to which school leaders' practice and discharge their roles and the challenges of practicing of quality management, on Organizing.**

**Key; 5= Very high (VH), =4=High (H), 3= Medium (M), 2= Low (L) and 1= Very low (VL)**

NO	Quality management practices of secondary school leaders of Organizing.	Rating				
		5	4	3	2	1
2.1	To what extent school leaders defines organizing as involving building up structures, both human and material resources for the attainment of organizational goals the Provision of educational inputs? Imbalance of Students teacher ratios per education level?					
2.2	To what extent school leaders with establishing a structural line of authority and indicating clearly the method of doing a particular job?					
2.3	The extent to which School principals communicate trust and information, encourage risk-taking and facilitate participation in management activities?					
2.4	To what extent do students and school communities discuss on quality-related complaints to the school managements?					
2.5	To what the school principals are actively involved in communicating the school's vision, the school leadership is consistent with its plans?					
2.6	The extent to which School principals communicate trust and information, encourage risk-taking and facilitate participation in management activities?					
2.7	To what extent do students and school communities discuss on quality-related complaints to the school managements?					
2.8	To what extent school principals mobilize stakeholders to utilize local potentials to solve resource related problem?					

### 3. DIRECTING

**Table 4.3. Teachers' responses that the extent to which school leaders' practice and discharge their roles and the challenges of practicing of quality management, on Directing**

**Key; 5= Very high (VH), =4=High (H), 3= Medium (M), 2= Low (L) and 1= Very low (VL)**

No	Quality management practices of secondary school leaders of Directing.	Rating				
		5	4	3	2	1
3.1	To what extent school principals are in routine contact with their teachers and students and interrelating the various work units or departments of an organization and their activities so that they work together toward goal attainment?					
3.2	The school principals accomplish their instructional leadership roles by identifying Learning/instructional needs					
3.3	The extent to which teachers are supportive in disciplining the students for the purpose of creating favorable condition for the teaching and learning process					
3.4	The extent to which inadequate instructional materials for learning and teaching process in the school?					
3.5	The extent to which inappropriate methods of instruction that teachers employ in actual class rooms					
3.6	The extent to which lack of courage to take risks at time for the improvement of quality management implementations					
3.7	The extent to which Teachers' low/no involvement in action research in the sampled schools					



#### 4. CONTROLLING

**Table 4.4. Teachers' responses that the extent to which school leaders' practice and discharge their roles and the challenges of practicing of quality management, on controlling**

**Key; 5= Very high (VH), 4=High (H), 3= Medium (M), 2= Low (L) and 1= Very low (VL)**

No	Quality management practices of secondary school leaders of Controlling.	Rating				
		5	4	3	2	1
4.1	To what extent do school principals practice management control tasks in the schools and ensure that everything occurs in conformity with plan, objectives and standard set.					
4.2	The extent to which school principals take deliberate action to understand their school communities and form partnerships those focus on learning both inside and outside of the school?					
4.3	The level of Low Provision of educational inputs					
4.4	The level of Imbalance of Students teacher ratios per education level					
4.5	The extent to which teachers usually complain of excess work load					
4.6	The extent of Students dependency (discipline, low performance)					
4.7	The extent to which teacher competency and academic Performance as some teachers have no adequate training in methods of instruction					
4.8	The extent to which teachers are actively participating in students' misbehaving and discipline related challenges					
4.9	The extent to which teachers relate the teaching learning process to real life experience of students					
4.10 4.11	The extent to which teachers adequately and appropriately use teaching and learning materials to help students understand the lesson					

## 5.BUDGETING

**Table 4.6. Teachers' responses that the extent to which school leaders' practice and discharge their roles and the challenges of practicing of quality management on Budgeting**

**Key; 5= Very high (VH), =4=High (H), 3= Medium (M), 2= Low (L) and 1= Very low (VL)**

No	Quality management practices of secondary school leaders of Budgeting.	Rating				
		5	4	3	2	1
5.11	The degree to which school leaders have knowledge and understanding of whole school issues and of all operational aspects of the school financial subject matter.					
5.22	The extent to which the school's generated fund is collected by Legal receipt.					
5.3	The degree to which the adequacy of rules and regulations in financing education in the schools.					
5.4	The extent to which the School receives funding from a number of sources: tuition fees, grants, and donations from government, religious missions and donors.					
5.5	The extent to which school leaders practice adequate quality management to increasingly turn to fundraising to supplement income.					
5.6	Inappropriate implementation of per student expenditure					
5.7	Little/no fringe provided benefits for teachers					

## 6.REPORTING

**Table 4.7. Teachers' responses that the extent to which school leaders' practice and discharge their roles and the challenges of practicing of quality management.**

**Key; 5= Very high (VH), =4=High (H), 3= Medium (M), 2= Low (L) and 1= Very low (VL),**

No	Quality management practices of secondary school leaders of Reporting	Rating				
		5	4	3	2	1
6.1	The extent to which principals evaluate at each semester the ongoing achievements of the teaching learning process entails the ability of the school manager to keep himself and his subordinates informed through records, research and inspection.					
6.2	To what extent do School management effectively communicate information and school reports to his superiors and subordinates, use the information collected from pupils to improve the service delivery?					
6.3	School principals assist in the development of decision-making teams that involve various stakeholders					
6.4	To what extent School principals are aware of the level of students' satisfaction?					
6.5	The extent to which any support from the community to school is recorded regularly					
6.6	In adequate management on to raise the pass rate of students from current percent to the next percent					
6.7	Little/no Learning outcomes, teachers' practices and professional development as appraisal criteria					

## 7. DEPENDENT VARIABLE

**Table 4.7. Teachers' responses that the extent to which school leaders' practice and discharge their roles and the challenges of practicing of quality management.**

**Key; 5= Very high (VH), =4=High (H), 3= Medium (M), 2= Low (L) and 1= Very low (VL)**

7.1	<b>Quality management practices of secondary school leaders.</b>						
	To extent the principals made decisions in response to the context within which they worked?						
7.2	The school principals help teachers to evaluate instructional materials and make regular follow-up and feedback to teachers?						
7.3	The school principals hold regular meetings with each department for the purpose of improving curriculum and instruction to enhance quality management practices?						
7.4	To what school principals establish supportive and motivating atmosphere in which, parents and students are encouraged to work as a team in the school to promote quality management practices?						
7.5	To what extent Parents/ guardians and community members are involved in school decision-making?						
7.6	To what extent the principals made decisions in response to the context within which they worked?						
7.7	To what extent the school principals monitor and evaluate students' progress in line with the schools' strategic plan and its objectives?						
7.8	To what extent the school principals help staffs and Promote suitable instructional climate on the basis of the schools' strategic plan and its objectives?						
7.9	To what extent teachers are supportive in disciplining the students for the purpose of creating favorable condition for the teaching and learning process?						

## **Appendix B**

**College of Education and Behavioural Sciences, Graduate School of Education**

**Department of Educational Planning and Management**

### **Interview for school PTAs, Principals/vice principals, WEOHs**

1. What is quality management for you? Does the management keep up the moral of the teachers?

1. What do you say about the commitment of the management for the quality of the school?

. How do you practice and preserve quality management in your schools?

2. What mechanisms do you usually use to overcome challenges that you face in your management to practice qualified, instructional, leadership and to maintain open and productive relations among the school community?

3. As school principals do you timely discuss with teachers, students, and parents with regard to

4. how to improve quality management practices in your school? If you say no why?

5. Is your management activities/Decision making are participatory? Who are involved in your management activities/quality management practices? How do you invite them?

6. How do you encourage teachers, students or any concerned body to produce instructional materials, teaching and learning models and other school materials help in promoting teaching and learning activities?

7. How do you attempt to get additional funds from other sources except government sources? Is there available parental/institutional involvement/participation in fund raising in your school?

8. What is the status of your school physical facilities (student-text book ratio, student per class room ratio, laboratories, infrastructures, class size, teachers' work over loads) and any other related aspects?

9. How do you attempt to solve them as they are challenge for quality management practices in schools?