

**THE ROLE OF SCHOOL LEADERSHIP IN THE IMPLEMENTATION OF  
SCHOOL IMPROVEMENT PROGRAM IN SOME SELECTED WOREDA OF  
SHABELE ZONE, SOMALI REGIONAL STATE**

**MA THESIS**

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**HARAMAYA UNIVERSITY, HARAMAYA**

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Somali Regional State**

**A Thesis Submitted to the Department of Educational Planning and  
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Partial Fulfillment of the Requirements for the Degree of Master of Arts  
in School Leadership**

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## **DEDICATION**

I dedicate this thesis manuscript to my father Sheikhsirad Nour for his unlimited effort in my 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 completion of this thesis. Any scholar matter that included in the thesis has been given recognition through citation.

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## ACRONYMS AND ABBREVIATIONS

CIP	Curriculum Implementation Program
CPD	Continuous Professional Development
ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement Program
ICT	Information Communication Development
LAMP	Leadership and Management Program including EMIS
MoE	Ministry of Education
PTA	Parent Teacher Association
SIP	School Improvement Program
SIPC	School Improvement Program Committee
UNESCO	United Nations Educational, Scientific and Cultural Organization

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## ABSTRACT

*The purpose of the study was to understand the role of school leadership in the implementation School Improvement Program in some woreda of Shabele zone. Descriptive survey design with both quantitative and qualitative research approach was employed. Among the 10 government secondary schools found in the Zone, 5(50%) was taken as a sample by using simple random sampling technique. The sample teachers 50(48%) were selected by using simple random sampling techniques. Additionally, 5 secondary school supervisors, 5 school principals and 5 PTA heads were selected by available sampling techniques. The instruments of data collection were questionnaires, semi structured interview and document analysis. The data were analyzed by using frequency and percentages. The data gathered through open –ended questions, interviews, and document analyses were analyzed qualitatively through narration for the purpose of triangulation. The findings of the study indicated low performance of secondary school leaders in implementing school improvement program domain such as, school leadership and community participation. As the finding of the study revealed the domains, secondary school leaders of Shabele Zone did at an average level were ‘teaching and learning’ and ‘safe and healthy school environment’. Thus, secondary school leaders were not adequately preparing themselves and other responsible stakeholders with important financial and material resources before implementation of SIP and these problems in turn affected the implementation of SIP in the secondary schools of the zone. Regarding challenges, inadequate financial resources, inadequate man power in the schools, insufficient and inconsistent communication among leaders and the staff, low level of commitment of school leaders, low support from parents and community, lack of technical skills in school improvement program preparation, scarcity of frameworks and guidelines of SIP in schools were some of the challenges of secondary school leaders in implementing SIP. In general, as the finding of the study revealed secondary school leaders of Shabele zone were not effective in implementing some domains of school improvement program. Therefore, it is recommended that Woreda education Offices in collaboration with Zone Education Office and Regional Education Bureau should give sustainable technical assistance including training for school leaders. Woreda education offices in collaboration with school leaders need to enhance community participation. Finally, the REB is advised to promote and sustain the upgrading training system of secondary school leaders to capacitate them with adequate technical and administrative skills.*

## 1. INTRODUCTION

This chapter of research includes background of the study, statement of the problem, basic research questions, and objectives of the study, significance of the study, delimitation of the study, limitation of the study and definition of key terms.

### 1.1. Background of the Study

Education is at the centre of development and has always been indispensable for all societies particularly in the current globally competitive economies. It is the basis of reducing poverty and inequality, improving health, enabling the use of new technologies, and creating and spreading knowledge (UN, 2009). For school improvement to be effective commitment support and involvement of staff are the critical components in securing meaningful change and this will not occur unless efforts are made within the school to build the internal capacity and conditions that best foster and support school improvement (Harris, 2002).

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

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

and learning. Effective leaders place an emphasis upon teaching and learning as well as building organizational capacity and have amoral obligation to see that students are well served and that teachers are supported in their efforts to improve the quality of learning (Hopkins, 2005).

The Ethiopian education system which lasted for a long period is now in a process of implementing the school Improvement Program (SIP) that gives emphasis for quality of education. The most promising objective of the 1994 ETP is increasing access to education and then to work with quality of education. Accordingly, MoE has developed a General Education Quality Improvement Program (GEQIP) which aims at improving quality of education at all levels of the school and this package has six components out of which SIP is one (MoE, 2008). School Improvement Program (SIP) is one of the components of GEQIP and national programs developed by the Ministry of Education (MoE) in 2007 to improve student results in secondary schools. In realization of school improvement program school leaders have an indispensable role and responsibilities. Moreover, School leaders expected to lead the school in an appropriate manner so that all the activities and plan of the school goes harmoniously and successfully with goal achievement of the school. Therefore, to know the current status of the school improvement program, it was commendable to assess the role of school leadership in the implementation of school improvement program in some selected woredas of Shabele zone, Somali regional state.

## **1.2. Statement of the Problem**

School leadership plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment (Beatriz Pont, 2008). The growth and Transformation Plan of Ethiopia (MoFED, 2010) has also forwarded that improving and ensuring the quality and efficiency of education at all levels will be an important priority. According to (Yalew (2005) repeated results in the national assessments and regional examinations revealed that students achieved far less than 50% which is regarded as the minimum standards for promotion.

The quality of education depends on, among others, the presence of competent and committed leadership. In the success of school improvement teachers, parents, community and business

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

Most secondary schools have also scarcity of resources and educational facilities. Thus, the existence of these problems seems to show that there might be problem of leadership implementing of SIP. Particularly, lack of school leadership capacity has been the most prevailing problems. Therefore, even though the Ethiopian government attempted to give emphasis to promote and strength school leadership capacity in ESDP – I, ESDP – II and ESDP –IV still in many secondary schools, school leaders are being assigned at the leadership position without having leadership qualification and with this capacity gap it may be difficult to have successes in the school improvement program. To this end, the role of leadership is vital to bring transformative changes in the school improvement initiative. This requires the effectiveness and commitment of all the stakeholders, particularly teachers and the school leadership and management.

Regarding Ethiopia, there are some evidences that verify Role of School Leadership in the Implementation of School Improvement Program was not effective. Studies by, Asefa (2018) and Lemessa (2016) have conducted on issues related the status of the implementation of school improvement program. However, most of them are different in numerous ways from the current study. Based on their finding the two researchers identified the following problems, namely low student achievement (particularly secondary schools), low community participation, lack of facilities in most schools lack of finance and limited capacity of school leaders were some of the problems in the zone. However, they are different from this study in different ways. Firstly, they focused on the status of implementation but they did not say anything about the role of school leaders in implementing school improvement program. Secondly, there is no clear understanding about the contribution of school leaders, in implementing school improvement program. Thirdly, the researcher focused on secondary

schools and went to fill the above problems that the two researchers faced, and finally, empirical research investigation in relation to the study in Ethiopia is very rare.

### **1.3. Basic Questions**

1. What were the roles of school leadership in the implementation of school improvement program in secondary schools of Shabele zone?
2. To what extent school leaders played their role in the implementation of school improvement program domains in the secondary schools of Shabele zone?
3. What were the challenges encountered in the implementation of School Improvement Program in secondary schools of Shabele zone?

### **1.4. Objective of the Study**

The overall aims of the study and the specific objectives of the study will be described as follows.

#### **1.4.1. General objective**

The general objective of the study was to understand the role of school leadership in the implementation of School Improvement Program in some selected woredas of Shabele zone.

#### **1.4.2. Specific objective**

1. To identify the role of school leadership in the implementation of school improvement program in the area under study.
2. To investigate the extent of school leaders played their role in the implementation of school improvement program in the area under study.
3. To elaborate the challenges encountered in the implementation of School Improvement Program in the area under study.

### **1.5. Significance of the Study**

This study was focused on the role of school leadership in the implementation of school improvement Program in some selected woredas of Shabelle zone, therefore, school improvement program needs to be emphasized by the government, school leaders and educational experts as a whole. As far as SIP program is concerned, the role of school leaders is indispensable. For the effective implementation of SIP, school leadership effectiveness and

active participation are decisive. The significance of the study was presented as follows. It may provide information for educational leaders, principals, teachers, students, and parents how schools made preparation and implementation of school improvement in secondary schools, It may encourages the school principals, teachers, parents and students to increase their participation and involvements in the implementation process of school improvement program and It may also serve as an input for further in-depth investigation on the area of the study.

### **1.6. Delimitation of the Study**

The study was about the role of school leadership in the implementation of school improvement program in some selected woredas of Shabele Zone, Somali Regional State. Besides this, selected school leaders with their committees (principals, teachers, supervisors, and PTA heads).The study would have been sounder if it includes all zones and woredas found in the Ethiopian Somali regional state. However, for the sake of its manageability and because of scarcity of resources, it was delimited to one zone which is Shabele. Moreover, in order to investigate the problem deeply, the scope of the study was limited to 5 out of the 10 woredas of Shabele zone.

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

This study did not come to end without drawback. The major challenges that faced the researcher in conducting this study was lack of experiences, shortage of reference materials related to the study in Ethiopia and shortage of current literature in area that could enrich the study. However, these limitations were overcome by providing more time on reading and finding different review related materials. Another limitation was some of the respondents lack interest and being reluctant when they filled and returned the questionnaires. Another limitation was the time constraint, because of covid-19 pandemic that has delayed in the submission of my thesis by time. Due to this condition made, the researcher consume more than time previously allocated for data collection. In spite of this shortcoming, the study was completed as necessary as possible.

## 1.8. Operational Definition of Terms

**Challenge:** A difficult task, especially one that the person making the attempt finds more enjoyable because of that difficult.

**Implementation:** is a process in which an individual or organization perform duties, carryout activities or put something in to action.

**Leadership:** is the behavior of an individual directing the activities of a group toward a shared vision (Hemphill & Coons, cited in yukl, 2008).

**School Improvement program:** is a program designed to improve the performance of schools that incorporates the overall school systems and getting or making better achievements of students in their learning outcomes (Hopkins, 2005).

**Secondary school:** It is a school of four years durations consisting of two years general secondary education (grade 9-10) and two years of preparatory education (11-12).

## **2. REVIEW OF RELATED LITERATURE**

The focus of this unit is to review literatures that are relevant to the topic, the role of school leadership in implementing school improvement program in Some Selected Woredas of Shabele Zone. Therefore, different type of books, journals and other related materials was reviewed and presented in the following part.

### **2.1. The Concept of Leadership**

Leadership has diversified definitions and different authors also define leadership in different Ways. For example (Yukl, 2008) stated: Leadership is the process of making sense of what people are doing together so that people will understand and be committed. Leadership is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization (House, 1999) Most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person [or group] over other people [or groups] to structure the activities and relationships in a group or organization. (Yukl, 2002). Harris (2004) reinforces this view by saying that ‘effective leader’s exercise an indirect but powerful influence on the effectiveness of the school and on the achievement of students’.

School leadership has become a priority policy agenda worldwide as many countries attempt to reform their education system. In today's world, school leaders are expected to play a momentous role in improving schools (Fullan, 2007; OECD, 2008). Essentially, the role of school leadership has been changing drastically as many countries move towards transforming their education system in the context of swiftly changing environment. The provision of school autonomies and the attention given to the local echelons (districts and schools) over the past couple of years have generated an environment that necessitate the reevaluation of school leadership roles (Leithwood, Jantzi and Steinbach, 2000; OECD, 2008).

Successful realizations of school improvement initiatives primarily require building the capacity of school leadership. In school improvement, the promises of sustainable success in educational changes call for creating an entire culture of distributed leadership throughout the school community (Harris and Lambert, 2003). In this regard, building the capacity of

leadership for school improvement lies on creating and maintaining the necessary conditions for structural and cultural transformations, facilitating learning and skill-oriented experiences as well as ensuring the interrelationship among the component parts (Coles and South worth, 2005; Davis 2005).

## **2.2 Leadership Functions**

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

## **2.3. Leadership Skills**

Leaders would be successful only when they are equipped with certain managerial skills in getting things done through people. Katz (cited in Wossenu, 2006) identified three kinds of skills as technical, human, and conceptual. Actually, an effective leader appears to rest on three personal and basic skills such as technical skills, human skills and conceptual skills. Technical skill refers to the proficiency and understanding of a specific kind of activity involving process, procedure or technique and this skill is primarily concerned with working with things. Human skills are the manager's ability to work with others and build a cooperative effort with the group he/she manage sand this skill is primarily concerned with

working with people. Conceptual skills imply the ability to visualize the organization as a whole and this skill enables the leader to perceive and recognize the interrelationships of various factors operating within the total organization.

The importance of the above mentioned skills may be appropriate at two levels of organizations. At the higher levels, the manager's effectiveness depends more upon conceptual and human skills. Technical and human skills are fit for the lower levels.

#### **2.4. Leadership Styles**

The development of institutions depends on the relationship between leaders and followers. There are different factors that have no impact on developing a choice in leadership styles and particularly on leadership between leaders and followers. Leadership, in a classic study that attempted to find out whether a different group behaviors result of different styles of leaders behavior that appeared to characterize three known styles: a) Authoritarian b) Democratic, and c) Laissez – faire styles. According to Lewin's in Sosik & Dinger experiment, the most effective style is democratic. However, excessive autocratic style led to the revolution while under Laissez – faire approach people were not coherent in their work and didn't put energy that they did when being actively led. Moreover, effective leadership depends on the leader's styles and the school level leaders should be experienced and trained in leadership to cope up with the necessary skills to utilize the appropriate styles (Sosik and Dinger (2007).

#### **2.5. Leadership in Education**

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

leadership behavior has a subtle influence on the progress of the school. Effective leadership is at the core of every successful organization. It is relatively recognized by:

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

A vision refers to the shared values and aspiration agreed by the members of the organization, which guides the present action and decision to create a desirable future. Chance (cited in Tigistu, 2012) described vision as being the force of the dream towards which effective administrators strive in the development and shaping of their schools. Chance also explained vision as a statement which captures an ideal state of affairs. Effective leaders communicate the vision and direct all actions towards achieving the vision. They cultivate and focus the strengths of colleagues to achieve the shared vision. And such leaders seek counseling and advice to learn from the knowledge and experience of others, while they freely offer their expertise to those who seek it.

### **2.5.2 Setting High Expectations**

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

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

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

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

Effective educational leaders are role models of ethical and moral leadership. Such school leaders demonstrate courage in difficult situations, and provide a model of moral leadership for others to emulate. They also tend to make a difference in the lives of students, and impart a philosophy their positive relationship built on trust improves the quality of life for all individuals. Leaders with integrity are focused and purposeful, and are always attentive to being consistent with what they pay and what they do.

## **2.6. The Concept of School Improvement**

In Ethiopia, School improvement program (SIP) was introduced in 2006/07 under the context of decentralization with the intention of improving the quality of education. Since the launch of the SIP all schools have developed and implemented three-year strategic plans to improve student results. School improvement is more recognized as an important process and has become the dominant approach to educational change which helps to enhance quality of students' learning and strengthen schools' capacity for change (Hopkins, 2002). School improvement is about strategies for improving the school's capacity for providing quality education by focusing on pupils learning. (Hopkins, 2002). Stated that school improvement is the process of improving the way that schools organize, promote and support learning. It includes changing aims, expectations, organization (sometimes people), and ways of learning and methods of teaching and organizational culture.

It is a program that emphasizes on school's self-assessments to strengthen the capacity of schools to participate in the management of resources in a more effective and efficient manner. The Concept of SIP often interchangeably used as improving school effectiveness. The term school effectiveness can be defined as the degree to which schools achieve their goals (Scheerens, 2000). An effective school is simply regarded as 'good school'. The good school can be expressed as the outcome that can be measured in terms of the average achievement of students at the end of a period of formal schooling. Literatures in the fields of school effectiveness have identified five core indicators of school effectiveness. These are: strong educational leadership; an emphasis on the acquisition of basic skills; secured educational environment; high expectations of students' achievement; and frequent assessment of

students' progress. Accordingly, the Ministry of Education (MoE) has set standards and policy guidelines for the purpose of school improvement and quality education.

The concept of school improvement program also related to the transformation of 'inputs' into 'outputs'. The inputs in school system include students' enrolment, teachers, administrative personnel, and other material and financial resources. The outputs include students' achievement, improved curricula, student centered methodology, teachers' performance, etc. Therefore, the rationale for the introduction of school improvement program can be summarized as follows: making schools the principal entry of any change in education system; enabling schools operate on a relatively autonomous basis to solve problems in collaboration with stakeholders; the hierarchical structure in school is simple and specific to apply systematic self-evaluation and increase participation of stakeholders; the conditions prevailing in the school determines the success or failure of any equality, equity and success in education sector development; the improvement of organizational capacity of the school requires clear communication among stakeholders.

Any school improvement program requires the consideration of global issues and innovative ideas rather than piecemeal issues for change; and the school environment is required to promote transparency to implement the principles of Education and training Policy. With this rationale, the following objectives of the school improvement program (SIP) have been identified: To improve the capacity of schools by prioritizing needs and developing school improvement plan in order to enhance the quality of education; to enhance the school and community participation to generate and utilize resources effectively and efficiently at all school levels; to improve government's capacity to deliver specified amounts of school grants at the Woreda and school levels; and to improve the learning environment by providing sufficient resources to school.

## **2.7. School Improvement Program in Ethiopia**

The education and training policy and its implementation document reveals the shortage in access of education to citizens and the low quality of education were among the initiatives to develop the new education and training policy (MoE, 2002). Different documents showed that though the implementation of the policy has improved the quality of education to some extent,

there is also lack of improvement at different levels. Based on the 1994 education and training policy, the government of Ethiopia launched the first education sector development program (ESDP-I) in 1997. The main thrust of ESDP is to improve educational quality, relevance, efficiency, equity and expand access to education with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls as a first step to achieve universal primary education by 2015 (MoE, 2005).

Different evaluations on the implementation of ESDP disclose that Ethiopia made significant progress in education as a result of ESDP I, II, III (MoE, 2005). The document also points out that access at all levels of the education system increased at a rapid rate in line with a sharp increase in the number of teachers, schools and institutions. There were also important improvements in the availability of trained teachers and some other inputs which are indispensable for a high quality education system. Challenges, however, remain in order to realize quality and internal efficiency. It was necessary to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment in particular.

To overcome the short coming related to quality, MoE launched the general education quality improvement package in 2007 (MoE, 2007). The document consists of four major programs, teachers development program, curriculum improvement program, education leadership and organization improvement program, and school improvement program and two complementary packages; civics and ethical education and information communication technology. School improvement program is being implemented in Ethiopia to improve quality of education, and it is adopted from the Australian school excellence. It consists of four domains and twelve elements (MoE, 2007). The program was designed by MoE with different guiding manual which were disseminated to regions, training were given for different level educational leaders and expertise and teachers’.

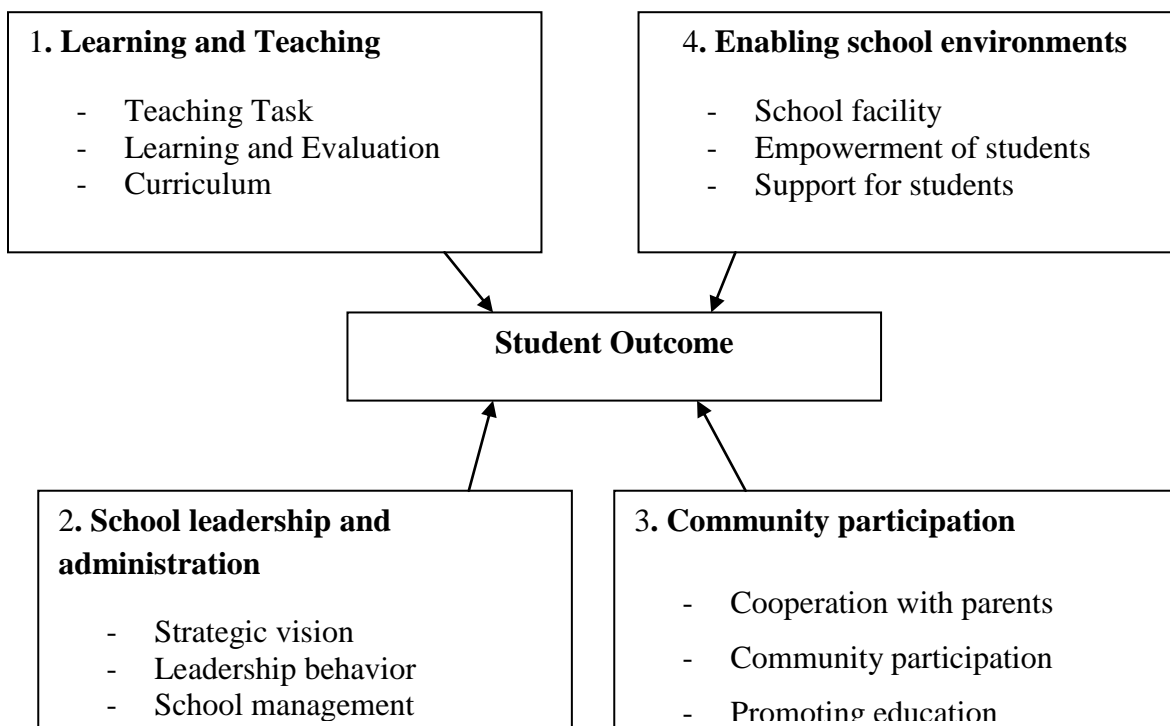
## **2.8. School Improvement Program Domains**

According to the MoE, (2011) school improvement program focuses on enabling students to achieve excellence through improving educational input process by undertaking self-evaluation of the schools in terms of the proposed domains with respect to the specific context

of schools. The main objective of school improvement program is to enhance and improve learning outcomes by improving student behavior and learning context. This means enabling students to attain competence in terms of knowledge, altitude and skills.

To realize the objective of the school improvement program, schools need to identify their strengths and weaknesses in a proper ways to improve their weaknesses in order to bring the intended school improvement. The entire school community members and other stakeholders are expected to work in coordination and collaboration to enhance learning outcomes and achievements. This process is not a onetime action rather it is a continuous cycle. The Ministry of Education forwarded four school improvement domains that bring a positive impact on learning context and learning outcomes. These four domains and their elements are discussed below MoE, (2008)

The School Improvement domains and elements are illustrated bellows, (MoE, 2011).



**Figure 1:** Source MoE (2011) school improvement guidelines

### **2.8.1. Teaching and Learning Domain**

Quality of teaching is at the heart of successful schooling (Sammons et al., in Harris, 2005). In successful schools, teachers are well organized and lessons are planned in advance, are well structured and have clear objectives which are communicated to the students and successful teachers are sensitive to differences in the learning style of the student and adapt their teaching style accordingly. According to Leu (2005), the characteristics of good teachers are: sufficient knowledge of subject matter to teach with confidence knowledge and skills in a range of appropriate and varied teaching methodologies, knowledge of the language of instruction, ability to reflect on teaching practice and children's responses, ability to modify teaching/learning approaches as a result of reflection, ability to create and sustain an effective learning environment, understanding of the curriculum and its purposes, particularly when reform programs and new paradigms of teaching and learning are introduced, general professionalism, good morale, and dedication to the goals of teaching ability to communicate effectively, ability to communicate enthusiasm for learning to students, interest in students as individuals, sense of caring and responsibility for helping them learn and become good people, and a sense of compassion, good character, sense of ethics, and personal discipline, and ability to work with others and to build good relationships within the school and community.

Accordingly, the schools' domain of teaching learning process focuses on three elements, these are, teaching practice, learning assessment and the curriculum. Therefore, teachers are expected to plan, to make adequate preparation and present learning activities. In addition to this, research has found that the traditional teaching method is extremely inefficient as all students must be taught with the same materials at the same point in time. And students that do not learn quickly enough with this method can quickly fall behind, rather than being allowed to learn at their natural speeds (MoE, 2007). Teachers need to have an adequate academic and professional knowledge. Besides, they are required to apply appropriate teaching methods that help in teaching large and diversified classroom. The preparation and utilization of teaching aids from locally available materials is another concern of teachers. Therefore, in order to get teachers in such position, their appointment will be made in such a way that their qualification could fit with the level they are teaching (MoE, 2007).

Curriculum is the foundation of the education system. The Ministry of Education has published curriculum policy documents that set out expectations for student learning in each grade and subject area. The expectations... describe the knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed. To set a goal for improving the way curriculum is delivered, principals, teachers, school councils, parents, and other community members participating in the improvement planning process must understand the expectations set out by the ministry and how well the students in their school are achieving those expectations, (EIC, 2000). Teachers should understand the curriculum and develop and use additional materials in the classroom to improve student learning. One of the key responsibilities of teachers is to study the curriculum and develop supplementary materials for use in the classroom. It is important for schools to provide the time and support that teachers need to develop these supplementary materials (MoE, 2007).

### 2.8.2. School Leadership and Administration Domain

Harris, Day, Hadfield , Hopkins , Hargreaves, and Chapman (2005) states that leadership involves the coordination of the work of the school by direction setting, allocating roles and structures and maintaining human and material resource and school support strategy. Management can be defined as, the organization and mobilization of all human and material resources in a particular system. The basic function of management is planning, organization, staffing, evaluating and developing (Adesina, 2001). Effective leadership and management of schools are that of orderly school environment, that is efficient and well managed, provides the preconditions for enhanced student learning.

In relation to this point, ESDP III states that efficient school leadership management will be established in schools in order to enhance and improve the quality of instruction and thereby improve learning achievements of the students (ESDP III). The school leadership and administration play an important role in the coordinating and managing phases of the school planned activities. These organs are expected to play the forefront role in bringing continuous improvement in the schools. The schools leadership and administration are the primary responsible ones for the problems and weaknesses at schools and they play appropriate role in bringing effective practice and experience to seek solution for the problems. They are also the

responsible bodies to implement and act jointly the school vision and strategic plan to bring about school improvement MoE, (2011).

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

As indicated in Estyn (2001), healthy school environment for teaching and learning reflect confidence, trust and mutual respect for cooperation between staff, students, government, parents and wider community is essential for purposeful effort and achievement. Best school leaders encourage good working relationships and overcome the worst effects of contrasting on developing positive environment, high achievement and progress. Effective schools share a set of characteristics that add up to an environment that raises student achievement. By setting goals to improve a school's environment, principals, teachers, school councils, parents, and other community members can make their schools more effective places in which to learn. Effective schools share the following characteristics. These are: a clear and focused vision; a safe and orderly environment; a climate of high expectations for student success; a focus on high levels of student achievement that emphasizes activities related to learning; a principal who provides instructional leadership; frequent monitoring of student Progress; and strong home school relations (EIC, 2000).

School improvement is about the enrichment of student progress, development and achievements, so most research evidence points towards the importance of teacher development in school development. It has been shown that schools that are successful facilitate the learning of both students and teachers. An essential component of successful school improvement interventions is the quality of professional development and learning. Collegial relations and collective learning are at the core of building the capacity for school improvement. This implies a particular form of teacher development that extends teaching repertoires and engages teachers in changing their practice (Hopkins et al., in Harris, 2002). Safe schools needs a collaborative work at the school and community levels to support inclusive education for children and teachers with special needs and also, Parents / guardians of children with special needs are actively involved in the school. So teachers are responsible to use various teaching methods in order to meet the diverse student needs in the classroom, and sufficient learning and teaching materials are available (MoE 2010). Concerning school facilities, Schools should provide quality school facilities that enable all

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

### **2.8.3 School Leadership and Management Domain**

According to Harris and Muijis (2005), Leadership can be defined as providing vision, direction and support towards different and preferred state-suggesting changes. School leadership has become a priority in education policy because it believe to play a key role in improving classroom practice, school policies and the relations between individual schools and the outside world. As the key intermediary between the classrooms, the individual school and the whole education system, effective school leadership is essential to improve the efficiency and equity of schooling (Pont et al., 2008). According to Waters, et al. (2003), School leaders must lead their school through the goal setting process in which student achievement data are analyzed, improvement areas are identified and actions for change are initiated. This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to bridge the gap, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. Principals must also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities. The most successful school leaders are open-minded, ready to learn

from others, flexible, have a system of core values and high expectations of others, and are emotionally strong and optimistic.

It asserts that these traits enable successful leaders to make progress in schools facing challenging circumstances. The study in particular found out that successful school leaders share certain attributes, such as strong sense of moral responsibility and belief in equal opportunities; belief that every pupil deserves equal opportunity to succeed; respect and value for all people in and connected with the school; passion for learning and achievement; and commitment to pupils and staff. These key attributes are common to almost all effective school leaders (Day et al., 2010) the school leadership and management domain are concerned with communicating a clear vision for a school and establishing effective management structures. The structures and processes exist to support shared leadership in which everyone has collective responsibility for student learning and School polices, regulations and procedures are effectively communicated and followed. In addition to this, the school decision-making and administrative processes (including data collection and analysis, and communicating with parents) are carried out effectively MoE (2010). Therefore, effective leadership within the school is collegial, student-center and teacher focused, promoting collective responsibility for improvement. These elements describe how school vision is collaboratively developed to be realistic, challenging and futures oriented; leaders use reflective practices to appropriately manage people to achieve improvements to teaching and learning and the school's leadership team demonstrates effective resource management to achieve results

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

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

program is active, the objective of school will be much more facilitated. If school community interaction operates as a continuation and strengthening of the formal education program, the success of projects will be supplemented by the knowledge acquired in the formal academic program. Communities and PTAs are playing important roles in all aspects of education from raising resources to managing schools. Resources are mobilized for building classrooms and schools. PTAs and community members are active in advising on the benefits of education and in encouraging parents to send their children to school so as to increase access and reduce dropout. Financial resources are raised and used to purchase basic equipment and materials, to hire and even to pay contract teachers. PTA involved in school management, preparing annual plans, follow-up disciplinary cases. Hence, communities are funding new school buildings, building teachers' houses, running non-formal education initiatives, and encouraging girls to go to school and be retained in school until they complete a given education level. However, PTAs and communities still need further capacity enhancement in carrying out quality support to help schools to function as desired (MoE, 2005).

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

School improvement planning can only lead to genuine and profound change if schools have at least a minimum level of resources to work with. Without such resources, the school improvement program could become de-motivating. This can be improved when parents and local communities actively participating in school improvement planning and implementation (MoE, 2010). Quality improvement depends strongly on the actions which

the school staff and the surrounding community undertake. School staff will therefore be given the necessary tools (such as guidelines on school improvement plans), the necessary resources (through a school grant system) and relevant training to help them prepare their own plans and take relevant action in response to whatever challenges they have identified. The combinations of these strategies are expected to lead to a significant improvement in student achievement

## **2.9. School Leadership and Management for School Improvement**

Many studies of leadership make a distinction between management and leadership, (Fullan, 2001). Leadership is about setting the course and influencing group behavior towards a common goal, while management is about making sure that the course is followed, Louis and Miles (2001). Leaders stimulate and inspire; managers use their interpersonal influence and authority to translate that energy into productive work. From these definitions, it is possible to conclude that both management and leadership are needed, and indeed crucial, in the process of school improvement. Leadership and management are therefore not only associated with stability and maintenance, but they also play a crucial role in any change process in reforming the improvement of the school system Fullan, (2001). The school leadership and management are very essential for well performance of the school goal and securing educational quality in the school.

## **2.10. Roles and Responsibilities of the Schools leaders in School Improvement program**

### **2.10.1. Building organizational culture**

One of the challenges of schools to achieve school improvement is building organizational culture through creating collaboration and teamwork among teachers and school management. Hopkins *et al.* (2001) define organizational culture “...as an amalgam of the values, norms and beliefs that characterize the way in which a group of people behave within a specific organizational setting”. Therefore, within the school improvement paradigm transforming the culture of the school holds the key to creating the internal conditions that are needed for successful and sustained school improvement. Schools that have successfully created culture of collaboration in the conditions for continuous improvement are important for school developments. They are commonly referred as learning schools, what these schools seem to

have in common is that they have created a collaborative culture that views educational change as an opportunity for growth and learning for the students and teachers.

There is a broad consensus and clarity about the direction in which the school is moving and ensured by a balance of maintenance and development in which school teachers engaged in teaching practice and build up a shared language adequate to the complexity of teaching. Teachers and administrators frequently observe each other, and provide each other with useful communication, evaluations of their teaching practices. When teachers and school administrators plan, design, make research, evaluate and prepare teaching materials together it strengthens their joint activities. Share the considerable burden of development required by long-term improvement, confirm the emerging understanding of their approach, and make the rising standards for their work attainable by them and by their students. Teachers and administrators teach each other the practice of teaching. Collaborative cultures, however, do not come along by themselves but they have to be deliberately created within the school (Hargreaves and Hopkins 2005).

### **2.10.2. Monitoring curriculum implementation and classroom Practices**

Curriculum is general statements about what the school wishes to achieve and comprise specific elements of aims and objectives Ornstein and Hunkins, (2004). Additionally, Day *et al.* (2001) provide a similar definition and use curriculum as all planned activity and practices involving teachers and pupils and in teaching-learning methods and approaches. In short, the school has to organize the staff on the successful implementation and delivery of the national curriculum and demonstrate to the public. The purpose of school improvement is directly linked to the curriculum development of the school. It has specific implications for schools, which are frequently criticized for being unable to provide the necessary range, balance and depth of curriculum development and implementation (Galton 2003). Similarly, Ornstein and Hunkins, (2004) maintains that the schools concerning their ability to deliver appropriate curriculum for all pupils. The purpose of implementing curriculum is to enable students attain their learning's through performing & achieve their expected aims and goals. Schools have a strong potential to design and improve their curriculum through professional co-operation and whole-staff planning.

### **2.10.3. Developing culture of continuous planning, monitoring and evaluation**

Many writers have described how effective schools keep a clear picture of their planning, monitoring and evaluation system in their schools. A common practice for this purpose is for the principals, and supervisors to walk around the school regularly, visit teachers in their classrooms formally or informally. School self-evaluation integrated with development planning is one of the most commonly advocated strategies for school improvement. The main features of the development planning process are (Stoll 2006): review, collect evidence of the school's current strengths and weaknesses, planning, where priorities for further developments are chosen and action plans for their implementation constructed, implementation, identify plan of action, evaluation, where implementation is monitored and successfully evaluated through making a collaboration effort among stakeholders.

All development planning of school has to take its starting point from where the school is at the outset and keep a balance between the need for maintenance and stability. Developing planning is not a simple task and has various implications for the school. The process will have to be a successful tool for improvement of the school that must unite the whole staff in a collaborative effort, build teams around specially defined tasks and empower individuals to take on leadership roles in such teams. In short, the staff's ownership and commitment to the process of planning, monitoring and evaluation will determine whether the school development plan becomes successfully implemented or not. In this case, a continuous provision of feedback is important to improve the weakness and support the strong side. Purvis, (2007).

### **2.10.4. Working with Parents and Community**

Creating a strong bond among the school and the parents set about developing and maintaining a good home-school relationship, which help the student achievement. Developing good relations between the school and its parents serves two main purposes. First, there is some evidence that parental involvement in children is learning in and out of school, and effective communication between the school and the home, has a positive impact on their learning experiences and outcomes. Second, it helps the school to gain the support of parents and the community at large (Day *et al.*,2001).Parents' involvements in the life of the school have a positive influence upon pupils' educational progress and development. Fullan(2006) also

explained more on this points that the closer the parent is to the education of the child, the greater the impact on child development and educational achievement. Fullan also maintains that educational reform requires the collaboration and co-joint efforts of families and schools. Parents and teachers should recognize the critical complementary importance of each other in the life of the student.

Creating relations between the school and the community enhances the school to join the complex web of the social network that makes and sustains the modern voluntary community. In this regard Serjiovanni, (2006) stated that a good relationship is more special, meaning full and, result in quality of connectedness. In the competitive environment of today, schools have to set out some strategies to gain the support of parents and the community at large. It is important, however, to bear in mind that successful home-school relationship is not the work of the head teacher alone but a part of the school's culture and therefore a collective responsibility of the whole school staff (Day et al.2001).

The importance of collaborative cultures within school plays a significant role for the development of the school. (Hopkins *et al.*2005); explain this issues as the internal conditions of collaboration with the outside school, ownership and continuous learning have to be created within the cluster, making it a learning enriched community of committed professionals.

#### **2.10.5. Working with Local Government Bodies**

One of the most significant changes for the schools is working with different government bodies. According to Gilbert, (2003) collaboration of schools with local governments is intended to enable governing bodies and head teachers to deploy their resources in accordance to their own needs and priorities. This make schools more responsive to parents, pupils, community and employers. Hopkins, D., West and Ainscow (2004) describes this issue as a decision making about policies, staffing, resources and the responsibility of the management of schools is made with local educational authorities to individual schools.

#### **2.11. Challenges of School Improvement Program**

School improvement is a vehicle for planned educational change that is concerned with raising student achievement. It involves a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in schools, with the ultimate aim of

accomplishing educational goals more effectively. It requires strategies for strengthening the school's capacity for managing the school improvement program and usually necessitates some form of external support. Discussing how to successfully implement school improvement through identifying challenges and taking proper actions against these challenges is particularly important. Solving of these challenges in a time needs a huge variety of initiatives, innovations and competing reforms to promote in schools (Purvis, 2007).

From the Global experience the school improvement is complex process which can be challenged by different factors during its implementation. In this respect, Fullan (2001) has noted that when a new initiative is introduced undoubtedly it will create difficulties to both individuals and institutions. There are many factors related to the characteristics of the change, at the internal school level, and external to the local systems, which affect the educational implementation process. From this point of view, we can understand that school improvement program can faces with difficulties and challenges in the process of its implementation. Among the many challenges of school implementation, some of them are discussed below.

#### **2.11.1. Lack of Awareness**

One factor that might affect negatively the implementation of school improvement is lack of adequate awareness about the program. Inadequacy of awareness generated different obstacles. In this regard MoE (2007) stated that obstacles to school improvement includes; shortage of trainings, lack of commitment to depart from traditional practices, absence of organized efforts, lack of initiation and absence of good outlook towards change. Absences of adequate awareness creation among stakeholders limit their implementation efforts. Moreover absence of clearly stated rules and regulations might generate another obstacle in the implementation process of the program.

#### **2.11.2. Lack of sufficient textbooks and reference materials**

According to (Heyneman, 2006), textbooks and learning materials have vital role and crucial in the education system. The availability of texts books and reference materials for each subject is basically important for teaching–learning process and directly associated with better student out comes and especially beneficial for those poor students. In addition to this, in

many schools the availability of additional reference materials are severely limited .It is easily understood that absence or lack of text books and reference materials in schools have great impact on the quality of education. As Fullan and Clarke 2004, stated students do better on standardized tests when textbooks are presented in the classroom, which was cited in UNESCO, 2008. In order to alleviate such challenges in many developing countries the World Bank involves increasing the financial support for text book development and distributions in order to enhance quality education and to improve student achievement, (Heyneman, 2006).

### **2.11.3. Crowded and unmaintained classes**

Learnings are hampered when pupils attained in schools of overcrowded buildings in noisy or unsafe environment, or especially in class rooms that are inadequately supplied or poorly ventilated, UNESCO, (2008). This is because it is not convenient for teachers to provide necessary knowledge and skills and students face difficulty to get sufficient space for sitting and clean air for breezing. Such environment is directly a challenge full burden for teachers to control, provide corrections, feed backs, communicate with his/her students as needed .In such environment it is difficult to provide and achieve good educational performances for students.

### **2.11.4. Lack of knowledgeable and motivated teachers**

The quality, quantity and distributions of teaching work force are critical factors for securing and have sustainable developments of school improvement practices. When a country have too few trained teachers; those teachers are likely overstretched and that the quality of education i.e. teaching and learning suffer a lot, UNESCO, 2008). In addition to this point, this annual report stated that sufficient teacher salaries, both relatively to other groups and in real terms as well as appropriate work conditions, are essential to provide teachers with a reasonable standards of living, work professionalism and job satisfaction. Incentives help increase the teacher supply as well as teacher performance and motivation. Thus the contribution of teachers in providing and securing quality education in the process of school improvement in general and student learning achievement in particular is not substituted by another effort for the growth and development of the country as a whole.

### **2.11.5. Lack of collaborative work among stakeholders**

One characteristic of successful schools is the ability to organize and act effectively through collaborative culture Serjiovanni, (2005). In addition to other related factors, the absences of commitment and collaborations lead to the decline of the educational quality. The active involvement of each school partners in the teaching learning process is beneficiary to reach the intended target of the school goals. Barriers to collaboration arise from different sources. According to Adelman and Taylor, (2007) institutional barriers are seen when accountability, leadership, time schedule, and capacity buildings are non-supportive and non-participatory of efforts to use collaborative arrangements effectively and efficiently. Most of the time barriers stem from negative attitudes, lack of awareness, and deficiency of knowledge and skill.

## **2.12. Experience in School Improvement**

Different countries have their own trends in the implementation of school improvement activities. Some of them are discussed below.

### **2.12.1. Outcomes-based education in South Africa**

Currently school improvement program is a sounding duties and practices for many countries. For instance, in South Africa, to achieve students' learning outcomes, school development programs focused primarily on developing teacher capacity, working with principals and district officials. Schools and teachers respond best when support is accompanied by accountability demands and that capacity therefore needs to build at different levels particularly at school and classroom levels to strengthen systems for both monitoring and supporting learning outcomes Taylor &Prinsloo, (2005).

The government of South Africa has the moral and legal authority to demand accountability of its employees. This achievement of school improvement program which was followed by build capacity at district level in order to better monitor and support the work of schools; school level in order to provide more effective leadership and to better monitor and support the work of teachers and classroom level to provide more effective teaching learning processes Taylor and Prinsloo, (2005).In South Africa, The Quality Learning Project was established to improve student learning, and evaluation criteria. These required the training programs

delivered by service providers were directing toward improving teaching–learning process in schools.

The effective school management is of critical importance, as it provides the enabling environment for good teaching and learning. The schools' improvements more include aspects such as school development planning, the existence and use of physical resources, facilities, and books and stationery, curriculum leadership, financial management and school administration HSRC (2001). Improved system of functioning in the schools improved learner performance in many ways. This may applied in the cases of school and teacher functioning. In this regard good classroom and teacher interventions being associated with improved school functionality. District interventions were also often strongly associated with improved district and school functionality and sometimes classroom practices HSRC (2005).

### **2.12.2. School Improvement in Kenya**

The Ministry of Education in Kenya is responsible for centrally providing educational services in the country. The ministry's vision is "to provide quality education for development" while its mission is "to provide, promote and co-ordinate lifelong education, training and research for Kenya's sustainable development" (MoE, 2008). School Improvement Program (SIP), launched during the 1990s, is strengthening the quality of teaching in Kenya. Teachers benefit from the training workshops and resource centers set up under this program. SIP in Kenya is helping teachers to teach more creatively and children to learn faster through the introduction of child-centered activities. They involve working hand in hand with governments while involving parents and communities in management in order to make schools more efficient, effective and sustainable. The entire curriculum should be transformed "to give children, youth and adults the type of quality education that promotes appreciation of diversity, richness, and dynamism of our cultures..." (UNESCO, 2000)

The Kenya Institute of Education develops the school system is supervised by officers from the Directorate of Quality Assurance and Standards in the Ministry of Education it is the competency of the Quality Assurance and Standards Officers in curriculum development, provision of trainings to make the school better performance in student achievements (MoE, 2008). The active involvement of parents and community in the Kenyan education of the

school system to support teachers' effort and their child's learning outcome is great. It reflects important lesson for our schools, principals, teachers, students and parents as well.

### **2.12.3. School improvement in England**

School improvement in England is explanations of the fate of change effort concerns that the evolution of managerial innovation of school self-evaluation, Hopkins (2005). According to Hopkins, (2005) in England and Wales, the Education Reform Act provided autonomy, power, and accountability to education in order to develop the implementation of school improvement. In the Act, some reforms included were a national core curriculum and provision for national testing and reporting to keep education quality control over school budgets. Increasing parental choice by fostering diversity and increasing enhance them access and allowing state schools to choose out of Local Education Authority control on a majority vote of parents, with grants from the national government being made directly to the improvement of the schools.

Gamage (2001) stated that the underpinning assumption of giving authority to school governing bodies is that greater autonomy will lead to improved educational outcomes. They indicate that the governing bodies in England and Wales have stronger powers and can, in principle, play a significant role in a school's decision-making and in wider activities for more school improvement. Building partnerships for raising standards in the UK schools was one of the major aims of the government. A key aim for the government remains the continuing drive to raise standards in education with an emphasis on collaboration and partnership with others for the benefit of all. The question of how improve student achievements with standards in Britain is the major issue for school improvement, Harris (2005).

### **2.12.4. Educational reform and change in Australia**

The Australian education system since the mid-1970s, took the initiative in moving towards a new concept of decentralization of education to regional levels with devolution of significant power and authority to school level with community participation in school governance to enhance education quality. The Australian public education structures have undergone major reconstruction by aimed primarily to achieve better teaching and learning, Gamage, (2001).

After 1970s, a trend system of school governance with an emphasis on decision-making authority between school, parents, and community have developed having the aim of educational quality as it priority Chapman, (2001).

In Australia the leadership i.e. the school principals have created supportive teaching and learning environments in schools, leading to enhance the quality of education for students. With regard to the improvements in student achievements, interested in improving student-learning outcomes, such as literacy and numeracy, by setting specific goals and continuously raising standards and expectations. Based on the Act 2004, the functions of the school are to: establish strategic direction and priorities for the school monitor and review school performance, develop, maintain and review curriculum for the school, develop and review education policies at the school.

The major lesson we learnt from the school system of England and Australia is that, both countries give due attention to educational decentralization that means decision-making authority is between school, parents, and community members. This implies that parents and the community members are alertly follow up the school system of their country. Addition, great emphasizes is given for educational standards and educational qualities

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

Under this chapter description of the study area, research design, and sources of data, population, and sample size, sampling techniques, data collection and data analysis were conducted.

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

Shabele zone is one of the eleven zones of the Somali region of Ethiopia. It was previously known as Gode zone, so named after its largest city Gode. Shabele is bordered on the west by Afder, on the north by Fiq, on the northeast by Korahe, and on the south by the provisional administrative line with Somalia. The Wabishabele River runs through this zone. It is located at 6<sup>00</sup>'N latitude and 43<sup>45</sup>'E longitude. It is the zone with an estimated total population of 464,253, Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia (CSA). Livestock and farming are the backbone of the majority of the population, World Bank (2009). In the zone there were 10 secondary schools. According to a May 24, 2004 World Bank memorandum, concerning education 53% of all eligible children are enrolled in primary school and only 10% of children were enrolled in secondary schools in the region.

#### **3.2. Research Design**

For this study descriptive survey design was employed with the assumption that was helpful to obtain relevant information from concerned respondents. It was recommended that Descriptive survey design gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Moreover, it helps together data at particular points in terms of the intensions of describing the nature of existing condition, or identifying standards against which existing condition can be compared or determine the relationship that exist between specific event (Jose and Gonzales , 2002). Both quantitative and qualitative approach was employed because; both quantitative and qualitative approach is suitable for social and behavioral sciences as a distinct research which is used to cover a basic deficiencies and description of the study (Creswell, 2009). In addition, this approach considered as a tool to triangulate the result of single approach through multiple methods (Johnston, 2010).

### **3.3. Source of Data**

In this study both primary and secondary sources of data were employed to get valid and reliable information about the Role of School Leadership in the Implementation of School Improvement Program under the study area.

#### **3.3.1. Primary source of data**

Primary source of data was obtained from principals, supervisors, PTA heads and teachers who have direct contact with the issue.

#### **3.3.2. Secondary source of data**

The secondary source of data was obtained from document analysis. For this purpose, the GEQIP Appraisal Document, SIP guidelines including School Grant Guideline documents and SIP program implementation reports from MoE, REB and WEOs was reviewed.

### **3.4. Population, Sample Size and Sampling Techniques**

In Shabele Zone of Somali Region there are 10 woreda and 10 secondary schools. Within these woreda, only five of them were selected. The number of schools within these five woreda of the study was 5 secondary schools. The population of this study was 120 which comprise 105 teachers, 5 supervisors, 5 principals, and 5 PTA heads. Supervisors, principals, PTA members were selected using available sampling technique because their size was manageable. 105 teachers were chosen based on simple random sampling technique. The table below clarifies types of respondents, population, sample, percent and sampling techniques

**Table 1: Summary of respondents in each school**

Schools	Principals			Supervisors			PTA heads			Teachers		
	P	S	%	P	P	P	P	S	%	P	S	%
<b>Kelafo</b>	1	1	100	1	1	100	1	1	100	26	12	46
<b>Mustahil</b>	1	1	100	1	1	100	1	1	100	24	11	49
<b>Danan</b>	1	1	100	1	1	100	1	1	100	21	10	48
<b>Bercano</b>	1	1	100	1	1	100	1	1	100	18	9	50
<b>Adadle</b>	1	1	100	1	1	100	1	1	100	16	8	50
<b>Total</b>	<b>5</b>	<b>5</b>	<b>100</b>	<b>5</b>	<b>5</b>	<b>100</b>	<b>5</b>	<b>5</b>	<b>100</b>	<b>105</b>	<b>50</b>	<b>48</b>
<b>Sampling</b>	<b>Available sampling</b>						<b>Simple random sampling</b>					

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P-population=120 S-sample=65 Total %=54 Source: Shabele zone education office

### 3.5. Data Collection Instruments

To obtain the data, which answers the stated research questions and achieve the objective of the study, questionnaires and interview was used by the researcher as an instrument of data collection. So, using different types of instruments, the researcher was get reliable and suitable data to minimize error.

#### 3.5.1. Questionnaire

Questionnaires was a valuable tool for gathering data which helps save time, encourage objectivity, provide rapid analysis, obtain information about certain conditions, practice inquiry in to opinion and attitude of individuals, groups and feedback to the researcher (Best and Kahn, 2004). The questionnaire has contained two parts that designed to address the basic question of the study. The first part was background of the respondents which includes, sex, age, work experiences, academic qualification and their position in school; part two encompasses a closed-ended and open-ended question which contains 50 items regarding study. In order to get relevant information about the Role of School Leadership in the Implementation of School Improvement Program under study area, the researcher used both open-ended and closed-ended questionnaires for 50 teachers. This closed-ended questionnaire were in five point likert scale ranging from very high, high, moderate, low and very low while open ended questionnaire was designed for respondents to gather valuable additional

information about the research problem. Kumar (2006) suggested that, using open-ended and closed-ended questionnaire minimizes the risk instead of using one of them depending up on the type of question items.

Pilot study was conducted for all data collection instruments to test their validity and reliability before the real field work is undertaken. It was conducted on 30 teachers in the Ugas layli secondary school which were selected purposively out of the sample schools. The reliability was checked by using Cronbach Alpha. A reliability coefficient (alpha) of 0.70 and above is considered acceptable reliability. Therefore, the Cronbach alpha reliability coefficient was obtained to check for internal consistency for all items. Accordingly, the calculated Cronbach Alpha coefficient for this study was 0.70. In addition to this, face, content and language validity was checked by major advisor and co-advisor. As a result of pilot study minor modification was made in terms of language, format or style and content.

### **3.5.2. Interview**

The other instrument to be used for the collection of primary data for the study is an interview. It is helpful to supplement the information gathered through other instruments, as well as for the clarification of some unforeseen information. It is also being used to cross-check the responses obtained through questionnaire and it let the interviewee to express his or her feeling freely and knowledge of people in a program in depth (Best and Kahn, 2003).

In order to obtain deeper information related to the study, Semi-structured interview was prepared and employed to school principals, supervisors, PTA heads to collect factual and detail information from study area. Seven interview questions were prepared for all participants of the sample schools. Regarding the process of interview, it was conducted by Somalia language in order to make the interview questions easy to understand for the respondents and to obtain more reliable and valid information regarding the study and supported by Audio (tape recorders). For each interviewee, 30 minutes was given. The recorded data was categorized based on similarities of responses and then transcribed into English language.

### **3.5.3. Document analysis**

In addition to primary sources, relevant information was included from secondary sources. This technique would help the researcher to cross check the data that would be obtained through primary sources (i.e. questionnaire and interview). Document analysis was focused on such documents SIP implementation plan, SIP committee minutes, self- assessment tools, evaluation tools and over all SIP practices records.

### **3.6. Data Collection Procedures**

Before the actual data collecting activities was done, the researcher first would conduct literature search, identify and formulate research problem and accomplish the thesis proposal. After proposal defense, questionnaires was prepared and submitted to advisor to check the relevance. The expected relevant data was gathered by using questionnaires, interview and document analysis. Next, the researcher obtain letter of cooperation from Haramaya University and Shabele Zone and Woreda Education Office to secure permission letter to collect data. Then, the researcher was directly leads to each sampled school according to the schedule outlined and the researcher in every step followed all important ethical procedures until all required data was collected and completed from intended sampled schools.

### **3.7. Methods of Data Analysis**

The goal of data analysis was to summarize, describe and extract the required information as accurately as possible. Both quantitative and qualitative data analysis method were used in the study. Quantitative data which was collected through questionnaire from teachers and school principals, supervisors were organized. The data which was obtained from closed-ended questionnaire was quantitatively analyzed by using descriptive statistics tools. The descriptive statistics tools such as percentage, frequency distribution to summarize and indicate the role of school leadership and its contribution in the implementation of SIP of Shabele zone secondary schools.

The Qualitative data was collected from respondents through interviews; open ended questionnaire, documents analysis was analyzed and interpreted qualitatively through descriptive narration for the purpose of triangulation or to obtain additional data and check the reality of information which was collected through the questionnaire. The hand written notes was transcribed; categorized and compiled together into themes. Finally, the overall the

interpretation of the study was summarized with findings, conclusions, and some possible recommendations.

### **3.8. Ethical Consideration**

To conduct this research, support letters from the department of educational planning and management was written from the university. After receiving support letter from the department, the researcher, would move to the study area and contact with principals, PTA members, teacher and secondary school supervisors to get their willing and to arrange their convenient time to the questionnaire and interviews. The respondents would be informed of the purpose of the research and the information obtained from the respondents was used for research purpose only.

## 4. RESULT AND DISCUSSIONS

The purpose of this research was to assess the role of school leadership in the implementation School improvement program in some selected woredas of Shabele zone, Somali regional state.

To this end, a total of 50 of questionnaires were distributed to 50 teachers. Moreover, 5 school principals, 5 supervisors and 5 PTA heads were interviewed. The data were analyzed in terms of the frequency, percentages; .Item scores for each category were arranged under five rating scales. The range of rating scales was very low = 1, low = 2, moderate = 3, high = 4 and very high = 5. For the purpose of analysis, the above 5 rank responses of the questionnaire were grouped and labeled into three categories i.e. low, moderate and high. In categorizing the rating scales, the frequency and percentage results of „very low“ and „low“ were combined into „low“ and the results of „very high“ and „high“ combined into „high“. Finally, the data obtained from the open ended items of the questionnaire, interview, document analysis were presented and analyzed qualitatively to substantiate the data collected through the questionnaires. Thus, this chapter presents the analysis and interpretation of data.

### 4.1. Background of Respondents

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

**Table 2. Characteristics of respondents**

S/N	Categories	Teachers		Principals		Supervisors		PTA heads	
		F	%	F	%	F	%	F	%
<b>1. Sex</b>	Male	40	80	4	80	3	60	3	60
	Female	10	20	1	20	2	40	2	40
	Total	50	100	5	100	5	100	5	100
<b>2. Age</b>	20-25 years	5	10	1	20	1	20	-	-
	26- 30 years	25	50	2	40	1	20	1	20
	31- 35 years	10	20	1	20	2	40	1	20
	36- 40 years	5	10	1	20	1	20	1	20
	41- 45 years	5	10	-	-	-	-	2	40
	46 and above years	-	-	-	-	-	-	1	20
	Total	50	100	5	100	5	100	5	100
<b>3. level of Education</b>	Certificate	-	-	-	-	-	-	3	60
	Diploma	5	10	-	-	-	-	2	40
	B.A/BED/BSC Degree	40	80	4	80	4	80	-	-
	M.A/MSC Degree	5	10	1	20	1	20	-	-
	Total	50	100	5	100	5	100	5	100
<b>4. work experience's</b>	5 and below years	3	6	-	-	-	-	-	-
	6- 10 years	15	30	2	40	1	20	1	20
	11-15 years	25	50	2	40	2	40	2	40
	16- 20 years	5	10	1	20	2	40	1	20
	21 and above years	2	4	-	-	-	-	1	20
	<b>Total</b>	<b>50</b>	<b>100</b>	<b>5</b>	<b>100</b>	<b>5</b>	<b>100</b>	<b>5</b>	<b>100</b>

**Source: Field survey, 2019**

As presented in table two of item one, all the respondents 40(80%) and the majority of teachers were males which indicates that females are not coming to teaching position in secondary schools as male counter parts. In the other hand 4(80%) and 3(60%) of school principals and supervisors in secondary schools are males while female principals and supervisors in secondary schools are low this shows that as there is low participation of females in secondary school leadership in the other hand the majority PTA heads are males Therefore, it needs attention to encourage the participation of females in educational system.

As shown in table 2 of item 2, majority of school teachers and principals were between the age of 26 and 30 years old. This indicates that school teachers and principals have quite a medium experience and are matured enough to carry the responsibility for the effective implementation of SIP activities for improving the teaching –learning process. The majority of supervisors

2(40%) were with the age of 31- 35 years old that contributes to the better sense of responsibility and understanding of teaching learning process and for activities related to school improvement program. In the other hand majority of PTA heads were above 36 years old. This shows that they have quite enough experience and matured to carry out and support the implementation of school improvement program activities.

Educational background of the respondents was analyzed in item three of table two, as shown in the table the majority of teachers, principals and supervisors were degree holders. Small number of the respondents was with masters' educational qualification. According to MOE (2007) the appropriate educational level of standard for teachers in secondary schools (9-10) is holding degree from University. As shown in the table 5(10%) of teachers were diploma, so this calls for special attention to enhance those teachers according to standard for the better improvement of teaching and learning. As presented in table two of item four, the respondents' service year in educational profession was analyzed. Accordingly, majority of the respondents were among 11- 15 years and 16- 20 years, PTA heads were above 6-10 work experience. This shows that they had better responsibility and understanding to give relevant information for the issue under study.

#### **4.2. The Role of School Leadership in the Implementation of SIP**

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

**Table 3. Teachers' responses on the role of school leadership in the implementation of school improvement program**

No	Items	Very low		Low		Moderate		High		Very high		Total	
		F	%	F	%	F	%	f	%	F	%	f	%
1	The extent to which school leaders make self assessment with stakeholders before the planning of School improvement program.	22	44%	15	30%	9	18%	4	8%	2	4%	50	100
2	The extent to which school leaders identify priority areas before the planning school improvement program.	25	50%	12	24%	6	12%	4	8%	3	6%	50	100
3	extent school leaders" work with the school ent committee during the preparation of the rovement plan?	30	60%	15	30%	3	6%	2	4%	-	-	50	100
4	To what extent school leaders get support from different stakeholders?	22	44%	16	32%	6	12%	4	8%	2	4%	50	100
5	The extent to which school leaders are able to give clear orientation on the regulations of the school.	8	16%	7	14%	30	60%	5	10%	-	-	50	100
6	To what extent school leaders are performing well in arranging adequate resources needed for school improvement?	10	20%	8	16%	27	54%	3	6%	2	4%	50	100
7	To what extent school leaders are capable in setting directions towards achieving the expected educational goals?	12	24%	10	20%	20	40%	5	10%	3	6%	50	100
8	The extent to which school leaders are capable of providing clear vision in order to have a common understanding.	15	30%	25	50%	5	10%	3	6%	2	4%	50	100
9	The extent to which school leaders encourage stakeholders to prepare the collaborative plan.	10	20%	15	30%	12	24%	8	16%	5	10%	50	100
10	To what extent school leaders get technical support from higher administrative bodies such as woreda education office?	6	12%	30	60%	8	16%	4	8%	2	4%	50	100

With regard to item 1 of Table 3, teachers were asked to reflect their agreement on the extent to which school leaders made self-assessment with stakeholders before planning School improvement program. Accordingly, the majority 22(44%) of teachers revealed that the extent of self-assessment made with stakeholders was at low level and the rest 15

(30%) and 9(11.5%) of teachers agreed that school leaders made self-assessment with stakeholders at high and moderate level respectively. The interview with supervisors and PTAs also showed that there is low participation of stakeholders. By Supporting this idea one school supervisor informed that: “school principals were trying to invite parents and the community to schools, but most of them were not willing to come to the school”.

*PTA head of one school also explained that:*

*The reason why parents and community, not willing to come to school is not only because of the principal makes less effort. Principal in collaboration with supervisor are mostly trying to invite parents and the community to school specifically by writing legal letters for each individual, but the majority do not respond to the call except few of them. The result of document analysis also indicated that there were no specified documents showing self-assessment of stakeholders done before panning SIP in most secondary schools of the sample schools. Regarding this idea, literature revealed that school plan must be democratically oriented and should involve everyone concerned: teachers, students, parents, and community and effective plans are those that require participation of all stakeholders (Coombs as cited in Tigistu, 2012).*

Therefore, the result indicated that secondary school leaders of Shabele zone were not undergoing self -assessment with stakeholders as expected and this might lead the schools to difficulties in identifying their strength and weakness and they may also be unable to identify priorities of their school.

As indicated in item 2 of Table 3 above, the majority 25 (50%) of the teachers were agreed that school leaders identify priority at low level and the rest 12(24%), 6(12%) and 4(8%) of teachers supported that school leaders identify priority at high and moderate level respectively. Supporting this idea, Hopkins et al., (in Harris 2005) explained that competing priorities are some of the factors that prevent school improvement from occurring. Therefore, the result indicated that the emphasis that school leaders of secondary schools of the Shabele zone gave to prioritize activities before planning was not satisfactory and this might affect the preparation of real and applicable SIP plan of the school.

As revealed in Table 3, item 3 above, the majority (69.2%) of teachers agreed that school leaders' work with the school improvement committee during planning at low level and the rest 26 (16.7%) and 22 (14.1%) of teachers agreed that school leaders' work with the school improvement committee at high and moderate level respectively. The result of interviews from 4 principals, 2 vice principals and 3 supervisors of sample schools revealed that participation of school improvement committee in planning SIP was almost none. Regarding this idea, literature revealed that the school improvement committee is responsible and should be participating in self-assessment, planning, implementing and monitoring of SIP (MoE 2010). Therefore, from the result, it is possible to conclude that school leaders were not efficiently working with the school improvement committee in planning SIP. But, the plan which is prepared by only school leaders may confront a lot of challenges when put into practice.

As indicated in Table 3 item 4 above, the majority 30 (60%) of teachers revealed that school leaders were active in acquiring support from different stakeholders at low level and the rest 15(30%) and 3(6%) of teachers revealed that school leaders' activity in acquiring support from different stakeholders were at high and moderate level respectively. The results also showed low performance level.

As indicated in Table 3 item 5 above, the majority 30 (60%) of teachers agreed that school leaders were able to give clear orientation at a moderate level and the rest 8(14%) and 7 (14%) of teachers believed that school leaders were able to give clear orientation at low and at high level respectively. Regarding this idea, literature revealed that parents and communities should always informed about what is happening in the school and they cannot provide the necessary support for learning without a good understanding of what the school actually does (MoE, 2006).Therefore, it is possible to conclude that school leaders of secondary schools of Shabele zone were giving clear orientation at average level, but this might not be enough because unless stakeholders clearly oriented and aware of what is going in school, they might not fully involve in different activities going in the school particularly in a school improvement program.

As shown in Table 3 item 6 above, the majority 27 (54%) of teachers agreed that school leaders were performing well in arranging adequate resources needed for school

improvement at a moderate level and the rest 10 (20%) and 8(16%) of teachers agreed that in regard of arranging adequate resources, school leaders did at low and high level respectively. The result from open ended question and interview also indicated that there was a few increment in financial resources in the secondary schools. Supporting this idea one school principal informed that: “Currently, there is an increment of the school budget than the previous few years because of the increment of school grant per each student”.

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

According to the data in Table 3 item 7 above, the majority 20(40%) of teachers believed that school leaders were capable in setting directions towards achieving the expected educational goals at moderate level. Whereas 12(24%) and 10(20%) of teachers believed that school leaders’ performance in this aspect was at low and high level respectively. Supporting this idea, Sergiovanni (cited in Temesgen, 2011) explained that a school system is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders and nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders.

As indicated in Table 3 item 8 above, the majority 25(50%) of teachers revealed that school leaders were capable of providing clear vision at low level while the rest 15(30%) and 28 (17.9%) of teachers believed that school leaders provide clear vision at high and moderate level respectively. Supporting this idea, Cheng (2005) explained that an effective leader is highly expected to have ability to create and communicate his/ her organizational vision and the success of any organization depends on having a clear vision which is accepted by the staff and other stakeholders. Chance (cited in Tigistu, 2012) also described vision as being the force of the dream towards which effective administrators strive in the development and shaping of their schools.

As shown in table 3 item 9 above, the majority 15(30%) of teachers agreed that school leaders encourage stakeholders to prepare a collaborative plan at low level and the rest 12(24%) and 10(20%) of teachers revealed that school leaders encourage stakeholders to prepare a collaborative plan at high and moderate level respectively. Regarding this idea, literature revealed that school plan must be democratically oriented and should involve everyone concerned: teachers, students, parents, and community. Therefore, effective plans are those that require participation of all stakeholders (Talesraet.al, 2002). Schools need the participation of all stakeholders in the school plan (strategic and annual plan), but most of the time school plan is prepared by school principals. Therefore, the school mission and vision is not visible to all stakeholders (MOE, 2007). Therefore, from the result, it is possible to conclude that secondary school leaders of Shabele zone were not sufficiently encouraging stakeholders in preparing a collaborative plan and this may be challenging to realize school improvement program in the schools.

As indicated in Table 3 item 10 above, the majority 30(60%) of teachers agreed that school leaders get technical support from higher administrative bodies such as woreda education office at low level and the rest 8(16%) and 6(12%) of teachers agreed that school leaders get technical support at high and moderate level respectively. Therefore, one could conclude that secondary school leaders of Shabele zone were not sufficiently supported technically by higher administrative bodies such as woreda education office and this might demotivate school leaders. In general, as the finding revealed, secondary school leaders of Shabele were not effective in making adequate preparation for SIP implementation.

### **4.3. The Extent of Which School Leaders Implement SIP Domains**

#### **4.3.1 Teaching and Learning Domain**

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

**Table 4: Teachers responses towards the extent of teaching and learning process**

N o	Items	Very low		Low		Moderate		High		Very high		Total	
		F	%	F	%	F	%	F	%	F	%	f	%
1	To what extent school leaders encourage teachers to use continuous assessment to enhance students' performance?	12	24%	10	20%	20	40%	6	12%	2	4%	50	100
2	The extent to which school leaders mutually define the principles which lay down strong foundations for quality teaching	10	20%	8	16%	18	36%	10	20%	4	8%	50	100
3	To what extent school leaders motivate performances?	5	10%	30	60%	3	6%	10	20%	2	4%	50	100
4	To what extent school leaders coordinate the staff to share their experience?	22	44%	3	6%	5	10%	16	32%	2	4%	50	100
5	To what extent school leaders make significant effort to enhance professional development of teachers?	6	12%	10	20%	20	40%	12	24%	2	4%	50	100
6	The extent to which school leaders use feedback from stakeholders to motivate students for their best academic performance	2	4%	30	60%	12	24%	5	10%	1	2%	50	100
7	To what extent school leaders facilitate provision of instructional materials for teachers?	3	6%	15	30%	20	40%	10	20%	2	4%	50	100
8	The extent to which school leaders implement a strategy through which teachers can acquire appropriate teaching methods	2	4%	30	60%	10	20%	5	10%	3	6%	50	100
9	The extent to which school leaders encourage internal supervision to enhance the teaching learning process	10	20%	6	12%	5	10%	25	50%	4	8%	50	100
10	To what extent school leaders ensure that teachers teach according to their lesson plan?	6	12%	8	16%	7	14%	26	52%	3	6%	50	100

With regard to item 1 of Table 4 above, the majority 20(40%) of teachers agreed that school leaders encourage teachers to use continuous assessment at a moderate level and the rest 12(24%) and 10(20%) of teachers agreed that school leaders encourage teachers to use continuous assessment at low and high level respectively. But, the result from document analysis revealed that the majority of sampled schools were using the oldest (teachers

centered) assessment method than continuous assessment method and this may affect the pupils' achievement. As can be observed from item 2 of the same Table, the majority 18 (36%) of teachers agreed that school leaders mutually define principles at a moderate level and the rest 10(20%) and 8(16%) of teachers agreed that school leaders' performance in this aspect was at low and high level respectively.

With regard to item 3 of the same table above, the majority 30(60%) of teachers revealed that school leaders motivate teachers for the best performances at low and the rest 10(20%) and 3(6%) of teachers agreed that school leaders motivate teachers for the best performances at high and moderate level respectively. Supporting this idea, Sergiovanni (cited in Temesgen, 2011) explained that effective school leaders provide motivation and encouragement that lead to success and they manage effectively in a changing educational environment. Therefore, as the result revealed, secondary school leaders of Shabele zone were not sufficiently motivating teachers and this may affect the teaching learning process which has a direct relation to school improvement of the school.

As can be witnessed from item 4 of the same Table, the majority 22(44%) of teachers agreed that school leaders coordinate the staff to share their experience at low level and the rest 16(32) and 5(10%) of teachers agreed that school leaders coordinate the staff to share their experience at high and moderate level respectively. Therefore, from the result one can conclude that secondary school leaders of Shabele zone were not sufficiently coordinating the staff to share their experience and this might in turn affect the professional development of teachers and may also affect the relationship within teachers of the same school and teachers of the neighboring schools.

In item 5 of the same Table, the majority 20(40%) of teachers revealed that school leaders made significant effort to enhance professional development of teachers at a moderate level and the rest 10(20%) and 12(24%) of teachers agreed that school leaders made significant effort to enhance professional development of teachers at low and high level respectively. But, the result of interview revealed that there were some resistances from secondary school teachers' side. Regarding this issue, principal of one secondary school informed that: "CPD (Continuous professional development) has a great contribution in enhancing the teacher's profession, but most secondary school teachers are still resistant

to follow and practice the program and also explained that: “Some teachers consider CPD as it is less valuable and simply imposed on them to make them overload and busy”. Regarding professional development, Hopkins *et al.*, (in Harris, 2002) explained that an essential component of successful school improvement interventions is the quality of professional development and learning.

As indicated in item 6 of the same table, 30(60%) of teachers revealed that school leaders used feedback from stakeholders to motivate students for their best academic performance at low level and the rest 12(24%) and 5(10%) of teachers revealed that school leaders used feedback from stakeholders to motivate students for their best academic performance at moderate and high level respectively. But regarding this idea, MOE (2006) revealed that the school should communicate regularly with the community, and should receive both positive and negative feedback at regular intervals.

As illustrated in item 7 of the same Table, the majority 20(40%), of teachers revealed that school leaders facilitate provision of instructional materials for teachers at a moderate level and the rest 15(30%) and 10(20%) of teachers revealed that school leaders facilitate provision of instructional materials at low and high level respectively. Therefore, as one could understand from the result, school leaders of secondary schools of Shabele zone did at an average in providing instructional materials for teachers. Thus, as the finding of the study revealed, school leaders’ accomplishment seems to be fair, but it might not be enough, since success in the implementation of SIP or teaching and learning process might not be reached.

With regard to item 8 of the same Table above, the majority 30(60%) of teachers agreed that school leaders implement a strategy through which teachers can acquire appropriate teaching methods at low level and the rest 10(20%) and 5(10%) of teachers agreed that school leaders implement the strategy through which teachers can acquire appropriate teaching methods at moderate and high level respectively. Supporting this idea, literature revealed that teachers need to have an adequate academic and professional knowledge and also they are required to apply appropriate teaching methods that help in teaching large and diversified classroom (MoE, 2007).

As shown in item 9 of the same Table, 25(50%) of teachers revealed that school leaders encourage internal supervision to enhance the teaching learning process at a high level. Whereas the rest 6(12%) and 5(10%) of teachers agreed that school leaders encourage internal supervision at low and moderate level respectively. Regarding this idea, literature revealed that, teachers and administrators must actively engage in the process of supervision. In addition, supervision as a task assigned to all individuals who possess supervisory position to stimulate and coordinate staff development and growth as well as to influence mainly teachers for the betterment of instructional performance (Glatthorn, 1990). Therefore, as the finding of the study revealed, secondary school leaders of Shabele zone fairly did in encouraging internal supervision

As can be observed from item 10 of the same Table, 26(52%) of teachers revealed that school leaders ensure that teachers teach according to their lesson plan at a high level and the rest 8(16%) and 7(14%) of teachers revealed that the school leaders ensure that teachers teach according to their lesson plan at low and moderate level respectively. In this regard, literature revealed that in successful schools, teachers are well organized and lessons are planned in advance, are well structured and have clear objectives which are communicated to the students (Sammons et al., in Harris, 2005). Therefore, as one could conclude from the result, secondary school leaders of Shabele zone were performed above average in enabling teachers to teach according to their plan.

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

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

**Table 5: Teachers responses on safe and healthy school environment affairs**

N o	Items	Very low		Low		Moderate		High		Very high		Total	
		F	%	F	%	F	%	F	%	F	%	f	%
1	The extent to which school leaders work to create a favorable working environment	3	6%	15	30%	22	44%	10	20%	2	4%	50	100
2	The extent to which school leaders enable parents to play role in improving and maintaining school	4	8%	30	60%	5	10%	8	16%	3	6%	50	100
3	The extent to which school leaders work to ensure security school for the students' learning	1	2%	12	24%	7	14%	26	52%	4	8%	50	100
4	The extent to which school leaders give attention to students' safety	4	8%	10	20%	6	12%	28	56%	2	4%	50	100
5	To what extent school leaders work to empower students?	2	4%	10	20%	19	38%	16	32%	3	6%	50	100
6	To what extent school leaders help students in giving sustainable counseling services?	4	8%	35	70%	6	12%	5	10%	-	-	50	100
7	To what extent school leaders create suitable Classrooms for student learning?	2	4%	15	30%	24	48%	5	10%	2	4%	50	100
8	The extent to which school leaders encourage collegial relationship among staff	-	-	30	60%	7	14%	8	16%	5	10%	50	100
9	To what extent school leaders provide adequate school facilities that enable to facilitate teaching and learning process?	3	6%	15	30%	20	40%	10	20%	2	4%	50	100
10	The extent to which school leaders work to improve students disciplinary problems in school	5	10%	8	16%	32	64%	5	10%	-	-	50	100

As indicated in item 1 of Table 5 above, 22(44%) of teachers agreed that school leaders work to create a favorable working environment at a moderate level and the rest 15(30%) and 10(20%) of teachers agreed that school leaders work to create a favorable working environment at low and high level respectively. Regarding this idea literature revealed that effective schools share a set of characteristics that add up to an environment that raises student achievement. By setting goals to improve a school's environment, principals, teachers, school councils, parents, and other community members can make their schools more effective places in which to learn (EIC, 2000)

As indicated in item 2 of the same Table above, 30(60%) of teachers revealed that school leaders enabled parents to play role in improving and maintaining school at low level while the rest 8(16%) and 5(10%) of teachers agreed that school leaders enable parents to play role in improving and maintaining school at high and moderate level respectively. As principals of 4 sample schools explained the support from parents in finance, materials and labor were very low. In relation to this idea, MoE (2006) explained that school cannot succeed without the support of the parents and community. It is therefore essential for the school leader to develop good relations with parents. Therefore, it is possible to conclude that school leaders of secondary schools of Shabele zone couldn't enabled parents to play role in improving and maintaining school as sufficient as required.

As shown in item 3 of the same Table above, the majority 26(52%) of teachers revealed that school leaders work to ensure security of the school for the students learning at a high level and the rest 12(24%) and 7(14%) of teachers revealed that school leaders work to ensure security of the school for the students learning at low and moderate level respectively. Therefore, one could conclude that school leaders of secondary schools of Shabele zone performed well in ensuring security of schools for students' learning. As can be observed from item 4 of the same Table above, the majority 28(56%) of teachers agreed that school leaders give attention to students' safety at high level. Whereas 10(20%) and 6(12%) of teachers revealed that school leaders give attention to students' safety at low and moderate level respectively. In relation to this idea literature revealed that, effective schools share the following characteristics. These are: a clear and focused vision; a safe and orderly environment; a climate of high expectations for student success; a focus on high levels of student achievement that emphasizes activities related to learning (EIC, 2000). Hence, from the result one can conclude that school leaders of secondary schools of Shabele zone performed above average in giving attention to students' safety.

As indicated in item 5 of the same Table above, the majority 19(38%) of teachers responded that school leaders work to empower students at moderate level. Whereas 16 (32%) and 10(20%) of teachers revealed that school leaders work to empower students at high and low level respectively. Regarding empowerment, Ubben and Hughes (1997) stated that empowerment is giving teachers and even students a share an important

organizational decisions and giving them opportunities to shape organizational goals. Therefore, as the result revealed school leaders of secondary schools of Shabele zone were performed at an average level in empowering students.

With regard to item 6 of the same Table above, the majority 35(70%) of teachers agreed that school leaders help students in giving sustainable counseling services at low level and the rest 6(12%) and 5(10%) of teachers agreed that school leaders help students in giving sustainable counseling services at moderate and high level respectively. Therefore, it is possible to conclude from the result that leaders of secondary schools of Shabele zone were not effective in giving sustainable counseling services for students and this may in turn affect student behavior.

As can be observed from item 7 of the same Table above, the majority 24(48%) of teachers responded that school leaders create suitable classrooms for student learning at a moderate level and the rest 15(30%) and 5(10%) of teachers agreed that school leaders create suitable classrooms for student learning at low and high level respectively.

As illustrated in item 8 of the same Table above, the majority 30(60%) of teachers revealed that school leaders encourage collegial relationship among staff at low level and the rest 8(16%) and 7(14%) of teachers agreed that school leaders encourage collegial relationship among staff at high and moderate level respectively. Supporting this idea literature revealed that those schools that are able to create positive relationships with their staff and the wider community can create a supportive climate for learning. Therefore, as the result revealed secondary school leaders of Shabele zone were not efficiently encouraged collegial relationships as they are expected and this may have a negative impact on teaching learning process and it can also retard SIP implementation.

As indicated in item 9 of the same Table above, the majority 20(40%) of teacher agreed that school leaders provide school facilities at a moderate level and the rest 15(30%) and 10(20%) of teachers agreed that school leaders provide school facilities at low and high level respectively. The result from open ended question and interview also revealed that 3 sample schools had a scarcity of laboratory chemicals and a shortage of equipment. Schools had also lacked of plasma spare parts and transmission problems and had a shortage of computers.

Regarding the interview result one school principal mentioned that:-

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

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

As can be observed from item 10 of the same Table above, the majority 32(64%) of teachers agreed that school leaders work to improve students' disciplinary problems in school, at a moderate level and the rest 8(16%) and 5(10%) of teachers agreed that school leaders work to improve students' disciplinary problems in school at low and high level respectively. Therefore, as one could conclude from the result, school leaders of secondary schools of Shabele zone fairly did in improving students' disciplinary problem. Thus, as the finding revealed, the performance level of secondary school leaders of Shabele zone in implementing safe and healthy school environment domain was at medium.

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

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

**Table 6: Teachers responses on school leadership and management tasks**

No	Items	Very low		Low		Moderate		High		Very high		Total	
		F	%	F	%	F	%	F	%	F	%	f	%
1	The extent to which school leaders are capable of managing the school within the changing environment	3	6%	15	30%	22	44%	10	20%	-	-	50	100
2	The extent to which school leaders make the best use of the available budgets to provide resources	1	2%	35	70%	8	16%	6	12%	-	-	50	100
3	The extent to which school leaders are able to confront challenges that they face in their day to day	2	4%	15	30%	24	48%	7	14%	2	4%	50	100
4	The extent to which school leaders are able to support others to develop collaborative work practice	-	-	32	64%	7	14%	10	20%	1	2%	50	100
5	To what extent school leaders share responsibility among staff members?	1	2%	29	58%	12	24%	8	16%	-	-	50	100
6	The extent to which school leaders make an effort to develop capacity of stakeholders.	-	-	30	60%	12	24%	8	16%	-	-	50	100
7	To what extent school leaders encourage stakeholders' participatory decisions making?	-	-	33	66%	7	14%	9	18%	1	2%	50	100
8	To what extent school leaders have adequate skills which enable them to lead the school in different situations?	-	-	32	64%	7	14%	11	22%	-	-	50	100
9	The extent to which school leaders solve conflict through peaceful discussion	1	2%	20	40%	23	46%	6	12%	-	-	50	100

As indicated in item 1 of the Table 6 above, the majority 22(44%) of teachers agreed that school leaders were capable of managing the school within the changing environment at a moderate level and the rest 15(30%) and 10(20%) of teachers agreed that school leaders were capable of managing the school within the changing environment at low and high level respectively. Supporting this idea, literature revealed that effective leaders provide motivation and encouragement that lead to success and they manage effectively in a changing educational environment (Sergiovanni cited in Temesgen, 2011).

With regard to item 2 of the same table above, the majority 35(70%) of teachers agreed that school leaders made the best use of the available budgets to provide resources at a low level and the rest 8(16%) and 6(12%) of teachers agreed that school leaders made the best use of the available budgets to provide resources at moderate and high level respectively. But, the result from interview revealed that there was an improvement in using the budget in an appropriate and economical way. Supporting this idea, PTA head of one sample school informed that: Not only principals and vice principals who involve in running school budget, but PTA representatives are responsible and has taken part in controlling and monitoring budget of school especially school grant. But, at the same time secondary schools has scarce of resource because, parents and community are not supporting the schools financially. School principals of majority of sample schools also explained that secondary schools were not getting the block grant budget properly. For instance,

one school principal explained that: Even though our school is getting faire budget of school grant, the block grant budget is not properly availed to the school as it is specifically allocated per each pupil and which is clearly indicated in the blue print of MoE (2002). Therefore, this problem hinders our school to fulfill important educational materials and facilities in the school. Regarding this idea, Ignathios (cited in Masuku, 2011) stated that the effectiveness is nothing but it is successful accomplishment of intended organizational objectives by effectively and efficiently using the scarce resources. Masuku also explained that the school is said to be effective if it is doing the right things in a right way and strives to achieve its objectives using its resources optimally, economically, efficiently and sufficiently. Therefore, it is possible to conclude that even though there is low provision of financial resources in the secondary schools, there is an improvement in the way secondary school leaders of Shabele zone use school budget.

As indicated in item 3 of the same table above, 24(48%) of teachers revealed that school leaders were able to confront challenges that they face in their day to day activities at a moderate level and the rest 15(30%) and 7(14%) of teachers agreed that school leaders were able to confront challenges that they face in their day to day activities at low and high level respectively.

As can be observed from item 4 of the same Table above, the majority 32(64%) of teachers agreed that school leaders were able to support others to develop collaborative work practice at low level and the rest 10(20%) and 7(14%) of teachers revealed that school leaders were able to support others to develop collaborative work practice at high and moderate level respectively. Regarding this idea, Hopkins *et al* (in Harris 2005) explained that successful school leaders encourage co-ordination by creating collaborative environments which encourages involvement, professional development, mutual support and assistance in problem solving. Therefore, from the result, one could conclude that school leaders of the secondary school of Shabele zone were performing below the average in supporting collaborative work and this might affect the realization of the school improvement program since it needs collaborative work of school leaders, teachers, parents, students and other stakeholders.

As indicated in item 5 of the same Table above, the majority 29(58%) of teachers agreed that school leaders shared responsibility among staff members at low level and the rest 12(24%) and 8(16%) of teachers agreed that school leaders shared responsibility among staff members at moderate and high level respectively. Supporting this idea Katz (in Wossenu, 2006) stated that effective school leaders work to share leadership responsibilities throughout all levels of the educational organization. Therefore, as one could understand from the result, school leaders of Shabele zone did below the average in sharing responsibility among the staff and this may affect implementation of the school improvement program, as the successes in school improvement are the cumulative activities of different stakeholders.

As illustrated in item 6 of the same Table above, the majority 30 (60%) of teachers agreed that school leaders make an effort to develop capacity of stakeholders at low level and the rest 12 (24%) and 8(16%) of teachers revealed that school leaders make an effort to develop capacity of stakeholders at moderate and high level respectively. Regarding this idea, Harris (2005) stated that school leadership must build the capacity by developing the school as a learning community. Additionally, Sergiovanni (cited in Temesgen, 2011) stated that school leaders should develop the skill and talents of those around them. Therefore, as the result revealed school leaders of secondary schools of Shabele zone were

not effective in developing the capacity of stakeholders and this in turn may retard the realization of SIP.

As can be seen from item 7 of the same Table above, the majority 33(66%) of teachers agreed that school leaders encourage stakeholders' participatory decisions making at low level and the rest 9(18%) and 7(14%) of teachers revealed that school leaders encourage stakeholders' participatory decisions making at high and moderate level respectively. In this regard literature revealed that effective school leaders encourage shared decision making with the school community including staff, students and parents and they are both the guardian and reformer of the educational system, and they ensure that all groups engage in a common goal and moving in the same direction Chance (cited in Tigistu, 2012). As the result indicated school leaders of the secondary school of Shabele zone were not sufficiently encouraging participatory decision making.

As shown in item 8 of the same Table above, the majority 32(64%) of teachers agreed that school leaders had adequate skills which enable them to lead the school in different situations at low level and the rest 11(22%) and 7(14%) of teachers agreed that school leaders had adequate skills which enables them to lead the school in different situations at high and moderate level respectively. Regarding this idea, Katz (cited in Wossenu, 2006) stated that leaders will be successful only when they are equipped with certain managerial skills in getting things done through people. Lewin (cited in Sosik & Dinger, 2007) also stated that effective leadership depends on the leader's styles and the school level leaders should be experienced and trained in leadership to cope up with the necessary skills to utilize the appropriate styles.

As indicated in item 9 of the same table above, the majority 23(46%) of teachers responded that school leaders solve conflict through peaceful discussion at a moderate level and the rest 20(40%) and 6(12%) of teachers agreed that school leaders solve conflict through peaceful discussion at low and high level respectively. Therefore, as one can conclude from the finding, secondary school leaders of Shabele zone fairly solve conflict peacefully.

#### **4.3.4 Community Participation domain**

Secondary school teachers were asked to measure the extent to which school leaders enhance Community Participation as it is one of the school improvement program domains. Each of

the items was assessed using a five rating-scale. The result was summarized in the following table.

**Table 7: Teachers response regarding community participation**

No	Items	Very low		Low		Moderate		High		Very high		Total	
		F	%	f	%	F	%	F	%	F	%	f	%
1	The extent to which school leaders work to make the community active participant in problem solving of academic activities	-	-	34	68%	6	12%	9	18%	1	2%	50	100
2	The extent to which school leaders encourage parents school relationship to strength collaborative work	-	-	33	66%	7	14%	10	20%	-	-	50	100
3	the extent to which school encourage participation parents in the management of schools	-	-	19	38%	20	40%	11	22%	-	-	50	100
4	The extent to which school leaders encourage parents to support the school with important resources	-	-	20	40%	24	48%	6	12%	-	-	50	100
5	To what extent school leader opens their door to the community?	-	-	35	70%	6	12%	9	18%	-	-	50	100

As indicated in item 1 of the Table 7 above, the majority 34(68%) of teachers agreed that school leaders work to make the community active participant in problem solving of academic activities at low level and the rest 9(18%) and 6(12%) of teachers agreed that school leaders work to make the community actively participate in problem solving of academic activities at high and moderate level respectively. Regarding this idea, literature revealed that PTAs and community members should be active in advising on the benefits of education and in encouraging parents to send their children to school so as to increase access and reduce dropout. Therefore, it is possible to conclude that school leaders of secondary schools of Shabele zone did below average in enhancing community participation in problem solving of academic activities and this in turn might affect the realization of the school improvement program since educational goals cannot be achieved in the absence of community participation.

With regard to item 2 of the same Table above, the majority 33(66%) of teachers agreed that school leaders encourage parents- school relationship to strength collaborative

work at low level and the rest 10(20%) and 7(14%) of teachers agreed that school leaders encourage parents- school relationship to strength collaborative work at high and moderate level respectively. Regarding this idea, literature revealed that those schools that are able to create positive relationships with their wider community can create a supportive climate for learning. Therefore, as revealed from the result, school leaders of secondary schools of Shabele zone were not effective in enhancing parent- school relationship.

As indicated in item 3 of the same Table above, the majority 20(40%) of teachers agreed that school leaders encourage participation of parents in the management of the school at a moderate level and the rest 19(38%) and 11(22%) of teachers agreed that school leaders encourage participation of parents in the management of the school at low and high level respectively. Regarding the interview result, one secondary school supervisor mentioned that: “PTA members are often participating in school management, but the capacity and activities of PTA members to mobilize parents in large to play their role is very less”. Additionally, one secondary school principal indicated that: Few of PTA members are coming to school and take part in the meetings and decisions of some important issues of school after repetitive invitation. But, the main responsibility of PTA is not only coming to school by themselves but to mobilize the parents in large to enable them to support the school. But, still in this aspect their contribution is very less particularly in secondary school.

As indicated in item 4 of the same Table above, the majority 24(48%) of teachers agreed that school leaders encourage parents to support the school with important resources at a moderate level and the rest 20(40%) and 6(12%) of teachers agreed that school leaders encourage parents to support the school with important resources at low and high level respectively. But, the result from interview revealed that there was low support of resources from parents. The result from interview also revealed less support of community. For instance, supporting the idea one supervisor of sample school informed that: “Resources, such as financial and material support from parents are very less particularly in secondary school”. Regarding this idea literature revealed that communities and PTAs need to play important roles in all aspects of education from raising resources to managing schools (MOE, 2005). MOE (2006) also revealed that school cannot succeed without the support of the parents and community.

As can be seen from item 5 of the same Table above, 35(70%) of teachers agreed that school leaders open their door to the community at low level and the rest 9(18%) and 6 (12%) of teachers agreed that school leaders open their door for the community at high and moderate level respectively. Thus, if the school leaders are not ready to welcome the community with full interest and respect ion the community or stakeholders may not have interest to come to school and work with schools and this might in turn affect the collaboration and positive relationship between school leaders and school communities which is very important in facilitating the realization of school improvement program. Thus, the finding revealed that, school leaders of Shabele zone performed at a low level in promoting community participation or implementing the domain

#### 4.4. Challenges Encountered In the Implementation of SIP

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

**Table 8: Teachers' responses to challenges of school leaders**

N o	Items	Very low		Low		Moderate		High		Very high		Total	
		F	%	f	%	F	%	F	%	F	%	f	%
1	To what level the school is availed with adequate financial resources?	-	-	23	46%	19	38%	6	12%	2	4%	50	100
2	Availability of man power in the school	-	-	19	38%	21	42%	9	18%	1	2%	50	100
3	The degree to which school leaders' capable of creating good communication with the staff	-	-	35	70%	7	14%	8	16%	-	-	50	100
4	The level of commitment of the school leaders	-	-	34	68%	8	16%	8	16%	-	-	50	100
5	The level to which school leaders involve members of the school community in the articulation of school vision.	-	-	35	70%	7	14%	8	16%	-	-	50	100
6	The level to which school leaders" deal with poor performances to lead the teaching learning process in the right track.	-	-	20	40%	22	44%	8	16%	-	-	50	100

As indicated in item 1 of Table 8 above, the majority 23(46%) of teachers agreed that the level to which secondary schools availed with adequate financial resource were at a low level. Whereas the rest 19(38%) and 6(12%) of teachers revealed that secondary schools were availed with adequate financial resource at moderate and high level respectively. Regarding resource, literature revealed that, school improvement planning can only lead to genuine and profound change if schools have at least a minimum level of resources to work with and without such resources, the school improvement program could become de-motivating (MOE, 2010). Therefore, from the finding, one can conclude that secondary schools of Shabele zone were not getting available financial resources and this may be challenging for school leaders in implementing SIP.

As indicated in item 2 of the same Table above, the majority 21(42%) of teachers agreed that numbers of man power in the secondary schools were fair or at a moderate level and the rest 19(38%) and 9(19%) of teachers agreed that the availability of manpower in the schools were at low and high level respectively. But as principals of some sample secondary schools explained there were shortage of teachers, particularly in natural science and shortage of manpower in non-teaching such as an administrative area. With regard to item 3 of the same Table above, 35(70%) of teachers agreed that school leaders were at low level in creating good communication with the staff and the rest 7 (14.%) and 8(16%) of teachers revealed that secondary school leaders create good communication at moderate and high level respectively. Concerning this idea, literature revealed that, meaningful engagement and dialogue with staff in their day-to-day working lives facilitates effective communication (Duignan, 2006). Therefore, it is possible to conclude from the finding that secondary school leaders of Shabele zone were in challenging as a result of insufficient communication among school leaders and the staff.

As indicated in item 4 of the same Table above, the majority 34(68) of teachers revealed that commitment of secondary school leaders were at a low level and the rest 8 (16%) and 8(16%) were agreed that commitment level of secondary school leaders were at moderate and high level respectively. Supporting this idea, Day et al., (2010) explained commitment as it is one of the most key attributes of effective school leaders. As can be seen from item 5 of the same Table above, 35(70) of teachers agreed that school leaders involve members of the school community in articulation of school vision at

low level and the rest 7(14%) and 8(16%) of teachers revealed that school leaders involve the school community at moderate and high level respectively. Supporting this idea, Duignan (2006) suggested that, the articulation of vision necessarily involves leaders sharing their hopes, desires and expectations with the members of the school community, and establishing the foundations of an organizational culture that supports the aspirations of all stakeholders. Ubben and Hughes (1997) also explained that the success of any organization depends on having a clear vision which is accepted by the staff and other stakeholders.

As indicated in item 6 of the same table above, 22(44%) of teachers agreed that, the level to which school leaders“ deal with poor performances was at a moderate level and the rest 20(40%) and 8(16%) of teachers revealed that secondary school leaders deal with poor performances at low and high level respectively. Therefore, as it could be understood from the finding secondary school leaders of Shabele zone were performed satisfactorily in dealing with poor performances, but this may not be sufficient because unless daily performance of the staff is critically followed up and defects encountered in the teaching learning process is solved through peaceful discussion, in the long run the cumulative defect may lead to the failure of school improvement program. Additionally, school leaders should not be reluctant in taking important measures to correct poor performances.

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

This section deals with summary, conclusions and recommendations. In this section first, a summary of the study and the major findings were made. Second, depending on the findings conclusions were drawn. Lastly recommendations were made on the basis of the findings of the study.

### **5.1. Summary**

The purpose of this study was to assess the Role of School Leadership in the Implementation of School Improvement Program in Some Selected Woredas of Shabele Zone, Somali Regional State. In order to achieve this purpose the study was aimed at seeking answers for the following basic questions.

1. What were the roles of school leadership in the implementation of school improvement program in secondary schools of Shebelle zone?
2. To what extent school leaders played their role in the implementation of school improvement program domains in the secondary schools of Shebelle zone?
3. What were the challenges encountered in the implementation of School Improvement Program in secondary schools of Shebelle zone?

To achieve this objective, the sampling technique used was multistage sampling technique. The study was conducted in 5 secondary schools of Shabele Zone selected by available sampling techniques. 50 sample teachers were selected using simple random sampling techniques. In addition, the interview was conducted with 5 principals, 5 supervisors and 5 PTA heads of secondary schools to enrich data obtained through questionnaires. Supervisors, principals, PTA heads were selected by available sampling technique. Data were obtained from the sample respondents through questionnaire, interview and documentation data collecting tools were also employed in the study. In doing this, the necessary information was gathered mainly through questionnaires filled by teachers. However, the data obtained were analyzed using various statistical tools: frequency, percentages. According to the result of data analysis, the following major findings were identified.

Regarding preparation stage of SIP, the result revealed that efforts made by secondary school leaders of Shabele zone in implementation stage of SIP were insufficient and below the average. For instance the result revealed low levels of self-assessment with stakeholder 15 (30%), low in priority identification 12 (24%), low level of school committee participation in planning 30(60%), low level of supports from stakeholders 22(44%), low level of performance in giving clear vision 25(50) were some of the activities insufficiently performed by secondary school leaders also shows low performance level.

Regarding the second basic question, school improvement program encompasses four domains and depending on the results of the finding the four domains are summarized as follows: The teaching and learning domain mainly focuses on the roles and responsibilities of teachers. First of all, teachers are expected to plan and make adequate preparation and present learning activities. To this end, teachers need to have an adequate academic and professional knowledge. Besides, they are required to apply appropriate teaching methods that help in teaching large and diversified classroom. But, for teachers to be committed and responsible for their job, school leaders are responsible to promote teachers activity in the school by motivating teachers and exercising their leadership role in an appropriate manner. Regarding this domain, teachers were asked to rate their agreement on „the extent to which school leaders made an effort in enhancing teaching learning process“ and under this domain 10 items were constructed. As the result indicated, school leaders performed at an average level in implementing (realizing) teaching and learning domain. Even if, the finding indicated average performance level, there are some activities performed below average or at low level. These are: efforts made in motivating teachers 35(70%), coordinating the staff to share experience 87 (55.8) enhancing teachers training 104 (66.7), using feedbacks from stakeholders 25(50),

School leaders are expected to be forefront in the school improvement program. Accountability and responsibility of every activity going in the school primarily lie on the shoulder of the school leadership. Therefore, school leaders are responsible in encouraging, motivating, supporting, coordinating teachers, students and other stakeholders, so that they can play role in assessing, planning, implementing and monitoring school improvement program. As PTA heads and supervisors of some sampled schools explained, not only principals who involved in running school budget, but PTA representatives were responsible and had taking part in controlling and monitoring budget of school specially school grant. But, concerning the

availability of resources, they explained that secondary schools had a scarcity of resources as the result of insufficient financial support from parents and the community. School principals of most sample schools also explained that secondary schools were not getting the block grant budget timely, which is specifically allocated per each pupil and clearly indicated in the blue print by MoE (2002).

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

## **5.2. Conclusion**

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

- Regarding teaching and learning domain, the finding of the study demonstrated that school leaders of Shabele zone have fairly performed in implementing teaching learning domain. However, there are some activities related to teaching and learning domains of SIP that were not effectively implemented by secondary school leaders. Such level of performance might not be enough as the teaching and learning activity is basic and core in the SIP.
- Regarding safe and healthy school environment domain, the findings revealed that, the activities under this domain in general were satisfactorily implemented. However,

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

- Regarding school leadership domain, the finding revealed that secondary school leaders have not satisfactorily accomplished most activities in this aspect. This is because, as one can clearly understand from the findings, most activities were done below average or low. Therefore, , it is possible to conclude that secondary school leaders were not effective in realizing leadership domain and this in turn may have a negative impact on the implementation of SIP.
- Community participation domain is the fourth domain in the school improvement program and it deals with stakeholders or community roles in SIP. Regarding this, the finding revealed that most activities under this domain were accomplished at low level or unsatisfactory except few activities. Therefore, it is possible to conclude that secondary school leaders were not effective in promoting community participation in the secondary schools of Shabele zone.
- Finally, it is possible to conclude from the result that, inadequate financial resource, inadequate man power in the school, insufficient and a communication which lacks transparency among leaders and the staff, low level of commitment of school leaders, inability of school leaders to fully involve the school community in the articulation of school vision were the major challenges that affect the school leader's effectiveness in implementing SIP. Additionally, as it could be concluded from the interview result, the absence of clear understanding of the procedures of SIP plan preparation, lack of guidelines and frameworks in some schools and lack of parents and community supports were also some challenges in some secondary schools of Shabele zone. It is obvious that all this challenges can negatively affect the implementation of SIP and in turn the teaching learning process and students' achievement. Therefore, secondary school leaders should strive to eradicate or minimize these challenges by evaluating themselves through feedbacks given to them in the day to day activities. Supervisors,

Woreda and Zone Education Offices and other top management bodies are also responsible and need to have sustainable and near contact with school leaders in order to help and capacitate them.

### 5.3 Recommendations

Based on the findings and conclusions the following recommendations are forwarded

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

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

- Motivation is a driving force which may lead the teachers to more success. Therefore, secondary school leaders, external supervisors and PTAs in collaboration with Woreda education office ought to emphasize on teachers motivation and incentives and allocate budgets in their yearly plan for this purpose.
- It is advisable that school leaders with supervisors need to promote teachers professional development through CPD program which incorporates training, experience sharing, meetings with other teachers/supervisors, action research and mentoring.
- As the finding revealed, school leaders didn't sufficiently implement a strategy through which teachers can acquire appropriate teaching methods. Therefore, it is advisable that secondary school leaders and supervisors need to encourage teachers to use active learning methods in the classroom to promote improved learning results.
- As the result revealed, school leaders were not sufficiently helping students in giving sustainable counseling services. Therefore, it is advisable that school leaders, supervisors, teachers in collaboration with Woreda education experts need to give sustainable counseling services for the students.
- As the result of the finding revealed, secondary school leaders of Shabele zone were fairly and economically using the available resources. But, the result from interview revealed that still many schools had a scarcity of financial resources. The result from observation also revealed that some sampled schools had a scarcity of school facilities. Therefore, school leaders in collaboration with Woreda and Zonal Educational Offices need to identify problems in the school and should allocate available budgets for the school so that the schools can fulfill important facilities.
- As the finding revealed, secondary school leaders seem to lack adequate skills which enable them to lead the school properly. But, school leaders should be competent enough and skill full and also needs to be flexible and able to use different leadership styles in different situations. Therefore, it is advisable that the REB better to promote the qualification of secondary school leaders (principals and vice principals) from 1st degree to 2nd degree in line with the needs of the policy.

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## APPENDIX- A

### HARAMAYA UNIVERSITY POSTGRADUATE PROGRAM DIRECTORATE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT **Questionnaires to be filled by teachers**

A questionnaire to be filled by Teachers .The main purpose of this questionnaire is to collect relevant data for the study entitled » **The Role of School Leadership in the Implementation of School improvement in Some selected woredas of Shabele Zone, Somali Regional State** »You are, therefore kindly requested to fill the questionnaires by providing the necessary information on the issue related to the study. The success of this study depends on your honest and genuine responses .The information that will be obtained from the responses to these questionnaires will be used only for the purpose of the study. All the information will be kept confidential and will be used only for the purpose of this study. Once you have completed the questionnaire, please return to the data collectors.

Directions: Please note the following points before you start filling the questionnaires:

1. You do not need to write your name on the questionnaire papers.
2. Read all the instructions before attempting to answer the questions.
3. You can consult the data collector whenever necessary.
4. Please provide appropriate responses using a tick mark “√“to choose one of the supported Likert scale and write your opinion briefly for the short answer questions on the space provided.
5. Please do not leave the question not answered.

**Thank you in advance for your cooperation!**

## PART TWO

### SECTION I: Demographic Data of the respondents

Give response by putting (√) in the appropriate box for each closed ended items and by giving brief descriptions showing your opinion for open ended questions. Every response has to be based on your school context.

1. Name of institution----- region -----woreda-----
2. Your job in the institution-----











deal with poor performances to lead the teaching learning process in the right track.												
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### **B. Open ended questions**

1. What is the role of leadership in the implementation of school improvement program?

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2. What are the challenges in the implementation of school improvement program?

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3. What are the SIP plan implementations in your school?

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4. What solution do you suggest to the challenges in implementation of school improvement program?

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5. How principal influence to implement SIP?

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**APPENDIX- B**  
**HARAMAYA UNIVERSITY**  
**POSTGRADUATE PROGRAM DIRECTORATE**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

An interview Questions for filled by PTA heads, principals and supervisors. The main purpose of this questionnaire is to collect relevant data for the study entitled » **The Role of School Leadership in the Implementation of School improvement in Some selected woredas of Shabele Zone, Somali Regional State** »Your responses are vital for the success of the study .So you are kindly requested listen to all the questions and give genuine response. Be sure that your responses will be used only academic purpose.

**Part I: General information and Personal Data**

1. Name of the institution (Bureau) -----
2. Woreda-----
3. Sex: .....
3. Age: -----
4. Level of educational or qualification; \_\_\_\_\_
5. Areas of specialization or field of study: \_\_\_\_\_
6. Total work experience or service year: \_\_\_\_\_
7. Service year in current position: \_\_\_\_\_

**Part II: Interview Guide Questions**

Please respond to these interview questions based on your experiences as PTSA and principals and supervisors

1. Have you ever attended any training related to school improvement program implementation?
  - a) If yes, did the training add any value in your organization in relation to SIP implementation?
  - b) If no do you think your organization could be suffering from the consequences of not having such training?
2. As woreda office what is your role in implementing SIP?
3. What are the challenges in the implementation of SIP plan?

4. How has implementing the sip domains affected performance and productivity of your organization?
5. Do you have any resource constraints hindering the SIP implementation?
  - a) How do you address the issue of resource limitation?
6. How often is feedback on sip plan implementation communicated to the employees?
7. What recommendations or suggestions do you have on successful implementation of the SIP plan?