

**CURRENT STATUS AND CHALLENGES FOR PROVIDING QUALITY
PRIMARY EDUCATION IN JIGJIGA ADMINISTRATION CITY
OF THE SOMALI REGION, ETHIOPIA.**

MA THESIS

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HARAMAYA UNIVERSITY, HARAMAYA

**CURRENT STATUS AND CHALLENGES FOR PROVIDING QUALITY
PRIMARY EDUCATION IN JIGJIGA ADMINISTRATION CITY
OF SOMALI REGION, Ethiopia.**

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Master of Arts in Educational Leadership**

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DEDICATION

I dedicate this thesis manuscript to my father Abdi Hiss Mohammud who appeals his children to be academia and inspire them for further education and for his dedication, morale, and encouragement which contributed to my success in life.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship 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.

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BIOGRAPHICAL SKETCH

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ABBREVIATION AND ACRONYMS

EFA	Education for All
FGD	Focus Group Discussion
MDGS	Millennium Development Goals
MoE	Minister of Education
NER	Net Enrollment Rate
GER	Gross Enrolment Rate
UN	United Nations
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization

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**CURRENT STATUS AND CHALLENGES FOR PROVIDING QUALITY PRIMARY
EDUCATION IN JIGJIGA CITY ADMINISTRATION OF SOMALI REGION,
Ethiopia**

ABSTRACT

This study was designed to examine the quality of public primary education of schools in Jigjiga administration city of Somali regional State. School leadership practices and challenges that may be deteriorating their efforts to improve quality education was the focus of the study. To carry out the study descriptive research encompassing both qualitative and quantitative was employed. Primary and secondary data of the research were collected through questionnaire distributed to 187 research respondents including teachers and community representatives such as PTA and KETB selected using stratified, simple random and available sampling techniques. In addition, further supplementary was collected from school principals and Jigjiga administration education office experts through Interviews and document analysis and the data was analyzed using frequency and percentages and then discussed quantitatively and qualitatively. Thus, the study found that school leaderships were unable to define and communicate school vision and missions, most of them did not have the required professional competencies, unable to frame school goals and manage instructional program, promote school climate and involve stakeholders in school management process. Furthermore, the study also revealed that heavy workload, lack of instructional materials, poor communication, shortage of time to perform instructional activities, unsatisfactory communication between the staff the school leadership, lack of in service training in the areas of instruction both for teachers and school leadership were the most serious factors that hindered their efforts in improving quality education. As a result, it was recommended that the concerned educational authority to build the leadership capacity of school principals by providing frequent in-service and pre-service as well so that their performance can be improved. School leadership should also be very proactive in managing teaching and learning process by cooperatively and collaboratively working with stakeholders and overcome critical factors that hamper their effectiveness by employing shared leadership styles. The school leadership should give due attention on quality of the primary school, particularly instructional improvement.

1. INTRODUCTION

This part of the study deals with the background, statement of the problem, research questions, objectives, significance and the scope of the research as well as the operational definitions of related terms.

1.1 Background of the Study

Education is one of the basic services offered by governments and other stakeholders to society. Authors like Miller (2001) suggest that education is a tool for economic development. If education is to meet this goal, it must be of high quality. The concept of quality of education is multi-faced, and is articulated differently by different scholars. It is also important to note that the debate on the attributes of quality of education is still in progress. Thus, with no conclusive position as to what makes quality of education, it is critical that as many views as possible are analyzed have a comprehensive grasp of the key beliefs of the quality of education. It is when a wider view of the quality of education is achieved that a fair attempt can be made in analyzing the internal efficiency of an education system, which is a key dimension of the quality of education. The quality debate has evolved over the years, with various definitions of quality coined at each stage, and several models used to analyses quality. Several indicators of quality have also been forwarded and a similar collection of barriers to quality has also emerged, which have challenged initiatives to institute quality of education in several countries.

Generally, quality education is historically and socially situated in a context made up of the social economic status of the community, cultural and religious factors and educational knowledge and supportive infrastructure. Parents, teachers, students and the overall policies of governments should be participants in the structure and operation of the education system in a country or state. Governments are held accountable for progressive realization of the right to quality education for all citizens.

UNESCO (2009) refers to quality education as an improvement of all aspects of learning and ensuring excellence so that recognizable and measurable learning outcomes are achieved by all learners especially literacy, numeracy and essential life skills such as appreciating and being able to accommodate others that are necessary for responsible living.

Moreover, many reports from the UNESCO attribute to education an important role in determining economic growth. Studies have shown that there is a positive correlation between an increased access to education and economic growth as expressed by an increased per capital income and human development index (UNESCO, 2009). Strengthening this claim, Adams (1993) asserted that investment in human capital through education is at least as important as investment in physical capital for a country's long run economic success. Therefore, developing education in Ethiopia, with a focus on quality, can be an important strategy to ultimately fight poverty, increase productivity and bring about social and economic changes in the country.

Thus, achieving quality education has increasingly become crucial in strategic improvement plans of developing countries, primarily because of countries' efforts to maintain quality in the context of quantitative expansion of educational provision, whether explicit or implicit, a vision of educational quality is always embedded within countries' policies and programs' As Leu & Price-Rom (2006). While the concept of quality and its priority indicators may differ from country to country, it is commonly considered as a determining factor in facilitating the implementation of education for all initiatives (Bossier, 2004; World Bank Independent Evaluation Group, 2006). Quality in education is also viewed as an influential factor in implementing plans for bridging the poverty gaps between the developing and the developed worlds.

At the centre of strategies for accelerating the achievement of quality education is effective leadership at all levels of the school system Hillary (2008). School leadership has been identified in the last few years in several international reports (OECD, 2013, UNESCO-IIIEP-IWGE, 2012) as a key function to assuring quality in education. Research on the subject of leadership has increased and has focused on analysis of the leader as a person and on leadership functions and tasks. Furthermore, it has been stressed in studies that school leadership can be the solu-

tion to many problems arising in schools (Bolívar et al., 2013). The Wallace (2013) described that effective school leadership perform five key practices well: Shaping a vision of academic success for all students; creating a climate hospitable to education; Cultivating leadership in others; improving instruction; Managing people, data and processes to foster school improvement .

According to Davis et.al (2005) in today's context, the roles of educational leaders are primarily characterized as coping with changes and complexities. Accordingly, the educational leaders need professional skills and are expected to be competent in various dimensions. They need to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarian, community builders, public relation and communication aspects, budget analysts, facility managers, special program administrators as well as guardians of various legal, contractual, and policy makers and initiatives.

Furthermore, *Wallace* (2010) note that the major roles of school principals are: They set academic tone and work actively with teachers to develop and maintain high curriculum standards, formulate mission statement and establish performance goals and objectives, hire and evaluate teachers, visit classrooms, observe teaching methods, review and check instructional objectives and examining learning materials. They meet and Communicate with other educational administrators, students, teachers, parent and representative of community organizations.

Ethiopia has also placed great emphasis on professional development for school principals, vice principals, department heads, and teachers as well as educational officers in charge of education at different levels to keep the quality of education. In its educational sector development program four (2010), ministry of education stated that educational leadership are professional and those who assume the role should be equipped with the necessary knowledge and skill to exhibit proper professional ethics that are necessities at school level. In addition to this, the Ethiopia Educational and Training Policy, (MOE, 1994) states that educational management should be democratic, professionally coordinated, efficient and effective.

As an input, the quality of education depends on, among others, the presence of competent and committed school principals. This can be ensured by developing appropriate and relevant standard for the principals and letting them pass through the assessment processes to meet the set standard. Accordingly, the Moe prepares standard for school principals that ensure their continuous endeavors to meet the set standard Simeneh (2015).

However, due to different problems principals cannot carry out their instructional leadership roles effectively. Research results concluded that principals' problems were mainly concentrated in the following areas: problems with staff, principals with principles and their relationship with the top authorities, problems with parents, and problems related to the personal characteristics of the principals' themselves (Harris, 2003).

In relation to this, the focus of this research was to explain the current status of quality primary education from the perspectives of school leaderships. That means, the student-researcher intended to describe the extent to which school principals were delivering quality primary education and the factors negatively affecting their efforts to improve quality primary education. Accordingly, in order to assess the current situation and challenges for providing quality primary education, the student-researcher tried to describe how well school principals were appropriately carrying out their leadership roles and functions and identify the major critical factors deteriorating their efforts to appropriately implementing their duties and responsibilities so as to improve the quality of primary education in the Somali region, particularly in Jigjiga administration.

1.2 Statement of the Problem

School leadership is an education policy priority around the world. Increased school autonomy and a greater focus on schooling and school results have made it essential to reconsider the role of school leaders. They play a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling (OECD, 2008).

Accordingly, MoE has developed and launched a General Education Quality Improvement Package (GEQIP) that comprises six programs. One of them is School management and administration program. The quality education depends on, among others, the presence of competent and committed school principals. This can be ensured by developing appropriate and relevant standard for the principals and letting them pass through the assessment processes to meet the set standard (Simeneh, 2015).

While many countries have made impressive gains in access to education over the past decade, improvements in quality have not always kept pace. The disadvantaged are most likely to suffer, because of insufficient numbers of trained teachers, overstretched infrastructure, lack of competent school/education leaderships and inadequate supply of instructional materials (UNESCO, 2014).

Despite the fact that the government and peoples of Ethiopia have attained remarkable and globally acclaimed results in the education sector. However, there are challenges that need to be addressed particularly during the GTP2 period. Some of these include: Schools built particularly in the urban centers may be used for long time but fail to become environmentally friendly learning centers. They are located in areas that seriously obstruct the teaching/learning process; Lack of good governance throughout the schools in the country are jeopardizing the promotion of quality education; Quality education is a process and cannot be achieved in a fixed period of time or only through directives issued by the government .

In addition, the practice of school principal assignment to be incumbent is still more confined to nomination from among teachers. The nomination of school principals usually takes place at Woreda or sub-city levels. Yet, the majority of school principals do not meet the standard set in the blue print by Ministry of Education which suggests graduates of the first degree for primary schools and master's degree holders for secondary schools (MoE, 2010). Moreover, the Ethiopian education system faces several challenges in quality and relevance, efficiency, educational leadership practices and organization problems. Furthermore, there are different limitations in implementing the school improvement programs including lack of skilled educational leaders, resource scarcity, resistance of stakeholders to implement the initiatives and

other (MoE, 2011). The government has recognized that weak management and implementation capacity at school level was one of the main barriers to achieving access, equity and quality in primary education (MoE, 2005).

For this reason, MoE (2010) stated that schools to experience sustained improvement, it is probably necessary that school staff and their surrounding communities take responsibility for their own improvement. But for schools to be able to take such improvement actions they need to be supported by professionals and supervisors in administration and they need to receive some funds. As a result of lack of leadership skills, most of primary school leaders did not effectively communicate their schools' vision, and there was a problem in directing all actions towards achieving their school vision. Most primary schools have also scarcity of resources and educational facilities. This may also contribute to the low performance of students, which in turn, deteriorates the quality education. Thus, the existence of these problems seems to show that there might be problem of school leadership in the implementation of leading schools for improvement programs (Frew, 2010).

Jamal (2013) noted that lack of awareness on leading schools for improvement and poor level of participation of stakeholders from planning to evaluation of the program were hindering the practices of school improvement. In addition to this, school leaders lack commitment to use analysis of best practice in education to be responsive and proactive in changing schools to prepare students for the future in which they live.

Although the above studies have identified school leadership as vital component to determine school improvement and challenges of school improvement program, there is still a need to examine the best practices of school leadership in order to improve primary schools of Ethiopia. Therefore, studying the practices, challenges and opportunities of leading schools for improvement in government primary schools is very decisive so as to help the implementation process in Ethiopia. Mubarak (2016).

1.3 Research Questions

The following research questions were addressed in the Study:

1. What is the situation of providing quality primary education in Jigjiga administration?
2. To what extent do school principals are carrying out their instructional leadership roles and functions so as to improve quality primary education?
3. What are the challenges affecting the efforts of school leadership in improving the quality education in the primary schools of Jigjiga Administration?

1.4 Objectives of the Study

1.4.1 General Objective of the Study

The General Objective of the study was to examine the status of Quality primary education by describing the extent to which school principals, as key educational in puts, are carrying out their instructional leadership roles and functions and the major factors may be deteriorating their efforts to improve quality primary education

1.4.2 Specific Objectives of Study

The specific objective of the study was to:

1. Describe the current situation of providing quality education in the primary schools of Jigjiga administration
2. Examine the extent to which school principals are practicing their instructional leadership roles and functions so to provide quality education in the primary schools of Jigjiga administration.
3. Identify the major critical factors negatively affecting the efforts of school leadership in promoting quality primary education.

1.5 Significance of the Study

The study was concerned with the current situations and the challenges of providing quality education in the primary schools of Jigjiga administration. It was assumed that this research

would be significant to wide range of organizations. The findings of the research would possibly help the following stakeholders in the educational system of the country:

- ❖ Leaders of educational institutions, particularly school principals would get some ideas on how to become effective in their leadership practices. In addition, they could realize the events which influence their institutions quality education services and weakness; and develop their own leadership styles to meet the recurrent and the change which the school needs.
- ❖ Educational authorities of WEO, SREB and ministry of education at country level would get information about the factors deteriorating school principals' efforts to provide quality primary education and take actions to provide capacity building programs in terms of pre-and in-service trainings on areas schools may need improvements.
- ❖ Non - government agencies working on education sector and policy makers might have clear insight into the existing practices in educational leadership and influencing factors so that appropriate measures that boost their leadership skill based on the findings and recommendations
- ❖ It was also expected that researchers and students of educational leadership would get endorse out of it. The study may contribute additional information to the existing finding by revealing the practical experiences in the world. Besides, it co be used as a reference material for further studies in the area

1.6 Scope of the Study

The research could be more comprehensive and reliable, if it includes all government and non-government primary and secondary school leaderships in Jigjiga administration. Geographically, however, due to shortage of time and financial resources, the research was delimited to primary schools in Jigjiga administration of Somali region. The selection of Jigjiga administration city as a setting for the study was based on the assumption that problems that exist in the primary schools of Jigjiga administration city inevitably also exist in the other primary schools in the region. Accordingly, the results gained from Jigjiga administration primary schools can be generalized to the primary schools in the region because they are relatively better than the others in terms of the competence of teachers, leaderships, and resources.

School leadership can encompass people occupying various roles and functions at different levels such as school principals, vice-principals, leadership teams, school leadership goals and school level staff involved in school leadership tasks (Pont et al., 2008). But in this study school leadership refers to school principals, vice-principals, Parent-teacher association (PTA), Kebele Education and training boards (KETB) and Jigjiga Administration education office experts as they are the most important responsible and accountable bodies for leading the school activities. Conceptually, this research was delimited to the extent to which these school leadership groups, particularly principals; vice-principals were appropriately carried out instructional leadership roles and functions, the leadership styles employed, and the extent to which these instructional leadership roles and functions were improving the provision of quality primary education as well as the most critical factors deteriorating the efforts to improve quality education in Jigjiga administration.

Methodologically, the research is delimited to descriptive survey research methods in order to describe the current status and challenges affecting the efforts of school leadership in providing quality primary education. Methods of data gathering are questionnaires, Interviews and document analysis. The data collected through these three tools were analyzed qualitatively and quantitatively in terms of frequencies and percentages in order to check the current status and challenges of providing quality primary education in the primary schools of Jigjiga administration.

1.7 Limitation of the Study

Gay and Airasian (2000) defined a limitation as some aspect of the study that a researcher knows may negatively impact the study, but over which they have no control. Any research activity requires availability of sufficient time and accessibility of the relevant current and related materials in carrying out of the study at hand. The researcher did not find his walks free from these problems. This study could have been more objective and comprehensive if it had wider coverage of the study population, however, because of the limited period of the study, and resource as well, it was delimited to the sample area of the study only.

Another barrier that came across in the process of data collection were refusal of some teachers and few principals of some schools not to fill the questionnaire for unbelievable grounds such as lack of time, fear of sensitivity of the questionnaire contents. Some of the teachers were not volunteered to be part of the study for reason undefined. The response expected from them might contributed to the final findings negatively or positively. Regrettably non returned questionnaire were also a limitation for the study.

1.8 Organization of the Study

This study was organized into five parts. The first part provides a brief summary of the background pertaining of the study, the problem and its approach. The second part of the research deals with review of related literature. The third part is about the research design and methodology. The fourth part presents the discussions of findings and the fifth part of the research deals with the summary, conclusion and the recommendations.

1.9 Operational Definition of Terms

Quality:- the degree of excellence of something. "An improvement in product quality. It is a distinctive attribute or characteristic possessed by someone or something.

Input: - what is put in, taken in, or operated on by any process or system.

Qualification: - a restriction in meaning or application: a limiting modification this statement stands without qualification

Dropout: - situations which forces students to leave from schools before completing the academic year due to various factors

Effectiveness:-is the ability to produce a desired result or goal.

Instructional leadership:-is refers to role behavior of a school leader in defining the school mission, managing curriculum and instruction, supervising instruction, monitoring student progress and promoting school learning climate.

Repetition:-students are repeating a given level of schooling.

Quality indicators:-are the benches marks with which can be systematically assessed the quality of education.

2. REVIEW OF RELATED LITERATURE

The review literature part of the research tries to discuss two main sections. The first section deals with the concepts of quality in education, quality indicators and barriers of quality education. The second part of the review literature deals with the Status and Challenges of Quality Primary Education in jijiga administration of Somali regional state. Based on this, it deals with the concept of quality in terms of education, competence of school leadership as an input, instructional roles and functions school leaderships are supposed to play and carry out in order to provide quality education in the primary schools of Jigjiga administration .

2.1 Concepts of Quality in Education

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.

Similarly, Nutley & Osborne (1994) explained quality as dually featured and elaborated it objectively as „ fitness for purpose (FFP) “, with the focus on characteristics of a product; and subjectively as the quality of the delivery process based on its „excellence in experience (EIE) “. With regard to services like primary education, these dual characteristics of quality are essential. The teaching learning process must fit for its purpose as the formulated objective and should render an excellent experience.

Quality, regarding primary education, should go beyond the „products“ which are graduated students; it has to focus on the staff members, teaching learning and school leadership pro-

cesses, and the school setting. Quality matters for the schools to survive in the school market through attracting students as well as to accomplish their duty of sharing the government's burden of producing well equipped future generation. Moreover, the products of primary schools are candidates for the secondary so the task of primary schools should go beyond giving the necessary information, it must comprise creating teachable generation edified with the habit of reading, comprehending and analyzing facts; equipped with good moral and ethical values; trained in basic life skills etc. Such huge task is impossible without keeping quality issues at the core.

Education is explained by G.O.M. Adem (1995 as cited in Haimanot, 2014) as “a process through which individuals gain positive behaviors, acquire necessary basic knowledge, skills and techniques of occupation and become more productive”. The realization of the potential of education can only be possible through maintaining its quality. Unless the quality of the school leadership, teaching staff, curriculum contents and the rendering process of education, put in place, it is not possible to improve quality education for it is powerless at the face of poverty.

Even if the definition of quality education varies from society to society and from time to time based on the prevalent demand, the common understanding of quality education can be what every society accepts as offering the accepted values and virtues in changing the behavior of the learner to be worthy in character and learning at the end of the period (Ugwulashi, 2012). Hence the planning and management of education in primary schools should be done by keeping quality issues at the core.

The explanation of basic element of quality education today by Colby & Witt (2000) as comprising quality of “learners, environments, content, process and outcomes” is similar to the justification of Bhumirat, et al. (1987) about the need for the assessment of primary schools quality on teaching-learning process, school management process and the evaluation of student outcomes with the further classification of “the input, the process and the output” as components.

Witt (2000, as cited in Haimanot 2014) “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, et al. (1987). Therefore, the objective to improving quality of schools should focus on educational resources both human and materials) and processes. The focus on either one cannot result in the expected quality.

According to Bhumirat, et al. (1987) „Educational policy directly influences inputs and may stimulate changes in processes“. As we look closely at the current Ethiopian educational policy, it recognizes the role of education on transmitting societies „knowledge, experiences, new findings and values“ from one generation to another by „strengthening the problem solving capacity“. It also acknowledges the impact of education in the endorsement of reverence for „human rights“ and „democratic values“ by facilitating the conditions for equality, mutual understanding and cooperation among people (MOE, 1994). Therefore, fulfilling the required standard through equipping the schools with the stated inputs and shaping the processes accordingly leads to the actualization of the policy which can be considered as the attainment of the quality objectives intended by the country.

Quality indicators of primary schools as per Ethiopian Educational Sector Development Program (ESDP) are the qualification of teachers, student-text book ratio, student-teacher ratio, student-section ratio, completion rate at grade five and eight. (MOE, 1996)

Many 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 B.A. (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. So, what public primary school students can achieve in purely numerical terms is limited by other factors too besides educational quality of the schools.

2.1.1 Indicators of Quality Education

Dare (2005) says quality in education is difficult to define and measure .In practice ,however, it is often described in terms of the educational experiences that help produce those outcome the learning environment or inputs into teaching process rather than in terms of students achievement basically because input are easier and less cost to measure. But even if information on the availability of school input is important, attention is required in drawing conclusions about quality from this information alone. This is because factors external to the school also influences the Childs eventual level of academic achievement. Input indicators of quality learning achievement of primary schools. These are:

1. Out of school factors that include a broad range of variable such as the socio economic back ground of the families the learners come from, home support system educational policy decisions prior learning experience, the health and nutritional status of the children
2. School related factors that include a broad range of factors comprising the input ,the resources and the process variables are curricular inputs ,instructional processes ,organizational climate teachers ,professional training instructional materials management style etc. and
3. Individual related factors that include parent's education reading other materials correcting home task regular and educational occupational aspiration etc. Thus, as stated by UNISCEF (2002) children's learning is a function of school inputs and family background. But out of these indicators, school related inputs have been found to have the most significant effect on student learning.

Generally, there are three education quality indicators which are tools or measures that that are used to assess a quality characteristics or the achievement of quality objectives... Indicators provide information about the state of particular systems and are typically used as yard sticks

in comparisons. The three aspects of quality indicators are input, process and output .For this we can see the definition and conceptual analysis of Dare (2005).

Dare. (2005) defines quality indicators of education as performance indicators that refer to a quality characteristic or objective, thus indicating to the broad context of performance evaluation in which the learners operate. To support definition, Dare (2005) tries to measures the quality of education in terms of Input process Output/Outcomes. As to Dare, input refers to the availability of material and human resources .The nature and quality of these inputs significantly determine the outcome of educational provision. Inputs include:

1. **Educational Personnel:**-These include teachers and the non-teaching staff;
2. **Instructional Content and Materials:** The type relevance and the volume are important. The materials that support teaching and learning, them type, quality and quantity impact significantly on the quality of education.
3. **Educational Facilities:**-pupil and teacher furniture (tables and chairs), places of convenience water, etc. The standard of construction, the conditions of the facilities and the specialized rooms are all important areas to consider.

Educational Finance:-An important input that comes along all the alter inputs is finance which are categorized as capital and recurrent expenditures. Constructions of classroom buildings constitute are of the major capital expenditure of education. While salaries, particularly of teachers represent the most important aspect of recurrent education expenditure.

PROCESS: - According to Dare the process component of the equality of education relates to many aspects as teacher-pupil interaction in class management and control and daily time-on-task with the class. It also concerns the regularity and punctuality of the teacher in the school for instructional activities. It also includes the intensity of operation which has to do with length of the school day and term, how many days are effectively available for school work in a term etc.

Output/ Outcomes. According to Dare the output of educational service which constitutes the immediate evidence of quality is the achievement of students in examinations. For many including parents the performance of students in national level or standardized examinations is enough indication of what quality education has been provided. When, for instance, people

talk of fallen standards in education, they are basing their assertion principally on some poor examination results. But quality of the education service is also indexed by such non-measurable outcomes as improved health habits effective participation in social and political activities, etc. in supporting to this, Dare further proposed the following formula for determining critical quality indicators in education:

Student Achievement

One indicator of schooling quality is students' scores on internationally, standardized or nationally comparable tests of achievement in knowledge, skills, behavior, and attitudes. The effects of non-school inputs, such as parental background, would have to be held constant to isolate the effect of schooling on test scores. Sarva Shiksha Abhiyan (SSA, 2010) also emphasizes the significance of quality education and suggests various parameters to be addressed in State and district plans to achieve the desired goal. The following eight quality dimensions for elementary education have broadly been identified as: 1) Basic Infrastructure and other Facilities; 2) Management and Community Support; 3) School and Classroom Environment; 4) Curriculum and Teaching Learning Material; 5) Teacher and Teacher Preparation; 6) Opportunity Time (Teaching-Learning Time); 7) Classroom Practices and Processes; and 8) Learners' Assessment, Monitoring and evaluation.

2.2 Barriers to Quality of Education

The Journey for quality is not a smooth path, nor is it a straight forward one. To the contrary, there are several barriers that the quality planner in education must overcome. Granted removing 16 these barriers completely may not be feasible, but an effort must be made to minimize their adverse impact on the school system. If no effort is made to control for the effect of these barriers, the internal efficiency of the school system will be very low resulting in a waste of already-scarce resources. Hence, it is important that these barriers are clearly understood before they are tackled.

UNICEF (2002) identifies five categories of barriers to quality of education. These are: household barriers; policy barriers; infrastructure barriers; community beliefs and practices, and educational barriers. Each of these barriers has a high potential of compromising the internal ef-

iciency of the school system and thus eroding the quality of education offered. Apart from these categorized barriers there is a wide range of conditions for failure. These conditions either act as barriers in themselves or they promote adverse effects of the barriers.

2. 2.1 Household Barriers

Household barriers include family resource-levels, and consist of direct costs and indirect costs. Direct costs refer to tuition fees, cost of books and stationery, cost of uniforms and other clothing. Indirect costs relate to family values, domestic work, household chores, disability, and poverty. Given low levels of literacy in rural areas, appreciating government policies on access to education may still be low as parents and families hold on to traditionally esteemed values that do not prioritize schooling. Bray, et al (1986) say, "The chief reason why dropout rates are relatively high among lower income groups is that pupils cannot afford to remain in school. Even if schools are nominally free there are usually uniform costs and textbook costs."

2. 2.2 Policy Barriers

Policy barriers also affect the quality of education. The first policy issue is insufficient national budget to enable the crafting and implementation of whatever policies may be deemed fit for the development of the quality of education. Developing countries are characterized by shortage of resources. This view is appropriately observed by Natarajan (1993) when he says, "Under developed countries provide less educational opportunities to children." He further stated that lack of policy on how to deal with dropouts and pregnancies for girls also stifles quality efforts in the school. In the final analysis it is cheaper to get the students who would have dropped out of school back on course, than let them stay out for good. If they stay out of school for good they become a permanent loss and a perennial burden to the economy. The absence of enforced child labor laws may also affect the internal efficiency of schools.

Some students may leave school in order to labor for own families, relatives or more affluent neighbors. Some may even migrate to other places within, and outside the country in search of jobs, even if they are under age. Coupled with this is the absence of laws to enforce compulsory education. Policies to do with curriculum formulation also act as a barrier. It can be argued that even in those countries where access to education has significantly been expanded, the

curriculum is still largely a mirror image of the pre-independence curriculum. Natarajan (1993) says, “Education is not related to real life situations. It is not an equalizer, but acts as a stabilizer and promoter of social inequalities. Education is not linked to productivity and is not backed by a sound philosophy”. This tends to reduce the retention capacity of the school system leading to a lot of waste. Even those who stay through the school program are not worthwhile contributors to national development, afterwards.

2.2.3 Infrastructure Barriers

According to Natarajan (1993) the third barrier is infrastructure-barriers. Particularly, rural areas are sparsely populated forcing schools to be sited far apart from each other. For instance, in Ethiopia rural areas Secondary Schools are supposed to be built about eleven kilometers apart, forcing students to walk a long way to school. The long distance may discourage students, and encourage truancy that may result in dropouts. The fatigue that comes with the distance adversely affects the academic performance of students leading to low pass rates. Poor school facilities also compromise the quality of education, especially in rural areas where classrooms, laboratories and libraries are scarce.

2.2.4 Community Beliefs and Practices

According to Natarajan (1993) community beliefs and practices also act as barriers to quality of education. These can manifest themselves in the form of gender discrimination, where in the face of limited resources female students are sacrificed.

2.2.5 Educational Barriers

The final set of barriers is the educational barriers. Such variables as teacher qualifications, teacher performance, conducive school climate, and poor management styles all adversely affect quality efforts. In fact these variables define the operational process that dictates the quality of education offered in a school. Sallis (1996) says causes of quality failure fall into common causes and special causes. Common causes are attributed to systems’ failure and manifest themselves through unsuitable systems, procedures and processes, insufficient staff development, and faulty timetabling. Special causes are generally external to the organization and would be covered under the four other barriers discussed above some barriers to quality of education are born out of the very efforts to plan for quality. Kanji (1995) argues that some of

the pitfalls in implementing a quality program include stereotypes and pushing down programs. Poor identification of training needs and overloading the training program, as well as failing to build the requisite culture and philosophy can largely derail a quality program.

2.3 General Conditions for Failure

Greenwood and Gaunt (1994) raise the following as conditions for failure in a quality drive. These conditions of failure if not corrected pose barriers to the provision of quality of education. Before quality can be installed it must be ascertained that these conditions are absent. Lack of cooperation across departmental boundaries and between academic and ancillary staff; 1) Departmental imperialism in pursuit of resources, and promotion; 2) Secrecy in decision-making and lack of communication; 3) Isolation and fear of cooperation amongst classroom teachers; 4) Excessive and proliferating bureaucracy; 5) Absence of coherent training and staff development program; and 6) Appraisal systems designed to manage by fear, rather than increase self-esteem and skills.

This list of barriers to quality of education is by no means exhaustive. Rather it highlights some of the common sources of quality failure. Understanding these generic barriers helps to chart a way towards improving the quality of education in schools, as some countries have attempted to do. Implications drawn from this case are that quality of education can be enhanced by breaking down language barriers in instruction, especially in subjects related to life skills like agriculture and intensifying instructional supervision. Repetition is not a total waste; providing students more time to grasp concepts has payoffs. Furthermore, in a factor analysis in the case of Ethiopia by the Japan International Cooperation Agency (JICA, 2012) has described the following as major challenges affecting the realization of quality education as follows:-

2.3.1 Equity

There are big differences between regions like the Somali, Afar and Gambela and other regions, between urban and rural areas, and between male and female students. Although the government has formulated and implemented various education policies to improve the disparities, the outcome has not been seen yet due the following main reasons can be: (i) there are many poor households in the areas and parents cannot afford school expenses, (ii) some fami-

lies prefer early marriage and are reluctant to educate girls, (iii) PTR is high, (iv) there is an issue of deployment of qualified teachers, (v) policies of the MOE cannot be implemented as it was planned in the woreda level, and (vi) achievement level of girls and rural pupils in the certificate examination is lower than boys.

2.3.2 Transition primary to the secondary schools.

In the primary school leaving certificate examination, the passing criteria and the number of non-passing students are decided by the capacity of secondary education, which limits universal access to secondary education. Actually, the number of secondary school is very few especially in rural area. The language of instruction being English from secondary education is also another obstacle. Moreover, girls tend to resist going to secondary boarding schools from grade 9 which maintains the low transition rate.

2.3.3 Low Internal Efficiency is very Critical.

The problems in the grade 1 can be analyzed that classrooms are overclouded thus teachers cannot take care of all children. The reason behind the high repetition/dropout rates of grade 5 can be interpreted that the quality of education is deteriorated with classroom congestion when students transfer from satellite schools to remote cluster schools when entering the second cycle of primary education. On the other hand, the background of the low internal efficiency in grades 7 and 8 is considered that parents try to avoid their children's taking examinations due to the lack of confidence to achieve a high mark in examinations.

2. 3.4 Impact of Universal Primary Education on Quality.

It is thought that the quality of education was deteriorated because Ethiopia tried to achieve universal primary education. It caused the lack of textbooks, teaching materials, teacher training, administrative evaluation and monitoring and eventually discouraged creation of an effective learning environment. The lack of reading ability caused by the lack of reading materials, the lack of learning hours, and the lack of learning and understanding caused by adoption of shift-classes could be also factors. Moreover, the problems are also pointed out in teachers: some teachers do not conduct assessment of students properly, they have low motivations,

they cannot get away from conventional way of teaching, and teachers themselves do not know how to pronounce and teach correctly their own language.

2.3.5 Educational Internal Efficiency

Although the proportion of the education sector in Ethiopia is relatively high, sharing 5% of GDP and 21.1% of the government public expenditure (2007/08), educational internal efficiency is low. Possible reasons include low level of financial distribution to woredas and a high share of teacher salary which may leave little budget left for schools. Besides, although much of the recurrent budget is spent for teachers, the quality of lessons has not been improved yet, and thus has not contributed to students' learning outcome.

2.3.6 Lack of appropriate policy to teachers' quality, Mindset and Pedagogy:

In the ESDP-IV, to improve access and quality are raised as priorities. However, many of the related policies are on institutional and quantitative measures that lack in approach to improving teachers' quality, mindset and pedagogy. Even for the curriculum development, there is no concrete policy on how to connect the new curriculum to pre-service training, in-service training, examination system and classroom evaluation system and practice. In order to improve the quality of education through GEQIP, it would be necessary to have further discussion and facilitation on 'what is academic ability?' 'What is learning achievement?' and 'what is a good?

Furthermore, Daniel Maikuva (2015) collected data from school principals and teachers using questionnaire and observation checklist identified school based factors affecting quality education in primary schools as 1)Number of Teachers in School; 2)Number of pupils per class; 3)Teachers' Qualification; 4)Textbook ratio in school; 5)Teacher workload; 6)Class capacity ; 7)Nature of classroom environment ; 8) Syllabus coverage ; 9) lack of instructional materials;10) Testing of pupils; 11) High absenteeism attributed to low commitment ; 12) Low staff morale ; 13) Inadequate lesson preparation; and 14) Inadequate teachers.

2.4 Concept of instructional leadership

Leadership is the process that influences the behavior and daily activities of others' effort towards the achievement of goals in a given situation. Leadership is the start of a new structure of procedure for accomplishing the organizations' goals and objectives. According to Halpin (1956), a successful leader contributes to group objectives and their relationship. Davis (1998) also states that leadership is the ability to persuade others to seek defined objectives enthusiastically; the human factor binds a group together and motivates it towards its goals and as leaders and followers to act for certain goals that represent the values and motives; the wants and needs, the aspiration and expectation of both leaders and followers.

According to Hersey, Blanchard and Jonson (cited in Wossenu, 2006), leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation. From the above definitions, we can understand that leadership is thus inseparable from the followers' needs and goals as it occurs in a group. Like other human activities, leadership is difficult to pin down (Wossenu, 2006). In this regard, leadership is a concept that does not have yet universally accepted definition; rather it is agreeable in working definition by scholars who work in the field. Similarly, Yukl (2006) said that the term leadership is taken from the common vocabulary and incorporated in the technical vocabulary of a scientific discipline without being precisely refined which resulted confusion in its meaning. However, a working definition may help us to have a common understanding. Leithwood and Riehl (cited in Wossenu; 2006) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Wossenu (2006) on his part stated that leaders mobilize and work with others in order to achieve the common goals. To this end, leadership is an influential process in supporting others to work enthusiastically at the aim of shared goals or objectives and Leadership is frequently seen as an aspect of management, with real leaders 'often characterized as charismatic individuals with visionary and the ability to motivate and enthuse others.

Although different stakeholders are existing in a school, a principal is a prominent figure who has the power to influence others. Principals are supposed to have the capacity and skills of managing the staff members and available resources to academic achievements. And they

should also use interchangeably their leadership power and managerial skill to cover their irreplaceable roles and importance in instructional leadership. In addition, school leaders should be familiar with their functions to perform for school improvement and they are also expected to follow different leadership styles for their effectiveness. Bogale (2014).

Different authors defined the concept of instructional leadership in different ways. For instance, Hopkins (2001) pointed that the prime function of leadership for authentic school improvement is to enhance the quality of teaching and learning. Research by Murphy (1995) indicated three instructional leadership processes undergird reform initiatives at the school level: (1) defining and sustaining educational purpose, (2) developing and nurturing educational community, and (3) fostering personal and organizational growth. Lashway(2002) viewed the instructional leadership role as one that promotes the school's goals and objectives with a view to enhancing student achievement.

This view of instructional leadership, the 'strong, directive leadership focused on curriculum and instruction from the principal' (Hallinger, 2003), was criticized because it tended to focus on the principal as the center of power and authority. In recent times the conceptualization of instructional leadership has spread beyond North America and broadened to include all activities that affect learning. Whilst educational leadership is perhaps a better term, as it provides a clear distinction from earlier conceptions of instructional leadership, the current views of instructional leadership are rich and comprehensive and, in many cases, can be seen as part of the educational leadership discussion. Bogale (2014). Hallinger and Murphy (1998) states that instructional leadership comprises three broad categories: Defining the school's mission, managing the instructional program, and promoting the school climate conducive .It is also used to refer creating learning opportunities for students and teachers Hopkins (20003).

Blase and Blase's(1998) research of 800 principals in United States elementary, middle and high schools suggests that effective instructional leadership behavior comprises three aspects: talking with teachers, promoting teachers' professional growth, and fostering teacher reflection. Most writers acknowledge there is no single definition of instructional leadership or specific guidelines or direction as to what an instructional leader does (Flath, 1989). However,

they create their own definitions and, as a result, meanings vary considerably from one practitioner to another and from one researcher to another. The following are but just a few:

For instance, Murphy (1988) classified the definition of instructional leadership in to narrow and broad. The narrow definition focuses on instructional leadership as a separate entity from administration. In the narrow view, instructional leadership is defined as those actions that are directly related to teaching and learning. The broader view entails all leadership activities that affect students' learning. Instructional leadership refers to leadership that is directly related to the teaching process, involving the interaction between teachers, and the curriculum. Keefe and Jenkins (2002) also define instructional leadership as the role of principal in providing directions, resources and supports to teachers and students in order to improve the teaching and learning in schools.

Instructional leadership refers to a series of behaviors designed to affect classroom instruction. Such behaviors include principals informing teachers about new educational strategies and tools for effective instruction, and assisting them in critiquing them to determine their applicability in the classroom (Leithwood in Sindhvad, 2009).

The National Association of Elementary School Principals (2001) defines instructional leadership as leading learning communities, in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs, and take responsibility for what students learn. In a learning community, instructional leaders make adult learning a priority, set high expectations for performance, create a culture of continuous learning for adults, and get the community's support for school success.

According to King (2002) anything leaders do to improve teaching and learning by gathering evidence of student achievement that demonstrates improvement. Hopkins (2003) also declares that instructional leadership is about creating learning opportunities for both teachers and students. Blase and Blase, (2000) defines instructional leadership in specific behaviors such as making suggestions, giving feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, and giving praise for effective teaching . More recently, DuFour (2002) the definition of instructional

leadership has been expanded to include deeper involvement in the core business of schooling, which is teaching and learning.

As emphasis shifts from teaching to learning, some have proposed the term “learning leader” over “instructional leader. Instructional leadership is about guiding and inspiring the educators in putting their school curriculum in to practice and improving it.

2.5 Approaches to instructional leadership

Most researchers agree that the principal can be the key element in establishing an effective school. Adding his voice to this belief Jenkins (1991) says that effective schools have a focus on learning and teaching and the ability of a school leader to offer strong instructional leadership is a key factor in assuring academic effectiveness. Rossouw (1990) sees the principal's leadership role as having three dimensions or approaches. These are: Modeling; Consensus building; and Feedback, as discussed below:

2.5.1 Modeling

In putting the three dimensions into perspective, Rossouw(1990) suggests that the principal's role should be that of modeling for an academic emphasis. To do this the principal should set the tone and focus of the school by observing classrooms, enforcing the discipline code in a "fair but firm" manner and setting goals for the school that are supported by administration, staff and students. Rossouw further points out that behavior of principals communicate what is really valued to both teachers and students. The teachers and students will tend to imitate the actions, attitudes and beliefs of those in authority such as the principal. Principals are highly visible, visiting classrooms frequently so that they know what is going on. It is noted that principals in effective schools model an academic emphasis by visiting classrooms, talking with teachers about their teaching and setting goals that most teachers and students agree are important.

2.5.2 Consensus Building

Rossouw (1990) argues that behaviors that the principal displays that enhance consensus will improve prospects for an effective school. He further states that, in building consensus for academic emphasis, the principal should encourage teachers to meet together to plan course con-

tent and sequencing of topics from grade to grade. Consensus for orderly environment can be accomplished if the principal has periodic sessions with the teachers concerning student behavior. Principals of schools are both educational and instructional leaders. In improving the instructional programs, principals must be able to work with educators in planning, evaluating, controlling and decision making.

2.5.3 Feed back

Thirdly, Rossouw (1990) points out that by communicating feedback that builds expectations for success to the teachers, the principal improves the chances of high performance for his school. He further emphasizes that teachers and students must be rewarded for things done correctly, and for things done incorrectly they must experience some penalty. The researcher feels that corrective rather than punitive measures can improve educator performance.

In addition to the contribution of Rossouw to the approach in instructional leadership, another study by Gerten and Camine (1981) identified six administrative leadership functions that are considered essential to instructional improvement. These are: Implement programs of known effectiveness or active involvement in curricular improvement; Monitor student performance; Monitor teacher performance; Provide concrete technical assistance to teachers as part of their in service programs; Demonstrate visible commitment to programs for instructional improvement; Provide emotional support and incentive for teachers. According to Yukl et al (cited in Rossow, 1990) instructional leadership has the following key situations:

Educator development and supervision: - The principal is expected to work with educators in a variety of ways in the gathering of information to guide efforts to enhance quality of learning, work with educators, in the design and delivery of school based programs for professional development of individuals and groups. Evaluation of educators to the extent required in the policies of the school system.

Instructional management and support: - This refers to the formation and implementation of policies (on matters such as discipline) to support the learning process, the aim being to create

a climate for excellence. Resource management: - Ensuring that resources are acquired and allocated in a manner consistent with goals, needs, policies, priorities and plans.

Coordination: - Planning across programs, both horizontally and vertically, to ensure the most efficient and effective use of resources, (staff, time, space, money, services, curriculum).

Quality control:- A continuous programs evaluation process to provide information on the extent to which goals, needs, policies, priorities and standards have been addressed and achieved including and the evaluation of educators but much broader in scope.

Trouble-shooting:- The anticipation and solution of problems which may impair the quality of learning and teaching.

The above explanation indicates another approach to instructional leadership which could be of benefit to principals if adopted. The approach by Yukl et al (cited in Rossow: 1990) to instructional leadership seems to be embracing almost all the basic elements of the principal's role as an instructional leader. It would appear that there will be a culture of effective teaching and learning in schools where this approach is applied.

2.6 The Roles and Functions of Instructional Leadership in school

According to Hallinger (2003), the principal's function in a school is a complex one consisting of "managerial, political, instructional, institutional, human resource, and symbolic leadership roles in school". Therefore, the principal's role as instructional leader is one of the many duties a principal has.

Instructional leadership role is the premeditated process to improve the quality of teaching and learning in schools. Therefore, the roles of principals as instructional leaders are to provide guidance to teachers on curriculum and pedagogy, encourage students to analyze weaknesses and guide teachers and students. In addition, instructional leaders should work with the limitations of existing school resources and improve the quality of teaching. Bogale (2014). Hallinger (2003) also suggest that instructional leadership of a principal has to do with effective communication with, and the motivation, supervision, and development of staff, dealing with pupils, and the solving of problems and the resolving of conflicts among staff and pupils.

Leithwood et al., (2004) state that principals' working condition has both direct and indirect effects on teaching and students' achievement respectively. The literature suggests that principals of effective schools are those who devote more time to the coordination and control of instruction, perform more observations of teachers' work; discuss work problems with teachers; are more supportive of teachers' efforts to improve (especially by distributing instructional materials or promoting in-service training activities); and are more active in setting up teacher evaluation procedures. This literature suggests that principals of effective schools show a higher quality of human relations. They recognize the needs of teachers and help them achieve their own performance goals. They also encourage and acknowledge teachers' good work. However, district involvement is dependent upon principal's power within the district. In addition, principals of effective schools are effective within the community. They understand community power structures and maintain appropriate relations with parents. Hallinger (2003) summarized the roles of principals as instructional leaders into three categories based on the ten roles of leadership which Henry Mintzberg identified.

Interpersonal roles included the figurehead role, leader role and liaison role. Information roles comprised the monitor role, disseminator role and spokesperson role. Lastly, decisional roles consisted being an entrepreneur, a disturbance handler, a resource allocator and a negotiator.

From the perspective as mentioned, leaders must equip themselves with skills, knowledge and specific efficiency to be effective leaders. Knowledge and skills are needed to build personal values, self-awareness, feelings and moral capabilities. When principals play the role as instructional leaders, they need to have the knowledge of learning theory and effective teaching. In other words, instructional leaders must have the communication skills and must reflect the symbolic power to enthuse their subordinates in their school organization. In this context, principals as instructional leaders must possess leadership characteristics needed to influence all members of staff such as encouraging school programs and activities to make learning meaningful and involving students in all aspects related to school life. With the understanding of these complex issues, there must be a transition of the role of a principle as a school administrator to that of an instructional leader. Therefore, principals must have sufficient knowledge, experience and skills to participate in instructional leadership. The following section will present the dimension of instructional leadership taken as the role of school principals as instruc-

tional leader that developed by different authorities. Halinger & Heck, (1996), identified five essential domains of instructional leadership: develop the school's mission and vision, managing curriculum and instruction, promoting a positive learning climate, observing and improving instruction (supervising instruction), and monitoring student progress.

2.6.1 Monitoring Student Progress

Strong instructional leadership has a positive impact on student learning. Instructional leaders provide focus and direction to curriculum and teaching, establish conditions that support teachers and help children succeed, and inspire others to reach for ambitious goals. So that, effective principals use test results, grade reports, attendance records, data from students accepted in post-secondary education program, students receiving scholarship, honor roll, and other information to spot out potential programs (McEwan, 2003).

Effective principals create a partnership for teaching and learning a strategic approach to engaging students and community more powerfully as direct support for strong student performance (in Fullan, 2000). Principals understand the need for family help. Supporting this idea, McEwan (cited in Wood 2006) has precisely pointed out that effective instructional leaders communicate student progress to parents through published documents, parent conferences, narratives, and portfolios that give a holistic picture of student strengths and weaknesses.

2.6.2 Managing Curriculum and Instruction

The school principals need to be knowledgeable about and provide guidance in curriculum and instruction. McEwan (2003:23) have noted that principals' focus is to be knowledgeable about professional educational issues, rather than the management of the day-to-day functioning of the school. They also further stated that the school principal has to have the knowledge of curriculum design, implementation, evaluation and refinement. Principal must be knowledgeable about each of the content areas included in a school's course of study, its scope sequence and expected outcome. Among the roles played by the school principal to manage curriculum and instruction is the allocation of resources to the instructional activities. Those who work in schools as teachers and associate staff, school premises, furniture, books and equipment all

provide some of the means by which we transform our hopes and aspirations for children's education into daily learning opportunities and experiences and, beyond that, into the longer-term outcomes of schooling (Thomas and Martin, 2003). As indicated earlier, the prime and crucial activity of a principal should be instruction or teaching and learning. Hence, school principals are expected to exercise their responsibilities for resource management by giving due attention to the instructional aspect. Lack of resources may hamper teachers not to use different instructional strategies in their strive to bring about quality education. If this is the case, principals also face challenges and may not achieve their objectives for instructional activities.

By focusing on core work of teaching, school leaders regularly monitor and observe teaching classroom activities to improve achievement. It is the responsibility of school leadership to establish healthy professional and human relations in the school. It is also imperative to ensure that the managerial system is efficient (MOE, 2006).

2.6.3 Promoting professional Skill Development

Promoting teachers professional development, according to Sheppard (1996) is the most influential instructional leadership behavior at both the elementary and high school levels. To strengthen this; according to Hallinger(cited in Wosenu 2006) the key role of instructional leadership is the promotion of teachers' professional growth with respect to teaching methods by taking definite steps and collegial interactions about teaching and learning. So that School leaders can play a key role in providing and promoting in-service professional development programs for teachers. It is essential that school leaders understand this aspect of leadership as one of their key responsibilities. They can ensure that teacher professional development is relevant to the local school context and aligned with overall school improvement goals and with teachers' needs. To enhance school leaders' capacity to promote staff development, policy makers should emphasize the core responsibility of teacher professional development and consider devolving discretion over training and development budgets to the school level so that school leaders can offer and coordinate meaningful professional learning opportunities for all their teachers (Leithwood et al., 2006).

In-service training at school level is one of the means to achieve professional development of teachers. The school leaders and supervision committee can deliver the training to all teachers of the school. Through the training, teachers could share useful ideas and experiences, acquaint with new teaching methodologies and curriculum innovations, develop mutual support and stand for common goals. To attain those activities, training programs have to be participatory. In addition, programs have to be supported by variety of teaching materials. Moreover, sharing experiences and communal problem solving activities should be central to the training program.

Schools that aim to build capacity and to generate professional learning communities will need to provide regular opportunities for teachers to engage in meaningful professional development. Professional development is continuous learning that it is the sum total of formal and informal learning pursued and experienced by the teacher, often under conditions of challenge. If the use of new practices is to be sustained and changes are to endure in schools, then teachers need to be able to engage in professional development that is collaborative and meaningful. Working collaboratively not only reduces the sense of isolation many teachers feel, but also enhances the quality of the work produced. Working as part of a professional development community helps focus attention on shared purpose and the goals that lead to school improvement and dynamic change (Harris & Muijs, 2005).

There are several important messages about the role of professional development in building leadership capacity for school improvement: It is important to foster deep collaboration and not superficial cooperation among the teaching staff; partnerships within schools and to network with other schools and agencies; generate teacher leadership and pupil leadership; provide opportunities for teacher enquiry and action research; allocate time for personal reflection and opportunities for teachers to talk together about teaching and learning; generate the collective capability, expertise and commitment of teachers to ensure that all teachers are involved.

Engaging regularly in continuing professional development is widely recognized as the tangible expression of the commitment to learn, and is essential if professionals at every level in the school are to remain up to date in their knowledge of the curriculum, be wise in their selection

and use of a repertoire of pedagogical skills, be enthusiastic about their work and the students they teach, and be self-confident and clear about their purposes (Harris & Muijs, 2005).

Many country practices and evidence from different sources show that school leaders need specific training to respond to broadened roles and responsibilities. Strategies need to focus on developing and strengthening skills related to improving school outcomes and provide room for contextualization. Leadership development is broader than specific programs of activity or intervention. It requires a combination of formal and informal processes throughout all stages and contexts of leadership practice. This implies coherently supporting the school leadership career through the following stages (Pont et al., 2008).

Encourage initial leadership training: Whether initial training is voluntary or mandatory can depend on national governance structures. Governments can define national programs, collaborate with local level governments and develop incentives to ensure that school leaders participate. In countries where the position is not tenured, a trade-off must be found to make it worthwhile for principals to invest time in professional development. Efforts also need to be made to find the right candidates.

Organize induction programs: Induction programs are particularly valuable to prepare and shape initial school leadership practices, and they provide vital networks for principals to share concerns and explore challenges. These programs should provide a combination of theoretical and practical knowledge and self-study.

Ensure in-service training to cover need and context: In-service programs need to be seen in the context of prior learning opportunities for school leadership. Where there are no other initial requirements, basic in-service programs should encourage development of leadership skills. In-service training should be also offered periodically to principals and leadership teams so they can update their skills and keep up with new developments. Networks (virtual or real) also provide informal development for principals and leadership teams.

2.6.4 Developing mission and shared vision

Creating a learning organization requires a deep rethinking of the leader's role. Principals and superintendents must see themselves as 'learning leaders' responsible for helping schools de-

velop the capacity to carry out their mission. A crucial part of this role is cultivating and maintaining a shared vision which provides focus, generating questions that apply to everyone in the organization. Peter (1990) also notes that coherent vision specifies the particular values and beliefs that will guide policy and practice within the school. Ideally, the school board and superintendent set a broad vision for all schools in the district, and, within that context, the principal coordinates the process of arriving at a particular vision for each school. The creation of a vision is not a static event, because the vision must change as culture changes.

Vision is increasingly regarded as an important component of instructional leadership. There are different views about whether vision is an essential aspect of school leadership or, rather, a feature which distinguishes successful from less successful leaders. Beare, et al. (1989), for example, say that “outstanding leaders have a vision of their schools a mental picture of a preferred future which is shared with all in the school community”. However, Bennis and Nanus (1985), they articulate 10 ‘emerging generalizations about leadership, four of which relate directly to vision. These are: - outstanding leaders have a vision for their organizations; vision must be communicated in a way which secures commitment among members of the organization; communication of vision requires communication of meaning and attention should be given to institutionalizing vision if leadership is to be successful. Articulation and communication of the vision need to be supported by a process of ‘implanting’ the vision. The principal should work with others to implant the vision in the structures and processes of the school, something that calls for the technical and human skills of policymaking and planning. These generalizations are essentially normative views about the centrality of vision to effective instructional leadership (Southworth, 1997).

Responsible and accountable school instructional leaders develop a clear vision and mission which focus on students’ academic achievements. Their activity inspires and leads new and challenging innovations. These leaders also establish clear goals and keep them in front of attention such leaders expect high performance with achievable goals and objectives through planning and organizing.

Hachar and Hyle (1996:75) investigated instructional leadership strategies and their relationship with achieving higher standard by students. They have concluded that excellent instruc-

tional leaders are very important and they are a vital part of effective's schools in bringing schools up to high standards of students achievement as expected and demand by most educators and communities. Accordingly, instructional leaders need to lead the teachers, students and community for creating excellent schools by collaborative establishing vision, developing trust, earning respect for school communities.

According to Day, et al. (2010) successful school leaders have very strong and clear vision and set of values for their school, which heavily influenced their actions and the actions of others and established a clear sense of direction and purpose for the school. These were shared widely, clearly understood and supported by all staff. They were a touchstone against which all new developments, policies or initiatives were tested.

2.6.5 Promote a Positive School Climate

School climate is an important ingredient that relates to the productivity and well-being of staff members, parents or guardians, and students. The principal more than any other individual is responsible for the climate in the school, as an instructional leader, he is the key figure in promoting an academic learning environment within the school that is conducive to student learning. A growing number of educators are focusing their efforts on improving the work environment of teaching. In place of the typical school's norms and practices that isolate teachers from one another, some schools are initiating new norms and practices that encourage teachers to cooperate with one another and with administrators on school improvement. The primary goal of these "collaborative schools" is effective teaching and learning; other objectives are that teachers will be accorded respect as professionals and that staff harmony will increase.

School leaders can promote collaboration by such simple expedients as involving school members in setting the agenda for school meetings, giving school committees a meaningful role in matters of curriculum and instruction, and helping teachers to coordinate their schedules so that they have time to observe each other teach and provide each other with feedback on their observations.

Although formal structures and strategies can facilitate collaboration, collaboration ultimately depends on the development of norms of cooperation among the school's personnel. In this

area the principal can lead by example. When teachers see the principal actively seeking their help and helping them to improve in their profession, they are likely to work with one another to improve their teaching. Because the principal plays such a crucial role in promoting norms of collaboration, he or she must actually exercise stronger leadership than would be necessary where norms of isolation prevail. A number of studies have shown that principals in collaborative schools are more actively involved in observing and evaluating teachers and in working with teachers on curriculum and scheduling than are principals in schools where teachers traditionally are isolated in their classrooms.

According to Estyn, (2001), healthy school environment for teaching and learning reflect confidence, trust and mutual respect for cooperation between staff, students, governments, parents and wider community is essential for purposeful effort and achievement. Best school leaders encourage good working relationship and overcome the worst effects by contrasting on developing positive environment, high achievement and progress. This indicated that good school leadership advocate, nurture and sustain school environment and instructional program conducive to students' learning and professional growth. In schools with such atmosphere principals treat all individuals with dignity and respect; make decisions based on data from stockholders, skilled on problem solving and conflict resolution, finally flexible in dealing with students learning needs.

Townsend (1997) conducted a comparative study between America and Australian schools on factors which mostly help the schools to be effective and concludes that an effective schools primarily characterized by good leadership and staff, good policies and a safe and/or supportive atmosphere in which staff, parents and students are encouraged to work as teams toward common goals. Purkey and Smith (1985) have identified school leadership as one of the major factors in improving academic performance. They clarify that this factors emphasize strong leadership from administrator, teachers or integrated teams are important in initiating and maintaining the improvement processes

2.6.6 Supervision of instruction

The supervision of instruction by the school principal is among his roles/practices as an instructional leader. As an instructional leader, he needs to follow up the day to day activities of

teachers and supervision is the major instrument for this. The instructional leader's repertoire of instructional practices and classroom supervision offers teachers the needed resources to provide students with opportunities to succeed.

2.7 Challenges of Principals in Playing Instructional Leadership Role

Principals may face with different problems in playing their leadership role. The problem may be emanated from principals themselves, time, or parent related problems. For instance, Harris (2004) noted that problems principal facing a classified as principals related and their relationship with top authorities, problems related to time, and problems related to parents. However, some of the challenges of school principals are discussed as follows:

2.7.1 Role Ambiguity

Lack of understanding and agreement about who makes which decision can cause role ambiguity and decision making friction that impact on planning for school wide improvement. Coping with the volume of administrative task is one of the major problems principals encountered. In their words, Hallinger and Murphy (1987) have stated as, the principals work comprises many brief and fragmented interaction with different actors.

It is difficult for principals to schedule the interrupted blocks of time necessary for planning and assessing curriculum, observing lesson and conferencing with teachers. In addition, teachers-parents students and central office staff hold widely varying expectations of the principal. The multiplicity roles and expectations tend to fragment whatever vision the principals may be attempting to shape in school (Hallinger and Murphy, 1987). Another impediment of effective instructional leadership is problems related to instructional staff. Lunenburg and Ornstein (2004) have stated the following points in this regard.

2.7.2 Beliefs of Teachers about School principals Incompetence

Teachers consider their principals ill-qualified to manage an effective school and that they concentrate on routine activities only and do not enhance innovations in their school, results have suggested the teachers did not view for example, curriculum-instructional leadership as a major responsibility of principals did not see much evidence of such leadership on the part of principals and were not to accept principals in his leadership capacity.

2.7.3 Lack of Vision

McEwan(2003) has maintained that another biggest impediment of effective instructional leadership is lack of vision, will encourage on the part of instructional leaders. Another problem affecting instructional leadership is lack of support from top authorities. The principals operations are influenced by that authority above him/her. The frustration and discouragement of some principals regarding the perceived lack of support, from those around him is clearly barrier to becoming an effective instructional leader (McEwan, 2003). He also pointed out that where there is lack of support, either perceived actual from other designated leaders, the added frustration of working in a complex environment coupled with natural or anticipated challenges, become overwhelming.

2.7.4 Lack of Sufficient Time

Lack of sufficient time is also another problem to instructional leadership (McEwan, 2003).He also stated that these principals delegated, facilitate, and collaborate to maximize the amount of time they have available to focus on instructional issues. In addition, principals are caught in a daily deluge of tasks that fill their hours and compete with responsibilities that are essential to improved student achievement. Most of their time is spent attending to parent issues, community-related tasks, discipline, and facilities management, allowing for very little time to be devoted to instructional leadership, teaching and learning. Lack of time and excessive paperwork are the two greatest obstacles for modern principals (NAESP 2001).

2.7.5 Personal Characteristics of School Principals

Another impediments of instructional leadership is the personal characteristics of the principals which affects their decision making processes and their style of instructional leadership .The principal brings something to his/her principal ship position. His/her energy, devotion, loyalty and many other personal attributes such as originality, adaptability ,and emotional stability, are significant factors, in the kind of instructional leadership to be found in the school.

According to Castle and Mitchell (2002), the key challenges to instructional leadership were associated with 5 distinct dimensions. They are; amount of time, amount of resources, level of

knowledge of staff capacity and teacher expertise in the school, level of knowledge and understanding of curricular developments as well as recent directions from school boards and ministry, and degree of direction and guidance from school boards and ministry who mandate specific action.

2.7.6 Poor Recruitment and Selection Process

Not only is the job perceived as unappealing to teachers who may be expected to become tomorrow's principals, but Elmore (2000) suggests the institutional structure is at fault in that it "does not promote or select candidates for knowledge and skill related to instructional leadership" due to time, paper work, financial resources, quality of teachers, burnout, student discipline, lack of budgetary authority, lack of autonomy, and lack of district support (National Association of Secondary School Principals (NASSP, 2001) . Moreover, according to Phillips, et al.,(2003),poor recruitment and selection processes, inadequate preparation and training, lack of time and district support, rapid and competing changes, lack of authority, and the absence of rigorous evaluation and reward systems are performance inhibiting factors for school principals.

2.7.7 Lack of Preparation

Principals have been trained and certified as administrators through programs largely irrelevant to and grossly inadequate for the work and responsibilities." (NAESP, 1998).The novice principals reported that they were not prepared for major decisions which required reflection on personal values and ethical stances and their personal lives were altered significantly, with most reporting feelings of alienation, isolation and frustration in their work. An in-depth international examination of how principals are prepared and trained determined that school leadership programs generally lag far behind best training practice in other sectors and that no jurisdiction has developed the comprehensive and coherent leadership development program necessary to do the job (NAESP 2001).

2.7.8 Lack of District Support

Although there are noteworthy exceptions, principals are seldom properly supported in their leadership role by school districts which have previously expected them to do little more than follow orders, oversee staff, keep the buses running, and contain problems. “Principals were not provided with technical assistance, adjustments of role expectations, or policies designed to support new knowledge about instructional leadership” (Hallinger 2003).

2.7.9 Rapid Competing Changes

In many instances, the rapid pace of reforms presents principals with incoherent and conflicting goals and inadequate lead time to prepare their school communities for their implementation (Fullan, 2003) who agreed the quality of their work suffered from lack of system stability (78%) and from constantly changing priorities (63%).

2.7.10 Lack of Authority and Flexibility

School district policies and union contracts place limits on the autonomy, flexibility and capacity of the principal to act as a change agent. McAdams (1998) notes that the impact of democratic governance and the enhanced power of students, teachers, and parents have steadily diminished the principal’s authority, despite the fact that the principal is increasingly held accountable for student performance. This “responsibility without commensurate authority” leads many principals to increased frustration, increased stress, and diminished job satisfaction. Principals in Victoria, Australia cite the incapacity to select teachers who match priorities for the learning needs of the school (Caldwell, 1998).

2.7.11 Absence of Rigorous Evaluation, Recognition, and Incentives

Principal performance evaluations often lack rigor and are frequently based on evidence of smooth running buildings and compliance with directives than on students’ academic progress. Remuneration for principals was deemed to be out of synch with other sectors and workload responsibilities, with an inadequate differential from the teacher salary scale (Caldwell, 2002).

3. RESEARCH DESIGN AND METHODOLOGY

This part of the study presents the research design and methodology. It describes the introduction of the research design used; sources of data, sample size and techniques, methods of data collection, data analyze procedures and ethical considerations of the study.

3.1 Research Design

The purpose of the study was to assess the status and challenges of providing quality education in the primary schools of Jigjiga Administration. The target groups of the study were the school principals, vice-principals, school teachers, PTA and KETB committee. In addition Jigjiga administration Bureau education experts were also one of the target groups for the study. The necessary information for the study was collected from these groups. However, before the actual data was collected the student researcher made a pilot test just to check the reliability and the validity of the methods employed. After ensuring the feasibility of the data gathering instruments the researcher began to collect the actual information. Finally the student researcher organized the data collected and presented in tables to discuss the findings. Then based on the findings summary, conclusions and recommendations were made.

3.2 Research methodology

The student researcher used descriptive survey with strong assumption that it is more convenient and appropriate method for making proper identification of education problems like quality currently prevailing in education. In supporting to this (Ayalew, 1991) has stated that, descriptive survey design allows gathering of necessary information using data collecting instrument and document analysis. It also helps to collect information from many people with in the short time and have a clear picture on the existing problems and to accomplish the objectives stated earlier. Therefore, the stated method is selected on the assumption that it could help the researcher to gather, analyze and interpret the findings and it would help for identifying the major practice opinions, suggestions and comments pertaining to the issue under study.

The student researcher employed questionnaires, interviews, and document analyses as data collecting tools from school principals, teachers, and PTA, KETB and education experts of

Jigjiga administration education Bureau. The data collected was analyzed qualitatively and quantitatively by demonstrating the findings in numbers in terms of frequency and percentages in order to examine the current status and challenges of providing quality primary education in the primary schools of Jigjiga administration.

3.3 Source of Data

The main sources of data for the study were primary and secondary to obtain reliable information about the efforts of school principals providing of quality education in the primary schools of Jigjiga administration. Both sources are discussed as follows:

3.3.1 Primary Source of Data

The primary sources of data include school principals, vice-principals, teachers, Jigjiga administration Education Bureau experts, and PTA and KETB committee members. All of these were taken as primary sources of data for the study.

3.3.2 Secondary Source of Data

Secondary sources of data include conditions of school facilities and environments, qualifications of school principals, teachers, student-classroom ratio, teacher-student ration, student-text ratio, enrolment, dropouts and repletion rates of the primary schools of Jigjiga Administration, etc.

3.4 Population, Sample size and Sampling Techniques of the Study

This sub section of the study deals with the target population, sample size, sampling techniques employed by the student researcher to determine the number of respondents for the questionnaire and interviews and obtain the required data.

3.4.1 Population of the Study

This study was conducted in Jigjiga city administration of the Somali regional State. The target schools were 16(10 first and 6 second cycle) primary schools in Jigjiga administration city. Thus, School principals, vice-principals, teachers, PTA and KETB committees of these sixteen primary schools and the experts of education Bureau of Jigjiga Administration city were the target population for the study. Thus, the student researcher selected proportional sample size from each target groups identified for the study using several sampling techniques.

3.4.2. Sample Size and Sampling Techniques

As stated earlier the target schools for the study were 16 primary schools found in Jigjiga administration city. Therefore, the student researcher selected 10 schools using simple random sampling technique. For the purpose of this study, the student researcher selected 25 school principals (10 principals, 10 vice-principals and 5 education experts from Jigjiga administration city Education Bureau) using available sampling technique. In addition, out of 80(8*10) PTSA and 50(5*10) KETB committee members, the student researcher selected 26(32.5%) PTA and 16(Thus, using simple random sampling technique 26(41%) members were selected from 64 PTSA and 16(32%) KETB members using simple random sampling techniques. Finally, the total number of teachers in the sampled primary schools of Jigjiga administration city was 350 (245M, 105F). The student researcher employed stratified sampling technique and selected 124(35%) teachers as a sample for the study. First, the researcher divided the teachers in to three groups according to their level of education such as Masters, Degree, and Diploma holders. Then appropriate proportions were selected from each stratum. Accordingly, the total number of respondents selected for the study was 189 persons.

Table 1 The summary of the population, sample size and sampling techniques.

<i>S/N</i>	<i>respondents</i>	<i>Sample schools</i>	<i>population</i>	<i>Sample size</i>	<i>%</i>	<i>Sampling techniques</i>
<i>1</i>	<i>Teachers</i>	<i>Ahmed Guray</i>	<i>50</i>	<i>20</i>	<i>40%</i>	<i>Stratified random sampling</i>
		<i>Hussein Gire</i>	<i>52</i>	<i>20</i>	<i>38%</i>	
		<i>Wiil-waal</i>	<i>49</i>	<i>18</i>	<i>37%</i>	
		<i>Wannow</i>	<i>34</i>	<i>12</i>	<i>35%</i>	
		<i>Dude hide</i>	<i>30</i>	<i>10</i>	<i>33%</i>	
		<i>Ayar Dega</i>	<i>30</i>	<i>10</i>	<i>33%</i>	
		<i>Gurmad</i>	<i>20</i>	<i>6</i>	<i>30%</i>	
		<i>Shiekh Nur Isse</i>	<i>25</i>	<i>8</i>	<i>32%</i>	
		<i>Garab Ase</i>	<i>33</i>	<i>11</i>	<i>33%</i>	
			<i>27</i>	<i>9</i>	<i>33</i>	
	<i>Subtotal</i>	<i>350</i>	<i>124</i>	<i>35%</i>		
<i>2</i>	<i>PTA</i>	<i>64</i>	<i>26</i>	<i>41%</i>	<i>Simple random</i>	

	<i>KETB</i>	<i>40</i>	<i>16</i>	<i>40%</i>	
	<i>Principals & vice-principals</i>	<i>20</i>	<i>20</i>	<i>100%</i>	<i>Available</i>
	<i>JJ Administration education experts</i>	<i>5</i>	<i>5</i>	<i>100%</i>	
	<i>Subtotal</i>	<i>129</i>	<i>63</i>	<i>50.4</i>	
	<i>Grand total</i>	<i>479</i>	<i>189</i>	<i>39.5%</i>	

3.5 Data Gathering Instruments

For the purposes of this study, instruments selected to collect data include: questionnaires, interviews and document analysis in the samples selected schools. Consistent with the notion that the methods and instruments chosen depend largely on the extent to which they could serve the purpose of the study, and address the research questions posed (questionnaires and interviews) proved to be appropriate instruments for data collection.

3.5.1. Questionnaires

In an attempt to collect data, questionnaires were prepared by the student researcher and use as a main source of data gathering instrument. Questionnaires are less expensive, offer greater anonymity of respondents, and appropriate for collecting factual information. These justifications made questionnaire more appropriate for this study. The questionnaire consisted two main parts. The first part of the questionnaire was set to collect data about the background information of the respondents while the second part was set to gather information about how well school leadership carry out their instructional leadership functions and factors negatively affecting their efforts to provide quality primary education. Thus, the student-researcher prepared the questionnaire, duplicated 656 copies, and distributed to 164 (4 pages each) teachers and community representative respondents. Regarding the language, primarily the student-researcher developed the questionnaire into English language. However, he administered the questionnaire in English but it was translated into Somali language for the community representatives.

3.5.2 Interview Guide

The aim of the interviews was to investigate and obtain a clear understanding about the practices employed by the schools principals and to check how the school principals perceive their school leadership and respond to school rules and regulations. For the purposes of this investigation, all sampled school principals, vice-principals, and Jigjiga administration education Bu-

reau experts were interviewed. This means the student-researcher developed a one page interview questions in accordance with the research questions, duplicated around 26 copies and distributed to 25 principals, vice –principals and Jigjiga administration city education experts.

3.5.3 Document Analysis

Finally, document analysis was one of the data collection tools that were used to validate or identify the consistency of questionnaires' responses with the respondents that included in the study. It focused on records and minutes that show the school strategic plan, students' assessment results, written predetermined task descriptions, principals, vice-principals, teachers, school supervisors' level of qualifications and trainings and supports given to teachers to improve the teachers' performance achievement of students. According to Abiyi et al (2009) document analysis can give an expert understanding of the available data and also it is cheap.

3.6 Validity and Reliability

To ensure their validity, the instruments were developed under close guidance of the advisors and also a pilot study was conducted in two primary Schools which were not included in the sample of the study. Some of the selected respondents taken included: two principals, two vice principals, two school supervisors and 35 teachers .The questionnaires employed for the pilot-test were selected from the original items developed for the research , particularly items about instructional leadership functions .The pilot test provides an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problems of wording or sequence (Adams et al., 2007). The pilot-test was conducted to test the validity and reliability of the content. The objectives of the pilot test was to check whether or not the items included in the instruments would enable the researcher to obtain the relevant information and to identify and eliminate problems in collecting data from the target population. Before conducting the pilot-test, respondents were oriented about the objectives of the pilot-study, how to fill out the items, evaluate and give feedback regarding the relevant items.

3.7. Data Collection Procedures

As far as the Procedures for data collection is concerned, after making all the necessary corrections from the pilot test, the student researcher oriented the target groups by visiting every

sampled school and briefing the respondents and then the final questionnaires were duplicated and distributed to the respondents. Respondents were given ample time to complete the questionnaires and returned them to the researcher himself.

3.8. Methods of Data Analysis

The information collected through the three data gathering tools were analyzed qualitatively and quantitatively in terms of frequencies and percentages in order to check the status of providing quality education in the primary schools of Jigjiga administration city and the factors affecting the efforts of school principals. All the data that were collected through the questionnaire and interview tools were compared with the data that was obtained from document analyses. In other words, the data was analyzed in an intermingled manner.

In addition, Variables were coded with appropriate measurements that include continuous and categorical variables. All the data were computed using SPSS version while the researcher used percentages to determine the personal characteristics and weighted means to measure the effectiveness of school leadership in improving quality education.

3.9 Ethical Considerations

Attempts were made to formulate the research process professional and ethical. Accordingly, the researcher tried to clearly inform to the respondents about the purpose of the study that is purely for academic reason. As stated in the introduction section of the questionnaire and interview guide to the respondents, the researcher confirmed that subjects, confidentiality were protected. In general, the researcher did not try to personalize any of the reaction of the respondents during data presentations, analysis and interpretations. Besides, all the resources were used for this research are appropriately acknowledged.

4. RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis and interpretation of data gathered from the sample population. It consists two parts. The first part is about the presenting personal information of the sample population while the second part is concerned with the analysis of the findings of the study.

In this study, 124 teachers, 26 PTA, 16 KETB, 16(8 principal & vice-principals) school principals and 5 Jigjiga Administration education Bureau experts, a total of 187 individuals from eight primary schools have been included as the respondents for the study. Questionnaires were distributed to all sample teachers, school leaders, PTA, KETB and Jigjiga administration education Bureau experts and were duly filled and returned by groups. Therefore, analysis was made based on the data obtained from the total of 187 respondents. All the data obtained through Questionnaires, interviews and document analysis based on the basic questions posed in chapter one, interpretation and discussion were carried out by taking into account theories discussed and empirical works reviewed in the literature .

4.1 Demographic Characteristics of Respondents

This section provides basic information about the background of the sample population that helps to know the overall information of the respondents with the assumption that it may have some kind of relationship shed light on how well school leadership practices are contributing to quality primary education. Therefore, the characteristics of the study groups were examined in terms of sex, age, academic rank, area of qualification and service year. The summary of the data is presented in the table below.

Table 2 Respondents by sex, age, qualification, Field of study and work experience

NO	Item		Respondents						Total	
			Teacher		School leaders					
					Principals		PTA			
			NO	%	NO	%	NO	%		
1	SEX	Male	96	77%	16	100%	16	62%	122	81%
		Female	28	23 %	-	-	10	38%	38	25%

		<i>Total</i>	124	100%	16	100%	26	100%	166	100%
2	<i>Age</i>	< 25	16	13%	-	-	4	15%	20	12%
		26-35	27	21%	3	19%	7	27%	37	22%
		36-45	56	45%	9	56%	9	35%	74	45%
		46-55	18	15%	3	19%	4	15%	25	15%
		> 55	7	6%	1	6%	2	8%	10	6%
		<i>Total</i>	124	100%	16	100%	26	100%	166	100%
3	<i>Academic</i>	< or =12 grade	-	-	-	-	17	65.4%	17	10%
		<i>TTI</i>	47	38%	4	25%	4	15.4%	55	33%
		<i>Diploma</i>	59	48%	10	62.5%	5	19.2%	74	45%
		<i>Degree</i>	18	15%	2	12.5%	-	-	20	12%
		<i>MA</i>	-	-	-	-	-	-	-	-
		<i>Total</i>	124	100%	16	100%	26	100%	166	100%
4	<i>Qualifi- cation</i>	<i>Language</i>	25	19%	5	31%	1	4%	31	19%
		<i>Natural Science</i>	35	28%	3	19%	-	-	38	23%
		<i>Mathematics</i>	23	22%	1	6.25%	-	-	24	14.4 %
		<i>Social Science</i>	41	33%	3	19%	4	15%	48	29%
		<i>Others(Epdm)</i>	-	-	4	25%	4	15%	8	5%
		<i>Total</i>	124	100%	16	100%	9	35 %	149	90%
5	<i>Experi- ence</i>	1-5	59	48%	7	44%	18	69%	84	51%
		6-10	30	24%	3	19%	7	27%	40	24%
		10-15	21	17%	3	19%	1	4%	25	15%
		16-20	14	11%	3	19%	-	-	17	10%
		<i>Total</i>	124	100%	16	100%	26	100%	1166	100%

As we see on table 2, item 1, out of 124 teacher respondents, 96(77%) were males and 28 (23%) were females. We can also see that there is no female participating as primary school leadership of the town under study. Supporting this finding, MoE (2006) reported that women's are severely under represented

leadership positions at all levels in the education sector in all regions in Ethiopia. Concerning the school PTA and KETB 16(62%) of them were male while the remaining 10(38%) were female. Thus, it can be concluded that males were still dominant in the community representatives.

Item 2 in table two shows the age distribution of teachers, principals and PTA members. As indicated in the table, the majority of teacher respondents 56(45%) were in the range of 46-56. The majority of the principals 9(45%) and the PTA 9(35%) were also in the same age range. Half of the PTA 13(50%) ranges from 36 to 45. Regarding the academic rank of the respondents, out of 124 teachers, 47(38%) of them were TTI level, 59(48%) of them were Diploma, and 18(15%) of them were degree level respectively. Concerning the school principals, 4(25%) of them were TTI level, 10(62.5%) of them were diploma while the remaining 2(12.5%) were degree level. With respect to the PTA, 17(65%) of them were grade twelve, 4(15%) of them were TTI level while the remaining 5(19%) were diploma level. It can be concluded from the above that out of 16 principals, only two were degree holders, which shows that primary schools under study are running scarcity of the required human resources. Regarding their qualification, 100% of the teachers and 12(75%) of the principals were qualified in subject areas whereas only 4(25%) of the school principals were qualified in EPDM. 59(48%) of the teachers and 7(44%) of principals served 1-5 years, 30(24%) of teachers and 3(19%) of school principals served 6-10 years, 21(17%) teachers and 3(19%) of school principals served 10-16 years and 14(11%) of teachers and 3(19%) of school principals served 16-20 years time.

4.2 Practices of School Leaders

School management issues in this particular study address issues that have direct impact on quality of primary education to ensure quality of Inputs. The school management plays a significant role in improving both human and material resources inputs such as teachers, teaching and learning materials, school facilities. One of the responsibilities of school leadership is to develop mechanisms to organize and improve the necessary inputs so as to improve quality primary education. He/she is expected to creating effective relations with teachers and other stakeholders so that each of them may contribute the attainment of the desired goals and objectives of the school. If those relationships are not good they may negatively affect teachers and students' performance, which in turn will deteriorate the overall quality of the primary education.

4.2.1 School Leadership Qualities

The purpose of this part is to present and discuss school leadership qualities and their roles in improving quality primary education. Thus, the tables below present specific practices of school leadership so as to improve quality primary education.

Table 3 school leadership qualities and their roles in improving quality primary education

N0	Item	Perceptions of Respondents												
			Me		SA(A(4)		UD(3		DA(2		SD(
	The extent to which :	mber	5)	F	%	F	%	F	%	F	%	F	%	
1	principals are visionary leaders	P	4	15	6	23	1	4	9	35	6	23		
		K	-	2	12	2	12	2	12	7	44	3	19	
		T	12	10	19	15	4	4	43	35	46	37		
2	principals are willing to take risks	P	8	31	10	38	3	12	2	8	3	12		
		K	5	83	3	18	4	25	2	12	2	12		
		T	24	19	44	35	20	16	22	8	14	11		
3	principals have a good academic and teaching profession background	P	3	12	3	12	2	8	10	38	8	31		
		K	1	6	-	-	3	19	7	44	6	37		
		T	20	16	20	16	8	6	40	32	35	28		
4	principals are trust worthy and straight with school communities	P	7	27	5	20	4	15	6	23	4	15		
		K	4	25	3	18	6	37	2	12	1	6		
		T	20	16	24	19	14	11	44	35	22	18		
5	Framing school Goal	P	3	12	7	27	3	12	10	38	3	12		
		K	3	18	6	37	2	12	4	25	1	6		
		T	14	11	24	19	12	10	32	36	44	35		
6	Communicating the school goal	P	7	27	4	15	8	31	4	15	3	12		
		K	4	25	6	37	3	19	2	13	1	6		
		T	12	10	43	35	20	16	14	11	35	28		
7	Supervision and evalua-	PTA	8	8	3	12	7	16	2	8	6	23		

	tion of instruction	K	6	6	3	19	4	25	1	6	2	13
		T	28	23	32	26	26	21	19	15	19	15
8	Coordination of curriculum	P	7	27	3	12	5	19	6	23	5	19
		K	4	25	4	25	3	6	4	25	1	6
		T	26	21	19	15	30	24	32	26	17	14
9	Monitoring of student progress	P	5	19	6	23	5	19	4	15	6	23
		K	3	6	4	25	6	37	1	6	2	12
		T	41	33	32	26	-	-	29	23	22	18
10	Protection of instructional time	P	4	15	3	12	7	27	5	19	7	27
		K	6	37	3	6	1	6	2	12	4	25
		T	33	29	39	15	10	10	22	18	20	16

Table 3 continues

11	Maintaining high visibility	P	7	27	4	15	3	12	7	27	5	19
		K	3	12	5	19	4	15	3	12	1	6
		T	39	31	33	29	12	10	20	16	30	24
12	Providing incentive for teachers	P	4	15	3	12	7	27	5	19	7	27
		K	3	6	1	6	2	12	5	19	5	19
		T	30	24	12	10	9	15	40	32	33	29
13	Promote staff professional development	P	4	15	1	4	-	-	12	12	9	8
		K	4	15	3	12	4	15	1	6	4	15
		T	13	29	12	18	19	15	37	22	43	19

Table 3, item 1. 14(33%) of PTA and KETB supported that school leadership were visionary leaders while 25(60%) of them disagreed that school leaders were visionaries at all and around 3(7%) others did not decide. Concerning teachers, while 31(25%) of the teachers normally agreed, 89 (72%) of them disagreed and 4(3%) remained undecided. Thus, it can be seen that a total of 120(72 %) of teachers and community representatives disagreed that school leaders are visionaries, which implies that schools are at risk and the efforts of the school leadership is under question .

Regarding item 2, 23(55%) strongly agreed that principals are willing to take risks whereas 9(21%) of them disagreed and 7(17%) of the PTA and KETB respondents did not decide. In addition, 68(55%) of teachers supported, 36(29%) of them disagreed and 20(16%) others remained undecided that principals are willing to take risks. This shows that 23(55%) of community representatives and 68 (55%) of teachers, a total of 91(55%) of the respondents supported that school principals are risk takers which implies that this quality may help their efforts to promote quality primary education.

With respect to item 3, 7(17%) community representatives supported whereas 17(40%) of them disagreed that school principals have a good academic and teaching professions and 5(12%) others kept silent. 40(32%) Out of 124 teachers that school principals have a good academic and teaching profession background whereas 75(60%) of them disagreed and the remaining 8(6%) did not decide. This means that 92(55%) of the respondents disagreed and thus, it can be concluded that school leaders did not carry out this practices satisfactorily which could be one of the factors that hinder quality primary education. The results from the interview also reveal the same problems.

Regarding item 4, 19(45%) of community participation supported while 13(31%) of them disagreed that school principals are trust worthy and straight with school communities and 10(24%) of the respondents did not decide. Regarding teacher respondents, 44(35%) of the teacher respondents strongly agreed while 66(53%) of them strongly disagreed that school principals are trust worthy and straight with school communities and 14(11%) of them remained undecided. As can be seen, 24(14%) of teachers and community representatives did not decide; and 19(45%) of community representatives and 44(35%) of teachers, a total of 63(35%) of the respondents normally agreed that school principals are trust worthy and straight with school communities. In contrast, 79(48%) of the teachers, PTA and KETB respondents strongly disagreed and agreed respectively that school principals are trust worthy and straight with school community, which shows that the disagreed groups are more than the disagreed groups. so it can be concluded that school principals did not perform this practice as required which can have negative impact on the quality of primary education.

Concerning item 5, 19(45%) of the community representatives supported whereas 18(43%) of them disagreed that school principals are able to frame school goal and 5(12%) remained undecided. In addition, 38(31%) of the teacher respondents normally agreed and 76(61%) of them strongly disagreed that school principals were framing school goals whereas 12(10%) others did not decide. To the responses of the two groups, 57(34%) of the respondents supported that principals were framing school goals whereas 94(57%) of the respondents disagreed and 17(10%) did not decide. Thus, as can be seen that 57% of teachers and community representatives disagreed that principals frame school goals. This implies that schools under study were functioning without having clear and well defined goals, which may deteriorate primary education quality.

Concerning item 6, 21(50%) of the community representatives reported that they agree while 10(24%) of them disagreed that school principals were communicating the school goal and 11(26%) of the PTA and KETB respondents remained undecided. With respect to the teacher respondents, 55(44%) of the teacher respondents supported while 49(40%) of them strongly disagreed that school principals were communicating the school goal and 20(12) of the teachers did not decide. Thus, as can be seen, 76(46%) of the teachers and community representatives supported that school principals were framing school goals and 59(48%) of them disagreed. These shows that majority of the respondents supported that principals communicate the school goals. This also means that school principals carried out this practice satisfactorily, which implies that communicating school goals helps staff and other stakeholders to have common understanding about the desired goals and thus, can be able to play their roles to contribute for its attainments.

With respect to item 7, 20(48%) of the community representatives strongly agreed and 11(26%) of them agreed that school principals supervise and evaluate instruction whereas the remaining 11(26%) PTA and KETB respondents did not decide. On the other hand, 60 (48%) of teacher respondents supported while 38(31%) of them strongly disagreed that school principals supervise and evaluate instructions and 26(21%) of the respondents were not decided. Thus, 80(48%) of the respondents consisting teachers and community representatives supported and 49(30%) disagreed that school principals supervise and evaluate instruction while

37(22%) of the respondents undecided. As a result, it can be concluded that school principals carried out this practice satisfactorily since most of the respondents supported them.

Regarding item 8, 18(43%) of the community representatives reported that school principals coordinate curriculum whereas 16(38%) of them disagreed and 8(19%) of them did not make any decision. As far as the teachers are concerned, 45(36%) supported while 49(40%) of them disagreed that school principals coordinate curriculum and the remaining teacher respondents 30(24%) remained undecided. 63(38%) out of 166 supported while 65(39%) of them disagreed that principals coordinate curriculum and 38(23%) others did not decide. Thus, it can be concluded that there is no significant differences between the agreed and the disagreed groups, which means that the result is fifty-fifty.

Concerning item 9, 18(43%) of the community respondents agreed while 13(31%) of them disagreed that school principals monitor students' progress and 11(26%) others remained undecided. In addition, 73(59%) of the teacher respondents supported and 51(41%) of them disagreed that school principals monitor of student progress. Thus, it is obvious that school principals were carrying out this practice since 91(55%) of community representatives and teacher respondents supported them. This also implies that curriculum coordination is on the key responsibilities of principals and performing it satisfactorily contributes the attainment of the desired quality education.

With respect to item 10, 16(38%) of the PTA and KETB members agreed whereas 18(43%) of them disagreed that school principals protect instructional time and 8(19%) of the community representatives did not decide. On the other hand, 72(58%) of teacher respondents strongly agreed while 42(33%) of them disagreed that school leaders protect instructional time and the remaining 10(8%) teachers did not decide. This shows that school leaders performed this practice significantly as 82(49%) supported and the remaining 60(36%) disagreed.

Concerning item 11, 19(45%) of PTA and KETB members strongly agreed whereas 16 (38%) of them disagreed that school leaders were maintaining high visibility and 7(17%) were undecided. Furthermore, 72(58%) of the teacher respondents agreed while 50(40%) disagreed and 12(10%) of the teachers remained undecided. As can be seen, 66(40%) of the respondents dis-

agreed and 91(55%) of them disagreed, implying that they carried out this practice and may contribute their efforts to improve quality primary education.

With regard to item 12, 11(26%) of the PTA and KETB supported while 22(52%) disagreed that school leaders provide incentives for teachers. However, 9(21%) of them made no decisions. In addition, 42(34%) of the teachers agreed whereas around 73(59%) of them disagreed and 9(7%) of the teachers remained undecided. As can be seen, 64(39%) of the respondents disagreed and 84(51%) of them disagreed that school leaders provide incentives for teachers. Accordingly, it is possible to conclude that school leaders perform this practice insignificantly as most of the respondents agreed. The results were found from the interview.

With respect to item 13, 12(29%) of the community representatives agreed whereas 26(62%) of them disagreed that school leaders promote staff professional development and the remaining 4(10%) did not decide. On the other hand, 25(20%) of the teacher respondents reported that they agreed whereas 80(65%) of them disagreed that school principals promote staff development and 19(15%) remained undecided. 92(55%) of the respondents disagreed that school leaders promote staff professional development, which shows that they did not do this practice satisfactorily. Although, school principals were able to perform practices such as maintaining high visibility, protecting instructional time, monitoring student progress, coordinating the curriculum, communicating the school goals and willing to take risks, they do have problems like of lack visionary leadership skills, good academic and teaching profession background and trust worthy and straight with school communities . As a result they could not carryout practices like framing school goals, supervising and evaluate of instruction, providing incentives for teachers and providing professional development for teachers. This may have negative impact on quality of primary education.

4.2.2. Instructional leadership practices

The purpose of this section was to assess the extent to which school principals were carrying out instructional leadership practices so as to improve the quality of the primary education. So under this, the following specific instructional leadership practices were discussed as follows:

Table 4 Rating Instructional Leadership Practiced

NO	Item		Perceptions of Respondents									
			SA(5)		A(4)		UD(3)		DA(2)		SD(1)	
	The school leadership :			%		%		%		%		%
1	Defines Mission and sets direction	P	2	4	4	15	2	4	8	31	8	31
		K	4	25	2	12	-	-	4	25	8	50
		T	18	15	20	16	13	10	37	30	36	29
2	Manages Instructional Program	P	-	-	3	11	7	27	7	27	8	31
		K	3	19	3	19	-	-	3	19	7	44
		T	7	6	30	24	10	8	36	29	41	33
3	Promotes School Climate	P	6	23	4	15	-	-	3	8	8	31
		K	2	12	3	19	-	-	5	31	6	23
		T	15	12	19	15	23	19	35	28	33	27
4	Involves stakeholders in school management process	P	8	31	7	27	6	23	2	8	3	11
		K	5	31	3	19	5	31	2	12	1	4
		T	17	14	23	19	30	24	37	30	42	34
5	Monitors school progress	P	7	27	6	23	-	-	3	11	10	38
		K	5	31	3	11	5	31	2	12	1	4
		T	27	22	30	24	-	-	32	26	35	28
6	Highly expects students performance	P	6	23	6	23	8	31	4	15	2	8
		K	7	44	5	31	3	11	6	23	5	31
		T	3	19	33	27	31	25	25	20	2	10
7	Builds staff working relationships and collegiality	P	4	15	4	15	-	-	9	35	9	35
		K	5	31	3	11	4	25	2	12	2	12
		T	7	4	19	15	23	19	37	30	38	31

Where p=PTA, K=KETB and T =Teachers

As the above table shows, respondents were asked to rate the extents to which school leadership carry out their leadership practices so as to improve the quality of primary education. To

begin with item 1, 12(32%) of the community representatives supported and 8(21%) of them disagreed that school leadership was able to Define Mission and sets direction. Among them only 2(5%) did not make decision. Regarding teacher respondents around 38(31%) supported and 73(59) of them disagreed that school leaders define mission and set directions whereas about 13(10%) did not make decision. As can be seen, 50(30%) of the total respondents supported while around 81(49%) of them disagreed . Although, both responses are below 50 , those who disagreed are 19% more than those who agreed . So it can be concluded that school principals did not do this practice satisfactorily , which means that it can be one of the factors that are delimiting their efforts to improve quality education .

Regarding item number 3, 68(55%) of teachers and 27(64%) of community representatives revealed that school leaderships were unable to promote school climate because they were busy with administrative aspects only. With respect to item 4, 79(64%) of 166 consisting teachers and community representatives stated that school leaderships were not Involving stakeholders in school management process.

Concerning item 5, 21(50%) of community representatives and 57(46%) of teachers, a total of 78(46%) of 166 confirmed that school leadership were monitoring school progress while 86(52%) of 166 teachers, PTA and KETB members stated that school leadership were not monitoring school progress. Thus, it can be concluded that the majority of the respondents agreed that school leaderships did not carry out their responsibility as required.

Item number 6, 90(54%) of 166 teachers and community representatives have confirmed that school leadership highly expected students' performance. Regarding item number 7, 22(52%) of community representatives and 75(60%) of teachers denied that school leadership were not Building staff working relationships and collegiality.

4.2.3 Challenges hindering the efforts of school leadership

The purpose of this section was present and discusses data about challenges negatively affecting school leadership efforts to improve quality education. Thus, the following table presents 18 specific challenges rated by the respondents.

Table 5 Rating Challenges that hinder the efforts of school leadership

NO	Item		Perceptions of respondents									
			SA(5)		A(4)		UD(3)		DA(2)		SD(1)	
			F	%	F	%	F	%	F	%	F	%
1	Heavy work load on instructional leaders	P	6	23	7	27	7	27	4	15	2	8
		K	9	56	3	19	2	12	1	6	1	6
		T	44	35	35	28	24	19	13	10	8	6
2	Lack of instructional materials	P	7	27	4	15	6	23	5	19	4	1
		K	3	19	3	19	3	19	4	25	3	1
		T	47	38	35	28	12	10	15	12	15	1
	Table 5 continues											2
3	Poor communication with superintendents	p	7	27	7	27	6	23	4	15	2	8
		K	4	25	7	44	2	12	1	6	2	1
		T	31	25	39	31	35	28	14	11	5	4
4	Insufficient utilization of available instructional materials	p	6	27	7	27	6	23	5	19	2	8
		K	7	44	3	19	4	25	1		1	6
		T	35	28	44	35	16	13	14	11	15	12
5	Shortage of time to perform instructional activities	P	7	27	6	23	4	15	5	19	4	15
		K	7	44	2	12	3	19	2	12	2	12
		T	44	35	39	31	29	23	8	6	4	3
6	Unsatisfactory communication with staffs within the school	P	6	23	4	15	5	19	7	27	4	15
		K	7	44	3	19	2	12	3	19	1	6
		T	19	15	24	19	-	-	31	25	50	40
7	Lack of in-service training in the area of instruction both for teachers and school leaderships	P	6	23	8	31	4	15	5	19	3	11
		K	5	31	6	38	-	-	3	19	2	12
		T	34	27	59	47	-	-	17	13	14	11

8	Inconsistent operation of instructional activities	P	4	15	5	19	7	27	6	23	4	15
		K	7	44	3	19	2	12	3	19	1	6
		T	36	29	44	35	19	15	15	12	10	8
9	Interference by superintendents in decision making process	P	7	27	6	23	4	15	5	19	4	25
		K	5	31	3	19	3	19	3	19	2	12
		T	44	35	39	31	15	12	26	21	6	5
10	Lack of courage and commitment by instructional leader to perform instructional activities	P	8	31	5	19	4	15	5	19	4	15
		K	3	19	7	27	2	12	2	12	2	12
		T	46	38	35	28	46	38	18	15	25	20
11	Lack of cooperation of teachers	P	4	15	4	15	-		7	27	11	11
		K	6	38	4	25	3	11	1	6	2	12
		T	11	9	9	7	23	19	46	38	35	28
12	Lack of adequate training towards school leadership and management	P	8	31	4	15	3	11	4	15	7	27
		K	8	5	3	11	3	11	1	6	1	6
		T	48	39	23	19	19	15	14	11	20	16
13	Lack of experience to manage and mobilize the school community and activities towards shared goal	P	8	5	7	27	4	15	3	11	4	15
		K	7	27	4	25	1	6	2	12	2	12
		T	46	38	23	19	19	15	14	11	22	22
14	Lack of regular supervisory support from the concerned education officials	P	7	27	4	15	8	31	4	15	3	11
		K	8	50	3	11	3	11	1	6	1	6
		T	35	28	46	38	23	19	10	8	10	8
15	Restricted powers of school leaders to decide on issues	p	4	15	7	27	9	35	3	11	3	11
		K	7	27	4	15	3	11	2	12	2	12
		T	46	38	35	28	23	19	8	6	12	10
16	Lack of necessary Educational Resource (financial and material)	P	8	31	3	11	4	15	10	38	1	4
		K	4	25	8	50	1	6	1	6	2	12
		T	41	33	35	28	17	14	22	18	9	7
17	The large size of the school community (students and teachers)	P	4	15	8	31	4	15	8	31	2	8
		K	8	50	3	11	2	12	1	6	2	12
		T	51	41	21	17	23	19	19	19	10	8

To begin with item one, 25(60%) of community representatives and 79(64%) of teachers, a total of 104(63%) of 166, confirmed that heavy work load was one of the challenges of the school leaders.

Regarding item two, 17(40%) of community representatives and 82(66%) of teachers, a total of 99(60%) of 177, reported that lack on instructional materials is one most critical factors that limits the efforts of school principals in improving quality primary education. Item number 3, 25(60%) of community representatives and 70(56%) of teachers have supported that Poor communication with superintendents is another critical factor that was deteriorating the efforts of school principals. Regarding item four, the majority of the respondents confirmed that there was a problem of utilizing the limited instructional materials in the schools. For instance, 23(55%) of community representatives and 79(64%) of teachers supported this challenge.

Concerning item 5, Most of the respondents confirmed that school leaderships do have a shortage of time to perform instructional activities. 22(52%) of community representatives and 83(67%) of teachers confirmed this factor. Supporting this factor, McEwen(2003) stated that lack of sufficient time is also another problem to instructional leadership .He also stated that these principals delegated, facilitate, and collaborate to maximize the amount of time they have available to focus on instructional issues.

With respect of item 6, 15(36%) of community representatives and 81(65%) of teachers confirmed that there was Unsatisfactory communication between the staffs and the school leadership. Concerning item seven, 25(60%) of community representatives and 93(75%) of teachers have reported that lack of in-service training in the area of instruction both for teachers and school leadership was among the most critical factors that negatively affect the performance of school leaderships. In contrast, According to Hollinger (cited in Wosenu 2006) the key role of instructional leadership is the promotion of teachers' professional growth with respect to teaching methods by taking definite steps and collegial interactions about teaching and learning. So that School leaders can play a key role in providing and promoting in-service professional development programs for teachers. It is essential that school leaders understand this

aspect of leadership as one of their key responsibilities. They can ensure that teacher professional development is relevant to the local school context and aligned with overall school improvement goals and with teachers' needs.

With respect to item 8, majority of respondents stated that there was inconsistent operation of instructional activities in the schools. This has been supported by 19 (45%) of community representatives and 80(65%) of teachers. Regarding item nine, majority of respondents reported that one of the critical factors hindering the efforts of school leadership interference by the superintendents, particularly in decision-making process. This was confirmed by 21(50%) of community representatives and 83(67%) of teachers. As to item number ten, 23(55%) of community representatives and 81(65%) of teacher respondents supported that there was lack of courage and commitment by instructional leaders to perform instructional activities.

With regard to item 11, 21(50%) of community representatives and 81(65%) of teachers supported that there was no lack of cooperation of teachers, which means teachers were supporting one another. Concerning item twelve, majority of respondents (57% of community representatives and 65% of teachers) supported that there was lack of adequate training towards school leadership and management. As to item number thirteen, 26(62%) of PTA and KETB and 69(56%) of teachers confirmed that school leadership lacked of experience to manage and mobilize the school community and activities towards shared goal.

Concerning item 14 and 15, the majority of respondents 22(52%) of community representatives and 81(65%) supported that there was lack of regular supervisory support from the concerned education officials and that the power of school leadership was restricted to decide on school issues.

Regarding item number 16, 23(55%) of community representatives and 76(61%) of teachers confirmed that Lack of necessary Educational Resource (financial and material) was one of the series factors that deteriorates efforts of school leadership. It can be concluded from the above that almost of all the factors listed above are common and thus, are the most critical factors that deteriorate the efforts of school leadership to improve the quality of primary education.

5. Summary, Conclusion and Recommendation

This chapter consists of three sub sections. Section one deals with the general summary. The next parts presents conclusion drawn from the findings and the last one presents alternatives solutions recommended to as to case the problems encountered the corner of quality education.

5.1 Summary

The objective of this study was to assess the quality education on government primary schools in Jigjiga administration city. Both qualitative and quantitative data analysis techniques were used. The study formulated the following basic research questions.

1. How is the quality of education in the primary schools of Jigjiga Administration?
2. What are the efforts of school leadership in improving the quality of education in the primary schools of Jigjiga Administration?
3. What are the challenges of school leadership in improving the quality of education in the primary school of Jigjiga Administration?

The study was conducted in seven primary schools of Jigjiga administration city. The design employed was descriptive survey. The data obtained from questionnaire were analyzed using frequency and percentage. The information gathered by employing interview, document, and questionnaire were analyzed textually. To answer the above questions, questionnaire and semi-structure interview instruments were employed to obtain data from the selected samples, descriptive statistics was employed to analyze the data collected. Based on the above analysis made, the major findings of the study are the following:

1. Regarding School leadership qualities , respondents confirmed that school leadership lack visionary leadership skills, good academic and teaching profession background, not trust worthy and straight with school communities, framing school goals, unable to supervise and evaluate of instruction, could not provide incentives for teachers and build professional development for teachers.
2. Most of the instructional leadership practices such as setting directions, managing instructional program, promoting school climate, and involving stakeholders in school management process were rated low performance.

3. Regarding factors affecting the efforts of school leadership, heavy work load was one of the challenges of the school leaders, lack on instructional materials, Poor communication with superintendents, utilizing the limited instructional materials, shortage of time to perform instructional activities, Unsatisfactory communication between the staffs and the school leadership , lack of in-service training in the area of instruction both for teachers and school leadership has been rated as the major critical factors that were negatively affecting school leadership .
4. Furthermore, factors such as inconsistent operation of instructional activities in the schools, interference by the superintendents, lack of courage and commitment by instructional leaders to perform instructional activities, lack of adequate training towards school leadership and management, lacked of experience to manage and mobilize the school community and activities towards shared goal , and Lack of necessary Educational Resource (financial and material) was also rated as the most critical factors hampering the efforts of school leadership in improving quality education .
5. Concerning the findings from the document analysis, majority of the schools were found to have poor documentations. For instance, it was found that there were only three schools which recorded their students' grade points particularly students promoted from grade eight to the next. There were also poor documentations about repeated students, dropouts, Records of decisions, minutes about quality assurance decisions, decisions about students and teachers discipline, there were no self assessment documents and data, no regular monitoring and evaluation checklists. In addition, there was no documentation about trainings given to the teachers.

5.2 Conclusions

Based on the above findings of the study the following conclusions were drawn:

1. Obviously, to be effective school leaders, principals need to have visionary leadership skills, be able to define and communicate school missions, possess adequate academic and teaching profession competency to assist teachers instruction and build staff capacity, be trustworthy and straight forward with school communities, know how to frame school goals and strategies for improving the teaching and learning process through continues supervision and evaluation. However, the findings of this study revealed that

most of the school leaders lack the above listed competencies. Their focus is on the administrative aspects of the school. Based on these findings it is possible to conclude that school leadership is incompetent to contribute to the efforts exerted on improving quality primary education by the government.

2. The findings also shows that school leadership poorly performed instructional leadership practices such as setting directions, managing instructional program, promoting school climate and involving stakeholders in school management process. Accordingly, this implies that teachers perform their tasks without the guidance of the school principals on curriculum and pedagogy, encouragement of students to analyze weaknesses, lack o effective communication, etc. Thus, it is possible to conclude that in the absence or shortage of all the above listed roles of instructional can contribute the deterioration the teaching and learning process of the primary schools which in turn negatively affects efforts made to improve the quality of the primary education.
3. The findings of this study showed that heavy work load, lack on instructional materials, Poor communication with superintendents, external interference from higher education authorities, lack of necessary Educational Resource (financial and material), inabilities to utilize the limited instructional materials, unsatisfactory communication between the staffs and the school leadership, and were the most series factors that hindered the efforts of school principals in improving quality education. This implies that school principals are overloaded and as a result, failed to establish clear communication with their subordinates and to effectively and efficiently utilize the scarce resources of the schools, which also negatively affects the attainment of quality primary education.
4. In addition, it is found in this study that inconsistency of instructional activities, shortage of in-service trainings for both school on areas related with school leadership roles and functions resulted lack of courage and commitment on the part of school leadership to carry out instructional activities .Therefore , it is possible to say that without frequent capacity building trainings , the incompetency of school principals in leading

the teaching and learning process seriously hampers students learning achievements , and thus, deteriorates efforts made to enhance quality primary education .

5. Finally, the study revealed that majority of the schools had no appropriate documentations regarding both students' academic issues as well as administration issues.

5.3 Recommendations

On the basis of the findings and conclusions arrived at, the following recommendations were forwarded so that government primary school leadership effectiveness in promoting quality primary education could be improved. Therefore, the researcher recommended the following:

1. For the success and effectiveness of school leadership on quality primary education, the school leaders should do their best in building their visionary skills so as to be able to define, communicate school missions and frame school goals. They must work hard to develop their academic and teaching professions so as to be able help teachers promote instructions and set directions.
2. Moreover, the researcher recommends that the concerned educational authorities in the various levels of administration should provide school leadership with the necessary capacity building through frequent trainings on instructional leadership skills, particularly managing instruction, and promoting school climate, utilizing the limited instructional materials, and on how to involve community in the school management process.
3. School leadership should delegate some of his/her responsibilities to the staff so that he/she may get time to focus on carrying out instructional leadership activities and became able to improve quality primary education. They should improve their communication relationships with their supervisors as well as with their subordinates and promote their abilities to use the limited school resources.
4. The concerned education authorities should give freedom for the school leaders so that they will be able to carry out their instructional leadership responsibilities and they should provide the necessary school resources so that schools will be able to promote quality education. More specifically, regional Education Bureau and Zone Education Office should facilitate and solve the educational resource constraints found in the schools and provide regular support for the schools. In order to increase the quality of

the primary education. it is recommended that the school leaders are advised to give due attention to instructional activities and defend things that come other than this responsibilities through continuous discussion with concerned bodies based on data and concrete evidence on the benefits and disadvantages of unwise interference.

5. Regarding documentation, the researcher recommends that school leadership are required to make their schools have appropriate documentations regarding students academic issues and the administration issues as well because proper documentations help schools to know and follow how things are going , what improvements made and what challenges are there , etc .

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APPENDICES

HARAMAYA UNIVERSITY
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
QUESTIONNAIRES TO BE FILLED BY PRIMARY SCHOOL TEACHERS,
SCHOOL LEADERS AND COMMUNITY REPRESENTATIVES

Dear Respondent,

This questionnaire is designed to gather information about the school leadership effectiveness in improving quality education in Jigjiga Administration. The study focuses on government primary schools in the City. The purpose of the study is purely academic that will have no any negative effect on you as an individual or on your organization. The success of this study depends on your genuine view, frank opinion and timely responses to all parts of the questionnaire which will be kept confidential. Failure to complete the items highly affects the study. Therefore, I kindly request you to fill this questionnaire as openly and honestly as possible. For any information you can contact me through

N.B:

No need to write your name

Each question has its own instruction to follow

You have to return the questionnaire as soon as possible after completion.

Thank you in advance for your cooperation

PART I Background Information

Instruction: Please indicate your answer by making a "✓" mark or writing where it is necessary in space provided.

1. Sex: Male Female

2. Age: below 20 21 – 30 31 – 40 f) 41 – 50 Above 50

3. Work experience in Teaching

3.1 Total

3.3 On the current Position

4. Qualification (field of specialization) in:

4.1 Under graduate program

Edpm b) subject major _____

c) Pedagogical science

d) Other, please specify _____

4.2 Graduate Program

Edpm Psychology Curriculum

Other specify _____

Part II. The following questions are designed to collect information about the functions of school leadership from school teachers and students.

Instruction: Please indicate your answer by making a "√" mark or writing where it is necessary in space provided.

5=Excellent, 4=Very good, 3=Good, 2=poor and 1= very poor

N0	Item	Scale				
		5	4	3	2	1
1	Framing school Goal					

2	Communicating the school goal					
3	Supervision and evaluation of instruction					
4	Coordination of curriculum					
5	Monitoring of student progress					
6	Protection of instructional time					
7	Maintaining high visibility					
8	Providing incentive for teachers					
9	Promote professional development					
10	Provide incentive for students					

Dimensions of Instructional Leadership Practiced by Principals as Viewed by Principals

N0	Item	Scale				
		Excellent	V.good	Good	poor	V.poor
	To what extent he/she :					
1	Defines Mission					
2	Manages Instructional Program					
3	Promotes School Climate					

Challenges Affecting Principals Instructional Leadership Practice

Instruction: Please indicate your answer by making a "√" mark or writing where it is necessary.

5=strongly Agree; 4 =Agree; 3=Medium; 2=Disagree & 1=strongly disagree

No	Items	Scale				
		5	4	3	2	1
	Principals are affected by :					
1	Heavy work load on instructional leaders					
2	Lack of instructional materials					
3	Poor communication with superintendents					
4	Insufficient utilization of available instructional materials					
5	Shortage of time to perform instructional activities					
6	Unsatisfactory communication with staffs within the school					

7	Lack of in-service training in the area of instruction					
8	Inconsistent operation of instructional activities					
9	Interference by superintendents in decision making process					
10	Lack of courage and commitment by instructional leader to perform instructional activities					
11	Lack of cooperation of teachers					

Instruction: The following are statement about leadership qualities of principals in primary schools. Please, rate each statement from strongly agree to strongly disagree by putting (√) mark in the columns provided using the following scale

S.n	Regarding Qualities of leadership	VH	H	M	L	VL
1	principals are visionary leaders					
2	principals are willing to take risks					
3	principals have good academic background					
4	principals are trust worthy and straight with school communities					

Factors Affecting School Leadership Effectiveness

Direction: The following statements show major factors Affecting Principals' Leadership Effectiveness. Please indicate the extent to which each statement characterizes your school by putting tick mark (√) in one of the boxes against each item.

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

N0	ITEM	Scale				
		5	4	3	2	1
1	Lack of adequate training towards school leadership and management					
2	Lack of experience to manage and mobilize the school community and activities towards shared goal					
3	Lack of regular supervisory support from the concerned education officials					

4	Restricted powers of school leaders to decide on issues					
5	Lack of availability of Educational Resource (financial and material)					
6	The large size of the school community (staff and teachers)					
7	unwise interference of higher officials in the functions of school leaders					

What are the other major challenges that school leaders face during their leadership activities on students academic achievement?

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Guide for School Principal, Vice Principals and Education experts of Jigjiga administration city education Bureau.

The main purpose of this interview is to collect relevant data regarding effectiveness of school leadership in primary schools of Jigjiga Administration. The data obtained will be used for research purpose only. Therefore, your sincerity in responding to the questions is of great importance, and your responses to the interview would be kept confidential.

Thank you in advance for your cooperation!

Part I: General Information and Personal Data

1. Sex _____ 2. Age _____ 3. Qualification _____

Part II: Give your response to the questions in short, and be precise

1. What are your roles and functions as school leadership in creating school Mission and objective?
2. Do you participate and communicate concerned stakeholders in the preparation and implementations of the school plans?
3. How do you play your role as instructional leader and influence students' academic achievement? (how do you follow and assist the teaching learning process)
4. What leadership styles do you usually employ in order to be effective on your leadership and to increase students' academic achievement?
5. On what types of activities do you usually spend your time in the school?
6. How do you rate the students' academic achievement in your school?

7. Does students' achievement have a parallel relation with you as a school leader?
8. If yes, how? And if no why?
9. What leadership style do you think is more appropriate for the academic achievement of students?
10. What are the major challenges that school leadership face during their leadership activities on students' academic achievement?

HARAMAYA UNIVERSITY
College of Education and Behavioral Studies
Department of Educational Planning and Management
A Guide for Document Analysis and observation checklist

Name of the school _____

A. This checklist is designed to collect data about students' academic records of the target schools

N0	Item	Yes	N0				
1	Are there records show students' educational results scored on the national examinations of grade 8						
2	Is there document that reveals percent of the students who took the national exam and have scored pass mark to the next grade and scored 50/100 and above?						
3	Do the schools have strategic plan to influence student success?						
4	Are there documents that show classroom observation made by the school leadership and feedback given for teachers on academic issues of the students result?						
5	Do the schools have written predetermined task description and job specification for each leaders and other post at each level?						
6	Do the school record and rate students' academic progress in using regular check list in each class?						
7	Do the schools have minutes on the regular base concerning different academic issues?						
	Result of students on national exam	year	≥ 50	Joined 9th grade	< 50		
	From the school roster	2010					

B. Document Analysis

N0	Item	Yes	Yes
1	Does the school have stated Vision and mission?		
2	Does the schools have strategic plan?		
3	Do they have the written report documents or minutes?		
4	Do they have self assessment documents and data?		
5	Does the school has regular checklist		

6. How is the status of students' academic achievements that are already recorded?
