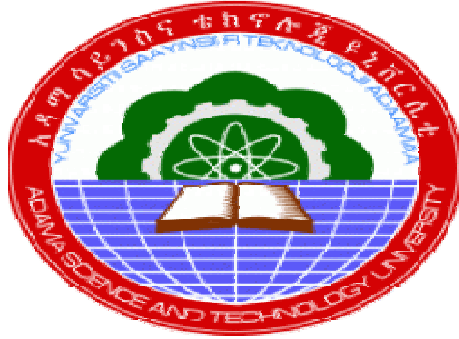




ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**SCHOOL LEADERSHIP EFFECTIVENESS IN
IMPLEMENTING SCHOOL IMPROVEMENT PROGRAM
IN GOVERNMENT PRIMARY SCHOOL OF EAST SHOA
ZONE OF OROMIA REGIONAL STATE BORA WOREDA.**

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SEPTEMBER, 2016
ASTU, ADAMA, ETHIOPIA

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REGIONAL STATE BORA WOREDA.**

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EDUCATIONAL LEADERSHIP**

**SEPTEMBER, 2016
ASTU, ADAMA, ETHIOPIA**

DECLARATION

I under declare that, this thesis is my original work and has not been presented for a degree in any other university and that all source or materials used for the thesis have been acknowledged.

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List of Abbreviation/ Acronyms

CRC:	Cluster Resource Center
CPD:	Continuous professional development
ESDP:	Education Sector development program
GEQUP:	General educational quality improvement package
ICT:	Information Communication Technology
MOE:	Ministry of Education
PTA:	Parent – Teacher Association
SIP:	School Improvement Program
SIC/SIPC:	School Improvement program Committee
SPSS:	Statistical Package for Social Sciences
TDP:	Teaches – Development Program

Abstract

The objective of this study was to assess school leadership effectiveness in implementing school improvement program in government primary schools of East Shoa Zone in Oromia Regional state in the case of Bora Woreda. In order to achieve these objectives descriptive survey design was used with both quantitative and qualitative methods. The study was conducted in 4 (33.3%) primary schools from a total of 12 government primary schools. Teachers were selected using simple random sampling technique whereas school leaders, supervisors, Woreda education office school improvement program expert were selected using available sampling method and parent teachers association members were considered as source of data using purposive sampling method. Questionnaires, interviews, observation and document reviews were employed to gather data. After the data gathered analysis was made. The data was analyzed by using frequency percentages, mean and standard deviation, after the collection of the data responses were tabulated using the statistical methods such as mean, Standard deviation and t-test. And the instruments of data collection were questionnaires, unstructured interview, observation by using observation check list. The data was gathered through open-ended questions, interviews. It was found that effectiveness of school leaders' performance in most school improvement domain was found at the low level. Based on the finding the researcher concluded that school leaders weren't getting any educational opportunities for being effective in their job, this could be taken as a major challenge for the targeted purposes, lack of facilitation skills, lack of getting acceptance from school stakeholder, absences of school leaders not passed through leadership course were main challenges of primary school leaders not to be effective as expected in implementing the school improvement program. Finally it is recommended that responsible zonal as well as woreda education offices are advised to fill the knowledge and the skill gap and capacity building training should be given on school improvement program for the leaders and the stake holders of the school, school leaders should work on establishing guidance and counseling service in the school, parent teachers association and school improvement program committee members should get leadership role in school activities.

CHAPTER ONE

1. INTRODUCTION

This Chapter deals with background of the study, statement of the problem, objectives of the study, research question, significance of the study, delimitation and limitation of the study will be explained. In addition, it will also describe the operational definition of key terms and the organization of the study.

1.1. Background of the study

Improving quality of education for all (IQEA) is the result of international school improvement program which focuses on the improvement of teaching learning by improving the main agents of schools, Hopkins (2002), the IQEA project is fundamentally based up on central premises that quickly becomes marginalized w/c indicates that merely focusing on improvement. On the other hand the entire system needs to be given emphasis and treated well to bring quality of education and to realize school improvement. Stoll and fink (1996) suggested that school improvement should be the activity of each school. In line with this barns (2004) has confirmed that even the highest ranked schools will always need improvement because the condition under which learning environment of the children always need change and improvement. Thus schools must improve their basic functions such as teaching learning process, empowering all stakeholders along with active participation in the improvement effort as well as creating conducive learning conditions and improving leadership.

On global scale of the current educational climate school improvement program becomes attention and the dominant approach to educational change for enhancing quality of the student achievement and attainment as well as strengthening school internal capacity for chane (Hopkins, 2001), SIP is the outstanding strategies to ensure quality education in school by bringing change in school.

As an example if we take England since 1979 in Britain and much of the English speaking world (Hargreaves, 2001), In united kingdom, the questions of how to improve student achievement has resulted in the adoption of an ambitions reform program aimed

at raising standard in schools (Harris, 2005) the introductions of national literacy strategies, and information communication Technology in the curriculum were the major initiative designed to improve teaching and learning in the United Kingdom. According to Hopkins (2005) school improvement in England is explanations of the fate of change effort concerns the evaluation of the managerial innovations of schools self-evaluation, and its successors, school development planning both of which have been championed by external agent for the good of school in England developing planning has firmly established itself as a key strategy for school improvement since 1989 in England as a means of helping school manage the extensive national and centrally driven change agenda and to enable the school to organize what it is already doing as what it needs to in a more purposefully and coherent way (Hopkins 2002) Hopkins also asserts that the school improvement approach in England is development planning that was rooted classroom. The focus was on students learning and their progress and achievement.

The term school improvement first came into prominence in the United States of America in the 1960s with reference to federal state programs for school improvement in specific areas such as bilingual education (Marsha, 1988) the introduction of school improvement in the USA is connected to different issues related to curriculum issues and community movements Lieberman (2005:3) states curriculum reform effort, ethnic right movement pressure, commitment toward war on poverty and money provided for a wide variety of educational program to support equity and improvement of school eventually cause evaluation of how programs for change actually made their way in to school practice that lead to give ground for the beginning of the school improvement.

SIP in Australia has a large extent been due to state education system initiatives. The emergence to vary different decentralized system in Victoria in the 1980s warrants special implementation of different program. (Marsha, 1988s.

The authority also indicated that though school improvement has a long history in Australia, the recent initiatives is the school excellence initiatives which is being on the implementation since 2004. the primary outcomes of striving for school excellence in Australia is to create quality in the four domain of schooling. The domain of schooling are: learning teaching, leadership and management, community involvement, as it is

stated in chapter one, the SIP of Ethiopia is similar to that of Australia because the Ethiopian School improvement program was adopted from that of Australia. (MoE, 2007) In Ethiopia, many educational strategies and programs were designed and implemented in primary and secondary schools to improve the quality of education. One of them is the current program SIP which expected to improve students teaching and learning. The document also points out that the need for SIP is to make schools accountable for parents , community and government to develop the responsibility and accountability educational personal working at different level of the education system.

School improvement program was launched in 2006. the overall objectives of education delivered in the school are to shape the generation and produce ethical citizens. To meet this objectives, MoE has issued the General Education Quality Improvement Package (GEQIP) for general educational program which was formulated in 2006 and has been implemented as a package since 2007. The implementation of the program requires the effectiveness and commitment of all stakeholders.

In realization of school improvement program school leaders have an indispensable role and responsibilities in the implementation of the program. 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. Realizing the improvement in the overall practices of schools and organized support in various forms and thus the concerted bodies should empower them implement the program in a successfully way. In this regard, it is believed that school are the formal agencies for education where the future citizen are shaped through the process of teaching and learning that promote all students develop their potentials to great level (Aggrawal, 1985: Dodd and Kontal, 2002), This requires the effectiveness and commitment of the stakeholders, particularly teachers and the school leadership and management. However harries in Hopkins (2002:19)has noted the difficulty to change school management arrangement and working culture as challenge to implement school improvement program in developing countries thus for success of school improvement it need to identify the barriers so as to take corrective measures on time.

Therefore to see the current status of school leaders and their effectiveness in the implementation of school improvement program in oromia regional state in the case of Bora woreda is the main cancer of the study.

As the researcher observed in the case of Bora Woreda the school leader even do not have full awareness about school improvement program implementation in accordance with its objectives. Therefore the researchers believe that this SIP program should get great focus for its effectiveness of implementation in the study areas.

1.2.Statement of the Problem

The basic idea behind school improvement is that its dual emphasis on enhancing the school capacity for change as well as implementing specific reforms, both of which have their ultimate goal of increasing in student achievement, Hence school improvement is about strengthening school organizational capacity and implementing educational reform. Another major notion of school improvement is that school improvement cannot be simply equated with educational change in general. Because many changes whether external or internal, do not improve student outcome as they simply imposed they should rather focus on the importance of culture and organization of the school (Hopkins, 1994). According to MoE (2005) report school improvement as a process, it is continuous activity of fulfilling different inputs, upgrading school performance and bringing better learning outcomes at school level (MOE, 2005) This improvement is not a routine practice which can be performed day to day activities of school. Educational institutions have different settings and capacity in providing their services to the needy. As a resent program to be implemented studying school leadership effectiveness of implementing school improvement program (SIP) is very cruial “Every School’s problem is highly different. No single solution will serve as a solution to remedy all ills that are fall School. As MoE(2011) stated the implementation of School improvement program demand active participation of all stake holders namely School leaders, local community, cluster supervisor, teachers educational leaders and different expertise level.

Different researches on implementation of SIP were carried out on different place by different researcher, but as the researcher tried to assess and evaluate those studied research they didn’t focus on the school leaders opportunities for being effective in the

implementation of the program in primary school rather they focused on factors only. The researcher believe that primary school leaders must get different educational chane related with school management and leadership.

The problem related with SIP implementation in the area where the researcher ate working as well as in the place where this study carried out is very serious, School leaders lacks leadership skills and there is also awareness gap. More- over as the researcher go information from the woreda education office indicates that school improvement program are not implemented in most primary school as expected and this led to woreda to get under expected achievement of the student who took primary school grade eight regional examination for the consecutive three years, Based on the above background factors that can affect the school leadership effectiveness of implementing of SIP are area of concern for this study because different stakeholders school and woreda reports documents and observation explained that implementation level of School improvement program varies from one woreda to other event though differences are essential for innovation and creativity broader differences can be faced in implementing SIP at School level and suggesting valid and valuable recommendation is found to be necessary. More over as the researcher got information form woreda education office indicates the low status of implementation of School improvement program in primary in primary Schools that found in woreda led the woreda to get unsatisfactory achievement on regional examination for the consecutive years.

The above listed reasons initiated the researcher to carry out this study to examine School leadership effectiveness in implementing School improvement program in government primary School of east Shoa Zone of Oromia regional state in the case of Bora Woreda.

Consequently, the researcher has set the following basic questions to be addressed in the study.

1. To what Extent School leaders effectively practice or carried SIP implementation in sample school.
2. What are the major opportunities or challenges promoting or hampering School leaders' performance in the implementation of SIP? In the study area?
3. What are the possible strategies to improve SIP implementation of School leaders in the study areas?

1.3.Objectives of the Study

1.3.1. General Objective

The general objective of the study is to examine school leadership effectiveness in implementing of School improvement program in government primary School of East Shoa Zone of Oromia regional state in the case of Bora Woreda.

1.3.2. The Specific Objectives

The specific objectives of the study are to:

1. Assess to what extent School leaders effectively practice SIP implementation in the study area.
2. Explore the major opportunities and challenges promoting or hampering School leaders effectiveness in implementing SIP.
3. Identify the possible strategies to improve SIP implementation of School leaders.

1.4.Significance of the study

Effectiveness of School leadership especially in implementing of SIP needs to be emphasized by the government, School leaders and educational experts as a whole. As far as SIP program is concerned, the role and contribution of School leaders are indispensable. Thus, the results of the study will have the following contributions.

- ⇒ It may provide information about the status of leadership effectiveness in implementing SIP in primary Schools of Oromia Regional state in east Shoa Zone Bora Woreda Education offices.
- ⇒ The study may also point out to show the direction to parent, students and School leaders.
- ⇒ The study may contribute to the future quality education improvement by initiating School leaders and other responsible parties in the Zone.
- ⇒ It may provide possible solutions for the problem encountered in the implementation of SIP in primary Schools.
- ⇒ It may initiate other researchers to deal more about the existing problems in depth and replicate the study to other.

1.5.Delimitation of the Study

The research was focused on the leadership effectiveness of implementing School improvement program in primary school of Bora Woreda. One of the woreda that is found in East Shoa Zone regional state of Oromia was included in the Study. To make this research manageable the study was geographically delimited to primary School of Bora Woreda East Shoa Zone regional state of Oromia because the researcher has been working as a principal in the woreda for more than four years and knows the place well, for this research School leaders are those who act as a principal and vice principal in the School and Educational leaders are delimited on those who are school leaders, cluster Supervisors, Educational leaders are delimited on those who are School leaders, Cluster Supervisors, Education office SIP expert. Besides due to the location of the school and dispersed settlement, this study was delimited to 4(33.3%) out of 12 government primary Schools that found in the woreda Conceptually the study was delimited to assess School leadership effectiveness in implementing of SIP such as leaders effectiveness on implementing SIP Domain and challenge and opportunity of Schools leaders in School leadership were examined.

1.6.Limitation of the Study

Among the limitation the researcher faced were time constraint with the work load of the researcher duty, reluctant of some supervisors, PTA and SIC members to give interview and to some extent unwillingness of respondents of the filling the questionnaires were some of the problems the researcher was encountered while conducting this study, However the researcher tried to tolerate and convince the respondents and scheduled appropriate time to have interview with different schools stake holder based on their will and interest and completed the study.

1.7. Definition of Terms

Challenges:- Problems that affect the School leaders effectiveness

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

Leadership:- A process whereby an individual influences hi/her subordinates to achieve common goals.

Practices:- To do something repeatedly in order to improve once performance.

Principals:- The managerial staff and professional leaders in charge of School.

Primary School:- School that provide primary education for eight years which include primary first cycle (1-4) and primary second cycle (5-8)

School improvement program committee:- is a committee set up from model teacher, student parents and local communities to lead the implementation of SIP

School improvement program:- is program which was launched by MOE and being implemented in school that have four different school domains.

1.9. Organization of the Study

The research thesis was organized in to five Chapters:-

The first chapter deals about background of the study, study area, statement of the problem with its basic questions, objectives of the study, significance of the study, limitation and delimitation of the study and operational definitions of terms. The second chapter would present review of related literature. The third chapter would present research design and methodology including the sources of data, the study population, sample size and sampling techniques, instrument of data collection, validity and reliability of the study, method of data analysis and ethical consideration. Chapter four deals about data presentation, analysis and interpretation. The last and the fifth chapter present the summary, conclusion and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The Concept of Leadership

Leadership is the process that influences the behavior and daily activities of others' effort towards the achievement of goals in a given situation. As to Hemphill (1949) leadership is the initiation of a new structure of procedure for accomplishing the organizations' goals and objectives. According to Halpin (1956), a successful leader contributes to group objectives and their relationship. Davis (1998) also states that leadership is the ability to persuade others to seek defined objectives enthusiastically; the human factor binds a group together and motivates it towards its goals. McGregor (1978) defined leadership as leaders and followers to act for certain goals that represent the values and motives; the wants and needs, the aspiration and expectation of both leaders and followers. According to Hersey, Blanchhard and Jonson (cited in Wossenu, 2006), leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation.

From the above definitions, we can understand that leadership is thus inseparable from the followers' needs and goals as it occurs in a group. Like other human activities, leadership is difficult to pin down (Wossenu, 2006). In this regard, leadership is a concept that does not have yet universally accepted definition; rather it is agreeable in working definition by scholars who work in the field. Similarly, Yuki (2006) said that the term leadership is taken from the common vocabulary and incorporated in the technical vocabulary of a scientific discipline without being precisely refined which resulted confusion in its meaning. Leithwood and Riehl (cited in Wossenu; 2006) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence. Wossenu (2006) on his part stated that leaders mobilize and work with others in order to achieve the common goals. To this end, leadership is an influential process in supporting others to work enthusiastically at the aim of shared goals or objective. In the study of leadership it is important to have a concern of similarities and differences between leadership and management.

Leadership is frequently seen as an aspect of management, with real leaders often characterized as charismatic individuals with visionary and the ability to motivate and enthuse others- even if they lack the managerial or administrative skills to plan, organize effectively or control resources. On this basis, it is often argued that managers simply need to be good at everything that leaders are not (Wossenu, 2006:3). Leadership is believed that where you need to go with a clear vision and sharing that vision to create a common purpose with staff and stakeholders, and it is also the ability to trust the followers towards a definite goal. Management is a complex task that involves the process of planning organizing goals. Organizational performances depend to a large extent on how resources are allocated and management's ability to adapt changing conditions. Murugan (2005) attempted to pin down the significant difference between those two terms, as follows:

Management cannot operate without formal organizational structure, where a manager directs people through the legitimate authority and her or he has to perform all the five functions; planning, organizing, staffing, directing and controlling. But leadership can exist in both organized and non organized groups. Leaders may or not have formal authority but direct people by influencing their behaviors (p, 327). To Murugan, managers do their work to achieve their goals through regulator and controlling methods, while leaders have empathy with other people and create excitement in works in order to influence people and make all opportunities of changes. Both managers and leaders have power to influence other people. However, most management positions provide opportunities to engage in leadership.

Although different stakeholders are existing in a school, a principal is a prominent figure who has the power to influence others, principals are supposed to have the capacity and skills of managing the staff members and available resources to academic achievements. And they should also use interchangeably their leadership power and managerial skill to cover their irreplaceable roles and importance in educational leadership in addition, school leaders should be familiar with their functions to perform for school improvement and they are also expected to follow different leadership styles for their effectiveness.

2.2. Leadership Theories

The essence of educational leadership has been the ability to understand the theories and concepts and then apply them in real life scenarios (Morrison, Rha & Hellman, 2003). Siegrist (1999) hypothesized that people's understanding of leadership has changed rather dramatically as individuals recognize that what leaders do is determined in large part by the nature of those being led and culture of the organization in which they work. Various theories of leadership have emerged, with each theory producing volumes of literature legion of both proponents and opponents. Since that time, a large portion of contemporary leadership has focused on the effects of transformational and transactional leadership (Antonakis, Avolio & Sivasubramaniam, 2003).

2.2.1. Transformational Leadership

The version of transformational leadership theory that has generated more research was formulated by Bass (1985) and his colleagues (Ukl, 1999). Burns (1978) alleged that transformational leadership was based upon mutually agreed goals and objectives of leaders and followers. Transformational leaders motivate subordinates to perform beyond desired expectations by inspiring, stimulating, and developing a higher collective purpose, mission and vision (Bass, 1985). Northouse (2004) postulated that transformational leaders are seen as change agents who are good role models and who can create and articulate a clear vision for an organization. To argue that transformational leaders embrace a vibrant, didactic learning environment one that promotes personal responsibility and innovative thought processes. Furthermore leaders who are transformational in effective schools do whatever is necessary to facilitate this process. Bass and Avolio ((2004) delineated the following key aspects that comprise transformational leadership. Idealized Influence (Attributed)- instilling pride in others for being associated with their leaders; going beyond self interest for the good of the group; acting in ways that build others respect and displaying a sense of power and confidence. Idealized Influence (Behavior) taking about important values and beliefs; specializing the importance of having a strong sense of purpose; considering the moral and ethical consequences of decisions and emphasizing the importance of having a collective sense of vision.

Implicational Motivation – taking optimistically about the future, providing meaning and challenges and taking enthusiastically about what needs to be accomplished. Articulating a compelling vision of the future and expressing confidence that goals can be achieved.

Intellectual stimulation – stimulating subordinates to be innovative and creative by re-examining critical assumptions and seeking varied perspectives when solving problems.

Individualized consideration – Treating subordinates equally, but paying attention to individual differences needs and abilities, serving as coaches and practicing two way communication.

Collaboration is inspiring a sense of community and shared commitment which diminishes isolation and uncertainty about effectiveness. Bass and Avolio (1994) Suggested that collaborative process is likely to benefit organizational effectiveness if transformational leadership is involved in the process.

2.2.2. Transactional Leadership

Transactional leaders focus on the interpersonal exchanges that occur between themselves and their subordinates. Bass (1998) argued that transactional leaders are motivated by what is easily identifiable and measurable. According to Bass (1985), transactional leaders are more reactive than proactive; less creative, novel, and innovative; more reforming and conservative; and more inhibited in their research for solutions. Yuki (1999) postulated that transactional leadership includes a diverse collection of mostly ineffective leader behaviors that lack any clear common denominator. Lowe and Galen (1996) reported that transactional leaders operate within an existing system, avoid risk, prefer effective answers and are less likely to support the status quo. Bass and Avolio (2004) delineated the following key aspects that include transactional leadership.

Contingent Reward- providing others with assistance in exchange for their efforts; discussing in specific performance targets; and making clear what subordinates can expect to receive for their efforts and expressing satisfaction when subordinates meet expectations.

Management by Exception (Active) – focusing attention on irregularities, mistakes, exceptions and deviations from standards; closely monitoring failures and punishing subordinates for their failures; and anticipating problems and making changes before those problems become too bothersome.

Management by Exception (passive) - failing to intervene until problems becomes serious; avoiding specifying agreements, clarifying expectations and providing goals

Laissez- faire- showing a total absence of leadership; avoiding getting involved when important issues arise; being absent when needed; avoiding making decisions; and delaying response to urgent questions subordinates are given. Burns (1978) espoused that transactional leaders motivate followers by appealing to their self-interests and needs. In order for this exchange to occur, goals and objectives, as well as contingency rewards and inducements; must be offered.

2.3. 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 maintain high moral among the members of the group being led by him. Manz and Sims (2002) argued that the leader is one who has power, authority, or charisma enough to command others.

As Moshal (1998) stated the common function of leaders may be enumerated as follows; a) Motivating members, b) Moral boasting c) Support function d) Satisfying needs of members e) Accomplishing common goals f) Representing members, g) Creating confidence, h) Implementing change and resolving conflicts. Gross and Herrio (1965) suggested that influence based on personal power associated with greater effectiveness. Furthermore, the authors identified the following six important leadership functions

1. Develop goals, policies, and direction
2. Organize the school and design programs to accomplish the goals.
3. Monitor progress, solve problems, and maintain order.
4. Procure, manage and allocate resources.
5. Create a climate for the personal and professional growth and development.

6. Represent the school to the district office and the outside world the above mentioned functions that facilitate effective school leadership has been used as benchmark for evaluation effectiveness.

2.4. Leadership Skills

Leaders would be successful only when they are equipped with certain managerial skills in getting things done through people. Katz (cited in Ayalew, 1991) identified three kinds of skills as technical, human and conceptual. Actually an effective leader appears to rest on three personal and basic skills;

- A) Technical skills, which refer to the proficiency and understanding of a specific kind of activity involving process, procedure or technique. This skill is primarily concerned with working with things.
- B) Human skills which are the manager's ability to work with others and build a cooperative effort with the group he/she manages. This skill is primarily concerned with working with people.
- C) Conceptual skills, which imply the ability to visualize the organization as a whole. 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 level Koontz and Weihrich (1998) added a fourth one-design skill to Katzs' three skills. This skill involves the ability to solve problems of the organization.

2.5. Leadership Styles

The development of institutions depends on the relationship between leaders and followers. There are deferent 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 Lewin (1939) attempted to find out whether different group behaviors result from 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 experiment, the most effective style was democratic. However, excessive autocratic style led to 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. Rensis (1967) identified four main styles of leadership, particularly around decision making and to what extent people are involved in the decision. The styles are; Exploitive authoritarian, Benevolent authoritarian, Consultative and participative. There are different approaches or 'styles' to leadership that are based on various assumption and theories. Goleman, Boyatzis and McKee (cited in EMI: Manual, 2006) described various styles of leadership that have different effects on the emotions of the target followers. The styles include visionary leader, coaching leader, the pace-setting leader and the commanding leader. All these styles have their own character and relevance to different situations. The discussion above shows effective leadership depends on the leader's styles. At the school level, leaders should be experienced and trained in leadership to couple up with the necessary skills to utilize the appropriate styles.

2.6. 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 (1995) 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 principals' leadership behavior has a subtle influence of the progress of the school. Effective leadership is at the core of every successful organization. It is relatively recognized by:

a) 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 (1991) describes vision as being the force of the dream towards which effective administrators strive in the development and shaping of their schools. Conley, Dunlop and Goldman (1992) explained vision by using the metaphor of an internal compass that assists an organization in understanding how its action relates to its organizational goals. A vision has been described as a statement which captures an ideal state of affairs (Smith and Stolp, 1995). More recently as a realistic, credible, attractive future for the organization that is so compelling that people would be motivated to work towards the better future (DuFour, 2000). 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.

b) Setting High Expectations

Effective school leaders use analysis best practice in education that to be responsive and proactive in changing schools to prepare students of 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.

c) 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 are engaged in a common goal and moving in the same direction. Wossenu (2006) has asserted that as the evidence supplies quality school leaders understand teaching and are respected 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. Effective school leaders work to share leadership responsibilities throughout all levels of the educational organization.

d) 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 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.

2.7. Leadership Effectiveness

The clear purpose of leadership is common to all organizations. This purpose is organizing and influencing every stakeholder of the organization towards the achievement of goals. However, it does not mean that there are no differences in the system of managing different organizations differ from one another in the functions or tasks they carry out that require special skill from employees and abilities and skill required by the leader. On the other hand, leadership effectiveness is believed to be crucial for the overall success of any organizations. Oakland (1993) assents that effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning organizing and allowing participation of all members at the appropriate level.

2.7.1. The Concept of Effectiveness

Effectiveness is defined in different ways. However, as to Drucker (1972), effectiveness perspective is concerned with whether the things we are doing continue to be appropriate, particularly in the context of rapidly and increasingly demanding external environment.

2.7.2. Elements of Effective leadership

Effective leaders should acquire and maintain valuable and essential ingredients to score high level of effectiveness in the process of leadership Scholars have different views on

the kinds of these elements. Although different scholars proposed various kinds of elements of leadership, the most common elements are treated as follows

a) Empowerment

Different views were delivered by various writers that empowerment is an act which is performed by school leaders to share authority and responsibility with teachers on matters related to classroom instructions. Harris. Et. At (2005) stated that empowerment is giving teachers and even students a share in important organizational decisions giving them opportunities to shape organizational goals. Ubben and Hughes (1997) also added that too much control over teachers or centralization of authority over the classrooms might produce some uniformity but negatively affecting teachers' motivation and reducing the quality of instruction. Every school leadership activities ultimately direct towards improving the quality of instruction taking place between teacher and students. The appropriate empowerment of teachers must lie in the amount of authority granted and the organizational leadership should create conducive working environment to maintain the proper communication flow necessary to keep up the desired tasks.

b) School leaders as Change agents

Successful school improvement projects focus specifically upon the teaching and learning processes and the conditions at school and classroom level that support and sustain school improvement. Some literatures give a great deal of attention on the issue that school improvement has to be one of the primary tasks of school leaders. The aim of school improvement initiatives highly suggests that leaders are key persons to introduce changes in schools. Hence, it can be viewed that school leaders should be indicators and agents of change. Accordingly, school leaders are able to introduce new culture and climate so as to be agents of change processes in schools. Gamage (2006) pointed that if the educational administrator functions as a change agent is taking the staff with him/ her such a program will give the leader and the teachers more, not less control of the school program. Therefore, school improvement is a systematic and sustained effort aimed at change in effect of students' broad out comes.

c) Creating an orderly conducive Environment

School leaders can play a key role in efforts of creation of sustainable and conducive school environment that ultimately promotes effective teacher professional development

and student learning. Schlechy (1990) made remark that the leader of the school has a particular responsibility to lead the staff in developing school policies to control student behavior. There are different reasons as to why it is valuable to establish an orderly conducive environment in the school. It is very difficult for principals or school leaders to plan and implement any school activity within a state of turmoil conditions. In this regard, school leaders are in charge of preparing and changing into action the school improvement plan, therefore, need to sense themselves that they are working in a condition of relatively stable job environment. Ubben and Hughes (1997) enumerate about two of the most vital premises; i) learning occurs best in an orderly environment and ii) the environment enhanced when the staff behaves in an orderly and internally controlled way, Cooperativeness among every school community, proper student behavior control system and encouragement from leadership for high achievements of teachers and students are indicators among others of conducive environments of schools.

d) Being visionary leader

An effective leader is highly expected to have ability to create and communicate his/her organization depends on having a clear vision which is accepted by the staff and other stakeholders. Definitions given to the term vision are similar in the way that writers explained. However, Cheng (2005) defined vision as an image of a future that the school staff wants to achieve or care about. This tells us that an agreeable vision is a stimulant to work hard towards the desired common goals. Riches and Morgan (1989) state that the acceleration of change makes vision all the more important. Sergiovanni (1991) also advises that anyone who is aspiring to be a good principal need to have some sense of what she or he values; something to be committed. In relation to this, school leaders are responsible to create vision to which reflect their own school situations.

e) Human Resource Development

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

be a continuous process. It is not an overnight task According to Schlechy (1990) attention needs to be directed to four factors; the nature of the adult Leader, different kinds of learning required of effective staff members; the varying amount of time required to effect different kinds of behavioral change and the application of appropriate training or development process of given factors. The most important of human resource development process of given factors. The most important of human resource development is its staff and when staffs are congruent with organizational needs, well trained, adaptive and motivated, great things can happen.

2.8. Leadership and School Improvement Initiatives

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

2.8.1. A paradigm Shift in School Leadership

Since the introduction of modern education, school management has been exercised in different ways in various parts of the world. Many a scholars have mentioned that the earliest of these ways of leading schools were referred to traditional management theory. Boyd (2002) defined leaders in traditional leadership as those who follow hierarchical structures, Serrgiovanni (2001) also characterizes the traditional management theory as the management and leadership that needs to bring about a fair days work for a fair day's pay but not for transcending this minimum contract to achieve impaired and extraordinary commitment and performance in schools are different. It is associated with bureaucratic rule and personal authority. Hence a leader relies on controls, procedures,

and regulations that do not inspire workers of followers. As school environments change, traditional management began to receive critics from scholars. So some sort of change in the context of leadership became eminent. Jamson (2006) also rejects the relevance of traditional management by saying that the twenty- first century is about organizations that enable that through systems and processes and move us away from a hierarchical, parochial, and old- fashioned form of leadership. As a result, many countries began to shift in anew paradigm. The major implication of this paradigm shift was that the new leadership would have multi-laves of leaders, such as the individual, group and school levels. Furthermore, multiple categories of leaders including not only principals and administrators but also teachers and even students and other constituencies. This expansion of leaders can reflect the current needs for ‘distributed leadership’ or participative leadership in the complicated and demanding educational environment.

2.8.2. School Improvement Initiatives

Improving the quality of education is the hot issue in various parts of the world. In response to this, different countries have launched various initiatives for quality of education. Among these countries Ireland and Australia are the best examples. Ireland, raising schools standards Initiative (SSI) which focused on improving the identified weak schools. And Australia launched school Excellence initiative (SEI) which aims at improving the quality of education by making schools to attain high standards in students learning. Regarding to quality education, federal Democratic Republic of Ethiopia (FDRE) has focused on providing quality education and the Education & Training policy (ETP) of the 1994) pared a way for further quality of education. Based on objectives of ETP, the Ministry of Education (MoE) raised initiatives to improve quality of Education. This initiative called: General Education quality improvement package (GEQIP) of 2007 which consists six programs. These are (1) School improvement program (SIP), (2) Teachers Development Program (TDP) (3) Leadership and Management Program (lamp), (4) Curriculum Improvement and Implementation Program (CHP), (5) Civic and Ethical Education Program (CEEP) AND, (6) Information and Communication Technology (ICT) program.

2.8.3. Concept of School Improvement

Schools must improve their basic functions of teaching and learning processes aiming at helping and empowering all students to raise their broad outcomes through school improvement program (SIP), Van Velzen et. al (cited in Ribbins and Burrige, 1994) presented the school improvement program (SIP) definition which they quoted directly from the ISIP (International School Improvement Project) document as follows. A systematic & sustained effort aimed at change in learning conditions in one or more schools, with ultimate aim of accomplishing educational goals more effectively. The definition highlight that school improvement is a change process which involves a rigorous planning that focuses on teaching & learning as well as creating supportive internal conditions which is the function of school leadership.

2.8.4. School Effectiveness

Mortimore (1988) has defined an effective school as one in which pupil's progress is further than might be expected from consideration of its intake. This means, an effective school adds extra value to its students' outcome in comparison with other schools serving similar intake. Edmond (1979) identified five factors which contribute to school effectiveness. These are a) strong leadership of the principal b) Emphasis on mastery of the basic skills c) A clean, orderly and secured school environment d) High teachers' expectation of pupil performance and e) Frequent monitoring of students to assess their progress, according to stall and Fink (1996) school effectiveness studies use factors correlating to student's achievements, overall development including social aspects. From this statement, we can understand that the knowledge of school effectiveness is very important for school improvement. There fore. Schools need to link school effectiveness with school improvement to provide quality education.

2.9. The Role of School Leaders

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

2.9.1. Principals as Instructional Leaders

School principals are key elements in promoting effective leadership to enhance rapid change in their schools. A principal is the pivotal point within the school that affects quality of individual teachers' instruction, the height of student's achievement and the degree of efficiency in school functioning Findley and Findley (1992) state that if a school is to be an effective one, it is because of the instructional leadership of the principal. The instructional leadership model also attempts to draw principals' attention back to teaching and learning, and away from the administrative and managerial tasks that continue to consume most principals time. Instructional leadership includes; defining the school's mission; managing the instructional programs; and promoting positive school learning in defining these statements, Leithwood (2004) stated that:

Practice related to defining the school mission includes overseeing the development of specific goals and ensuring their communication clearly to all members of the school community. The practices centered to managing the instructional program are supervising and evaluating instruction, coordinating the curriculum and monitoring students' progress. At the heart of this model, however, is the final category of practice, promoting a positive school learning climate which includes protecting instructional time, promoting instructional development, maintaining high visibility, providing incentives for teachers and incentives for learning (Leithwood, 2004). Furthermore, Harry (1987) forwarded two skills for principals to be effective instructional leaders: the technical and interpersonal skills. Technical skills include goal setting, assessment, planning, instructional observation, research and evaluation, whereas interpersonal skills are those of communication. Motivation, decision making problem-solving and conflict management.

In this regard, effective principals are expected to be effective instructional leaders and must be knowledgeable. Therefore, instructional improvement is an important goal worth seeking, when implemented that allows both students and teachers to control their own destiny in making a more meaningful learning environment. The school leaders are considered as a link within the school to all stakeholders. So there should be a dynamic interaction among the stakeholders. Canbera (2004) describes that the main purpose of the school is student learning and achievement. This requires making all school activities

contribute for rising student's broad outcomes. The broad outcomes of learning encompass: academic, social, emotional, cultural and environmental. The school capacity determines the provision of quality learning for all students. Therefore, school need to apply best practices in terms of four domains and twelve elements to provide quality education for all students, listed as follows.

Table 1. Domains & elements of school improvement program

No	Domain	Elements
1	Teaching and learning.	I. Teaching practice II. Learning and assessment III. Curriculum
2	Leadership and Management	i. strategic vision ii. Leadership behavior iii. School management
3	School safety and Health	i. Student focus ii. Student empowerment iii. Student support
4	Community participation	i. Working together with parents ii. Involving the communities iii. Promoting education

The above four domains with their three elements each, constantly affect the teaching-learning processes in education system. Therefore, schools need to conduct self evolution by involving teachers, students and parents to know the status to practices in terms of the four domains. This really requires the joint efforts of the school stakeholders.

2.9.2 Effectiveness of Leaders

To meet the desire goals, any leader should perform in accordance with the concept of high performance and maintenance of appropriate level of human resource development, which are the two vital elements for effective leadership? Steers (1991) also argues that effective leadership demands commitment to come up with two complementary performance out comes. Effective leaders establish and maintain the conditions needed to ensure high productivity for themselves. Hence, leaders who deal with effectiveness especially in terms of quality are expected to be competent. Leadership competencies

require effective leadership behavior. This is further illustrated by Murgatroyd and Morgan (1994) as follows. Effective leadership requires skills needed from managers as follows active, coach, guide, mentor, educate, assist, and support colleagues so that they focus on a shared vision, empower those nearest to the process to manage that process themselves, concentrate on the whole picture; search for small things that can make a critical difference, and believe that challenge and fun go together.(p.58).

2.9.3. Planning

Schools as any institutions require an organizational plan to realize effectiveness in these organizations. Educators in the field have given

2.9.4. Building Trust

Trustful relation among school communities is very important for success. Robbins (2003) defined trust as a positive expectation that another will not through words, actions, or decisions act opportunistically, biased and Blaisé (1994) also defined trust as the knowledge that one person will not take unfair advantage of another person: deliberately or consciously: further any harm committed accidentally or unconsciously is always expected to be repaired. It is regarded as a state of mind that the other person close to him/her will not act at the expense of him/her. In such a way, the intimacy and closeness of individuals or groups will increase. Trustful relationships are vital in the process of exercising leadership. Sergiovanni (1995) also gives emphasis on the importance of trust particularly to schools when he mentions that learning is fostered in groups where there is trust and mutual respect among all members of the learning community, to this end, a leader can apply different mechanisms to build trust in the school. To this context, Harris et.al (2005) mentioned that trust can be built by leaders by relinquishing the idea of structure as control and viewing structure as a device for empowering others. Robbins (2003) clarifies that to be successful, managers who have learned to build trust engage in certain common practices such as openness, being fair, show consistency, fulfill promises, maintain confidences and demonstrate competence. In this regard, school leaders should be honest, reliable and competent to establish trustfulness within their staff

and school community number of definitions for the conduct of planning in schools. Ubben and Hughes (1997) define planning in schools as a process that involves the translation of concepts, ideas, beliefs into operational process and measurable outcomes. Coombs (1970) also illustrated educational planning as the application of a rational and systematic analysis to the process of educational development with the aim of making more effective and efficient in responding to the needs and goals of its students and society. It is therefore, just a process by which an analysis of present condition is made in order to determine and devise ways of reaching a desired future for schools. School plan must be democratically oriented and should involve everyone concerned: teachers, students, parents, and community, it is essential to create additional resources both in terms of human and material inputs. So, effective plans are those that require participation of all stakeholders. The role of the school leaders is very crucial at a time of planning. A principal as a school leader is expected to play a vital role from preparation via to implementation and evaluation. Supporting this idea. Talesra et.al (2002) state that the success of institutional planning depends of the dynamism and interest of the head. Effective school leaders should look at the system as whole, asses the strengths and weaknesses and carefully create a feeling of readiness for change. Principals or school leaders may face problems in their attempt to prepare actionable school plan. Among these problems, teachers conditioned to believe that their job description does not go beyond teaching and conducting a few extra-curricular activities. Here, Baily (1991) argues that many teachers are not aware of that school planning and problem solving tasks are part of their roles. The reality shows that principals seek the support all school stakeholders within the school or outside.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals about the approaches of the research design, sampling and sampling techniques collection instruments, validity and reliability test and ethical consideration.

3.1. Research design

In this study descriptive design was employed, descriptive survey is a kind of research that involve making carefully description of educational phenomena concerned primary with determining “what is” (Gall and Barg 2003), In addition to this, Leedy and Ormrod (2005) also state that descriptive survey involves acquiring information about one or more groups of people and about their characteristics, opinions, attitude or previous experience by asking those questions and tabulating their answer. Therefore, the descriptive survey method was employed in this study for its important to gather adequate and relevant data on the leadership effectiveness on implementation of School improvement program in the area were investigated.

3.2. Research Method

The research method which employed in this study was mixed approach including both qualitative and quantitative research method the qualitative dimension referred to data collected from the school leaders, PTA, woreda education sip officer, School improvement committee, through interview and open ended question, where as data collected through questionnaires from school teachers and educational leaders were quantitative, Each approach has its own relative strengths and weaknesses Hamersley in Lioyd- Jones (2003) say that, no single approach is necessarily and ideal one and that selection inevitably involve loss as well as gain. In order to benefit from the relative strength of the two approach and for the purpose of validation also. As (cress well and clark 2007) stated. The design is also preferable when the researcher is interested in concurrently collecting and analyzing both qualitative and quantitative data in order to come up with more credible result. Which is also applicable for this study.

3.3.Sources of Data

Both primary and secondary data sources were employed. In the study, so as to get reliable information concerning school leadership effectiveness in implementing School improvement program. Teachers, School leaders external supervisor, PTA and School improvement committee were among the primary source of data for the research. The secondary sources of data were observation with the check list and different Schools document such as SIP reports plan and School activities reports

3.4.The study area

Bora Woreda is one of the woreda that found in Oromia regional state in East Shoa Zone it is located in the great Rift Valley, The administrative center of Bora Woreda is Alemtena. The total area of woreda is 51, 325 hectares and it has a latitude and longitude of $8^{\circ}18'0''\text{N}$ $38^{\circ}57'0''\text{E}$ / 8.30°N 38.95°E . Bora Woreda is bordered on the east Arsi Zone, in the south Meki on the west Jida Woreda on the North Awash river. The altitude of the woreda is 1611 to 2300 meters above sea level. Mount Bora Miriam which has a height of 2007m is the highest point. The woreda has 23 rural farmer's kebele association which occupied 79.5% of the total population and one woreda administrative town that account 21.4% of the population. Form the total of 23 kebele twelve of them has one primary school each, the others each has junior primary schools. The sample schools that were used for this research were two from the woreda administrative town, the rest two were from the rural kebele.

3.5.Sample and Sampling techniques

According to Gay L.R (2000) to take the acceptance sample size for descriptive research sample of 10% of the population is considered minimum and for a small population 20% may be required. Due to this from the total of 2 primary School that found in the Woreda 4(33.3% of them were included in the study taking in to account the manageability within the given time and resources, Samples of Schools were taken from each woreda cluster. The total number of teacher in the 4 sample Schools were 80 from this total 31(38% were taken as a sample. The total number of teachers in each School varied because of

difference of students number, therefore making proportional allocation of teachers in each School was the task that the researcher managed. From each School about half and close to that sample size were taken. After determining the proportional allocation of teachers to each School, Simple Random sampling techniques was employed that give equal chances of being of being selected for all respondents 4 principal, 3 vice principal were selected by using availability sampling methods. From the total of 26 School improvement committee member 8(30%) of them were taken for the sample using simple random sampling method. From the total of 28 PTA member 8(29%) of them were included to the sample concerning the external supervisor 4(100%) were selected using availability as they were very important source of data for this study and their number were easily manageable sampling method by the researcher for the study. Finally one sample from the woreda education office SIP expert was taken using purposive sampling method. The researcher selected the sample because the researcher believed that they had rich information about the implementation of SIP each primary School that is found in the woreda.

Table 2 Size of population and samples of and teachers, principals, external supervisor and PTA

	Sample Schools	Teachers		Principal		V. principal		Ex. Su.	Education SIP expert			PTA	SIC	
				Educational Leaders										
No		Popl	Sample	Popl	Sample	Popln	Sample	Popl	Sample	Popln	Samp le	Popln	Sample	
1	Bote	28	10(35%)	1	100%	2	1(50%)	1	100%	1	7	2(28.5)	2(28.5)	
2	Dandi	26	8(30%)	1	100%	2	1(50%)	1	100%		7	2(28.5)	2(28.5)	
3	Kenter	14	6(42%)	1	100%	1	1(100%)	1	100%		7	2(28.5)	2(28.5)	
4	Barta	12	6(40%)	1	100%	-	-	1	100%		7	2(28.5)	2(40%)	
Sampling Techniques		Simple random sampling		Availability sampling		Purposive Sampling		Availability Sampling		Purposive		Purposive Sampling		

3.6.Data Gathering tools

The researcher used four data collection instrument. Such as questionnaire, interview observation check list and document review.

3.6.1. Questionnaire

Questionnaires that have five point rating scale were designed and employed to determine School leadership effectiveness in implementation of School improvement program. The questionnaires were close and open ended question that used to gather data from the sample populations. The layout of the prepared questionnaires were two types the first part described the demographic information about the sample population and the second part had listed each School improvement domains that comprises major standers that used to evaluate School leadership effectiveness accordance to the guide line that prepared by ministry of education. The questions were prepared in English language. To make clear this, researcher was also helped a lot to minimize the misunderstand of some questionnaires.

3.6.2. Interview

In addition to the questionnaire, interview was also employed, unstructured interview, were given to school principals, vice principals, woreda education office SIP expert external supervisors, PTA and School improvement committee. The reason for using this kinds of interview was to permit the researcher to explore issues which might be complex to investigate through questionnaires and to allow better flexibility for interviewer and interviewee that in turn would give him/her better opportunity to explore what he/she feels on the issues more.

3.6.3. Document analysis observation

The other information was gathered using observation checklist and document review. The observation checklist was prepared based on the ground of the School facilities and availability of School resources with rating scale. In addition document reviews in School like SIP plan School plan, Rosters, SIP report and other related document were observed and checked to evaluate how much Schools are participated and implemented School improvement program. More specifically, observation checklist and document review were employed to observe the accessibility of class room and learning facilities, School document and attractiveness of School environment for learners.

3.7. Validity and Reliability

The validity of an instrument refers to how well an instrument measure the particular concept it is supposed to measure (Singh, 2006), Checking the validity and reliability of data collecting before providing for the actual study subject is the core to assure the quality of the data (Yalew,1998). To ensure validity of instruments, the instruments were developed under close guidance of my advisor.

In addition to the validity Test, reliability test also employed reliability of the instrument was measured by using a cronbach Alpha test. Reliability of test is performed to check the consistency and accuracy of the measurement scales. If the result of Cronbach's coefficient alpha is 0.7 and above it is considered to be satisfactory, indication questions in each construct are measuring a similar concept.

Table3. Reliability Test

Variables (Domains)	Cronbach's Alpha	No of items
Teaching and learning	0.893	9
Learning environment	0.854	8
School leadership competency	0.911	8
Community participation	0.912	5
Average reliability result	0.89	30

As the table 3 shows in each domain of the School improvement program their cronach's alpha is above 0.7 which can be taken as satisfactory.

3.8. Method of data analysis

Descriptive statistics was employed in this study by using statistical package for social science SPSS version 20. To analyze data obtained through questioners, Descriptive statistics such as percentage, Mean, Standard Deviation, were used. The researcher also used t-test and calculated table on degree of freedom 41 at $\alpha = 0.05$ value to check for significant differences between responses of teacher with response of educational leaders. The reason to select this statistics tool was believed to be the most suitable measure to describe School improvement program implementation and major challenge in the School further more to see the significant difference among the response of the two groups.

Qualitative data analysis method was also employed as a supplementary data analysis technique for triangulation and justification purpose as a result the data collected through

interview and open ended questions were triangulated with the quantitative data to enrich the analysis and interpretation of the study.

3.6. Ethical consideration

The researcher has carefully collected the data by avoiding careless error and negligence. Series steps of research activities were done. During data collection time, the researcher was polite and initiates participants at the interview time for the sake of the study and assured to all participants.

Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical consideration related to their studies. Therefore the researcher had good communication with primary Schools legally and smoothly. The purposes of the study were clear and understandable for all voluntarily agreement without harming and threatening the personal and institutional well being. The identities of the respondents were kept confidential.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires interviews, document review and observation. Both the quantitative as well as quantitative analysis of data were employed in this chapter. The qualitative was supposed to corresponding to the quantitative analysis, among these interview document review and observation are belongs to qualitative data. The study covered of four primary School of Bora Woreda that found in Oromia Regional State in East Shoa Zone and aimed at school leadership effectiveness in implementing School improvement program. The data which was collected from a total of 43 respondents (primary School teacher and educational leaders) using questionnaire. The return rates of the questionnaire were 43 (100%) from both respondents. Moreover 4 School principal, 3 vice principal, 4 external supervisor, 8 PTA, 8 SIC, and 1 Woreda education office SIP expert were interviewed. The Collected data were analyzed in terms of mean and standard deviation using t-test to compare the response of the respondents were used.

Item score for each category were arranged under five rating scales. The range of rating scales was 1 = very low 2 = low 3 = moderate 4= high and 5 = very high. Finally this chapter consisted of two major parts. The first section deals with characteristics of the respondents, and the second section presents the analysis and interpretation of the main data.

4.1. Characteristics of Respondents

All groups of respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in table and interpreted.

Table 4 Demographic Characteristics of Respondents

No	Item		Respondents													
			Teacher		Principal		Vice principal		Supervisor		Edu. Office SIP expert		PTA		SLC	
1	SEX		No	%	No	%	No	%	No	%	No	%	No	%	No	%
		Male	19	61.3	4	100	3	100	4	100	1	100	8	100	6	16
		Female	12	38.7	-	-	-	-	-	-	-	-	-	-	2	25
		Total	31	100	4	100	3	100	4	100	1	100	8	100	8	100
2	Age	20-25	3	9.5	-	-	-	-	-	-	-	-	-	-	-	-
		26-30	20	64.5	-	-	2	50	1	25	-	-	-	-	-	-
		31-35	5	16.1	2	50	-	-	2	50	-	-	-	-	2	25
		36-40	3	9.7	2	50	2	50	1	25	1	100	4	50	4	50
		>40	0	0	-	-	-	-	-	-	-	-	4	50	2	25
		Total	31	100	4	100	4	100	4	100	1	100	8	100	8	100
3	Experience	1-5	4	12.9	4	100	3	100	4	100	1	100	8	100	8	100
		6-10	18	58.1	-	-	-	-	-	-	-	-	-	-	-	-
		11-15	6	58.1	-	-	-	-	-	-	-	-	-	-	-	-
		20& above	3	9.7	-	-	-	-	-	-	-	-	-	-	-	-
		Total	31	100	4	100	3	100	4	4	1	100	8	100	8	100
4	Edu. Level	Diplo	17	54.8	2	50	2	66.6	2	50	-	-	-	-	-	-
		Degree	14	45.2	2	50	1	33.3	2	50	1	100	-	-	1	25
		Total	31	100	4	100	4	100	4	100	1	100	-	-	1	25

As shown in table 4 item in 19961.350 of teacher are male, but 12(38.7%) of teachers are females. This implies that the un proportional number of sex distribution. This might be due to the fact the number of female teachers are teaching at 2nd level primary School is

generally low. When it comes to respondents of the interview 4(100) principal, 3(100%) PTA, SIC 6 (75%) are male, From those listed only 2 (25%) of School improvement committee member are females. This shows that the participation of females were almost insignificant even in the leadership position. In another way this shows that females' teachers do not get a chance of leadership in primary School. Regarding age distribution of the respondents under items 2, indicates that the majority of the respondents 20(64.5%), of teacher, 2 (50%) of vice principal and 1 (25) supervisors are found in the ranges of 26-30. This shows that most primary School leaders and teachers and other educational leader are younger. The other 3(9.5%) of teachers are found in range of 20-25, and 3(9.5%) of teachers, 2 (50%) principal, 2 (50%) supervisor, 2(25%) School improvement committee are found in range of age 31-34 with regard to work experience. From the age distribution one can conclude that the majority of teachers, School leaders as well as educational leaders are in fresh energy and power. The researchers believe this may help them to implement the School improvement program with energetic way. The respondents were asked to answer about their work experience in their current position and the majority of them 18(58%) had a teaching experience of 6-10 years, about 6(19.4%) of teachers had experience of 11-15 and 3(9.7%) of the teacher had experience of twenty and above. The rest 4 (12.9%) of respondents had experience of 1-5 years from when we look the other respondents years of experience including the School leaders 28(100%) them have experience of 1-5 years. From this response the researcher can generalize that. These educational leaders as well as respondents, principal, vice principal education office expert, supervisor, PTA and School improvement committee's turn over are very high this means they don't stay on their position constantly, as the researcher observed in each year or once in a two years school leaders change their position. This by itself has an effect on stability of the school leadership as well as on the implementation of the school improvement program. Regarding to educational level, 17(54.8%) teachers have diploma and 14(45.2%) of the teacher hold bachelor of education degrees. About educational leaders education level from the total of principal 2(50%), from vice principal 2(50%), from cluster supervisor 2(50%) are below the standard or diploma holder, About teachers also, most teachers are under the teaching qualification regarding the stated standard set by MOE. As it states that the academic qualification required for

2nd level primary school teacher as well as school leaders were B.E.D degree or bachelor of art. Even if those diploma holders are attending summer education to upgrade their level. This showed be encouraging for the concerned body since most teachers are well qualified thus perform their duties effectively. From the result showed one can generalize that the absence of well qualified teacher as well as educational leaders including school leaders will have an effect on the teaching learning as well on school leadership and management. The researcher also believe that school leaders as well as teachers should be well qualified t keep the quality of education in line with this the absence of that may affect the implementation of school improvement program.

4.2. Analysis and interpretation of data

4.2.1. Analysis of Teaching - Learning Domain

The sample teachers of primary school of Bora Woreda were asked to respond for the questioners listed above. Each of the items were evaluated using a five point rating scale. The result was summarized in the following

Table 5 Response of teachers toward the teaching learning domain

No	Item (To what extent school Leaders)	Respondents	Mean	S.D	D/f	t-test	P-value
1.1	Encourage teachers to use active teaching learning method in the class-room to maximize student learning	Teachers	2.06	0.772	41	0.743	0.462
		Educational leader	2.25	0.622			
1.2	Create conducive environment for teachers to participate in continuous professional development (CPD)	Teachers	2.29	0.938	41	0.961	0.342
		Educational leader	2.00	0.739			
1.3	Facilitate the staff for collaborative work of within themselves as experience sharing	Teachers	2.23	0.701	41	0.517	0.608
		Educational leader	2.42	0.915			
1.4	Implement a strategy that teacher can acquire appropriate teaching method	Teachers	2.28	0.77	41	0.98	0.625
		Educational leader	2.19	0.55			
1.5	Encourage internal supervision to enhance the teaching-learning process	Teachers	3.32	1.137	41	0.405	0.687
		Educational leader	3.17	1.115			
1.6	Facilitate teachers to evaluate curriculum materials (eg. Text books)	Teachers	2.29	0.938	41	0.961	0.342
		Educational leader	2.00	0.739			
1.7	Give evaluation time for improvement of the teaching improvement of the teaching learning	Teachers	2.77	1.087	41	0.305	0.762
		Educational leader	2.67	0.888			
1.8	Motivate teachers to aware the curriculum and develop and use supplementary materials in the classroom to improve students' learning	Teachers	2.85	1.060	41	0.178	0.83
		Educational leader	3.17	1.467			
1.9	Aware students parent or guardians about their children achievement result.	Teachers	2.29	0.938	41	0.960	0.342
		Educational leader	2.00	0.739			
	Total	Teachers	2.45	0.529	41	0.28	0.978
		Educational leader	2.44	0.440			

Using five scale >150-249 low level of performance 2.50-3.49 moderate level of performance, 3.0-4.49 high level of performance and > 4.50 very high level of performance. In response to item 1.1 table 5 the mean value of teachers and educational leader were 2.06 and 2.25 respectively this shows low level of performance regarding encouraging teachers to use active teaching learning method in the class-room to

maximize student learning. The SD 0.77 and 0.622 respectively are small in number and indicate that the response conducted from respondents were less dispersed. The calculated value i.e 0.743 is less than the table value 2.021 at the degree freedom 41 @ = 0.05 shows there is no significant difference between the two groups of the respondents. As the result indicate one can conclude that teachers as well as School leaders agreed that School leaders performance related with encouraging teachers to the active teaching learning method in the class – room to minimize students learning are found at the lower level to support this. On the open ended question some teachers mentioned.

“School leader should get training that focus on capacity Building as well as on current teaching- learning method that helps the teachers as well as the students unless they get this they couldn’t manage or aware for others on this active teaching learning”

With regard to item 1.3 of the same table, Teachers with $X = 2.29$ $SD = 0.094$ and Educational leader $X = 2.00$ $SD = 0.739$ revealed that school leaders made little significant effort to create conducive environment for teachers to participate in continuous professional development (CPD) that found at low scale. When we look the calculated value 0.961 is less than the table value 2.021 at the degree freedom 41 at alpha 0.05 shows there is no significance difference. Both educational leader as well as Teachers agreed that regarding the stated aspects the practices of School leaders are found under the expected. Regarding this issue the researcher observed personally when teachers were retreating during participation of CPD activities. But this do not mean that all teacher were not participating on the program on this issue two primary School leaders responded that.

“... Even if continuous professional development has valuable contribution on building the teaching profession, most teachers are still unwilling to follow and practice the program”

Supporting this idea on the open ended question, School teachers responded that

“Our School leaders try to implement the CPD during the serious order comes from the woreda Education Office other time they become silent only want the report paper rather than the real practice, this made most of the teachers not to participate well

rather only summing the false report, so they have to work on the implementation rather than simply for paper”

From the response above one can infer that School leaders as well as the teachers are not implementing the CPD in accordance with its objectives rather it is implemented only for office work. The other support for this conclusion is the document analysis the researcher made as it is observed even those absent teachers were signed on the portfolio as they already participate on the activity therefore the researcher suggest as this should be changed.

As indicate on the Item 1.3 teachers with $X = 2.23$ $SD = 0.701$ and educational leader $X = 2.42$ $SD = 0.915$ responded that School leaders facilitate the staff for collaborative work for the experience sharing with in themselves at low level. The calculated value 0.517 is less than the table value 2.021 at the degree freedom 41 alpha 0.05 shows there is no significant difference between the responses of the respondents. The mean value of the teacher and educational leaders' shows as the school leaders practice on the stated issues is found at the lower level According to the guideline of the school improvement program because the absence of collaborative work will have an effect on the relationship with in the teachers in any school. Supporting this idea during the interview, School leaders responded that.

“ ... Before doing anything in the staff I as a School Leader should practice togetherness feeling in the staff to bring collaborative work between teachers but to practice this in the staff some teachers' behavior would be a challenge”

From the response given above teachers as well School leaders are not performing well to collaborate each other for effectively implementation of School improvement program activities. That mention above. As illustrated in item 1.4 Teachers and educational respondents with $X = 2.28$, $SD = 0.77$ and $X = 2.19$, $SD = 0.55$ respectively revealed that the practice of School leaders regarding Implementation of strategy that teacher can acquire appropriate teaching method were at the moderate level. As can be seen values between and shows almost the same dispersion of respondents answer. When we come to the calculated value i.e 0.98 is less than the table value 2.021 at the degree freedom 41 alpha 0.05 shows there is no significant difference among the two groups.

From the result obtained one can conclude that School leaders practices on the stated aspect found at the lower level and needs to work hard. Supporting this idea. As MoE, 2007 states. Teachers need to have an adequate academic and professional knowledge and also they required to apply appropriate teaching method that help in teaching large and diversified classroom. In response to the item 1.5 the respondents responded to what extent School leaders Encourage internal supervision to enhance the teaching learning process, in response. Teachers and Educational leaders with the ($X = 3.32$, $SD = 1.137$) and ($X = 3.17$, $SD = 1.115$) respectively revealed that the practice are found moderately according to the scale the researcher formulated. About the calculated value i.e, 0.405 is less than the table value 2.021 at the degree freedom 41 alpha 0.05 shows there is no significant difference between the two groups. Regarding this idea, as (Glathorn, 1990) states that, 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 each activity answered like this.

“During the internal supervision the school leaders work with the supervision committee that comprise each department representative (heads) and inform for the supervisors and I crosschecked its implementation”

During the document analysis time the researcher also observed supervision format that already signed by supervisor and other supervision committee member. Also confirmed the result of the evaluation by the evaluated teacher. The researcher also observed good activities personally activities. Besides this the researcher also got response from the open ended question that school leaders are not fully practiced. In response to item 1.6 table 5 the mean value of teachers and educational leader were 2.29 and 2.00 respectively this shows school leader Facilitate teachers to evaluate curriculum materials at low level of performance. The SD 0.938 and 0.739 respectively are small in number and indicate that the data conducted from respondents were less dispersed. The calculated value i.e 0.961 is less than the table value 2.021 at the degree freedom 41 alpha 0.05 shows there is no significant difference. As the researcher got response from the interview of school leaders resistance of teachers to evaluate students' text book can be taken as a challenge of SIP implementation. One can conclude that practice of teachers regarding evaluating

of the curriculum need more focus. With regard to item 1.7 of the same table, Teachers with $X = 2.77$ $SD = 0.1.087$ and Educational leader $X = 2.67$ $SD = 0.088$ revealed that School leaders give evaluation time for improvement of the teaching improvement of the teaching learning at the moderate level. When we look the calculated value 0.305 is less than the table value 2.021 at the degree freedom 41 at alpha 0.05 shows there is no significance difference. Both educational leader as well as Teachers agreed that regarding the stated aspects the practices of school leaders are found at the moderate level. To support the statistical result with the qualitative one the researcher also observed from observation document review that teachers evaluate once in a semester about their teaching learning activities even if it was not as expected besides this supervisors mentioned on the interview that.

“ For teaching learning improvement, evaluation is mandatory we as much as we can we try to enforce School leaders to carried out the activies according to the scheduled but they did not do it to the expectation rather they do it without letting the teachers about evaluation before this sometimes bring conflict...”

From the response one can conclude that the absence of informing the evaluation timefor the teacher on time and not making the evaluation as it required will lead the teacher to get in to conflict. As the responses to item 1.8 of table 7 indicate, respondents were asked to what extent School leaders give evaluation time for improvement of the teaching learning in response with the ($X = 2.85$, $SD = 1.060$) and ($X = 3.17$, $SD = 1.467$) respectively were mentioned about the issue SD of both respondents were less than their mean value this shows responses were fairly uniform and responses were dispersed more.

The significance degree of at freedom @ = 0.05 (df 41) table value 2.021 is greater than 0.178 so shows there is no significance difference between the opinions of the two groups. From this one can concluded that the practice of School leaders in the stated issues are moderately practiced. With regard to item 1.9 of the same table, Teachers with $X = 2.99$ $SD = 0.938$ and Educational leader $X = 2.00$ $SD = 0.739$ revealed that School leaders give awareness to parent or guardians about their achievement result at low level.. when we look the calculated value 0.960 is less than the table value 2.021 at the degree freedom 41 at alpha 0.05 shows there is no significance difference. Both educational leader as well as. Teachers agreed that regarding the stated aspects the practices of

School leaders are found under the expected. Regarding this idea, literature revealed that teachers should understand the curriculum and develop and use supplementary materials for use in the class room and it is important for schools to provide the time and support that teaches need to develop these supplementary materials (MOE, 2007).

4.2.2. Analysis of Safe and Heath Learning Environment Domain

Regarding the second domain of School improvement program which is learning environment teacher were asked to measure the extent to which school leaders practice on safe and healthy environment as it is one of the School improvement program domains. School improvement drama work (MOE, 2007:6) suggested that School should create a learning environment that could effectively meet the diverse need of the learner School classrooms should be neat. Conducive and attractive in order to inspire student's motivation and learning process. Therefore each of the items was assessed using five point tatting – scale was distributed.

Table 6 Teachers' Responses on Healthy Learning

No Domain	Item (To what extent school Leaders)	Respondents	Mean	S.D	D/f	t-test	P-value
2.1	Create Healthy environment in the school	Teachers	2.23	0.92	41	0.775	0.442
		Educational leader	2.50	1.3			
2.2	Take time in insuring security of the School for the student learning	Teachers	2.48	0.769	41	1.185	0.243
		Educational leader	2.17	0.835			
2.3	Work to empower students interest on learning	Teachers	2.48	0.769	41	1.185	0.243
		Educational leader	2.17	0.835			
2.4	Strive to improve students disciplinary problem in the school	Teachers	2.48	0.769	41	1.185	0.43
		Educational leader	2.17	0.35			
2.5	Assist students in giving counseling and guidance service	Teachers	2.29	0.938	41	0.961	0.342
		Educational leader	2.00	0.739			
2.6	Provide adequate teaching materials for the teaching learning process	Teachers	3.16	0.779	41	0.2	0.984
		Educational leader	3.17	0.835			
2.7	Work on collegial/friendly relationship of the staff	Teachers	2.48	0.769	41	1.185	0.243
		Educational leader	2.17	0.835			
2.8	Provide materials of information technology to the teaching learning	Teachers	3.13	1.12	41	1.183	0.243
		Educational leader	2.67	1.23			
	Total	Teachers	2.55	0.66	41	0.792	0.433
		Educational leader	2.71	0.45			
		Educational leader					

@ < 0.05

Scale ≥ 1.50 -2.49 low level of performance, 2.50-3.49 moderate level of performance

3.50-4.49 – high level of performance and ≥ 4.50 – very high level of performance

As the responses to item 2.1 of table 10 indicate, respondents were asked to what extent. Teachers and end Educational leaders create healthy environment with the ($X = 2.23$), $SD = 0.92$) and ($X = 2.50$, $DS = 1.3$) both were agree about the issue. The standard deviation implies that responses obtained from teachers were seems to be fairly uniform and less

dispersed than responses obtained from School Educational leaders. The significance degree of at freedom $\alpha = 0.05$ (df 41) table value 2.021 is greater than calculated value 0.775 so this shows there is no significance difference between the opinions of the two groups and null hypothesis already rejected. Supporting this idea literature reveals that effective Schools share a set of characteristics that add up to an environment that raising students achievement. By setting goals to improve a school's environment principals. Teachers, School, Community members can make their Schools more effective places in which to learn (EIC, 2000). As the researcher gathered responses from the interview from the school improvement program committee as well as from PTA member.

“As PTA member believe that School Leaders should work with the concerned body and involve us during the implementation of each School improvement domain which needs our assist.”

As illustrated in item 2.2 Teachers and educational respondents with $X = 2.48$, $SD = .769$ and $X = 2.17$, $SD = 8.35$ respectively revealed that the practice of School leaders regarding. School leaders take time in insuring security of the School for the student learning were at the lower level, As can be seen from the standard deviation result of the respondents that are 1.185 and 0.243 have small values and that shows there is a little bit dispersion. When we come to the calculated value i.e 1.185 is less than the table value 2.021 at the degree freedom 41 alpha 0.05 shows there is no significant difference among the two groups. With regard to item 2.3 of the same table, Teachers with $X = 2.55$ $SD = 0.769$ and Educational leader $X = 2.67$ $SD = 0.835$ revealed that School leaders made moderate significant effort working to empower student's interest on their learning. When we look the calculated value 1.051 is less than the table value 2.021 at the degree freedom 41 at alpha 0.05 shows there is no significance. Supporting empowerment. Ruben and hushes (1997) stated that empowerment is giving teachers and students a share and important organizational decisions and giving them opportunities to shape organizational goals. As illustrated in item 2.4 Teachers and educational respondents with $X = 2.28$, $SD = 0.77$ and $X = 2.19$, $SD = 0.55$ respectively revealed that the practice of School leaders regarding. Implementation of strategy that teacher can acquire appropriate teaching method were at the lower level. As can be seen from the standard deviation result of the respondents that are 0.77, 0.55 respectively have small values between and

shows almost the same dispersion of respondents answer. When we come to the calculated value i.e 0.986 is less than the table value 2.021 at the degree freedom 41 alpha 0.05 shows there is no significant difference among the two groups. Supporting this idea from the interview gathered from the school leader especially while they mention the challenge they face is students disciplinary problem and the absence of PTA during the meeting held in the case of this.

“Among the challenge as a School leader we have, the absence of PTA during the meeting of Disciplinary case is serious this will bring another problem because without the absence of them (PTA) if we decide any decision it may bring disagreement so we forced to wait them.”

As indicated on the item 2.5 teachers with $X = 2.29$ $SD = 0.938$ and educational leader $X = 2.00$ $SD = 0.739$ responded that School leaders performance on assisting students on giving counseling and guidance service are found at lower level. The calculated value 0.961 is less than the table value 2.021 at the degree freedom 41 alpha 0.05 shows there is no significant difference between the responses of the respondents. The mean value of the teacher and educational leaders shows as the response didn't have dispersion. School leaders similarly are found at the lower level. Supporting this idea during the interview by the School leaders responded that.

The challenge that mentions on the interview by the School leaders are problem related to the guidance and counseling services is mentioned like this.

“It is true that as a School there is a need of guidance and counseling services for the student, the guideline also mentioned this but the problem is the additional work load we have beside the School work we sometimes forced to focus on political aspects rather than focusing the observed problem.”

During the open-ended question most teachers' respondent also mentioned that School leaders should not only focus on the report of co-curricular club formation, Guidance and counseling is one among that, rather they should also focus on its implementation. In addition to this the researcher also observed from the document review there were a very nice report that sent to the supervisor and educational office regarding this issue but the researcher didn't observe its implementation, even if there were once in a week program scheduled in the School vice director office notice board no implementation were there.

In response to the item 2.6 the respondents responded to what extent School leaders providing adequate teaching materials for the teaching learning process in response Teachers and Educational leaders with the ($X = 3.16$, $SD = 0.779$) and ($x = 3.17$, $SD = 0.835$) respectively revealed that the practice are found moderately according to the scale the researcher formulated. As the cluster supervisor responded on the interview as one challenge there is problem of teaching materials in the school that he supervise, for example student do not have enough sitting desk and there is also problem regarding teaching text book for grade seven and eight for the subject like biology, chemistry and physics they get these books from the private primary school. The researcher also observed on its observation checklists that the problem is encountered in two sample school seriously even some students were seen when they sit on the floor by putting stone under. Supporting this idea MOE (2010) in manual stated that. The Schools should provide quality school facilities that enable all staff to work well and all children to learn. Even if the result and the literature shows that, as the observation checklist shows only two sample scheduled partially fulfill the facility in the facility in the School, the others have shortage of those teaching learning facility. As the researcher interviewed the School leaders about the challenge that they mentioned not to effectively implement SIP are said.

“In my view from the challenge we face for not effectively implementing the School improvement program are shortages of facility that are necessary for the teaching learning as well as for the other School activities.”

From the observation checklist as well as from the interview one can infer that School that found in the woreda lacks the stated problem and required urgent improvement. As indicated in item 2.7 that deals with School leaders performance concerning with the work of collegial or friendly relations for the staff. Teachers and educational respondents with $X = 2.48$ $SD = 0.769$ and $X = 2.17$, $SD = 0.835$ respectively revealed that the practice of School leaders are found at the moderate level. As can be seen from the standard deviation result of the respondents that are 0.760, 0.835 respectively have small values between and shows almost the same dispersion of respondents answer. When we come to the calculated value i.e 1.183 is less than the table value 2.021 at the degree freedom 41 alpha 0.05 shows there is no significant difference among the two groups.

From the open-ended question the researcher gathered lack of having approach with the staff is among the challenge of School leaders implementing the School improvement program. To discuss about the last item 2.8 of the same table that shows about respondents replied that school leader provide materials of information technology to the teaching-leaders purpose is at the moderate level. Accordingly, Teachers and School educational leaders with the ($X=3.13$, $SD = 1.12$) and ($X = 2.67$, $SD = 1.23$). The standard deviation of both respondents small in value and relatively in the same range so this shows this shows that responses collected were fairly uniform and less dispersed. The significance degree of at freedom $\alpha = 0.05$ (df 41) table value 2.021 is greater than concluded that in most School there are a shortage of information communication technology equipment. Supporting this idea as a challenge, all School leaders also mention on the interview that the absence of having enough computers for students as well as for the teacher challenged them not to implement the program as expected. In all sample school the researcher was also observed that not more than five or six computers available in the School. To conclude based on the result that showed above this learning environment domain are not implemented as expected on the sample schools, this by itself put some effect on the students' academic achievement.

4.2.3. Analysis of School Leadership and management Domain

School leadership and management domain is one of the School improvement program domain, and play great role in the implementation of the SIP. Teachers were asked to what extent School leaders were effective on the listed items. Each of the items was assessing using five point fating scale and result was summarized in the following table

Table 7. Teachers response on School leadership and management Domain

No Domain	Item (To what extent school Leaders)	Respondents	Mean	S.D	D/f	t-test	P-value
3.1	Give awareness on education policy, rules and regulations of the School to the school community	Teachers	2.29	0.938	41	0.743	0.462
		Educational leader	2.00	0.739			
3.2	Have adequate capacity to implement School improvement program	Teachers	2.48	0.768	41	0.961	0.341
		Educational leader	2.17	0.835			
3.3	Works for change and development of the school	Teachers	3.13	1.118	41	0.517	0.191
		Educational leader	2.67	1.231			
3.4	Solve conflicts that happen in the School through peaceful manner	Teachers	2.68	1.137	41	0.492	0.625
		Educational leader	2.52	1.073			
3.5	Encourage stake holders of the School indecision making	Teachers	2.55	1.060	41	0.405	687
		Educational leader	2.75	1.138			
3.6	Utilize existing resources wisely to maximize student achievement	Teachers	2.48	0.769	41	0.961	0.342
		Educational leader	2.17	0.835			
3.7	Work to make School community members more active participants in problem solving and academic activities for the betterment of School	Teachers	2.55	1.060	41	0.305	0.762
		Educational leader	2.75	0.772			
3.8	Evaluate and participate with School stake holder during planning of School strategic and annual plan.	Teachers	2.06	0.772	41	0.178	0.83
		Educational leader	2.25	0.772			
	Total	Teachers	2.42	0.878	41	0.961	0.342
		Educational leader	2.38	0.685			

$\alpha < 0.05$

Scale $\geq 1.50 - 2.49$ low of performance, 2.50-3.49 moderate level of performance, 3.50-4.49 high level of performance and ≥ 4.50 very high level performance.

As indicated on the item 3.1 Teachers with $X = 2.29$ $SD = 0.938$ and educational leader $X = 2.00$ $SD = 0.739$ responded that give awareness on education policy, rules and regulation of the School to the School community at lower level. The calculated value 0.743 is less than the table value 2.021 at the degree freedom 41 alpha 0.05 shows there is no significant difference between the School leaders similarly are found at the lower level. From the interview response gathered from the parent teachers' association representative as well as from School improvement committee member on this issue is stated like this.

“The School leaders should support and involve the concerned body of the School to aware them clearly the policy, the School rules and regulation that prepared by the School or by MoE and the like. As a role player they only call and need us when one problem occurs this prohibited us not to participate as expected.”

As the item 3.2 table 7 shows education leaders and teachers were asked to rate School leaders to what extent they have adequate capacity to implement School improvement program in response Teachers and Educational leaders with the ($X = 2.48$, $SD = 0.769$) and ($X = 2.17$, $SD = 0.835$) respectively revealed that the practice are found at lower level of performance based on the scale the researcher formulated. About the calculated value i.e 0.961 is less than the table value 2.021 at the degree freedom 41 alpha 0.05 shows there is no significant difference between the two groups. With regards to item 3.3 of table 7, respondents were rated the School leaders to what extent School leaders work Teachers with the ($X = 3.13$, $SD = 1.118$) and School educational leaders ($X = 2.67$, $SD = 1.231$) respectively were taken as a moderate practice about he stated issue. Both respondents possessed small standard deviation this shows that the responses were fairly uniform and dispersed. The significance degree of at freedom $\alpha = 0.05$ (df) table value 2.021 is greater than calculated value 0.517 therefore this shows there is significance differences between the opinions of the two groups. Supporting this idea that raised on the open-ended question of teacher respondents Mentioned that almost all School leaders are not graduated with leadership or related fields rather they selected among the teacher and have skills gap. These kinds of response also mentioned by cluster supervisor as one challenge for School leader during the implementation of School improvement program. As shown in item 3.4 of the same table the respondents were asked to what extent School

leaders solve conflict that happened in the School through peaceful manner. As a result School teachers with $X = 2.682$ $SD = 1.137$ and Educational leader $X = 2.52$ $SD = 1.073$ revealed that School leaders made moderate effort to solve conflict that happened in the School through peaceful manner, when we look the calculated value 0.492 is less than the table value 2.021 at the degree freedom 41 at alpha 0.05 shows there is no significance difference. Even if the total mean value shows moderate performance on the stated aspect the researcher also gathered response from the open ended questions like this.

“The School leaders should try to solve the problem that happened in the School peacefully than taking it to the education office which causes conflict between the staff and School leaders. This time the teacher would oppose the leaders and do grouping activities.”

They also mention in two sample School in one semester two School director and four vice director changed to other School, this shows there is highly turnover of leadership position because of the absence of skill that help resolve conflict. Regarding to item 3.5 respondents answer on the extent that School leaders practice on encouraging stake holders of the School in decision making with revealed that the practice of school leaders regarding encouraging stake holders of the School in decision making Teachers with $X = 2.55$ $SD = 1.060$ and educational leader $X = 2.75$ $SD = 1.138$ shows that the practice of the school leaders on the stated aspect is found at the moderate level. The calculated value 0.405 is less than the table value 2.021 at the degree freedom 41 alpha 0.05 shows there is no significant difference between the responses of the respondents. Supporting this idea MoE (2007) states 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.

“The director sometimes decides things by himself in most area without consulting or involving the concerned stake holders, this brought many problems in the School with the staff as well as School PTA committee, as a solution they have to work on involving stake holder during making of decision.”

As regard to the item 3.6 respondents are revealed that School leaders performance utilize existing resources at the lower level to maximize student achievement as the result of

Teachers and educational with $X = 2.48$, $SD = 0.769$ and $X = 2.17$, $SD = 0.835$ Respectively revealed that the practice of School leaders regarding utilize existing resources at the lower level to maximize student achievement were at lower level. As can be seen from the standard deviation result of the respondents that are 0.760 and 0.835 have small values between and show almost the same dispersion of respondents answer. About the calculated value i.e 0.962 is less than the table value 2.021 at the degree freedom 41 alpha 0.05 shows there is no significant difference among the two groups. Related with utilization of resources it can be financial resources material resource and the like the woreda education office SIP expert mentioned on the interview as a challenge as follows.

“School leader have problem on utilizing of the resource or the allocated budget according to the plan this prohibited them not to implement the program as needed without budget (the School Grant) even here are some Schools leader that put the budget for personal use and we are investigating that. Also accepted that the absence of supervising them can be taken as a problem.”

In addition to the above cluster supervisors also mentioned these.

“Some School leaders buy laptop by convincing the PTA chair man as the laptop is mandatory for the School and buy for the director as well as for the vice, then when we try to ask the why they don’t implement the program effectively then budget problem.”

One can conclude from the response given above School leaders have problem related with utilization of School resources. As indicated on 3.7 the same table item teacher and educational leader with as shown in item 3.4 of the same table the respondents were asked to what extent School leader Work to make School community members more active participants in problem solving and academic activities for the betterment of School. As a result School teachers with $X = 2.55$ $SD = 1.060$ and Educational leader $X = 2.75$ $SD = 1.138$ revealed that School leaders proactive on working to make School community members more active participants in problem solving and academic activities for the improvement of the School are found at low level. When we look the calculated value 0.305 is less than the table value 2.021 at the degree freedom 41 at alpha 0.05 shows there is no significance difference. From the result above one can conclude that

there is an absence of effectiveness regarding the School leaders practice about the stated issues. Supporting these ideas School leaders also raised on the interview as a challenge this issue as follows.

“Even if each and every School activities require the participation of the concerned stake holder there is still awareness gap, this time School community stake holder are not participating as expected this becomes a challenge for us”

From the interview response that the researcher got from the PTA and SIC committee members regarding to what extent they are participating in the School leadership role or on other activities replied as follows.

“School leaders do not participate us in most School activities rather they Do it every thing by themselves except during problem occur or if order come from the education office or from any other government office they call us this prohibited not to participate as expected.”

From the two interview answer one can conclude there is still a gap of participating in the school activities with the concerned body. With regard to item 1.8 of the same table, Teachers with $X = 2.06$ $SD = 0.772$ and educational leader $X = 2.25$ $SD = 0.772$ revealed that School leaders evaluate and participate with School stake holder during planning of school strategic and annual plan at lower level. When we look the calculated value 0.178 is less than the table value 2.021 at the degree freedom 41 at alpha 0.05 shows there is no significance difference.

Both educational leader as well as Teachers agreed that regarding the stated aspects the practices of School leaders are found under the expected. Regarding this the response that gathered from the School improvement program committee and from parent teacher association member responded that,

“School leaders do not participate the committee during planning of anything in the school but if they try to participate us things will be good and we can share and solve problems as well as factors that happened in the School.”

From the response above one can conclude that any kind of plan that formulated in School should participate the concerned stakeholders from the very beginning even if this is not applying in most School. From the aggregate response that collected from the respondents regarding this leadership

And management domain shows that ($X = 2.42$, $SD = 0.878$ from the teachers & $X = 2.38$, $SD = 0.685$ from the educational leaders shows that the practice are found at the lower level which is under the expected. The aggregated table value 2.021 is greater than the total calculated t- value 0.961 there fore this shows there is no significance difference between the opinions of the respondents.

4.2.4. Analysis of Community participation Domain

Community participation is one of the domains that found in the School improvement program that focus on extent of the School community participation in the School activities and related issues. Each of the given questioners was assessed using a five ration – scale. The result was summarized in the following table.

Table 8. Teachers’ response on School Community participation Domain

No Domain	Item (To what extent school Leaders)	Respondents	Mean	S.D	D/f	t-test	P-value
4.1	Work on partnership with parent and careers	Teachers	2.68	1.137	41	0.904	0.372
		Educational leader	2.68	1.137			
4.2	Encourage parents School relationship during meeting to improve students’ academic achievement	Teachers	3.48	1.02	41	0.328	0.658
		Educational leader	3.33	0.88			
4.3	Have got acceptance from the School community because of her/his commitment	Teachers	2.48	0.769	41	0.61	0.243
		Educational leader	2.17	0.083			
4.4	Mobilize local community active participants in problem solving	Teachers	3.61	1.054	41	0.229	0.338
		Educational leader	3.25	1.215			
4.5	Encourage parents School relationship to improve students’ academic achievement	Teachers	2.06	0.772	41	0.743	0.462
		Educational leader	2.25	0.622			
	Total	Teachers	2.64	0.84	41	0.286	0.776
		Educational leader	2.72	0.60			

$P_a > 0.05$

Mean scale ≥ 1.50 -2.49 low of performance, 2.50-3.49 moderate level of performance, 3.50-4.49 high level of performance and ≥ 4.50 very high level performance.

As item 4.1 shows the respondents in response the respondents responded to what extent School leaders work on partnership with parent and careers. In response Teachers and Educational leaders with the ($X = 2.68$, $SD = 1.137$) and ($X = 2.68$ $SD = 1.137$) respectively revealed that the practice are found moderately according to the scale the researcher formulated. About the calculated value i.e 0.904 is less than the table value 2.021 at the degree freedom 41 alpha 0.05 shows there is no significant difference between the two groups. In addition to the above quantitative data result during the interview of School leaders mentioned on the interview that.

“... As a school leader sometimes we get difficulty when we call parents during the issues that need their present and this is serious challenges that we face during the implementation of school improvement program”.

On the interview answer that the SIC committee suggested

“... The School leaders do not strive to participate us or involve us during improvement of the School after the formation of this committee we rarely participate on School activities.

This can be taken as one challenge for the Schools for not School leader are effective during the creation of partnership of School parent.

In response to item 4.2 the mean value of teachers and educational leader were 3.48 and 3.33 respectively this shows moderate level of School leader's performance regarding encouraging parents' School relationship during meeting to improve student's academic achievement. The SD 1.02 and 0.88 respectively are small in number and indicate that the data conducted from respondents were less dispersed. The calculated value i.e 0.328 is less than the table value 2.021 at the degree freedom 41 alpha 0.05 shows there is no significant difference. As the result indicate one can conclude that teachers as well as School leaders agreed that School leaders performance related with encouraging parent's School relationship during meeting to improve students' academic achievement. Supporting this idea. From the interview carried out for School leader the main challenges of their task is absenteeism during the School meeting, if they forcefully come

to School during the meeting most question raised from student's parents regarding their children low academic achievement. Two sample School leaders also mentioned.

“,, Students parent generalize most government as primary School as do not Drive improve student's academic achievement as a result they totally blame teachers and School leaders for the lack of interest of their children on the teaching learning.”

On can concluded from the response given as there is still a gap on School leader's encouragement of parents during the School parent meeting. To discuss about the item 4.3 of the same table that shows about respondents replied to what extent School leader have got acceptance from the School community in problem solving. In response, Teachers and educational leaders with ($X = 2.48$, $SD = 1.02$) and ($X = 2.17$, $SD = 0.083$) The standard deviation of both respondents value are relatively in the same range so this shows that responses collected were fairly uniform and less dispersed. The significance degree of at freedom $\alpha = 0.05$ (df41) table value 2.021 is greater than calculated value 0.61 so this shows there is no significance difference between the opinions of the two groups and null hypothesis related with the stated issues are performed at lower level. Besides this low performance level of school leaders on getting acceptance of the community for his/her commitment the interview that gathered from the external supervisor mentioned such kinds of challenge as follows.

“In my opinion most School leader do not struggle for effective implementation of School improvement program, rather they focus on other aspect. Most of the time they dig out how they benefit financially. This led them to decrease their acceptance from the School community because of their low commitment.”

From the response given above, we can't conclude only by looking on the quantitative result of the response, rather triangulating the qualitative with the quantitative response make the result more acceptable. As can be seen from the item 4.4 the respondents responded to what extent School leaders mobilize local community active participants in problem solving. Teachers and Educational leaders with the ($X = 3.41$, $SD = 1.054$) and ($X = 3.25$, $SD = 1.215$) respectively revealed that the practice are found moderate level. About the calculated value i.e 0.743 is less than the table value 2.021 at the degree freedom 41 alpha 0.05 shows there is no significant difference between the two groups. A facilitation skill is one of the main contributions for mobilizing human response for any

purpose. From the interview gathered from the external supervisor, from PTA, from School improvement committee, as well as from some teachers pointed on the open ended question stated that most School leaders lack different skills, among that skill, facilitation skills helps them to mobilize local community to participate in problem solving in the School, while the researcher asked the PTA and SIC members whether or not they have a leadership role in implementation of the program they resounded that...

“School leaders do not involve or support us to convince the local community to participate in the School activities, like problem solving or other activities.”

From the response given above school leaders still lack to mobilize local community to participate on problem solving.

Regarding the item 4.5 respondents agreed that School leader encourage parents School relationship to improve students' academic achievement at very low level. To see the arithmetic value, Teachers with $X = 2.06$ $SD = 0.772$ and educational leader $X = 2.25$ $SD = 0.622$ the calculated value 0.0743 is less than the table value 2.021 at the degree freedom 41 alpha 0.05 shows there is no significant difference between the responses of the respondents. Thus the aggregate mean values of this community participation domain are 2.64, 2.72 for teacher and educational leader respectively that found at the moderate performance level. With the SD 0.84 and 0.60 has small difference which shows relatively similar dispersion of response. From the qualitative response that the researcher got from the School PTA committee regarding a kind of challenge that the School leaders face during the implementation said like this.

“This time what I want to mentioned as a challenge for School leaders is the gap between the students parent and School because of low academic achievement on their duty and the like.”

From the response above one can conclude that regarding this School community participation there is a gap between the School and community relation ship, the average mean and standard deviation of this domain also shows that ($X = 2.64$, $SD = 0.84$ for teachers & $X = 2.72$, $SD = 0.60$ for educational leaders) the practice are found in moderate level, when we look the table value 0.286 at alpha 0.05 calculated value 2.021 shows there is no significant difference between the response of the respondents.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with summary, conclusion and recommendation of the study respectively.

5.1. Summary

The major purpose of the study was to assess School leadership effectiveness in implementing School improvement program in Oromia regional state in Bora Woreda primary School. In order to meet this purpose four leading questions were set.

1. Assess to what extent School leaders effectively practice SIP implementation in the study area.
2. Explore the major opportunities and challenges promoting or hampering School leaders' effectiveness in implementing SIP.
3. Identify the possible strategies to improve SIP implementation of School leaders.

Therefore to conduct the study appropriate research method, sampling techniques and instrument have been developed and employed. In this study both quantitative and qualitative research approaches and descriptive design were implemented. In addition to these sampling techniques such as simple, purposive as well as availability sampling method were used. Similar Questionnaires were prepared for teacher and educational leaders, moreover interview were carried out with educational leaders, PTA, SIC members, school leaders and woreda education office SIP expert to obtain qualitative data which were used to triangulate with the quantitative analysis. In addition to the above tools observation with check list and document review were also used to enrich the data that obtained from interview and questionnaire. After the collection of the data response were tabulated using the statistical methods such as mean. Standard deviation and t-test using degree of freedom. Based on the analysis and interpretation of the triangulated data the following major findings were obtained. When we start the first domain of the School improvement program that is teaching – learning domain that focuses mainly on how School leader encourage to teachers use active teaching learning in the class room, to what extent School leader facilitate teachers on evaluation of curriculum, how teachers share their experience each other how teacher implement a

strategy that able them to use appropriate teaching method, how teachers be supervised, how the teaching learning be evaluated, how teacher use supplementary materials in the classroom, how parent is informed about their children achievement on time and like this activities are implemented. Even if this duty are mainly concern and activities of teacher, the person who take the line share of the work goes to School leader. For the teacher to be committed and responsible for their duty school leader should exercise their leadership role in appropriate manner. Regarding this teaching- learning domain including the above listed evaluation point that found in the guideline, nine items were developed and teachers were asked to rate their agreement on. To what extent School leaders strive to be effective on the implementation of this teaching learning domain. The aggregate mean value is 2.45 with SD 0.526 for teachers and mean value 2.44 with SD 0.440 for educational leaders. Which shows low performance level. The aggregate mean with standard deviation is 0.526, 0.440 respectively. That show similar response dispersion between respondent. The calculated t-value is 0.960 , is less than with the table value 2.021 shows there is no significant different between the response at the degree freedom 41 at alpha 0.05. In addition to the quantitative result there are also some points raised on the open ended question and interview related to the above issue.

As the information gathered some School leader lacks facilitating the staff for collaborating work as well as doing those listed things effectively rather they work only for report.

About the second domain that is safe and healthy School environment domain, eight items were prepared and teachers rated those items.

Regarding this domain school leaders performance was at the moderate level. The aggregate mean with standard deviation 2.55 for teachers and 2.71 with SD 0.45 educational leader. That show similar response dispersion between respondent. The calculated t-value is 0.792 is less than with the table value 2.021 degree of freedom 41 at alpha 0.05 shows there is no significant different between the response. Based on the interview and the observation carried out shows as the School leaders performance below the average like not providing information technology (ICT)for the teaching learning ignorance of giving guidance and counseling are among the major problem mentioned by respondents and observed from the observation.

Regarding the third domain that is School leadership competency or School leadership and management, School leaders are expected to take the first line during the implementation of the School improvement program. Because of this School leaders are responsible in encouraging, motivating, coordinating and supporting the staff (teachers) as well as other stake holders. This time they can play role in assessing planning, implementing, and monitoring School improvement program. About School leadership and management the aggregate mean with standard deviation 2.52, 0.878 for teachers and 2.38 with SD 0.685 educational leader. That show similar response dispersion between respondent. The calculated t-value is 0.961 is less than with the table value 2.021 degree of freedom 41 at alpha 0.05 shows there is no significant different between the response. This shows a low performance level. In addition to this response gathered from the from the interview with different stake holders mentioned as there is still a gap and lack of being effective. For instance in the open ended question teachers raised that all School leaders were subject teachers they are not qualified or studied any leadership or related field of study the researcher also proved this through observation and document review about their educational background. Regarding utilization of resource, School leaders had problem related with recourse, on the interview respondents revealed that even the School grant that aim to implement the School improvement program are not utilize properly rather it goes for personal interest of School leader. School leader are expected to encourage parent to follow up the learning of their children and to make them actively participate in the success of School improvement program.

The last Domain of the School improvement program is community participation domain. Five items were developed and distributed to the teacher to rate their School leaders effectiveness. The aggregate mean with standard deviation 2.64, 0.84 for teachers, 2.72 with SD 0.60 Educational t-value is 0.86 is less than with the table value 2.021 degree of freedom 41 at alpha 0.05 shows there is no significant different between the response the total aggregate mean value also shows as the School leaders activities are found at the moderate level. Even if the aggregate mean value shows average performance from the interview gathered school leaders did not effectively involve or support local community to participate in the activities.

5.2 Conclusions

The evidence allows the researcher to conclude that regarding effectively implementation of in SIP by school leaders of Bora Woreda primary School were at low performance. Their effectiveness still needed therefore Based on the finding of the study, the following conclusion were drawn.

- The finding of the study revealed that School leaders lack facilitation skill for the collaboration of the staff as well as the other concerned body.
- The result of the study showed that school leaders are not getting any educational opportunity related to their being effective on the implementation of the school improvement program.
- As the result of the finding revealed PTA and SIC members are not participating as expected.
- As it clearly seen from the finding in most School there is no guidance and counseling service at all.
- From the finding gathered the researcher find out that in most School of the study area there is a shortage of teaching materials.
- As the study showed in the study area there shortage of ICT equipment that used the teaching learning.
- As the study revealed participation of stake holder and is still not satisfactory because of the awareness gap.
- As the researcher find out none of School leaders were graduated with the require management or leadership field.
- In most School as the finding revealed there is absence of utilizing resource rather most School leaders' use the budget for personal propose.
- As the finding reveal there is a gap between the education office and follow up of the school.
- As the finding revealed school leaders commitment problem related in the implementation=on of sip is very low
- As the research revealed community participation in School activities are under the expected.

Therefore Bora Woreda primary School leaders should strive to create healthy environment, should facilitate for effectively implementation of SIP domain, and try to eliminate and reduce the challenges by evaluation themselves each time through feedback that comes from teachers, cluster supervisors, woreda education office SIP experts, and from other stake holder. In addition to School leaders other concerned bodies also have to be responsible to make close contact with school for effective implementation of school improvement program.

5.3 Recommendation

The fundamental focuses of SIP is improving students academic achievement. To secure this achievement School leaders should implement School improvement program by making awareness creation for stake holder on collaborative work to implement and improve the four domain on SIP, therefore based on the finding and conclusions drawn the following recommendations are forwarded to be used by each concerned body.

- ⇒ The finding shows that there were deficiency involvement of stakeholder in SIP implementation which is not as expected level. Therefore, School leaders should make an effort to involve stakeholder effectively for the success of sip implementation.
- ⇒ The finding revealed that school leaders lack facilitation skills of their staffs, therefore they should upgrade and try to build up themselves by taking different leadership courses or reading different books.
- ⇒ As indicated in the study, PTA and SIC committee member were not participating during the meeting as expected, so taking in to account this, school leader should aware these stake holder necessary for the effective implementation of the program.
- ⇒ It was shown in the finding that no guidance and counseling service practice in the School, therefore School leader and other concerned body should work and serve this service to the student.
- ⇒ As the finding revealed there were shortage of teaching and ICT equipment in the Schools to carry out SIP implementation School leaders

- ⇒ should collaboratively work with the woreda education office and school stake holders to solve or reduce the problem.
- ⇒ As the finding revealed there were lack of stakeholder's participation like PTA and SIC member in school improvement program implementation, therefore School leaders should first work on awareness creation for effectively implementation of SIP.
- ⇒ As depicted in the finding there was resource utilization problem, that is using school grant that allocate for the implementation of SIP were used for another propose by school leaders by convincing the PTA chairman and the other committee member. Therefore the concerned body like woreda education office expert or other concerned body should follow up of the allocated budget implementation for its purposes.
- ⇒ As shown in the finding none of School leaders were graduated in leadership and management field of study this is because of not having any opportunity for primary school leader's educational chances. Rather they graduated from social, natural of language fields. Therefore the woreda education office and the zone education office should think over it and should work on giving educational chance or other post diploma opportunity for the primary school leaders also as the chance comes to for high school leaders, for supervisor and for others.
- ⇒ As depicted in the finding leaders commitment to change parent bad perception on the government school are not as expected in result it brought generalizing of parent and lack of acceptance from stakeholder. Therefore they have to work to change this perception.

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Appendix A
Adama Science and Technology University
School of Educational Science and Technology Teachers Education
Department of Educational Planning and Management

Questionnaire to be filled by teacher and Educational Leader General

Direction

Dear _____

The main purpose of this questionnaire is to assess School leadership effectiveness in implementing School improvement plan in public primary Schools of Bora Woreda East Shoa Zone in Oromia Regional state.

So you are Kindly requested to give genuine responses in order to make this study successful. And I would like to appreciate your genuine response.

Thank you in advance for

Your Cooperation

Directions:

Please

⇒ Don't write your Name.

⇒ Make a tick mark (✓) in the boxes provided.

⇒ Write your brief and short response in the blank spaces.

PART I Background Information

1.1. Name of the School

1.2. Sex : Male ☐ Female ☐

1.3. Age: 20-25 ☐ 26-30 ☐ 36-40 ☐ 41 and above ☐

1.4. Educational qualification:

Diploma ☐ Degree ☐ TTI/certificate ☐

1.5. Fields of study: Major: _____ Minor _____

1.6. Position _____

Total years of service as

1. 5 years and below
2. 6-10 years
3. 11-15 Years
4. 16-20 years
5. Above 20 years

I. Concerning school Leaders in intension to SIP Implementation

To what extent School leaders are effective in implement ting domain of School improvement program.

Please, put, ✓ ☐ or , x ☐ marks in the space provided for each item under the rating (1 = very Low 2 = Low 3 = Medium 4 = High 5 = very High)

1. Teaching and Learning Domain

No	To what extent School leaders	Rating				
		1	2	3	4	5
1	Encourage teachers to use active teaching- learning method in the class room to maximize students' result.					
2	Create conducive environment for teachers to participate in continuous professional development (CPD)					
3	Facilitate the staff for collaborative work of within themselves as experience sharing.					
4	Implement a strategy that teacher can acquire appropriate teaching method					
5	Encourage internal supervision to enhance the teaching learning process					
6	Facilitate teachers to evaluate curriculum (text Books.... Etc					
7	Give evaluation time for improvement of the teaching learning					
8	Motivate teachers to aware the curriculum and develop and use supplementary materials in the classroom to improve students learning					
9	Aware students parent or guardians about their children achievement result.					

2. learning environment

No	To what extent School leaders	Rating				
		1	2	3	4	5
1	Create Healthy environment in the School					
2	Take time in insuring security of the School for the student learning					
3	Work to empower students interest on learning					
4	Strive to improve student disciplinary problem in the School					
5	Assist students in giving counseling and guidance service					
6	Provide adequate teaching materials for the teaching learning process					
7	Work on collegial/friendly relationship of the staff.					
8	Provide materials of information technology to the teaching learning					

3. School Leadership Competence?

No	To what extent School leaders	Rating				
		1	2	3	4	5
1	Give awareness on education policy, rules and regulations of the School to the School Community					
2	Have adequate capacity to implement School improvement program					
3	Works for change and development of the School					
4	Solve conflicts that happen in the School through peaceful manner,					
5	Encourage stake holders of the school in decision making					
6	Utilize existing resources wisely to maximize student achievement					
7	Work to make School community members more active participants in problem solving and academic activities for the betterment of the School					
8	Evaluate and participate with School stake holder during planning of school strategic and annual plan.					

4. Community participation

No	To what extent School leaders	Rating				
		1	2	3	4	5
1	Work on partnership with parents and careers					
2	Encourages parents school relationship during meeting to improve students' academic achievement					
3	Have got acceptance from the school community because of her/his commitment					
4	Mobilize local community active participants in problem solving					
5	Encourages parents School relationship to improve students' academic achievement					

5. Open Ended Question

1. How do you describe the major challenges that hamper effectiveness of School leader to implement school improvement plan?

2. As a teacher what kind of strategies do you suggest for School leaders to perform well in School leadership

Appendix B- 1
Adama Science and Technology University
School of Educational Science and Technology Teachers Education
Department of Educational Planning and Management

Interview questions for Woreda education office SIP expert and cluster supervisors

1. Do you think that School leaders have been successful in setting their School vision and goals? Have you cross checked how closely School goal align with the national goal?

What is your role?

2. How do you evaluate and cross check School leaders effectiveness on facilitating the implementation of School improvement plan?
3. According to your view what are the major challenge that have been confronting School leaders in implementing School improvement plan?
4. What kind of opportunity do School leader get for their effectiveness os implementing School improvement program and for being successful in their leadership?
5. What Should be done to develop School leadership performance at School? What solution do you suggests for School leader to be effective in the School

Appendix B-2

Interview questions for PTA and SIPC member

1. Do you think as a PTA member involve in implementation of School improvement program?
2. What kind of support do you get as a PTA from School leaders to work together on School improvement program?
3. Do you think that as PTA you have a leadership role? If yes what kind of role do you have?
4. What kind of challenge do you think School leaders face not to implement effectively the School improvement program?
5. What solution do you suggest or propose to solve the encountered problem of School leader?

Appendix B – 3

Adama Science and Technology University

School of Educational Science and Technology Teachers Education

Department of Educational planning and Management

Interview questions for School leader (principal and vice principal)

The objective of this interview is to access School leadership effectiveness in implementation of School improvement plan. This study focuses on government primary School (1-8). The success of this study depends on your honest response to all the interview questions that you answer. Therefore, please reflect your idea on the questions below.

General Information

School leaders name _____

Current possession _____

Age _____ sex _____ Level of education _____ experience _____

1. How do you describe the implementation of School improvement plan in your School?
2. Does the School get the allocated resource for the program implementation? If not why?
3. Do you work with the concerned stakeholder during the implementation of slp?
4. How do you facilitate your staff and other stakeholders in activities?
5. In your review, what are the major challenges that school leaders face during implementation of school improvement plan?
6. Are there any opportunities that School leaders get being effective in School leadership.
7. What possible solutions do you suggest to overcome different challenges for better results.

Appendix –C

Adama Science and Technology University

School of Educational Science and Technology Teachers Education

Department of Educational planning and Management

Observation Check list

Document review checklist

School name

No	Indictor	Available	Note available	Status
1	Present of School annual plan			
2	Document Shows community participation			
3	Continuous assessment format			
4	Performance progress report			
5	Evaluation check list			

Available of facility in the school

No	Facility observed	Available	Note available	Status
1	Science laboratory			
2	Science kits			
3	Text book			
4	Pedagogical center			
5	Blackboard			
6	Chair			
7	Desks			
8	Standard class room			
9	Clean water			
10	Electric power			
11	Toilet			
12	Play ground			