ST. MARY`S UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF MANAGEMENT

LEADERSHIP PRACTICES AND CHALLENGES IN IMPLEMENTING SCHOOL IMPROVEMENT PROGRAM AT FELEGE YORDANOS SCHOOL

THESIS RESEARCH SUBMITTED TO THE GRADUATE SCHOOL OF ST. MARY`S UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR DEGREE OF MASTER IN BUSINESS ADMINISTRATION (MBA)

BY: MERON SHIFERAW

ADVISOR: MOSISA (PhD)

JULY 2024

ADDIS ABABA, ETHIOPIA

DECLARATION

I, the undersigned, hereby declare that this Thesis entitled as "Leadership Practices and Challenges in Implementing School Improvement Program at Felege Yordanos School in Addis Ababa City". I have undertaken the research thesis work independently with the guidance and support of the research supervisor. This study has not been submitted for any degree or diploma program in this or any other institution and that all sources of materials used for the thesis has been duly acknowledged.

Meron Shiferaw _____ _____

Candidate Name Signature Date

ADVISOR CERTIFICATION

I, the advisor of this research thesis, hereby certify that I have closely advised and guided **Meron Shiferaw** while developing this study and read the thesis entitled as "Leadership Practices and Challenges in Implementing School Improvement Program at Felege Yordanos School". Therefore, I recommend the submission of this thesis paper as final approval and acceptance for the degree of Maters of Business Administration of the postgraduate studies with the regulations of the university and meet the accepted standards with respect to originality and quality.

Mosisa (PhD) _____

Name of Principal Advisor **Date**

Signature

APPROVAL SHEET

ST. MARY`S UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF MANAGEMENT

LEADERSHIP PRACTICES AND CHALLENGES IN IMPLEMENTING SCHOOL IMPROVEMENT PROGRAM AT FELEGE YORDANOS SCHOOL

BY

MERON SHIFERAW

APPROVED BY BOARD OF EXAMINERS

_____	_____	_____
Dean, Graduate Studies	Signature	Date
_____	_____	_____
Advisor	Signature	Date
_____	_____	_____
External Examiner	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date

ACKNOWLEDGEMENTS

Above all, I would like to thank the Almighty God for his unwavering love and care for me.

Secondly, I would especially like to express my gratitude to Mosisa (PhD), my advisor, for all of his help and support during this project, including coaching, direction, and the provision of adequate material. Receiving his counsel and benefiting from his vast expertise sharing without boundaries makes me feel extremely fortunate and joyful.

In addition, I would want to use this opportunity to express my heartfelt thanks to my family, who have supported and fostered a positive environment over the previous two years, a debt of gratitude. Throughout my schooling, they have been the most reliable source of assistance.

Finally, I would like to express my deepest appreciation to all of the staff members, school improvement committee members at the Felege Yordanos School, as well as the stakeholders under managerial and non-managerial positions, for their generosity in providing all the data required for the study. I also want to thank the respondents for their participation in answering questions, which has greatly contributed to the study.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF ABBREVIATIONS AND ACRONYMS

AA	Addis Ababa
FGD	Focus Group Discussion
FGS	Felege Yordanos School
HRM	Human Resource Management
MOE	Ministry of Education
SIP	School Improvement Program
SPSS	Statistical Package for Social Sciences

ABSTRACT

"Effective leadership is crucial for driving change and elevating education". This study has examined the leadership practices and challenges encountered during the implementation on School Improvement Programs (SIP) at Felege Yordanos School in Addis Ababa City, Ethiopia. The study has focused on addressing gaps in localized research on school improvement initiatives by examining the perspectives of various stakeholders, including school leaders, teachers, parents, and students. By integrating these perspectives, the research aims to offer a multifaceted understanding of SIP implementation challenges within a specific Ethiopian school context. Data collection methods such as closed-ended questionnaires, observation checklists, document analysis, open-ended questions, and semi-structured interviews were employed to gather and analyze data. The interpretation of the data was conducted using both quantitative (descriptive statistics) and qualitative analysis techniques to provide a comprehensive understanding of the leadership practices and challenges in implementing the SIP at Felege Yordanos School. The data collected through closed ended types questions has been tallied, tabulated and filled in to SPSS version 25 and the interpretation has been made in different groups. In addition, these data were analyzed and interpreted with the help of descriptive statistics such as percentage, mean and standard deviation. Key findings of the study include identified leadership practices such as forming a school improvement committee, conducting needs assessments, and developing strategic plans. Challenges faced by school leaders include the lack of skill and knowledge consideration in forming the SIP committee and inadequate awareness among stakeholders about SIP. The study recommends enhancing the skills and knowledge of the SIP committee members, improving awareness among stakeholders, and fostering consensus-building processes within the school community to address the identified challenges. Overall, the study contributes to a deeper understanding of school leadership dynamics and provides insights for improving SIP implementation and educational improvement initiatives in the Ethiopian context.

Key words: Addis Ababa city, Leadership, School Improvement program, and Felege Yordanos school

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education plays a pivotal role in the development and progress of nations in the 21st century. Education is a critical component of social development and economic growth in any society (Bush, T. 2011).

Education is a crucial cornerstone for the development and social stability of a nation, as it helps develop essential humanitarian values such as equity, tolerance, and peace. It also plays a significant role in social change and development by enabling individuals and society to participate in all-round development endeavors by acquiring knowledge, abilities, skills, and attitudes. Quality education is the base for all-rounded development of any nation (Jemal Sabir, 2019).

Teaching and learning remain the core activities of any school, with students as the main focus. Schools play a central role in realizing the purposes of education, as they are the scientific institutions where formal teaching-leaning activity takes place. School improvement refers to a systematic approach that improves the quality of schools. In 1975, the Ministry of Education began drafting basic guidelines for school improvement programs (SIP), taking into consideration lessons learned from supporting basic education programs in different regions of the world. The school improvement program (SIP) aims to enhance educational quality by focusing on various domains such as curriculum, teaching methods, and infrastructure (Leithwood, K., & Riehl, C. 2005).

The major focus areas of the SIP are school leadership and management, parents and community partnership, students-centered learning, professional development and collaboration, and quality instructional program. Global efforts to improve the quality of education in developing countries include the adoption and implementation of system-level policies promoted by international donor agencies as a condition of external aid, as well as local and district-level school improvement projects (SIPs) designed and supported by international non-government organizations (NGOs) with financial assistance from foreign aid agencies (Jantzi 2008).

Financing remains a significant challenge for all educational systems in the developing world, as most developing countries lack the physical infrastructure and experienced skills professionals needed to assure successful results. One of the most successful school improvement projects in the UK, the Improving the Quality of Education for All (IQEA) project, acknowledged that without an equal focus on the development capacity or internal conditions of the school, innovative work will soon become marginalized (Jantzi 2008).

Effective leadership in the context of education is crucial for the successful implementation of school improvement programs (Bush, 2011). School leaders play a key role in initiating, facilitating, and coordinating change processes within their institutions (Dimmock & Walker, 2005). Their ability to provide direction, create a positive school climate, foster collaboration, and allocate resources effectively can significantly impact the outcomes of school improvement efforts (Harris & Muijs, 2005). Therefore, understanding the leadership practices and challenges faced by school administrators during the implementation of school improvement programs is of paramount importance in the 21st-century educational landscape.

In Ethiopia, the General Education Quality Improvement Package (GEQIP) was designed to improve the quality of general education in primary and secondary schools. The program consists of six pillars: School Improvement Program (SIP), Teacher Development Program (TDP), School Leadership and Management, Civics and Ethical Education Program, Curriculum Improvement Program (CIP), and Information Communication Technology (ICT) Program (Jemal Sabir, 2019).

Education in Ethiopia strives to develop skills, eradicate harmful practices, and promote science and technology. However, challenges persist, including inadequate resources, insufficient materials, and budget constraints. Felege Yordanos School faces similar issues, hindering its ability to implement SIP effectively. While teachers are relatively well-assigned, the lack of supportive staff and necessary resources poses challenges. Additionally, self-enquiry assessments based on local standards have been irregular, preventing schools from accurately assessing their performance (FYS, 2022). The role of school leaders in initiating and coordinating change processes is vital to achieve the desired outcomes. Their ability to engage and motivate teachers, facilitate collaboration, allocate resources, and monitor progress can determine the overall success of the program (Leithwood & Riehl, 2005). However, leading school improvement initiatives can be a challenging task, especially in a complex and dynamic educational landscape like Addis

Ababa city. Therefore, understanding the leadership practices and challenges in implementing a school improvement program is essential for improving educational outcomes.

In light of these facts, this study has explored the leadership practices and challenges faced by school leaders in implementing school improvement at Felege Yordanos school in Addis Ababa city.

1.2 Statement of the Problem

The provision of quality education in developing countries is a significant challenge. Issues include inadequate time, teaching, physical, and financial resources, poor curriculum delivery, inadequate stakeholder support, and low community support (Hafosha 2013). School improvement requires active participation from the school community, transforming existing school culture and taking initiative to improve outcomes (Gold, 2009). The main challenge is the inability to make significant and sustainable changes in classrooms (Khosa, 2009).

The Federal Democratic Republic of Ethiopia has designed and implemented the School Improvement Programmed (SIP) to strengthen school management and parent-community partnerships. The program focuses on school leadership and management, parent-community partnership, student-centered learning, professional development, and quality instructional programs. A school improvement guide has been developed to enhance efficiency in school leadership and management. However, there are significant weaknesses in supervision, management, and implementation capacity, particularly at the level of woredas and schools (Jemal Sabir, 2019).

Now days, the School Improvement Program (SIP) is being implemented in all secondary schools in Ethiopia, requiring preparation, information collection, system surveys, performance level decisions, strategic plan design, implementation, monitoring, evaluation, and reporting (Jemal Sabir, 2019). However, studies indicate that educational leaders lack sufficient capacity to implement SIP. Principals need to have the necessary knowledge, skills, and experience to lead schools effectively (Hafosha, 2013). Quality education requires theoretical knowledge, practical skills, internal commitment, and dedication from school principals, teachers, government bodies, and non-government organizations MOE, (2007) cited in Jemal Sabir, (2019).

Despite the implementation of SIP in Ethiopia, there are problems with the achievement of educational qualities due to managerial education leadership, resource scarcity, and other package limitations. The SIP implementation consists of four domains: teaching learning, safe and healthy school environment, school leadership and management, and community involvement (Befekadu, E., 2017). The education system in Ethiopia suffers from quality, relevance, efficiency, educational leadership practices, and organizational problems, leading to dissatisfaction from stakeholders and calls for reform or improvement at the national level (Yalemzewod Assefa, W. 2020).

Felege Yordanos School is one of the schools found in Addis Ababa, Ethiopia in which GEQIP was being implemented in general and SIP in particular. In the implementation practices of SIP among educational sectors including schools found in Addis Ababa city, the student researcher has served as a regional secondary school supervisor and has witnessed from experience that secondary schools in the study area have problems in implementing SIP (FIS, 2022).

FYS, has also undergone such a program in an effort to improve the learning environment and academic achievements. Despite the efforts made by the school leadership to implement school improvement initiatives, there are still challenges that hinder the effectiveness of these programs. The school leaders at FYS have lack the necessary leadership skills and competencies to effectively drive school improvement efforts. According to Leithwood and Jantzi (2008), effective school leadership is essential for bringing about meaningful change in educational institutions. Therefore, the inadequate leadership capacity of school leaders could impede the successful implementation of school improvement initiatives. Implementing school improvement requires changes to existing practices and routines, which would have met with resistance from teachers, students, and other stakeholders. Fullan (2016) emphasizes the importance of addressing resistance to change and involvement of all stakeholders in the improvement process to ensure its success.

Consequently, this study aims to address the knowledge gap regarding the leadership practices and challenges faced by school administrators in the 21st-century implementation of school improvement programs. Specifically, the research aims to investigate the specific leadership practices employed by school administrators at Felege Yordanos School and examine the challenges they confront during the implementation process. Identifying these practices and challenges will contribute to enhancing leadership capacity and improving the success of future school improvement initiatives.

1.3 Research Question

The study has been conducted with the aim of providing answers to the following basic research questions.

- To what extent is adequate practices made by school leadership for implementation of SIP at Felege Yordanos School in Addis Ababa city?
- What are the challenges faced by school leadership in implementing SIP at Felege Yordanos School in Addis Ababa city?

1.4 Objective of the Study

1.4.1 General Objective of the Study

- The general objective of this study aims to assess the practices and challenges of school leadership in implementing of SIP at Felege Yordanos School in Addis Ababa city.

1.4.2 Specific Objective of the Study

The specific objectives of the study are;

- ✓ To assess the practices made by school leadership for eimplementation of SIP at Felege Yordanos School in Addis Ababa city.
- ✓ To point out the challenges faced by school leadership in implementing SIP at Felege Yordanos School in Addis Ababa city.

1.5 Significance of the Study

The significance of study is multifaceted.

Firstly, the research provides localized insights into leadership practices within the Ethiopian educational context, offering a deep understanding of the dynamics of school leadership at a specific school. By focusing on Felege Yordanos School, the study enhances our knowledge of how leadership strategies are implemented and the challenges faced in a real-world educational setting. This localized approach is crucial for tailoring effective leadership interventions that address the unique needs of schools in Addis Ababa City.

Secondly, the study contributes to the existing body of knowledge on educational leadership by providing a detailed analysis of leadership practices and challenges in the context of school improvement programs. By identifying specific obstacles and strategies employed by school leaders, the research sheds light on effective approaches to enhancing the quality of education and improving student outcomes. This contribution is essential for informing future research and policy decisions aimed at strengthening educational leadership practices in Ethiopian schools and beyond.

Lastly, the practical implications of the study extend to informing practice, policy, and research in the field of educational leadership and school improvement. The recommendations put forth by researcher offer actionable steps for addressing challenges in SIP implementation, such as the importance of human resources, awareness creation, and stakeholder engagement. By highlighting the significance of continuous professional development and resource allocation, the study emphasizes the need for capacity-building initiatives among school leaders and teachers to drive sustainable improvements in educational outcomes. Overall, the study's findings have the potential to guide decision-making processes and policy formulation for enhancing leadership practices and fostering effective school improvement initiatives in Ethiopian schools.

In summary, the significance of this study lies in its potential to inform practice, policy, and research in the field of educational leadership and school improvement. By offering insights into leadership practices and challenges at Felege Yordanos School, the research contributes to the broader discourse on improving educational outcomes and fostering effective leadership in Ethiopian schools.

1.6 Scope of the study

The scope of the study has encompassed various aspects related to leadership practices, challenges, and the implementation of a School Improvement Program (SIP) at a specific educational institution. The study has specifically targeted Felege Yordanos School in Addis Ababa City, concentrating on the leadership practices and challenges encountered in implementing the School Improvement Program within this particular educational setting. The time scope of study on encompasses a specific period from April to June 2024 which the research was conducted. The research has delved into the leadership practices adopted by school leaders at Felege Yordanos School to facilitate the effective implementation of the School Improvement Program. It has explored how leadership behaviors, strategies, and actions influence the school improvement

process. The study has investigated the challenges faced by school leaders in implementing the School Improvement Program at Felege Yordanos School. It has examined obstacles, barriers, and difficulties encountered in driving school improvement initiatives and enhancing educational outcomes. The scope has included the research methodology employed, such as data collection through questionnaires, interviews, focus group discussions, document reviews, and observations. The methodology used in the study has contributed to a comprehensive examination of leadership practices and challenges in implementing the School Improvement Program. The study was situated within the context of Addis Ababa City and the Ethiopian educational system, offering insights into leadership practices and challenges specific to this region. The findings are intended to be relevant and applicable to similar educational settings in Ethiopia. In conclusion, the scope of the study has encompassed a detailed exploration of leadership practices, challenges, and the implementation of a School Improvement Program at Felege Yordanos School in Addis Ababa City.

1.7 Limitations of the study

The study has focused on a specific school, Felege Yordanos School in Addis Ababa City. The findings may not be directly transferable to other educational institutions or different contexts, limiting the generalizability of the research outcomes. The study's findings have been limited by the sample size of participants involved in the research, such as school leaders, teachers, parents, and students. Time constraints during data collection and analysis phases have impacted the depth and breadth of the study. Limited time for data collection has restricted the scope of the research and the thoroughness of the analysis. By acknowledging these limitations, the researcher has provided a more nuanced interpretation of the study's findings and consider avenues for future research to address these constraints.

1.8 Definition of key Terms

- Leadership Challenges: refer to the obstacles, difficulties, or barriers that school leadership faces in effectively implementing the School Improvement Program (SIP) at School. These challenges may hinder the successful execution of the program and impact the overall improvement efforts within the school (Alemu, T. K., 2018).
- Leadership Practices: refers to the actions, strategies, and behaviors adopted by school leadership to facilitate the effective implementation of the School Improvement Program

at School. These practices are aimed at enhancing the quality of education, improving student outcomes, and fostering a culture of continuous improvement within the school (Yalemzewod Assefa, W., 2020).

- School Improvement Program (SIP): A structured initiative aimed at enhancing the quality of education and overall performance of a school through strategic planning, implementation of interventions, and continuous monitoring and evaluation (Befekadu, E. T., & Sowmya, A., 2017).

1.9 Organization of the study

The study was organized in to five chapters. The first chapter deals with the problem and its approach. The second chapter concerns with the review of related literature while the third chapter provides the readers with the research designs and methodology of the study. The fourth chapter contains presentation, analysis and interpretation of the data while the fifth chapter covers with the summary of the findings, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter covers the following topics: the definition of school improvement, its historical development, its justification, its guiding principles, its cycle and framework, its committee, its planning, its components as part of the general education quality package, its domains, the experiences of other countries in implementing school improvement practices, the role of leadership in doing so, and the difficulties associated with doing so.

2.1 Review of Theoretical Literature

2.1.1 Concept of School Improvement

School improvement is advanced beyond school improvement program, in that its dual emphasis on enhancing the school capacity for change (transforming the school interims of students‟ achievement) as well as implementing specific reforms, both of which have their ultimate goal of increasing in student achievement. Hence, school improvement is a process or continuous activity of fulfilling different inputs, upgrading school performance and bringing better learning outcomes at school level (MOE, 2006).

In supporting to this, Jeilu Omer (2010) states that a school improvement is an activity to improve the input and process in order to improve teaching and learning outcomes. In the same manner, Vein Hulpia and Valck (2004 as cited in Chaltu Sani: 2015) conceptualize the phase school improvement as a dynamic, planned rational change process with structural and cultural aspect. School improvement is a process that planned a long three phases known as initiation, implementation and institutionalization. This plan requires the creation of awareness to the stakeholders for the implement and monitoring the implementation from time to time.

In general, school improvement means reforming, transforming or upgrading school interims of the four school improvement program domains through the school capacity management change and create better place to students learn. As a result, there is a better student achievement and outcome.

School improvement has been defined in different ways by different scholars. According to Harris (2005), school improvement is defined as "a distinct approach to educational change that enhances student's outcomes as well as strengthens the school's capacity for managing improvement initiatives". Hopkins, (2005) has also indicated that school improvement is not a single activity or approach but a powerful set of processes that can significantly enhance the generality of teaching and learning. School improvement is not a fad or a fashion but a systematic way of generating change and development within the school. Gallagher, (2004), indicates the school improvement refers to the process whereby schools under the governance of school boards undertake a continuous cycle of self- assessment. School monitor performance against system and school goals and report to the school community and the chief executive.

2.1.2 Historical Development of School Improvement Program

According to (Reynolds et al., 1996), the historical background of school improvements, have discussed as follows. According to their explanation, there were two different sets of assumptions. These two assumptions are the „top down" and „bottom up" approaches to the school improvement.

They have discussed on the two approaches as follows. They have developed their explanations as in the 1960"s and 1970"s SI in the United States, the United Kingdom and worldwide displayed a number of paradigmatic characteristics. In their top down assumption, curriculum innovation was brought to schools from outside. The innovation were based upon knowledge produced by persons outside the school, the focus was on the school's formal organization and curriculum, the outcomes were taken as given and the innovation was more targeted at the school than the individual. The overall school improvement structure was depend on positivism.

The failure of this assumption to generate more than partial take up by schools of the curricula or organizational innovations became an established finding within the educational discourse of the 1970"s. After the failure of this assumption, the new school improvement paradigm came in the early 1980"s, which is still observed in much of the writing in school improvement today. The new assumption, a „bottom up" approach to school improvement, that attempts to be „owned" by those school level; although outside school consultants or experts could put their knowledge forward for possible utilization. This approach tended to celebrate the „folklore" or practical knowledge of practitioners rather than the knowledge based of researchers and focused upon needed change to

educational process rather than school management. Hence, the improvement attempts were„ whole school‟ oriented and school based, rather than outside school or course based.

2.1.3 Rationale of School Improvement Program

School improvement is an important aspect of the school system. As suggested in MOE (2007) cited in Jemal Sabir, (2019) school improvement helps to create a learning environment to all learners. It enables teachers to be responsive to the diverse learning needs of students in their teaching-learning approaches. In addition, school improvement is essentials to enhance the involvement of the parents and the community in the school activities and to improve the effectiveness of the school's management.

Moreover, effective school improvement program minimizes wastage of educational resources by reducing class repetition, dropout and improving the learning capacity and academic achievement of students MOE (2006) cited in Jemal Sabir, (2019). Generally, school improvement helps to realize the provision of quality education for all children by making the overall practices and functions of school more responsive to the diverse student's needs.

2.1.4 Principles of School Improvement

School improvement is a systematic approach that follows its own principles. Burg and Ornstein (1991) (as cited in Chaltu Sani; 2015) here listed the following "guiding principles that need to be owned in school improvement process (i) Schools should employ a set goals and missions which are easy to understand, (ii) Students‟ achievement must be continuously checked and evacuated, (iii) Schools need to help all students especially the low achievers need to be tutored and enrichment program should be opened for high talented students, (iv) principals and staff should be actively involved in continuous capacity building to update their knowledge, information and to develop positive thinking, (v) Every teacher needs to contribute to successful implementation of school improvement program, (vi) Teachers must involve in staff development, (vii) school environment has to be safe and health, (viii) School relationship should be strengthened so that community and parents needs to involve in SIP implementation, and (ix) School leadership should be shared among staff, students and parents.

2.1.5 School Improvement Cycle and Framework

Ministry of Education has developed school improvement cycle, a system consists of several tools and processes by which schools able to conduct self-enquiry, develop strategic plan, implement the plan, monitor and control the progress and report to the stakeholders (MOE, 2010). The SIP framework identified that, the process of SIP is not only continuous, and cyclical but also modified on the basis of information obtained from both external evaluation and self-enquiry which the school itself conducted at the end of each year as well as at the end of the three years. The strategic plan of school improvement program covers three years. There are activities to be performed as per years.

The following figure briefly shows activities to be performed within three years:

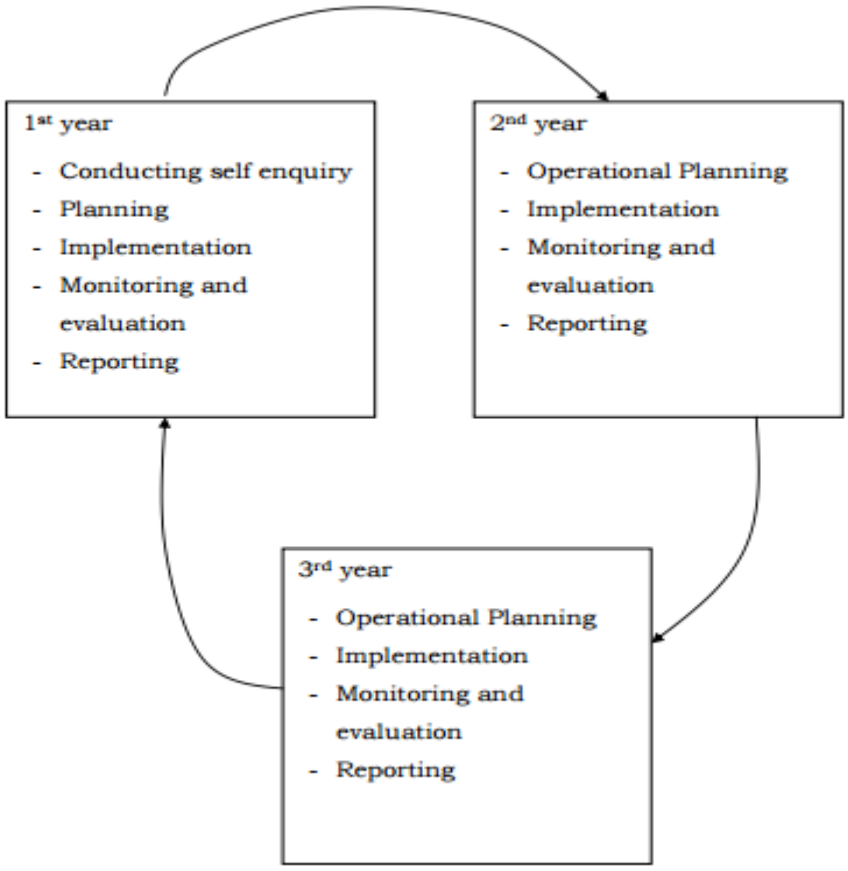

Figure 2.1: School Improvement Cycle of Ethiopia

Source: Adopted from MOE, (2010) and modified by researcher (2024)

The major activities of first year are preparation, collection of information, system survey; deciding performance level of the school, designing SIP plan, and implementation of the plan, monitoring and evaluation as well as reporting are conducted by stakeholders. In the second year, schools evaluate the improvements achieved in line with the goal set and priorities identified. At this stage, new issues or priorities that might be considered will be identified and modification of the plan will be made.

Some standards on which self-enquiry were not conducted in the first year will be selected and report will be prepared. In the third year, while the implementation is on effect, schools monitor those improvements observed via self-enquiry. In addition, external bodies evaluate the performance of schools and provide them with the feedback (MOE, 2010).

2.1.6 School Improvement Committee

According to the MOE (2012), school improvement committee is a committee that set up from teachers, supportive staff members, students, parents and local communities to lead the school improvement program of the school. According to this document the head of the committee is school principal and the duration of the committee is three years.

The role and responsibility of the committee is participated in school improvement program starting from preparation to monitoring and evaluation by using school improvement guiding lines (MOE, 2010). They are expected to participate actively via school self-assessment, preparing adequate planning and follow up the implementation according to the plan.

2.1.7 School Improvement Planning

The school, under the leadership of the principals, is responsible for developing the school's improvement plan. The school improvement plan serves as a road map for the changes and results to the school strives to achieve. School improvement planning involves the collaboration of teachers and school administrators. School support staff and the school supervisors also have an important role in this process. Moreover, students, parents, and community representatives are involved in the planning and decision making process (Alemu, T. K., 2018).

School improvement planning typically begins with self-assessment that involves collecting and studying data/ evidence/ to help determine where the school appears to be effective and where

improvements are needed. This exercise establishes the school's strengths, challenges, needs, and wants, (comprehensive framework, 2013).

According to MOE (2007) the purpose of school improvement is about improving students learning and their learning outcome at higher level. Hence, schools primarily need to conduct self-enquiry on the weaknesses and strengths of their current performance. This gives them the actual current picture and a basic for future improvement. Self-enquiry is an essential means for schools to create a sense of responsibility and accountability for student learning and to practically show their accountability to their stakeholders, to assess the extent to which they are satisfying the needs of their students and the impact of their services as well as future directions of improvement.

The first stage of the school improvement planning process is establishing a school improvement planning team (school improvement committee). School principals play a crucial role in establishing school improvement committee. As once school improvement committee is established, the members of this committee will be responsible for assembling and assessing information about student's achievement, the school environment and parent's participation through a series self-assessment activity. According to MOE (2010), there are six self-assessment of data collection activities that including (1) Teacher interviews self-assessment, (2) Teaching observation self-assessment, (3) Student tests self-assessment, (4) Parent's self-assessment, (5) Student's self-assessment and (6) School records self-assessment.

The school director is responsible for collecting the data under activity three and six. Once the self-assessment data were collected, the next school improvement planning team has the task of analyzing data and information about the level of student achievement in the school, the effectiveness of the school environment, and the level of involvement of parents in their children's‟ education. Based on their analysis, the school improvement committee members make decisions about areas that need to be improved by giving priorities for each data and information.

After the school need assessment priorities are once identified SIP committee can design the three years school improvement strategic plan. The format includes, goals, objectives, priorities implementation strategies, timeline, responsibility for implementing strategies, monitoring and evaluation and ways of modification of the plan. The next stage is about organizing different

taskforces that are responsible for the development of action plan for each domain to implementing the SIP plan (Befekadu, E. T., & Sowmya, A. 2017).

The action plan takes force need to consider the revision techniques (MOE, 2007). This action plan is the base for classroom planning that is central to the school improvement as it is what teachers do in their classrooms which impact most directly on students‟ achievement (MOE, 2007).

2.1.8 Components of General Education Quality Improvement Package

Ethiopia was implementing its plan for accelerated and sustained development to end poverty (PASDEP). The PASDEP‟s strategic vision was one of rapid and sustained growth primarily through large domestic investments and scaled up development assistance targeted at eliminating the poverty traps that have hindered the development of the country. To strengthening human resource capacity and achievement, education is a key element which is a corner stone of the government development strategy (MOE, 2008). The Government prepared the National Education and Training Policy (ETP) in 1994 and within the framework of the ETP launched the first five years Education Sector Development Program (ESDP) in 1997 as a part of a twenty-year education sector plan.

The government's vision for education development was described in the PASDEP, with the ESDP III, giving high priority to quality improvement at all levels. Within the framework of the ESDP III, the MOE has developed a General Education Quality Improvement Package (GEQIP). The draft GEQIP (2007) shows that the reform package encompasses four key areas of the teacher development program (TDP), curriculum improvement, leadership and management and the school improvement program (SIP) and the complementary packages; civics and ethical education and information communication technology (ICT). A key recommendation of the education sector Annual Review Meeting (ARM) 2007 is that MOE and Development Partners (DPs) work together to implement the GEQIP through a pooled funding mechanism. The proposed program will support the implementation of the first four of the six components of the GEQIP, namely Teacher Development Program (TDP) including English Language Quality Improvement Program (ELQIP), curriculum, including text books, assessments and inspection and school improvement program (SIP) with a school grant sub component.

The main objectives of the components as improving the capacity of school to prioritize needs and to develop a school improvement program enhance school community participation in the resource utilization decisions and resource generations to contribute the overall quality improvement of the Ethiopian education system.

2.1.9 Domains of School Improvement Program

School improvement domains are key areas of concern for improvement activities in which its main focus is enhancing student learning outcome. The domains are found via the school self-assessment (the review where the school is being currently and identify the areas that the schools need to improve).

Throughout 2006-2007 the MOE developed a school self-assessment form (SAF) with assistance from Regional Education Bureau (REBs) and teacher education institutions. According to MOE (2006) and ACT (2009) school domains are categorized into four. The four school improvement domains are Learning and Teaching, Conductive Learning Environment, Leadership and Management and Community Involvement. Each domain is consisting three elements as shown in figure 2.2 below

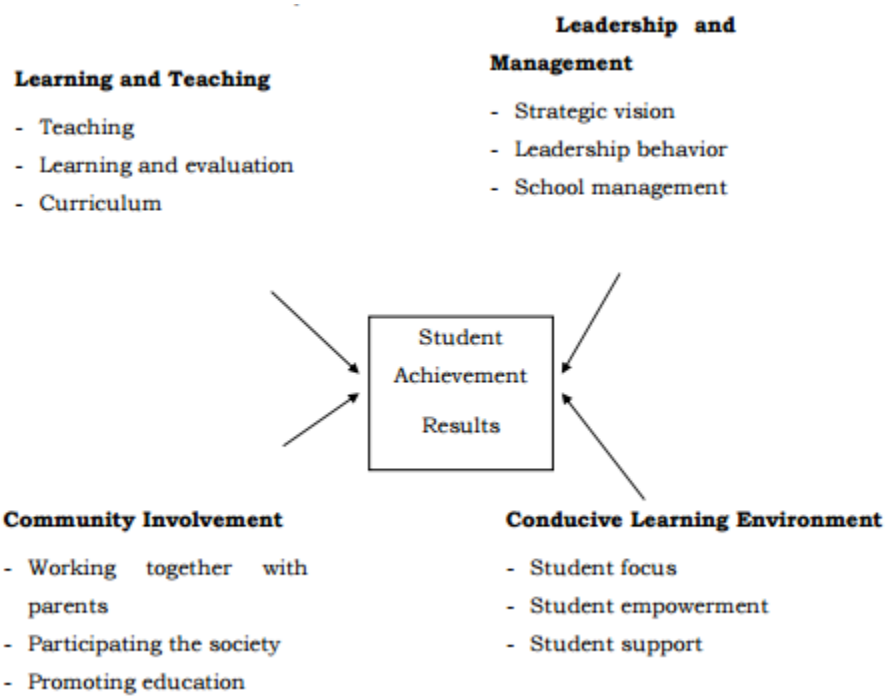

Figure 2.2: School Improvement Domains and their Elements

Source: Adopted from MOE, (2008) and modified by researcher (2024)

2.1.9.1 Learning and Teaching Domain

The teaching and learning domain focus on the roles and responsibilities of teachers since it where the actual students‟ learning takes place. In this domain, the students are expected to be with their all teaching materials and teachers are also expected to plan adequate preparation for the actual learning activities. Teachers academic qualification could fit with the level they are teaching through adequate trainings will be provided (MOE 2007). Even ongoing continuous professional development undertaken by teachers will have a positive impact on student results and they uses active learning methods in the classroom as well as teachers achieve measurable improvements in student results (MOE 2010).

In addition, teachers need to conduct timely and continuous assessment via observation, activities in discussion, class works, home works, tests, individual or group assignment works. Teachers are expected to appreciate and treat their students without any biased toward age, sex, learning capabilities and special needs in their activities (MOE, 2007).

2.1.9.2 Leadership and Management Domain

The leading management domain is considered with communicating a clear vision for a school and establishing effective management structures. Leaders set direction guide the school community alignment of its purpose and practice. MOE (2004) describes planning, decision making, coordination, monitoring, communication, motivation, managing conflict (grievance, supervision and evaluation as the most important function of leadership in education. Effective leadership within the school is collegial, student centered and teachers focus promoting a collective responsibility for school improvement.

Effective leaders should acquire and maintain valuable and essential ingredients to score high level of effectiveness in the process of leadership. According to different scholars views the most common elements of leadership are treated as follows:

I. **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. Ubben and Hughes (1997) stated the

empowerment is giving teachers and even students a share in important organizational decisions giving them opportunities to shape organizational goals. Every school leadership activity ultimately directed towards improving the quality of instruction taking place between teacher and students as well as students each other.

II. **Schools Leaders as Change Agents:** 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 administrators‟ function as a change agent is taking the stuff 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 the effect of students‟ broad outcomes.

III. **Being a Visionary Leader:** An effective leader is highly expected to have ability to create and communicate his/her organizational vision. Because of the success of any organization depends on having a clear vision which accepted by the staff and other stakeholders. Cheng (2005) defined vision as an image of a future that the school staff wants to achieve or care about. This shows that an agreed vision is a stimulant to work hard towards the desired common goals. Cheng (2005) also stated that anyone who is aspiring to be a good school leader need to have some sense of what she or he values, something be committed.

IV. **Human Resource Development:** 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. In supporting to this idea, Harries (2005) confirms that school leadership must build the capacity of developing the school as a learning community.

2.1.9.3 Conducive Learning Environment Domain

Environment describes the promotion of positive and respectful relationships able, welcoming and inclusive in safe and productive learning environments strongly engaged and participate in the broad range of learning opportunities MOE (2006) states that school environment consists of focus, students‟ empowerment and students support and decisive domain for the implementation of school improvement program.

The school is accessible for students with special needs and works collaboratively with community in order support the students. The school facilities like adequate teaching materials, reference materials, library, pedagogical center, separates laboratories, toilets for boys and girls separately and the like are important for students‟ learning MOE (2010).

2.1.9.4 Community Involvement Domain

The community involvement domain describes the development of quality, ongoing community partnerships and networks. The participation of parents are expected to discuss with school leaders and teachers as a whole and with home room teachers and each subject teachers as particularly on the issues of their students learning. In addition, parents must follow up about their children discipline in different conditions like regularly visit the schools. Community participation is a process through which stakeholders influence and share control over development initiatives and the decision. Moreover, parents, community members as a whole and NGO‟s are expected to support the school improvement program financially or in kind.

In supporting to this idea, Kruger, A. G (1996) as cited in Dereje Hafosha (2012), has indicated the following activities as a means for parents to get involved in schools; helping children with homework, fund raising; maintenance building and grounds; transporting of pupil's; organizing functions at school helping with extracurricular activities and supporting school activities. Mc. Nergney, et. al (2004) as cited in Chaltu Sani, (2015), indicates that good schools and good homes go together. Evidence suggests that connection between home and school help students adjust and learn parents boost their children's an academic achievement by exposing them to intellectually stimulating experiences, requesting information, and participating in school governance.

2.1.10 Countries Experience in School Improvement Implementation

United Kingdom

United Kingdom has a long history by exercising school improvement program to enhance the provision of quality education. Hopkins (1987), school improvement in the united kingdom which provided a context for more detailed of the four major themes that emanated from International SIP: namely school based review for school improvement, the role of head teacher and internal change agents in school improvement, the role external support and the development and implement of the school improvement police by education authorities. Improvement of quality

education for all (IQEA) is the result of international school improvement focuses program which of teaching-learning by improvement the main agents of the school. Hopkins (2002) has discussed the IQEA project is basically depend on central premises that without an equal focus on development of capacity, or internal conditions of the school.

Australia

School improvement program in Australia has a large extent been due to state education system initiatives (Marsha, 1988) Australian Capital Territory (ACT, 2009), School Improvement Framework describes a four-year cycle of school review. It engages students, teachers and school community in a process of continuous improvement. Between 2009 and 2013, school leaders and school communities will use the framework to reflect on the quality of their practices, identify strategic priorities and embed programs that are effective, challenging and engaging for all students.

The ACT Government is committed to raising the quality of educational outcomes and achieving excellence in all ACT public schools. In focusing on both quality and excellence, they will create better schools for their students.

Ethiopia

The Ethiopian Government's vision for education development is described in the Plan for Accelerated and Sustained Development to End Poverty (PASDEP), with the ESDP III, giving high priority to quality improvement at all levels in order to strengthening human resources capacity and achievement MOE (2008). By providing physical inputs such as teachers, textbooks and school health and nutrition (SHN) services are necessary if the quality of education is to be improved, creating incentives that lead to better instruction and learning are also vital. Hanushek and Wosessmann (2007) as cited in MOE (2008), identify three key factors that enhance the quality of education. These are choice and competition between schools, school autonomy and school accountability.

In addition, even if, there are achievements in access (not at all), the quality of education in Ethiopia has encountered serious problems. The evidence of these problems are the results of national learning assessment, in this concern assessment of ESDP III the national primary and

secondary learning examination results were below average (MOE, 2005). In spite of these achievements, still their care problems related to access, quality, equity, relevance as well as leadership and management that require critical interventions, if the education is to be an instrument for the realization of the goals set by the state (Frew Amsale, 2010).

Ministry of Education (ESDP IV, 2010) stated that the gains in access are of little meaning if they are not accompanied by improved student learning. If student do not acquire significant knowledge and skills, Ethiopia will not be able to complete in a global economy.

The school improvement approach starts with schools and their stakeholders undertaking a self-assessment to identify their goals, followed by development and implementation of a school plan. The school improvement methodology will be critical in strengthen the planning and utilization of the school grant 9 and other resources), which in turn will realize measurable gains in the school performance and the quality of the education MOE (2008).

2.1.11 Role of Leadership in Implementing School Improvement

Within the unique characteristics of educational organization /schools/ (i.e. crucial, complex, open and sensitive intimacy or relationship, collegiality and directed by various stakeholders) especially in its complex operation in the 21st century, the school leaders plays a vital role in bringing about school improvement. Schools are crucial since they are a training center for others and they are complex because they deal with human behavior. Through these complex operations of schools, the role of school leaders is the central in the success or failure of the school system at school level, and it plays an important role in school improvement program in the areas of managing resources, support staff and teachers for improving students achievement Mpoksa and Ndaruhutse, 2008, cited in Abebe, 2012).

School leaders, together with teachers, have the most influence in the learning of students (UNESCO, 2013). Effective and efficient instructional and administrative leadership is required to implement school improvement program processes (Worknesh and Tassew, 2013). This idea shows that school leaders facilitate the implementation of school improvement program to enhance teachers‟ competencies for improving students‟ learning performance.

2.1.12 Practices and Challenges of School Improvement Implementation

2.1.12.1 Practices of School Improvement Implementation

At the Preparation Stage, According to Ministry of Education (MOE, 2010), there are the following stages of the school improvement program in practices. School self-assessment is the practices that perform to collect information from different stakeholders by school improvement committee. After analyzing the data/ or information/ by giving the priorities, the school improvement committee can develop a three year school improvement strategic plan in the identified priority areas.

At the Implementation Stage; the practices should be taken place is the implement of school improvement of the strategic plan and action plan. The other practices into account for school improvement is monitoring to the annual action plan. In the Education Sector Development Program (ESDP II) in Secondary Schools, in order to enhance the quality of education at secondary level, ICT infrastructure were provided to schools to receive satellite education transmission (by using plasma) with the objective of improving quality education and supporting teachers. The objective of the school net program was to support the country's education system by providing schools to set up internet laboratories, organizing training for teachers, digitalization of existing video-based education (EDPS II, 2005).

2.1.12.2 Challenges of School Improvement Implementation in Ethiopia

The Ministry of Education (MOE, 2008), improving education quality could enable schools to become effective, focused for sustained school improvement in every aspect of schools. School improvement program is very complex that it might be hindered by various implements that challenge the implementation (Stoll and Fink, 1996). These challenges include "complexity of the program, mobility of teachers and principals, principals" coordination problems and sustaining commitment, low support from the concerned offices and lack of involvement of the stakeholders.

According to Hussen and Postethwore (1994), challenges to the school improvement may vary in accordance with the variations with the unique features of schools as well as with the external environment in which schools are operating. Harris (in Hopkins, 2002) has noted that the difficulty to change school management and working culture as a problem to the SIP in the developing country.

In the Education sector Development Program (ESDP III), the main challenges in the education sector were the failure of schools in addressing students‟ right to quality education. The factors that contributed to the low student achievement in secondary schools include: poor school organization and management, inadequate training on the subject mastery and pedagogical skills for teachers, inadequate school facilities, insufficient curricular and instructional materials, and large class size (ESDP: 2008).

2.2 Review of Empirical Literature

Leithwood, K., & Jantzi, D. (2008) on linking leadership to student learning: The contribution of leader efficacy examines the relationship between leadership practices and student learning outcomes. The authors argue that leader efficacy is a crucial factor in successful school improvement programs. The study is based on empirical data collected from a large-scale survey of school leaders and includes references to other empirical studies in the field. Hallinger, P., & Heck, R. H. (1998) cited in Bush, T. (2011) provides an overview of empirical research conducted between 1980 and 1995 on the role of principals in school improvement. The authors discuss different leadership practices and their impact on school effectiveness. The study includes references to multiple empirical studies and offers insights into the challenges faced by principals in implementing school improvement programs.

According to Elmore, R. F. (2000) cited in Jemal Sabir, (2019), on building a new structure for school leadership in Washington, D.C examines the challenges of implementing school improvement programs and the role of leadership in overcoming these challenges. The author presents a theoretical framework and provides case studies based on empirical data to illustrate effective leadership practices. The book includes extensive references to empirical literature related to school leadership and improvement. Marzano, R. J., Waters, T., & McNulty, B. (2005) synthesizes empirical research on effective leadership practices and their impact on student achievement. The authors present a meta-analysis of over 70 studies and identify specific leadership behaviors that contribute to school improvement. The book includes references to the original empirical studies and provides practical strategies for implementing effective leadership practices.

Spillane, J. P., Halverson, R., & Diamond, J. B. (2004) cited in Fullan (2016) offers a theoretical framework for understanding leadership practices in school improvement. The authors argue for a

distributed perspective on leadership, emphasizing the shared responsibility for leadership among various stakeholders in the school community. The paper includes references to empirical studies and provides insights into the challenges faced by leaders in implementing school improvement programs.

Upon conducting a search, it appears that there is limited empirical literature specifically focused on the leadership practices and challenges of implementing school improvement programs in Addis Ababa, Ethiopia. However, Alemu, T. K. (2018) on Leadership practices and challenges in Ethiopian secondary schools explores the leadership practices and challenges faced by secondary school leaders in Ethiopia. While it does not focus on a specific school or city, the findings shed light on the overall leadership context in the country. Tessema, F. B., & Gravelle, T. (2013) on School leadership challenges in a developing country context investigates the challenges confronted by school leaders in Ethiopia's developing country context. It discusses issues related to resources, teacher motivation, community engagement, and professional development, which are relevant to implementing school improvement programs. Yalemzewod Assefa, W. (2020). While this study is not specifically focused on Addis Ababa, it provides insights into the leadership practices and challenges faced by secondary school principals in Ethiopia. The findings may be relevant to understanding the broader context of leadership in Ethiopian schools. Befekadu, E. T., & Sowmya, A. (2017) on Challenges and prospects of leadership practices in schools: examines the challenges and prospects of leadership practices in Ethiopian schools. Through interviews and observations, the study identifies key challenges faced by school leaders and discusses potential strategies to address them.

2.3 Research gap of the study

The identified research gap includes:

- **Contextual Specificity:** The study aims to fill a gap in the literature by examining the leadership practices and challenges of implementing school improvement programs within the unique context of Felege Yordanos School. By focusing on this specific school setting, the research contributes to a deeper understanding of the dynamics of school leadership in the Ethiopian educational context.
- **Limited Studies on SIP Implementation:** The document highlights that previous studies conducted in government primary and secondary schools have indicated a lack of capacity

among educational leaders to effectively implement School Improvement Programs (SIP). By addressing this gap, the research aims to provide insights into the specific challenges faced by school leaders in Felege Yordanos School and propose recommendations for improvement.

- **Need for Comprehensive Examination:** The study intends to conduct a detailed analysis of leadership practices and challenges in implementing SIP at Felege Yordanos School, including data collection through questionnaires, interviews, focus group discussions, document reviews, and observations. This comprehensive approach seeks to bridge the gap in the literature by offering a holistic view of the school improvement process.
- **Local Relevance:** The research focuses on the Addis Ababa City Government's SIP implementation since 2007, emphasizing the importance of local relevance and applicability of findings. By studying leadership practices and challenges in a specific Ethiopian school context, the study aims to address the gap in localized research on school improvement initiatives.
- **Integration of Stakeholder Perspectives:** The study incorporates the perspectives of various stakeholders, including school leaders, teachers, parents, and students, to provide a multifaceted understanding of SIP implementation challenges. By including diverse viewpoints, the research aims to fill a gap in the literature regarding the involvement of different stakeholders in school improvement processes.

By identifying and addressing these research gaps, the study on leadership practices and challenges of implementing School Improvement Programs at Felege Yordanos School contributes to the existing body of knowledge on educational leadership and school improvement initiatives in Ethiopia.

2.4 Conceptual Framework of the study

The conceptual framework of the study illustrates the relationships between the independent variables (Leadership Practices and Challenges Faced by Leadership) and dependent variable (Implementation of SIP).

The study examines the leadership practices and challenges faced by school leaders in implementing and overseeing the School Improvement Program (SIP). These include decision-making processes, communication strategies, resource allocation, and staff development

initiatives. The challenges include resource constraints, staff resistance, community engagement issues, and external factors affecting the program's effectiveness. The implementation of the SIP measures the success of the program, considering factors like goal attainment, stakeholder engagement, resource utilization, and overall impact on school improvement outcomes.

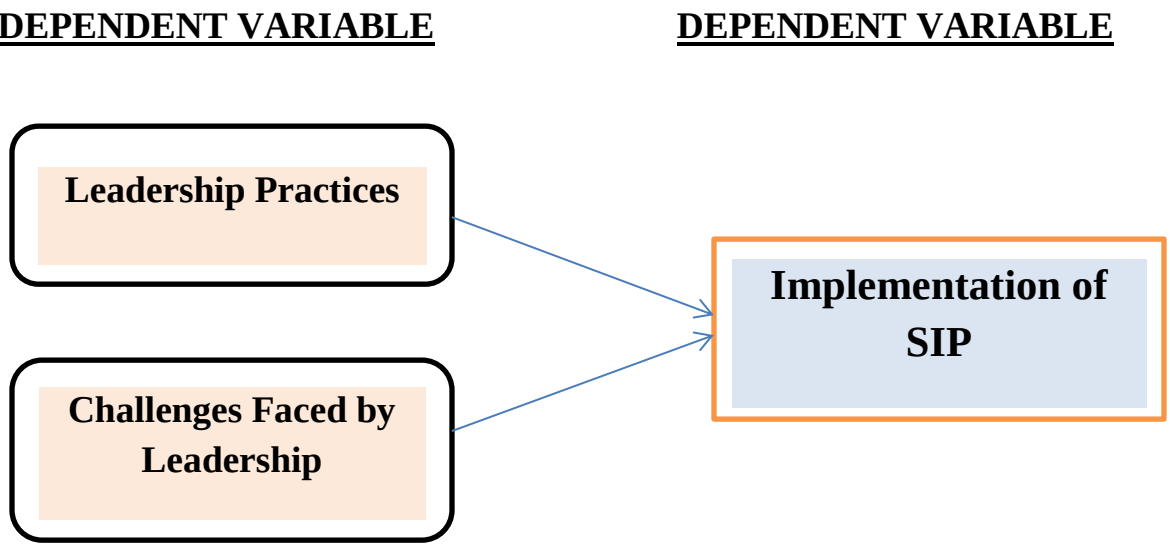

Figure 2.3: Conceptual Framework of the Study

Source: Adopted from (Yalemzewod Assefa, W. 2020)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Description of the Study organization

Felege Yordanos School is an educational institution located in the Kirkos zone Wordea 10 Addis Ababa, the capital city of Ethiopia. It is a governmental secondary school that provides education to students in grades 9 to 12. The school follows the national curriculum set by the Ministry of Education of Ethiopia. It offers various subjects including Mathematics, English, Amharic (the national language), Biology, Chemistry, Physics, History, Geography, and Civics. Additionally, it also provides extracurricular activities such as sports, arts, and music. Felege Yordanos School is organized into different departments or subjects, each headed by a department head or subject teacher. The school has dedicated teachers for each subject area who deliver classes and monitor the progress of students. There is also an administrative body consisting of a principal, vice principal and other administrative staff (https://educationethiopia.org) & (FYS, 2023).

3.2 Research Design

The research design is the organization of an inquiry that is not identified with a specific strategy for collecting information or a specific kind of information (Cooper, and Schindler, 2008). According to Ngechu, (2004), the purpose of the survey research design is for researchers to describe the attitudes, opinion, behaviors, or characteristics of the population based on the data gathered from the sample or population. A descriptive survey research design has been employed to obtained relevant data from concerned respondents on leadership practices and challenges in implementing SIP in Felege Yordanos School in Addis Ababa city because it enables the researcher to make investigations predication, narrowing of events and drawing the conclusions based on the data from large and representative samples of the target population and the findings of the study.

3.3 Research Approaches

Research approaches are mechanisms of attaining research objectives. The approaches are adopted to achieve the best possible to the research objectives. The common research approaches were quantitative, qualitative and combing the two (mixed research approaches).

3.3.1 Mixed approach

A mixed approach is one in which the researcher tends to base knowledge claims on pragmatic grounds (e.g., consequence-oriented, problem-centered, and pluralistic). It employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problem (Cresswell, 2009).

The data collection involves gathering both numeric information (e.g., on instruments) as well as text information (e.g., on interviews) so that the final database represents both quantitative and qualitative information. The advantage of a quantitative research approach may be limitations for a qualitative approach and vice versa.

Many scholars have brought forward the idea of combining qualitative and quantitative approaches (e.g. Bryman, 2004 and Creswell, 2009). The objective of combining the two approaches is to preserve the strengths and reduce the weaknesses in both approaches. The preferred term for combining these approaches is “mixed methods” (Bryman, 2004).

Therefore, this study has adopted mixed approach in order to manage a broader and more complete range of research questions, to provide stronger evidence for a conclusion through convergence and corroboration of findings, to triangulate and the researcher's claim for validity of conclusions which enhanced if they could be shown to provide mutual confirmation.

3.4 Sources of Data

According to Cooper and Schindler (2008), primary data refers to data that will be collected at the first time specifically for the purpose of research project whereas secondary data refers to data that will be collected by someone other than the user. In an attempt to investigate leadership practices and challenges in implementing SIP in Felege Yordanos School in Addis Ababa city and provide possible recommendations, the researcher has used both primary and secondary data sources. The sources of primary data were Felege Yordanos School principals, teachers, supervisors, school improvement committee members, grade 10 classroom representative students. In addition, documents such as 3years strategic SIP plan, 1year operational SIP plan and report related to leadership practices and challenges of in implementing SIP has been tested as secondary sources of data.

3.5 Population and Sample size

3.5.1 Population of the study

The term population refers to the entire group of individuals, objects or event having common observable characteristics in which the research is interested in studying. According to Doku (2011), population of a study constitutes all individual items or organization whose contribution is primarily providing relevant information to the research. According to Frankel and Wallen (2000) a population refers to the group to which the results of the research are intended to apply. They stated that a population is usually the individuals who possess certain characteristics or a set of features a study seeks to examine and analyze. Population can be defined as the total group of people or entities from which research information was intend to be obtained. The population of this study used was Felege Yordanos School Principal, Supervisor, teachers, students, school improvement committee members.

According to recent Human Resource Database report as of January 2024, the total populations of the study in Felege Yordanos school were (1127 students, 125 teachers, 12 school improvement committee members, 2 Supervisors, 1 Principal, and 1 vice Principals) in Addis Ababa City. The total numbers of students in Felege Yordanos school were (448 Males and 679 Females). Of these, students 450 (202 Males and 243 Females) were grade 10 students and the rest 677 (247 Males and 430 Females) were grade 9 students.

3.5.2 Sample Size

Sample size refers to a number of items to be selected from the population. Using Taro Yamane (1967), a sample size has been selected. This is the minimum recommended size of the researcher's survey. It is the most ideal method to use when the only thing you know about the underlying population you are sampling from is its size. The sample size was calculated using the formula:

$$\mathbf{n} = \frac{N}{1+N*e^2}$$

Where

- ✓ **N =** Population of study = 125 total teachers
- ✓ **e =** degree of error expected = 0.05

- ✓ **n =** sample size

By substituting the given we get

$$n = \frac{125}{1+(125*0.05^2)}$$

n = 95.23 ≈ 95

So, the teachers sample size for this study was **95.**

The researcher has used grade 10 students because this study has been conducted on the SIP strategic plan of 2017/18-2020/22 academic years so that the first year implementation of SIP has been made while they were in grade 9, the second year implementation has been made by the researcher while conducting the study and also using the classroom representative because relatively they were expected to have better experience and information of the practices and challenges of school leadership in implementing the SIP. In Felege Yordanos School there were thirty-six (36) sections of grade 10 students. Hence, thirty-six (36) classroom representative students will be participating in this study as students" respondent.

Therefore, the total sample size of the study was (95 teachers, 12 school improvement committee members, 36 grade 10 classroom representative students, 2 Supervisors, 1 Principal and 2 Vice Principal) in FYS in Addis Ababa city.

3.6 Instruments and Procedures of Data Collection

3.6.1 Instruments of Data Collection

In this study, the researcher has used five types of data collection instruments such as questionnaires, semi-structure interviews, focus group discussion, observation and document review. The researcher believed that he has got the adequate information in assessing leadership practices and challenges of in implementing of school improvement program in Felege Yordanos School in Addis Ababa City.

3.6.1.1 Observation

Sensitive to cases that may be considered typical as well as those that may prove to be outliers, observations of SIP implementation within the context may be beneficial (Saldana, J. (2016)).

Direct observations of the leadership practices within the school was conducted. Researcher has observed school administrators' interactions with teachers, students, and other stakeholders to gain firsthand insights into their leadership behaviors and practices. The data has been collected by using observation from the FYS in Addis Ababa City about the toilet's separation for males and females, tap water usage for the school communities and class room situations. Field notes documenting relevant observations, interactions, and patterns will be recorded to support the analysis.

3.6.1.2 Questionnaires

Both open and close ended items of the questionnaires have been developed to collecting the data. The questionnaires have been prepared in English language for those selected teachers for the study. The closed ended questions have been prepared in the form of Likert scale while the open-ended questions have been used in order to the respondents express their feeling on the leadership practices and challenges of school in implementing SIP without any bounded. In supporting the above ideas, Creswell, J. W., & Creswell, J. D. (2017) recommended that, the larger the sample size, the more structured, closed and numerical the questionnaire might have to be, and the smaller the size of the sample, the less structured, more open and word-based the questionnaire may be. The questionnaire was organized in two parts. The first part deals with the general background of the participants. The second and the largest part encompass the whole number of both closed and few open-ended question items that address the basic questions of the study.

3.6.1.3 Interviews

The purpose of interviewing people is to find out what is in their mind what they think or how they feel about something Kahn, (1993) cited in Jemal Sabir, (2019). Thus, semi-structured interview items were prepared for the interviewees. Semi-structured interview permits flexibility in which new questions can be forwarded during the interview session based on the responses of the interviewee, and enables to gather more information that may not be easily held by the questionnaires (Rubin and Rubin, 2005). To this end, in order to obtain detailed information, Semi-structured interviews have been conducted with school administrators and other relevant stakeholders involved in the implementation of the school improvement program in Felege Yordanos School in Addis Ababa City. These interviews have allowed for in-depth exploration of

their perspectives, experiences, and perceptions regarding the leadership practices and challenges faced. The interviews have been audio-recorded and transcribed for analysis.

3.6.1.4 Focus Group Discussion

Focus group discussions (FGD) was conducted with school improvement committee (SIC) members‟ parents‟ representative, teachers‟ representative and the students‟ representative of Felege Yordanos School to encourage group interactions, generate in-depth discussions, and validate the findings from interviews and surveys. These discussions have provided an opportunity for participants to share their perspectives collaboratively and explore common themes and challenges in implementing the school improvement program (Teddlie, C., & Tashakkori, A. (eds.)., (2013)).

3.6.1.5 Document Review

The relevant documents that the school already has were included in this study (Jemal Sabir, 2019; Fullan, 2016; & FIS,2023). Relevant documents, such as school improvement program reports, meeting minutes, and policies, has been reviewed to gather insights into the specific strategies, goals, and challenges of the program. This analysis has provided a historical context and additional information to support the findings from interviews and surveys. The document analysis by using the check list has been prepared on the leadership's practices and challenges in implementing SIP from the preparation stage to the implementation activities.

3.6.2 Procedures of Data Collection

To answer the research basis questions raised, to confirm, cross validate findings of the study, the researcher has been passed via a series of data gathering procedures. Following IRB approval and written permission to conduct the study at FYS the expected relevant data was gathered by using data collection instruments that mentioned under the instruments of data collection. The researcher has collected the data from Felege Yordanos School in Addis Ababa City according to the schedule outlined.

3.7 Methods of Data Analysis

According to Sekaran (2003), data analysis is the evaluation of data. It is the process of systematically applying statistical and logical techniques to describe, summarize and compare data. The data collected through closed ended types questions has been tallied, tabulated and filled

in to SPSS version 25 and the interpretation has been made in different groups. In addition, these data were analyzed and interpreted with the help of descriptive statistics such as percentage, mean and standard deviation. Whereas, the data obtained via observation checklist and document analysis, open ended questions, and semi-structured interview has been analyzed and interpreted by using qualitative analysis (by giving a meaning from each respondent by the word).

3.8 Reliability and Validity

For quantitative data analysis, issues of reliability and validity are important. Quantitative researchers endeavor to show that their chosen methods succeed in measuring what they purport to measure. They want to make sure that their measurements are stable and consistent and that there are no errors or bias present, either from the respondents or from the researcher (Dawson, 2002). The researcher tested the reliability of the questionnaire using Cronbach alpha and before distributing the questionnaire to the respondents, the validity of the instrument was checked by the advisor as to whether it measures what it purported to measure. Accordingly, based on the approval obtained from the advisor, the questionnaire was considered as valid data collection tool. The researcher determines the reliability of this study using Cronbach alpha and reviewing and pretesting the questionnaire items ensure whether the constructs and content validity is significant and acceptable.

In this research the core element of the measurement scale are reliability and validity (Kline, 2011). Reliability is concerned with the consistency of the measurement scale in producing similar results which is measured by Cronbach ‘s alpha. It is widely recognized that the most common measurement of reliability is the Cronbach ‘s alpha, which should be greater than 0.65 as cutoff point (Hair et al, 2010). In this study, Cronbach ‘s alpha reliability test was conducted to validate the reliability of the measurement scale separately as well as the overall measurement scale as it is displayed in table below.

Table 3.1: Reliability test result

Scales	Number of items	Cronbach ‘s alpha	Remark
Preparation Stage / Ground Works/ of SIP	10	0.742	Good
Teaching-Learning Domain (Element 1)	7	0.723	Good

Teaching-Learning Domain (Element 2)	4	0.752	Good
Teaching-Learning Domain (Element 3)	3	0.767	Good
Leadership and Management Domain (Element 1)	3	0.716	Good
Leadership and Management Domain (Element 2)	5	0.775	Good
Leadership and Management Domain (Element 3)	6	0.742	Good
Overall scale	38	0.735	Good

Source: Own computation, (2024)

As shown in the above table 3.1 the overall reliability of the measurement scale of the constructs is 0.735 which is Good value as per the suggestion of Hair et al (2010). Hence, this study ensured that the measurement scales are reliable and can be entered into the final analysis.

3.9 Ethical Considerations

According to Cresswel, (2008), so as to maintain the ethical issue of this study, before data collection is performed, negotiation is critical to gain the permission of respondents to conduct discussions and fill questionnaires ethically. Therefore, the researcher has informed that a statement of confidential, need of conducting this study, refraining from deceptive practices as well as reciprocity and also has attached on the cover page of the survey questionnaire. Besides, no identity (anonymity of participants) has attached to the survey structured questionnaire and the data will be handling confidential. Moreover, the researcher has assured that information provides by participants and respondents are not used for any other purpose; articulate that participants based on their free will to provide relevant data accordingly; and contacted the respondents by showing the letter of cooperation written by the Department of Management, ST. Mary's University with detail explanation of the purpose of the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter discusses presentation, analysis and interpretation of the findings obtained from the field. Descriptive and inferential statistics have been used to discuss the findings of the study. Based on the type of data collected, the following statistical tools were employed to analyze the data gathered. Frequency and percentage were used to analyze the general characteristics of the respondents such as sex, age, educational qualification and work experience were analyzed. In addition, mean and standard deviation values which were computed by SPSS (Version 25). This method simply compares the mean values of each item with the expected mean. Hence, the presentation and interpretation of the characteristics are presented in the table.

4.1 Response Rate

To conduct the current study, the researcher has distributed a total of 95 questionnaires for targeted a sample size of teachers' respondents in Felege Yordanos School in Addis Ababa city.

Table 4.1: Response Rate

Questionnaires	Total	Percent
Distributed	95	100%
Collected	84	88.5%
Remained uncollected	9	11.5%

Source: Own computation, (2024)

As a result, in table 4.1 indicate that, from the 95 questionnaires distributed 84 filled correctly and return because of the burden of the respondents on their duty, and the remained 9 respondents' unwillingness to fill the questionnaires, the questionnaires were not fully fill and return. In general, the response rate of teachers was 88.5% and this response rate is excellent and confirms to Mugenda & Mugenda (2003), stipulation that the response rate of 50% is adequate; a response rate of 60% is good and a response rate of 70% and above is excellent for analysis and reporting. This response rate was satisfactory to make conclusions for the study.

4.2 Demographic of Participants

In this section, the researcher gave a general demographic characterization of the respondents that participated in this study.

Table 4.2: Gender of the Respondents

Variable	Male		Female		Total	
	No	%	No	%	No	%
Teachers	54	64.3	30	35.7	84	100
Principals	1	100	0	0	1	100
Vice principals	1	50	1	50	2	100
Supervisors	1	50	1	50	2	100
Students	16	44.4	20	55.6	36	100
School improvement committee	9	75	3	25	12	100
Total	82	59.9	55	40.1	137	100

Source: Own computation, (2024)

As it shown from table 4.2, the study sought to determine the gender of the respondent and therefore requested the respondent to indicate their gender. The study found that majority of the respondents as shown by 64.3% were males whereas 35.7% of the respondents were females. This is an indication that both genders were involved in this study and thus the finding of the study did not suffer from gender bias.

Totally 137 (100%) respondents were participated in the study. Among these 84 teachers, 12 school improvement committee, 2 supervisors, 1 principal, 2 vice principals, and 36 grade 10 classroom representative students who participated in the study.

Table 4.3: Age Distribution of the Respondents

Age Interval	Teachers		Principals		Vice principals		Supervisors		Students		school improvement committee members	
	No	%	No	%	No	%	No	%	No	%	No	%
16-20 years	0	0	0	0	0	0	0	0	26	72.2	0	0
20-30 years	0	0	0	0	0	0	0	0	10	27.8	0	0

31-40 years	43	51.1	0	0	0	0	0	0	0	0	0	0
41-50 years	26	31	1	100	1	50	1	50	0	0	2	16.7
50 + years	15	17.9	0	0	1	50	1	50	0	0	10	83.3
Total	84	100	1	100	2	100	1	100	0	0	12	100

Source: Own computation, (2024)

According to their occupation, the study requested the respondents to indicate their age category, from the findings, 72.2%(students) of the respondents were aged between 16 to 20 years, 27.8 (students) % of the respondents indicated they were aged between 20 to 30 years, 51.1% (teachers) of the respondents indicated were aged between31 to 40 years, whereas 31% (teachers), 50%(supervisor), 50%(principal and vice principal), and 16.7 % (school committee members) of the respondents indicated that they were aged between 41-50 years respectively. And 17.9%(teachers), 83.3% (school committee), 50% (supervisor), and 50% (vice principal) were aged above 50+ years.

Table 4.4: Respondents by their Educational Qualification

Variable	Teachers		Principals		Vice principals				Supervisor	
					In L.H		In N.L.S			
	No	%	No	%	No	%	No	%	No	%
Diploma	0	0	0	0	0	0	0	0	0	0
First degree	75	89.3	0	0	0	0	0	0	0	0
Second degree	9	10.7	1	100	2	100	0	0	2	100
Others	0	0	0	0	0	0	0	0	0	0
Total	84	100	1	100	2	100	0	0	2	100

Source: Own computation, (2024)

The participants‟ levels of education were indicated in the table 4.4. From the findings it was established that 76.7% of the respondents indicated their highest level as first degree and 23.3 % of the respondents indicated their highest level of education as second degree. This is an indication that most of the respondents focused in this study had first degree of educational qualification. 2(100%) of vice principals were qualified in non-leadership (N.L.S) professions. Hence, this had been its own effect on the implementation of SIP.

Table 4.5: Respondents by their Work Experience

Experience	Teachers		Principals		Vice principals		Supervisors	
	No	%	No	%	No	%	No	%
1-5 years	25	29.8	0	0	0	0	0	0

5-10 years	24	28.6	0	0	0	0	0	0
10-15 years	15	17.8	0	0	1	50	0	0
15-20 years	10	11.9	1	100	1	50	0	0
20 +years	10	11.9	0	0	0	0	1	100
Total	84	100	1	100	2	100	1	100

Source: Own computation, (2024)

The study requested respondents to indicate the number of years they had served. From the findings the study established that 29.8% of the respondents had worked for a period of ranging 1 to 5years, 28.6% of the respondent indicated that they had worked for a period ranging between 5 to10 years, 17.9% of the respondents had served from 10 to 15 years, 16.2% of the respondents had served from 10 to 15 years and finally 20.4 % of the respondents indicated to had worked for a period of greater than 20 years. This implies that majority of the respondents had served for a considerable period which indicates that most of the respondents had vast knowledge which could be relied upon by this study.

4.3 Descriptive Statistics

4.3.1 Practices Made by School Leaders in SIP Implementation

This section was assessed the practices of school leadership in implementing the school improvement program. The school leaders‟ practices in the study were treated starting from the preparation stage of SIP to the implementation of SIP on the four domains were assessed and discussed as follows.

Teachers, vice principals and grade 10 classroom representative students response to items written to investigate the practices of school leadership in implementing school improvement program in in Felege Yordanos School in Addis Ababa City were collected on five likert rating scales that consisting of ten (10) items for school improvement program preparation stage; Thirty four (34) items for four domains SIP implementation by leaders fourteen (14) items for teaching learning domain (7 items on the quality of teaching elements, 4 items on the learning and assessment element and 3 items on curriculum element), fourteen (14) items for leadership and management domain (3 of them on strategic vision element, 5 items on leadership behavior element and 6 of them were on the school management element), four (4) items on the conducive learning environment domain, two (2) items on the community involvement domain and ten(10) items for the major challenges of school leaders in SIP implementation.

The responses were converted into a numerical scale that assigned to each response was given as (Very Low= 1, Low = 2, Medium =3, High = 4 and Very High = 5). Then, the frequency distribution of each variable was calculated as well as the mean score and standard deviation by using the Statistical Package for the Social Science (SPSS Version 25) software. The mean scores for each variable were determined by an averaging the scores for all survey items within each instrument. Hence, descriptive statistics including the mean and standard deviation were presented in the tables.

4.3.1.1 Preparation Stage / Ground Works/ of SIP

Teachers and vice principals were asked to rate the extent to which practices made by school leaders in the preparation stage of SIP. Questionnaires with five rating scales were dispatched to the respondents. The result was summarized in the table 4.6.

Table 4.6: Teachers Response on Preparation Stage (Ground Works)

Item	No	Mean	Stan. Dev
The extent to which school leaders create awareness to the school communities about school improvement (SIP)	95	2.21	.971
The extent to which the consensus /agreement/ building among school communities through awareness creation of SIP	95	2.54	1.156
The degree of the commitment of leaders for the initiatives of SIP	95	2.21	.971
The extent of school leaders' practices to create organizational setting /organizing the school structure properly/	95	2.22	.970
The extent to which school leaders identify priority areas before planning adequate resources that are required for the SIP	95	3.32	1.539
The extent to which school leaders work with the school improvement committee during the preparation of the school improvement	95	3.15	1.713
The degree to which school leaders to articulate their own school visions and internalizing the visions with the school communities	95	3.00	1.407
The extent to which school leaders develop strategic plan of the school based on self-evaluation	95	3.00	1.407
The extent of training provided on SIP planning for the staff	95	2.38	1.159
The extent of stakeholders (teachers, students and parents) participating in developing SIP plan	95	2.78	1.150
Response on Preparation Stage of SIP	**95**	**2.68**	**1.243**

Level of agreement: 0.50-1.50=Very Low, 1.60-2.40=Low, 2.50-3.40=Medium, 3.50-4.40=High and 4.50-5.00=Very High

Source: Own computation, (2024)

As shown in the table 4.6, the mean value of the respondents‟ response of school leaders create awareness to the school communities about SIP was 2.21 which was low performance. Similarly, for the items of the consensus building among school communities and the extent of stake holders participating in developing SIP plan were found with the mean values of 2.54 and 2.78 respectively with inserting the rating scale in to SPSS (Version 25) which were responding in the medium level. In items 3, 4, and 9 the degree of commitment of the leaders for the initiatives of SIP, the extent to which leaders' practices to create organizational setting, the extent of training provided on the SIP planning for the staff respondents were asked to rating them. They were responding them in the low level with their mean values of 2.21, 2.22 and 2.38 respectively.

In supporting these findings, the most vice principals from the open-ended questionnaires, the most main principals and supervisors; from semi-structured interview had mentioned the following major activities / Practices/ that were expected from school leadership during the preparation phase of the SIP.

- ✓ Creating awareness about SIP within the school communities and evaluate their readiness.
- ✓ Carry out SWOT analysis (collecting related documents, analyze and organized the collected documents).
- ✓ Based on the analysis from the collected document /school domains/
- ✓ Determine the actual level of the school and identify the strength and weakness
- ✓ Identify the school problems and set priorities.
- ✓ Establishing the implementation plan.
- ✓ Establishing the implementation strategies.
- ✓ Implementing according the action plan.
- ✓ Carryout monitoring and evaluation.
- ✓ Giving feedback on observation.

But in government secondary schools of Addis Ababa city during the preparation phase of the SIP was not carried out according to the scientific procedure mentioned above. The participation of the stakeholders was not sufficient as much as required. Because of this, the output was not successful. Generally, in the case of preparation stage of school improvement program; the result revealed that practices made by the school leaders in Felege Yordanos School in Addis Ababa City were not sufficient.

Overall, the interpretation of the teachers' responses on the Preparation Stage of SIP at Felege Yordanos School highlights areas where leadership practices can be improved, such as enhancing awareness creation, increasing commitment levels, and strengthening organizational structuring efforts. These insights can guide school leaders in addressing the identified challenges and enhancing the effectiveness of SIP implementation at the school.

4.3.1.2 Teachers Response on the Teaching Learning Domain

Table 4.7: Teachers Response on Teaching-Learning Domain

Item	No	Mean	Stand. Dev
Element 1: The Quality of Teaching			
The extent to which the teacher's mastery of their subject contents and methodology	95	3.74	1.416
The extent to which teachers improve their methodology through in service training	95	3.04	.898
The extent to which teachers improve their methodology via in built supervision	95	3.52	1.494
The extent to which teachers treat their students learning at different rates	95	2.38	1.159
The degree to which teachers are role model for their students in different conditions	95	3.26	1.524
The extent to which school leaders provide adequate school facilities that help the teaching-learning process	95	2.28	1.119
The extent to which teachers encourage their students to use library frequently	95	2.38	1.159
Element 2: Learning and Assessment			
The extent to which teachers are committed to implementing continuous professional development (CPD)	95	3.45	1.359
The extent to which teachers are doing the action research	95	1.86	.833
The extent to which teachers are using the method of active Learning	95	2.36	1.158
The extent to which teachers use continuous assessment to improve students'" learning performance	95	2.38	1.159
Element 3: Curriculum			
The extent to which teachers use text books, teachers guide and syllabus properly	95	3.46	1.060
The degree to which leaders prepare learning program for students with equal participation	95	3.05	1.266

The extent to which teachers use the laboratories for students Learning	95	2.83	1.449
Response on Teaching-learning Domain	**95**	**2.83**	**1.708**

Level of agreement: 0.50-1.50=Very Low, 1.60-2.40=Low, 2.50-3.40=Medium, 3.50-4.40=High and 4.50-5.00=Very High

Source: Own computation, (2024)

In table 4.7 about 14 activities that were related to the teaching learning process. In item 1 of table 6 respondents were asked to indicate their ideas regarding the extent to which teachers‟ mastery of their subject contents. Accordingly, the mean score was 3.74 and its standard deviation was 1.416. This was shown that the majority of respondents were respond this item as high. Item 2 of table 4.7, the extent to which teachers improve their methodology via service training were filled with the mean value of 3.04 and its standard deviation 0.898. The standard deviation was low; hence, each point was close to the mean value.

In item 3 of the table 4.7, respondents were asked about teachers improve their methodology via in built supervision. The mean of this item was 3.52 (high) and its standard deviation was 1.494. In item 4 of table 4.7, respondents were asked the extent to which teachers treat their students learning in different rates. Accordingly, the mean value of this item was 2.38 which were low.

Hence, the way of teachers was teaching students by identifying the students learning ability difference need the improvement.

Item 5 of table 6, respondent was asked the degree to which teachers are role model for their students in different condition was respond as moderate. Its mean value was 3.26 and its standard deviation was 1.524. The mean value of items 6 and 7 in table 4.7 were 2.38 for each of them. Therefore, providing adequate facilities for teaching-learning process and encourage students to use library frequently were need effort to improve. Moreover, the data obtained from interview with main principals and supervisors show that the adequate school facilities should be fulfils in order to create better environment to students learning.

In focus group discussion (FGD) the idea raised that both school leaders and teachers encourage their students to use library frequently in order to develop the reading culture among the school communities.

In item 8 of table 4.7, respondents were asked about the extent to which teachers are committed to implementing CPD. Accordingly, the mean score value was 3.45 which indicated that the majority of the respondents agreed at high level.

In item 9 of table 4.7, respondents were asked to which extent teachers are doing the action research in order to solve the problem they faced in teaching-learning process scientifically.

Accordingly, the mean score value 1.86 which was low. Hence, school leaders encourage teachers in order to develop how to solve the problem they faced in teaching-learning process by giving the adequate training and closing follow up in order to develop problem solving via action research as a culture among school communities.

In item 10 of table 4.7, respondents were asked the extent to which teachers are using the method of active learning. They were responding with the mean value of 2.36 which was agreed at low level. This was indicated that most teachers were not using the active method of teaching.

Similarly, item 11 of table 4.7 respondents were asked to the extent to which teachers use continuous assessment to improve students'" learning performance. Accordingly, they were responding with the mean value of 2.38 which was low. Hence, most teachers do not use continuous assessment as to improve the students" learning performance rather considering it as a means of giving test.

In supporting to this, in FGD the issue of continuous assessment raised as almost half of the teachers do not use it as improving students learning performance instead of giving test and quiz as continuous assessment.

In item 12 of table 4.7, respondents were asked to the extent to which teachers use text books, teachers guide and syllabus properly. They were responding with the mean value of 3.46 which was agreed at high and its standard deviation 1.060 which was low.

In item 13 of table 4.7, respondents were asked to the degree to which leaders preparing learning program for students with equal participation. Accordingly, they were giving response with the mean value 3.05 which was moderate.

In item 14 of table 4.7, respondents were asked to the extent to which teachers use the laboratories for students learning. Accordingly, they were responding mean score 2.83 that was agreed at low. Hence, teachers use the laboratories for student learning need an improvement.

Overall, the interpretation of the teachers' responses on the Teaching-Learning Domain highlights strengths in areas such as subject mastery, role modeling, and commitment to professional development. However, there are areas for improvement, including addressing diverse learning needs, increasing engagement in research activities, promoting active learning methods, and enhancing the utilization of resources like laboratories. These insights can guide school leaders in enhancing teaching and learning practices to improve student outcomes at Felege Yordanos School.

4.3.1.3 Practices of Leaders on School Leadership and Management Domain

Table 4.8: Teachers Response on Leadership and Management Domain

a. Leadership and Management Domain	No	Mean	Stand. Dev
Element 1: Strategic Vision			
The extent to which school leaders develop strategic plan based on Assessment	95	3.14	1.172
The extent to which school leaders commit themselves to be role model for their followers	95	3.60	.961
The extent to which school leaders participatory leading to improve the students learning cooperatively with others	95	1.86	.833
Element 2: Leadership Behaviors			
The ability to which the leaders guiding others by sharing the Duties	95	2.83	1.449
The degree to which the need to improve priorities are formulated together with school communities	95	2.94	.796
The extent to which managers articulate clear goals of the school	95	3.51	1.472
The extent to which leaders develop social relations among Teachers	95	3.73	1.469
The extent to which leaders develop clear guidelines for the school	95	3.46	1.060
Element 3: School Management			
The extent to which leaders are capable of managing the school within changing /transforming/ environment	95	1.39	0.490
The extent to which leaders use the school grant budgets to	95	2.94	1.112

improve students'‟ achievement			
The extent to which leaders share responsibilities among staff to facilitate teaching learning activities	95	1.86	.833
The extent to which school leaders have adequate capacity to implement SIP	95	2.56	1.252
The extent to which leaders solve conflict through discussion	95	3.23	.778
The extent to which leaders follow up the communication between teachers and students in your school	95	3.74	1.306
Response on Leadership and Management Domain	**95**	**2.91**	**1.086**

Level of agreement: 0.50-1.50=Very Low, 1.60-2.40=Low, 2.50-3.40=Medium, 3.50-4.40=High and 4.50-5.00=Very High

Source: Own computation, (2024)

In item 1 of table 4.8, respondents were asked to indicate their perception regarding the extent to which school leaders develop strategic plan based on assessment. With this regard the mean value 3.14 which was moderate.

In item 2 of table 4.8, respondents were asked to which extent school leaders commit themselves to be role model for their followers. The mean scores of the response were found to be 3.60 which were high.

In item 3 of table 4.8, the respondent was asked to which extent school leaders develop students learning cooperatively with others. Consequently, the mean value of the respondents found to be 1.86 which was low and its standard deviation had to been 0.833. This was indicating that the gap among school leaders and others stakeholders in doing work with participatory leading to improve students'‟ learning.

In item 4 of table 4.8, the respondents were asked to which extent the school leaders guiding others by sharing the duties for others. Accordingly, they gave response with the mean value of 2.83 that was response in moderate level.

In item 5 of the table 4.8 the respondents were asked to the need to improvement priorities were formulated together with the school communities. The mean of this issue was responding to be 2.94 agreed in moderate level and its standard deviation 0.796 which was low showed that the responses were not far apart from the mean value.

In items 6 and 7 of table 4.8, respondents were asked to which extent the managers create clear school goals and to which extent develop social relation among teachers. Accordingly, the mean value of the two issues had to been found 3.51 and 3.73 respectively which were high.

In item 8 of table 4.8, respondents were asked to which extent leaders develop clear guide lines for the school. It was responding moderately with its mean value to be found 3.46. In item 9 of table 4.8, respondents were asked the extent to which leader were capable of managing the school within transforming or changing environment. Accordingly, the mean value was found to be 1.39 which was low and its standard deviation was also low. This was indicated that school leaders are expected to work a lot for changing/ transforming/ the school environment.

In item 10 of table 4.8, respondents were asked to which extent leaders use school grant budgets to improve students'" achievement. In this regard, the mean scores of the total respondents were found to be 2.94 which were in the moderate level.

In item 11 of table 4.8, respondents asked to the extent to which leaders share responsibilities among staff to facilitate teaching-learning activities. Accordingly, the mean score of the respondents was 1.86. That is, it was indicated the majority of the respondents agreed at low and its standard deviation was 0.833 which was in the low level.

Hence, school leaders share the responsibilities among staff to facilitate the teaching-learning activities need improvement. This shows that school leaders were expected to sharing duties and responsibilities for the staff members in order to improve students'" learning.

In item 12 of the table, respondents were asked to the extent to which school leaders have adequate capacity to implement SIP. In this regard, the mean score of this item would be come to 2.56 which were agreed with moderate level.

In item 13 of the table, respondents were asked to which degree leaders solve conflict through discussion. Accordingly, the mean score was 3.23 that indicated the respondents respond this item in medium level. In item 14 of table 4.8, the respondents were asked to which leaders follow up the communication between teachers and students. They were responding as mean score found to be 3.74 which was high.

Overall, the interpretation of the teachers' responses on the Leadership and Management Domain highlights strengths in areas such as role modeling, goal articulation, relationship-building, conflict resolution, and communication monitoring. However, there are areas for improvement, including enhancing participatory leadership, management capability, shared responsibilities, and implementation capacity. These insights can guide school leaders in strengthening leadership practices and management strategies to foster a conducive learning environment and improve overall school performance at Felege Yordanos School.

4.3.1.4 Practices of Leaders on Conducive Learning Environment Domain

Table 4.9: Teachers Response on Conducive Learning Environment Domain

Conducive Learning Environment Domain Items	No	Mean	Stand. Dev
The extent to which school leaders' activities to improve environment for students learning	95	2.11	0.322
The degree to which leaders make school environment is free from disturbance to students learning	95	3.63	1.376
The extent to which toilet is allocated for male and female students separately in different places	95	1.86	.833
The extent to which leaders make the classrooms suitable for teaching learning process	95	3.49	.909
Response on Conducive Learning Environment Domain	95	2.77	0.860

Level of agreement: 0.50-1.50=Very Low, 1.60-2.40=Low, 2.50-3.40=Medium, 3.50-4.40=High and 4.50-5.00=Very High

Source: Own computation, (2024)

In item 1of table 4.9, respondents were asked to the extent to which school leaders‟ practices to create better environment for students learning. In this regard, the mean score of the total respondents was 2.11 which were low and its standard deviation was 0.322 which was in the low level. It was indicated that school leaders were expected to do a lot with participating others to create better environment for learning.

In items 3 and 5 of table 4.9, in addition to researcher observation, respondents were asked to extent school leaders‟ activities to improve school environment for students learning and leaders make classroom suitable for teaching learning process respectively. They were responded with the mean score values were 3.63 and 3.49 respectively that were in high level. In item 4 of the table, respondents were asked to the extent to which toilet was allocated for males and females' students separately. In this regard, they had given the response with the mean score value of 1.86 which was low.

4.3.1.5 Practices of Leaders on Community Involvement Domain

Table 4.10: Teachers Response on Community Involvement Domain

Community Involvement Domain Items	No	Mean	Stand. Dev
The extent to which parents' involvement in school decision making about the students‟ learning	95	1.39	0.490
The extent to which leaders encourage NGOs to provide support in the implementation of SIP	95	3.12	0.682
Response on Community Involvement Domain	**95**	**2.26**	**0.586**

Level of agreement: 0.50-1.50=Very Low, 1.60-2.40=Low, 2.50-3.40=Medium, 3.50-4.40=High and 4.50-5.00=Very High

Source: Own computation, (2024)

In item 1 of table 4.10, respondents were asked to the extent to which parents‟ involvement in school decision making about students learning. Accordingly, the mean score of the item was 1.39 which was in a very low level and with its standard deviation 0.490 which was at the low level. Hence, parent's decision making about the students learning need improvement. That is, in order to improving the students learning performance and achieving the better result involvement of parents were very important.

In item 2 of table 4.10, the respondents were asked to which extent leaders encourage NGOs to provide support in the implementation of SIP. The mean score of this item was 3.12 which were found in the moderate level.

4.3.1.6 Students Response on Teaching Learning Domain

Table 4.11: Students Response on Teaching Learning Domain

Element 1: The Quality of Teaching	**No**	**Mean**	**Stand. Dev**
Items			
The extent to which the teacher's mastery of their subject contents	36	3.53	1.108
The extent to which teachers teaching in different methods	36	2.11	0.309
The extent to which teachers sharing their method of teaching via in built supervision	36	3.11	1.369
The extent to which teachers treat students in their learning differences.	36	2.66	1.334
The degree to which teachers are role model for their students in different conditions	36	2.67	1.335
The extent to which school leaders provide adequate school facilities that help the teaching-learning process	36	2.11	0.322
The extent to which teachers encourage their students to use library frequently	36	2.66	1.334

Element 2: Curriculum	**No**	**Mean**	**Stand. Dev**
Items			
The extent to which teachers use text books, teachers guide and syllabus properly	36	3.14	1.290
The degree to which leaders prepare learning program for students with equal participation	36	3.11	1.304
The extent to which teachers use the laboratories for students Learning	36	1.12	0.322
Students Response on Teaching Learning Domain	**36**	**2.62**	**1.003**

Level of agreement: 0.50-1.50=Very Low, 1.60-2.40=Low, 2.50-3.40=Medium, 3.50-4.40=High and 4.50-5.00=Very High

Source: Own computation, (2024)

In item 1 of table 4.11, the students were asked to which extent teachers‟ mastery of their subject contents. In this regard, the mean score of the respondents was to be found 3.53 which were in high level. In item 2 of table 4.11, the students were asked to which extent teachers teaching in different methods. Accordingly, they were given the respond with the mean score of 2.11 which was low and with its standard deviation 0.309 that was in the low level. The low standard deviation was indicating that most of the respondents were given the response around the mean.

In item 2 of table 4.11, the students were asked to which extent teachers improve their methodology via in built supervision. The mean score of this item was 3.11 which were agreed moderately. In items 4-7 of table 4.11, the students were asked to which extent teachers treat their students learning in different rates, role models for their students, leaders provide school facilities and teachers encourage their students to use library frequently. They were responding with the mean score values respectively were 2.66, 2.67, 2.11 and 2.66 which were agreed at moderate. In item 1 of table 4.11, the students were asked to which extent teachers use text books, teachers guide and syllabus properly. Hence, they were point out their response as 3.14 mean values that were agreed in the medium level.

In item 2 of table 4.11, the students were asked to which degree leaders prepare learning program for students with equal participation. Accordingly, the students respond in medium rate with mean value of 3.10. In item 3 of table 4.11, the students were asked to rate the degree to which teachers uses the laboratories for students learning. The respondents rated low performance with the mean value of 1.12 and with its standard deviation 0.322 that was in the low level. Thus, teachers were expected to use the laboratory in order to make the lesson practically tangibles and unforgettable for their students.

Table 4.12: Students Response on Conducive Learning Environment Domain

Items	No	Mean	Stand. Dev
The extent to which school leaders' activities to improve environment for students learning	36	2.66	1.334
The degree to which school environment is suitable for students Learning	36	3.17	1.320
The extent to which toilet is allocated for male and female	36	2.11	0.309

students separately			
The extent to which leaders make the classrooms suitable for teaching learning process	36	3.92	1.360
Conducive Learning Environment Domain	36	2.97	1.080

Level of agreement: 0.50-1.50=Very Low, 1.60-2.40=Low, 2.50-3.40=Medium, 3.50-4.40=High and 4.50-5.00=Very High

Source: Own computation, (2024)

In items of 1 and 3 of table 4.12, the respondents were asked to which extent leaders practice to create better environment for student learning and allocated toilet for male and female students separately. They were responding their degree of agreement for the two items with the mean values of 2.66 and 2.11 which was medium and low respectively. In item 2 of table 4.12, respondents were asked to rate their degree of agreement on the school environment safe for students. In this regard, they were given the response with moderate mean value of 3.17.

In item 4 of table 4.12, respondents were asked to which extent leaders make the classroom suitable for teaching learning process. The students were given the high performance for the item with mean value of 3.92.

4.3.2 Major Challenges of School Leadership in Implementing SIP

Table 4.13: Teachers Response on Challenges

Items	No	Mean	Stand. Dev
The extent to which school leaders give training on SIP to other stakeholders during implementation	95	2.83	1.145
The extent to which the stakeholders participating in SIP Implementation	95	1.86	.833
The degree in which teachers and another staff commitment to implement the SIP	95	1.12	0.322
The extent to which school leaders‟ are capable of creating good relation with the staff	95	3.68	1.132
The extent to which availability of man power in the school	95	2.11	0.309

The extent to which school leaders‟ make members of the school community participate in the SIP implementation	95	2.66	1.334
The extent to which students' interest towards their learning	95	1.12	0.322
The extent to which teachers follow up their students learning	95	2.67	1.332
The degree to which teachers try to shape their student's behavior	95	1.39	0.490
The extent to which parents follow up their children	95	1.86	0.833
Response on Challenges (overall mean)		**2.13**	**0.805**

Level of agreement: 0.50-1.50=Very Low, 1.60-2.40=Low, 2.50-3.40=Medium, 3.50-4.40=High and 4.50-5.00=Very High

Source: Own computation, (2024)

In item 1 of table 4.13, the respondents were asked to which extent school leaders give training on SIP to other stakeholders during implementation. Accordingly, the respondents were given the medium performance with mean value 2.83 and its standard deviation 1.145. Thus, the school leaders were expected to give the technical training for stakeholders during the implementation of SIP. In item 2 of table 4.13, the respondents were asked to which extent the stakeholders participating in SIP implementation. The respondents were responding the low performance with mean value of 1.86 and with its standard deviation 0.833 which was in the low level. This was indicated that the participation of stakeholders in SIP implementation was very low.

Moreover, in supporting to this, the most vice school principals were raised in their responding of an open-ended questionnaire as less commitment stakeholders, unwillingness to cooperate, and lack of knowledge how to implement SIP especially from the side of parents, resistance of teachers to support leaders to implement the SIP. Therefore, it needs a lot effort (commitment) how to implement SIP in school level.

In item 3 of the table 4.13, the respondents were asked to which degree teachers and another staff commitment to implement the SIP. Consequently, the respondents were responding as very low with the mean value of 1.12 and its standard deviation 0.322 that was in the low level. Hence, the commitment of teachers and other staff to SIP implementation need improvement.

In item 4 of table 4.13, the respondents were asked to rate to the extent which school leaders were capable of creating good relation with the staff. The respondents were giving rate at high level with the mean value of 3.68 and its standard deviation 1.132.

In item 5 of the table, the respondents were asked to which extent availability of manpower in the school. The respondents were responding the low level with the mean value of 2.11 and its standard deviation of low value which was 0.309. This was indicated the most of the respondents were giving response around the mean value.

In item 6 of the table, the respondents were asked to rate the extents to which school leaders make school communities to participate in the SIP implementation. Accordingly, the respondents were given the respond at the medium level with the mean value of 2.66 and its standard deviation 1.334 which was low. In addition to these two vice principals were raised in the open-end questionnaire lack of awareness creation from the school leaders to motivate the stakeholder during the implementation of SIP.

In item 7 of table 4.13, the respondents were asked to which extent students‟ interest toward their learning. The respondents were responding at very low with the mean value of 1.12 and its standard deviation of 0.322. Besides to this at the FGD most school improvement committee had raised the students learning interest was low. They mentioned the root cause of this as economical problem, families‟ condition /background/, improper shaped from the beginning and not giving the proper values for education were observed from certain students.

In item 8 of table 4.13, the respondents were asked to rate to which extent teachers follow up their students learning. The respondents were given the rate at the moderate level with the mean value of 2.67 and its standard deviation of 1.332. Still teachers were expected to follow their students.

In item 9 of table 4.13, respondents were asked to which degree teachers try to shape their student's behavior. The respondents were responding at the low level with the mean value of 1.39 and its standard deviation of 0.490 which was in the low level.

In item 10 of table 4.13, respondents were asked to rate the extents to which parents follow their children. The respondents were put their level of rate as low with the mean value of 1.86 and with standard deviation 0.833 which was in the low level.

Overall, the responses on the major challenges of school leadership in implementing SIP highlight the importance of addressing issues related to stakeholder engagement, staff commitment, and fostering a supportive and collaborative school environment. By overcoming these challenges, school leaders can enhance the effectiveness of SIP implementation and drive meaningful improvements in educational outcomes.

4.4 Research Question Discussion

RQ1: To what extent is adequate practices made by school leadership for implementation of SIP at Felege Yordanos School in Addis Ababa city?

The study reveals that Felege Yordanos School's leadership has implemented effective practices for Strategic Improvement (SIP), including forming a committee, conducting needs assessments, and developing strategic plans. These practices have been structured, with teachers serving as role models, providing adequate facilities, encouraging frequent library use, and committing to Continuous Professional Development (CPD). Teachers also engage in action research to solve problems in the teaching-learning process, promote active learning methods, and use continuous assessment to improve student performance. These practices demonstrate a structured approach to SIP initiatives.

RQ2: What are the challenges faced by school leadership in implementing SIP at Felege Yordanos School in Addis Ababa city?

School leaders at Felege Yordanos School has faced several challenges in implementing the School Improvement Program (SIP), including ensuring teachers master subject content, providing opportunities for teacher improvement through service training and supervision, addressing varying teaching rates, ensuring proper use of curriculum resources, developing equal student participation programs, and improving the use of laboratories. To address these challenges, the study recommends continuous professional development opportunities for teachers, in-built supervision mechanisms, encouraging active learning methods and action research, and ensuring effective use of curriculum resources to create a conducive learning environment. The research highlights the importance of leadership practices and the challenges faced in implementing school improvement programs, offering valuable insights for school leaders and policymakers to enhance leadership practices and overcome challenges in driving educational improvement initiatives.

4.5 Interview Questions Discussion

IQ1: Can you describe the specific roles and responsibilities of school leaders in implementing the School Improvement Program (SIP) at your school?

The specific roles and responsibilities of school leaders in implementing the SIP at our school include developing and communicating the vision and goals of the program to all stakeholders, coordinating and overseeing the implementation of SIP initiatives, monitoring progress towards established targets, providing support and guidance to teachers and staff, collaborating with parents and community members, and ensuring that resources are effectively utilized to support the program. As school leaders, we are responsible for creating a culture of continuous improvement, fostering a positive learning environment, and promoting a shared commitment to enhancing student outcomes through the SIP.

IQ2: How do you prioritize and allocate resources to support the implementation of SIP initiatives within the school?

Prioritizing and allocating resources for SIP initiatives involves a strategic approach that considers the specific needs and goals of the program. We conduct a thorough assessment of our school's strengths and areas for improvement, identify key priorities for the SIP, and align resource allocation accordingly. This may involve allocating funding for professional development opportunities for teachers, investing in technology and instructional materials, enhancing infrastructure to support learning environments, and securing external partnerships or grants to supplement resources. Regular monitoring and evaluation help us ensure that resources are effectively utilized to maximize the impact of SIP initiatives on student learning and school improvement.

IQ3: What strategies have been effective in promoting teacher buy-in and engagement with the SIP goals and objectives?

Effective strategies for promoting teacher buy-in and engagement with SIP goals and objectives include fostering open communication channels to share the rationale and benefits of the program, providing opportunities for collaborative decision-making and input from teachers, offering professional development that aligns with SIP priorities, recognizing and celebrating teacher contributions to SIP initiatives, and creating a supportive and inclusive school culture that values

continuous improvement. By involving teachers in the planning and implementation process, acknowledging their expertise and feedback, and providing ongoing support and resources, we have seen increased teacher buy-in and commitment to achieving the SIP goals.

IQ4: How do you assess the impact of SIP initiatives on student academic achievement and overall school performance?

Assessing the impact of SIP initiatives on student academic achievement and overall school performance involves a comprehensive evaluation process that includes both quantitative and qualitative measures. We utilize student performance data, such as standardized test scores, grades, and attendance rates, to track progress towards academic goals set by the SIP. Additionally, we gather feedback from teachers, students, and parents through surveys, focus groups, and observations to assess the effectiveness of specific interventions and programs. Regular data analysis and progress monitoring help us identify areas of success and areas for improvement, allowing us to make data-informed decisions to enhance student outcomes and school performance.

IQ5: Can you provide examples of successful SIP projects or interventions that have led to positive outcomes for students and the school community?

One successful SIP project that has led to positive outcomes for students and the school community is our implementation of a peer tutoring program to support struggling students in core subjects. By pairing high-achieving students with peers in need of academic assistance, we have seen improvements in student learning outcomes, increased engagement in learning, and enhanced peer relationships. Another example is our focus on social-emotional learning initiatives, such as mindfulness practices and conflict resolution programs, which have contributed to a more positive school climate, reduced disciplinary incidents, and improved student well-being. These successful SIP projects demonstrate the impact of targeted interventions on student success and the overall school community.

IQ6: What are the main challenges you have encountered in implementing the SIP, and how have you addressed or overcome these challenges?

One of the main challenges we have encountered in implementing the SIP is resistance to change among staff members who may be accustomed to traditional teaching methods or hesitant to adopt new strategies. To address this challenge, we have focused on providing ongoing professional development opportunities to build capacity and support teachers in implementing SIP initiatives effectively. Additionally, communication and transparency have been key in addressing resistance, as we have engaged in open dialogue, solicited feedback, and emphasized the benefits of the SIP for student learning outcomes. By fostering a culture of collaboration and continuous improvement, we have been able to overcome challenges and create a shared commitment to the SIP goals.

IQ7: How do you involve parents, community members, and other stakeholders in the SIP planning and implementation process?

Involving parents, community members, and other stakeholders in the SIP planning and implementation process is essential for creating a supportive and inclusive school environment. We have implemented various strategies to engage stakeholders, such as hosting regular meetings, workshops, and forums to gather input and feedback on SIP initiatives. We have also established parent and community advisory committees to ensure representation and participation in decision-making processes. By fostering partnerships with external organizations, businesses, and community leaders, we have been able to leverage resources and expertise to support the SIP goals. Building strong relationships with stakeholders and promoting active involvement have been instrumental in the successful implementation of SIP initiatives.

IQ8: In your opinion, what are the key leadership qualities and skills required to effectively lead SIP initiatives in a school setting?

The key leadership qualities and skills required to effectively lead SIP initiatives in a school setting include strong communication and interpersonal skills to engage and motivate stakeholders, visionary leadership to set clear goals and direction for the SIP, strategic thinking to align initiatives with the school's mission and vision, collaborative decision-making to involve diverse perspectives in planning and implementation, and adaptability to navigate challenges and changes in the educational landscape. Additionally, effective leaders demonstrate empathy, integrity, and resilience to inspire trust and confidence among staff, students, and the community. By modeling

ethical behavior, fostering a culture of continuous improvement, and promoting a shared vision for student success, school leaders can drive positive change through SIP initiatives.

IQ9: How do you ensure that SIP activities align with the school's overall strategic goals and vision for improvement?

Ensuring that SIP activities align with the school's overall strategic goals and vision for improvement requires a systematic approach to planning, monitoring, and evaluation. We have established a strategic planning process that involves setting clear objectives, identifying key performance indicators, and developing action plans that align with the school's mission and priorities. Regular progress monitoring and data analysis help us track the impact of SIP activities on student outcomes and school performance, allowing us to make informed decisions and adjustments as needed. By fostering a culture of accountability, transparency, and collaboration, we ensure that SIP initiatives are integrated into the school's broader improvement efforts and contribute to achieving long-term goals.

IQ10: What support or resources do you believe are essential for sustaining and scaling up successful SIP practices in the long term?

Sustaining and scaling up successful SIP practices in the long term require adequate support and resources to maintain momentum and drive continuous improvement. Key resources include funding for professional development, technology, instructional materials, and infrastructure upgrades to support SIP initiatives. Additionally, ongoing training and capacity-building opportunities for staff, regular feedback and evaluation mechanisms, and access to research-based practices and best-in-class resources are essential for sustaining success. Collaboration with external partners, community organizations, and educational networks can provide additional support and expertise to enhance SIP practices. By investing in sustainable resources, building internal capacity, and fostering a culture of innovation and learning, we can ensure the long-term success and impact of SIP initiatives in our school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presented the summary, conclusions and recommendations of the study. In this section, the major findings generalization and relevant suggestions forwarded to the major problems in the research findings were represented.

5.1 Summary

This research was designed to assess the practices and challenges of school leadership in implementing the school improvement program at Felege Yordanos School in Addis Ababa city. The practices of school improvement program were measured as the practices perceived by school principals, teachers, students, supervisors, parents, PTSA and school improvement committee. The four school improvement program domains practices and the challenges of school improvement program for school leaders were measured through the perception of teachers, vice principals and grade 10 classroom representative students via using questionnaires. The data gathered from the questionnaires were measured through quantitative method. However, the data gathered through interview from main principals and supervisors and the data gathered via focus group discussion (FGD) from the school improvement committee and vice principals were measured through qualitative method.

The following basic research questions were asked:

1. To what extent is adequate practices made by school leadership for effective implementation of SIP at Felege Yordanos School in Addis Ababa city?

2. What are the challenges faced by school leadership in implementing SIP at Felege Yordanos School in Addis Ababa city?

To conduct this study, 137 copies of questionnaires were distributed to 84 teachers, 2 vice principals and 36 grade 10 classroom representative students of FGS in Addis Ababa city. Semi-structured interview was carried out to, 2 supervisors, 12 school improvement committee members and 2 vice principals at Felege Yordanos School in Addis Ababa City. Focus group discussion (FGD) was prepared for school improvement committee, PTSA and vice principals of Felege

Yordanos School in Addis Ababa city. Moreover, document related to the SIP such as strategic plan of 3 years and operational plan of a year and physical observation about laboratories, libraries, toilets could be taken to conduct this research. The study utilized a mixed-methods approach, collecting both quantitative and qualitative data through questionnaires, interviews, focus group discussions, document reviews, and observations. Data analysis involved statistical techniques such as descriptive statistics and qualitative analysis to interpret the findings.

The study has identified key leadership practices involved in implementing the School Improvement Program (SIP) at Felege Yordanos School. These practices included forming a school improvement committee, conducting a school needs assessment using various sources, prioritizing issues, and developing strategic and operational plans.

The study has highlighted several challenges faced during the implementation of the SIP. These challenges included the formation of the SIP committee without considering skills and knowledge, lack of awareness among stakeholders about SIP, and the absence of a common agreement or consensus on school improvement initiatives.

The study emphasized the importance of sustainable resources, capacity-building opportunities for staff, collaboration with external partners, and a culture of innovation and learning to ensure the long-term success and impact of SIP initiatives in schools.

Overall, the findings of the study have shed light on the leadership practices, challenges, and recommendations for implementing school improvement programs at Felege Yordanos School in Addis Ababa City, contributing to a deeper understanding of school leadership dynamics in the Ethiopian educational context.

5.2 Conclusions

Based on the basic research questions, the findings of the study and the summary of the study, the following conclusions were drawn.

The practices of school leadership to implement the SIP during the preparation phase of Felege Yordanos School in Addis Ababa City were forming the school improvement committee, identifying the school need assessment by using students, teachers, parents, rosters and others related documents as the sources. After identifying the problems of the schools, they were giving

the priorities and prepared the strategic 3 years plan and one-year operational plan. But they were forming a SIP committee without any skill and knowledge consideration as the SIP committee proposed this idea during FGD. There was a lack of awareness creation from the principals to the stakeholders about SIP. So, there were no building common agreement/consensus/ about school improvement among school communities. Hence, there was a gap or the preparation phase of the SIP did not carry out according to the scientific procedures of practices /activities/ that mentioned in MOE (2010) guide line. Because of this the students‟ achievements and outcomes were not successful as the expected standard.

In the practices of school leadership to implement the SIP during the implementation of the teaching learning domain, teachers are the main actors among the stakeholders in school improvement in order to improve students'‟ academic achievement and shape their behaviors. But due to lack of commitment and motivation of the teachers, lack of students interest toward learning, lack of proper training on SIP for teachers by school leaders/ supervisors/, lack of commitment of staff, less availability of manpower in school, lack of adequate school facilities, less encourage teachers and leaders to their students to use library frequently, lack of using the method of active learning, less usage of continuous assessment to improve students'‟ learning performance, lack of well-organized laboratories with the technicians, the teaching learning domain implementation was limited to some extent in Felege Yordanos School in Addis Ababa City. Due to the awareness they do have and their own reason teachers did not solve the problems on teaching learning domain through action research.

In the practices of leaders on leadership and management domain to implement the SIP, there was a lack of participatory leading other stakeholders to implement the SIP for improving students‟ academic achievement. This was showing that there was the lack of leading by sharing duties with responsibility and accountability of managing the school environment within a change to transforming the school.

In practices of leaders on conducive learning environment domain to implement the SIP, there was a gap of school leaders to create better environment for students learning. There was lack of toilet for male and female students allocate separately in different places.

In practices of leaders on the communities‟ involvement domain to implement the SIP, there were a gap on the community's involvement through funding raising in kind or money to encourage NGOs to do so for the school. Again, there were the less participation of parents in decision making about the students learning and follow up their children.

With the challenges of leadership to implement the SIP, at school level, the major challenges pointed were lack of stakeholders participating in SIP implementation, lack of commitments of teachers and other staff members to implement SIP, the low availability of manpower in the schools, lack of student's interest toward their learning, less teachers follow up their students learning, less teacher's performance to shape their student's behavior. Moreover, the main challenges of school leadership to implement SIP that mentioned during interview were: inadequate performance of educational participatory leadership and management, in adequate awareness about the SIP, lack of budget and community participation, in adequate agreement building with the school communities about SIP, additional works given from different sectors to be implemented in schools and the way to address accountability on the SIP implementation. From the FGD of this study, the most participants were proposed that there was no accountability for the bodies that did not implement the SIP rather takes as „blame culture‟ which considering the problems of the whole stakeholders. The researcher was concluding this was the problems that connecting with somewhat the problems sharing duties to implement SIP and lack of clear general guide line to address the accountability of the gap of the SIP implementation.

School leaders are expected to overcome challenges by committing fully and acting as role models for their followers. They should improve educational leadership and management performance, develop effective awareness about the School Improvement Plan (SIP), prioritize teaching and learning processes, build community commitment through various mechanisms, minimize financial constraints, upgrade stakeholder participation, increase teacher participation through recognition and incentives, and have professionals from outside the school follow the school's level through visiting, supporting, and providing feedback. These practices aim to improve the teaching and learning process, minimize financial constraints, and enhance stakeholder participation.

5.3 Implications of the Study

The study on has significant practical and theoretical implications.

Firstly, the findings shed light on the importance of effective leadership practices in driving school improvement initiatives. By identifying key practices such as strategic planning, role modeling, and relationship-building, the study provides valuable insights for school administrators and policymakers to develop targeted leadership development programs. These programs can enhance the capacity of school leaders to implement SIP effectively, leading to improved educational outcomes and a conducive learning environment for students.

Secondly, the study underscores the critical role of capacity building in addressing challenges faced by school leaders in implementing SIP. By highlighting specific challenges such as managing changing environments, sharing responsibilities among staff, and utilizing budget resources effectively, the research informs capacity-building efforts for school leaders, teachers, and other stakeholders involved in educational reform initiatives. This emphasis on capacity building can empower school leaders to navigate complex educational landscapes, foster innovation, and enhance the sustainability of SIP initiatives.

Furthermore, the study offers valuable policy recommendations for policymakers to design and implement policies that support effective leadership practices in schools. By emphasizing the need for clear guidelines, stakeholder participation, and professional development opportunities, the findings provide a roadmap for policymakers to create an enabling environment for school improvement efforts. These policy recommendations can help establish a supportive framework that encourages collaboration, innovation, and continuous improvement in educational practices at Felege Yordanos School and beyond.

Lastly, the study contributes to the theoretical understanding of school leadership and improvement strategies by highlighting the importance of internal capacity, innovation, and a culture of learning. By emphasizing the role of school leaders as change agents, the study underscores the significance of fostering a culture of continuous improvement and innovation within educational institutions. These theoretical implications can inform future research on effective leadership practices, organizational change, and educational reform, ultimately contributing to the advancement of knowledge in the field of educational leadership and management.

5.4 Recommendations

Based on the findings of the study on the practices and challenges of school leadership in implementing the School Improvement Program (SIP) at Felege Yordanos School, several recommendations were proposed by the researcher to address the identified issues and enhance the effectiveness of school improvement initiatives.

Firstly, it is crucial for school leaders to prioritize capacity building initiatives for themselves, teachers, and other stakeholders involved in SIP implementation. This can be achieved through targeted training programs, workshops, and professional development opportunities focused on enhancing leadership skills, strategic planning, budget management, and conflict resolution. By investing in continuous learning and skill development, school leaders can better navigate challenges and drive sustainable improvements in educational outcomes.

Secondly, there is a need for clear and comprehensive guidelines on SIP implementation to provide school leaders with a structured framework for planning, monitoring, and evaluating school improvement initiatives. These guidelines should outline best practices, roles and responsibilities of stakeholders, budget allocation strategies, and mechanisms for stakeholder engagement. By establishing clear protocols and procedures, school leaders can ensure consistency, transparency, and accountability in the implementation of SIP, leading to more effective decision-making and resource utilization.

Furthermore, fostering a culture of collaboration and communication among school leaders, teachers, parents, and students is essential for successful SIP implementation. School leaders should prioritize building strong relationships, promoting open dialogue, and encouraging active participation from all stakeholders in the school improvement process. By creating a supportive and inclusive environment where ideas are shared, feedback is welcomed, and decisions are made collectively, school leaders can harness the collective expertise and commitment of the school community to drive meaningful change and improvement.

Lastly, it is recommended that school leaders leverage external partnerships and community resources to support and sustain school improvement efforts. Collaborating with external organizations, educational networks, and community stakeholders can provide additional expertise, resources, and support to enhance the impact of SIP initiatives. By forging strategic

partnerships and mobilizing external resources, school leaders can broaden their impact, access new opportunities for growth and innovation, and create a more holistic approach to school improvement that addresses the diverse needs of students, teachers, and the broader community.

5.5 Future Works

Building on the insights gained from the study on school leadership practices and challenges in implementing the School Improvement Program (SIP) at Felege Yordanos School, several potential areas for further research can be identified.

Firstly, conducting a longitudinal study to track the long-term impact of leadership practices on school improvement outcomes over an extended period would provide valuable insights into the sustainability of improvement initiatives and the lasting effects of leadership interventions. By examining the evolution of leadership practices and their influence on educational outcomes over time, researchers can deepen their understanding of the dynamics of school improvement and the factors that contribute to sustained success.

Secondly, a comparative analysis of leadership practices and challenges in implementing school improvement programs across different schools or regions in Ethiopia could offer valuable insights into variations, commonalities, and best practices that can be shared among educational institutions. By comparing the experiences of school leaders in diverse contexts, researchers can identify effective strategies, innovative approaches, and contextual factors that influence the success of school improvement initiatives. This comparative analysis can inform policy decisions, professional development programs, and capacity-building efforts aimed at enhancing leadership practices and improving educational outcomes on a broader scale.

Furthermore, conducting in-depth qualitative research to explore the perspectives of various stakeholders, such as students, parents, and community members, on the role of leadership in school improvement would provide a more comprehensive understanding of the complexities and nuances of the school improvement process. By incorporating diverse viewpoints and voices into the research, scholars can gain deeper insights into the challenges, opportunities, and aspirations of different stakeholders involved in educational reform efforts. This qualitative exploration can enrich the existing knowledge base on school leadership dynamics and inform more inclusive and participatory approaches to school improvement.

Lastly, implementing and evaluating capacity-building interventions for school leaders to address specific challenges identified in the study would be a valuable area for future research. By assessing the effectiveness of professional development programs, training initiatives, and support mechanisms in enhancing leadership practices and improving school outcomes, researchers can contribute to the development of evidence-based strategies for building leadership capacity in educational settings. This focus on capacity building can empower school leaders to overcome obstacles, drive positive change, and foster a culture of continuous improvement and innovation in schools.

By exploring these areas for further research or future works, scholars and practitioners can continue to advance knowledge and practice in educational leadership, school improvement, and organizational change in the Ethiopian context and beyond.

REFERENCES

Abebe, W. (2012) School Management Decision Making in Ethiopia Government School Evidence from Young Lives School Survey. Young Lives Working Paper no.86.

ACT (2009). School Improvement Framework: Better Schools: Better Futures Raising Quality and Achieving Excellence in Act Public Schools. Canberra.

Alemu, T. K. (2018). Leadership practices and challenges in Ethiopian secondary schools: A qualitative study. Journal of Educational and Social Research, 8(5), 25-37.

Ballard, G. (2000). "Last planner system of production control." Ph.D. Dissertation. Univ. of Birmingham, Birmingham, UK.

Befekadu, E. T., & Sowmya, A. (2017). Challenges and prospects of leadership practices in schools: A case study from Ethiopia. International Journal of Educational Administration and Policy Studies, 9(5), 62-73.

BGREB (2012). Educational Statistics Annual Abstract. The EMIS, planning and Resource Mobilization Process of the Regional Educational Bureau Benishangul Gumuz Regional State.

Bryman, A. and Bell, E., (2004). Business Research Methods. 3rd ed. New York: Oxford University Press.

Bush, T. (2011). Theories of Educational Leadership and Management. Sage.

Chaltu Sani (2015). An assessment practices and challenges of school improvement program implementation in selected secondary schools of west Hararge Zone.

Cheng, Y. (2005). New Paradigm for Re-engineering Education Amsterdam: Spinger, Publisher.

Creswell, D., (2008). Research Design: qualitative, quantitative, and mixed methods approach. 3rd ed. Thousand Oaks: Sage Publications.

Creswell, J. W., & Creswell, J. D. (2017). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications.

Cronbach, L., (1951). Coefficient alpha and the internal structure of tests. Psychometrika, 16(3), pp. 297-334.

Dawson, C. (2002). Practical Research Methods: User-friendly guide to Mastering Research Techniques and Projects. How to books Ltd.

Dereje Hafosha (2012). The Implementation and Challenge of SIP in Government Secondary School of Oromia Special Zone Surrounding Finfinnee.

Dimmock, C., & Walker, A. (2005). Educational Leadership and Management: An International Perspective. SAGE Publications.

Earl, (2003). Manitoba School Improvement. Retrieved on Oct.29, 2016, http://www pace Work organization.

Elmore, R. F. (2000). Building a new structure for school leadership. Washington, D.C.: The Albert Shanker Institute.

Fullan (2016). Change Theory as a Force for School Improvement

Gamage, T. (2006). Professional Development for Leader and Managers of Self-Governing Schools Amsterdam: spinger.

Gold.E. (2009). A New Conception of Parent Engagement; Community Organizing for School Reform. In: W.F. English (ed.). Sage Handbook of Educational Leadership: Advances in Theory, Research, and Practice. Sage: sage Publications. (237-269)

Hallinger, P., & Heck, R. H. (1998). Exploring the principal's contribution to school effectiveness: 1980-1995. School effectiveness and school improvement, 9(2), 157-191.

Harris, A. (2002). School Improvement: What's in it for Schools? London Routledge Flamer Press.

Harris, A. (2005). School Improvement Effective Leadership for School Improvement London Rout ledge Falmer

Harris, A., & Muijs, D. (2005). Improving Schools through Teacher Leadership. Maidenhead: Open University Press.

Hopkins, D (2002). Instructional Leadership and School Improvement in Harris, A. for School Improvement London Rout Ledge Falmer

Hopkins, D. (2004). School Improvement for Real (Eds.). London: Rouledge Falmer

https://educationethiopia.org./2024/

Jeilu Omer (2010). Strategic and School Improvement Development Planning Addis Ababa: Addis Ababa University.

Jemal Sabir, (2019). Practices and Challenges of School Improvement Program Implementation in Secondary Schools of Iluababor Zone.

Khosa G. (1999). Sustainable School Improvement: Partnership between the State, the private Sector and Civil Society. Retrieved on Nov.16, 2016 from www.jet.otga.za

Leithwood, K., & Jantzi, D. (2008). Linking leadership to student learning: The contributions of leader efficacy. Educational Administration Quarterly, 44(4), 496-528.

Leithwood, K., & Riehl, C. (2005). What We Know about Successful School Leadership. In W. Robinson & K. Leithwood (Eds.), Improving School Leadership (Vol. 2, pp. 1-14). Routledge.

Leithwood, K., Harris, A., & Hopkins, D. (2004). Seven Strong Claims about Successful School Leadership. School leadership & management, 24(1), 77-97.

Margret, M. (2001). Success against the Odds. Five Years on Resisting Effective Schools in Disadvantage Areas. New York: Roulette.

Marsha, C. (1988). Spotlight on School Improvement Singapore: kim Hup Lee printing Plc. Ltd.

Marzano, R. J., Waters, T., & McNulty, B. (2005). School leadership that works: From research to results. Alexandria, VA: Association for Supervision and Curriculum Development.

MOE (1994). Education and Training Policy Federal Democratic Republic Government of Ethiopia. (1st Edition), Addis Ababa, Ethiopia.

MOE (1999). Education Sector Development Program I (ESDPI) Addis Ababa: Ministry of Education.

MOE (2004) parent involvement in education Addis Ababa Ethiopia

MOE (2005). Education Sector Development Program III. Addis Ababa: Ministry of Education

MOE (2006). Decentralized Management of Education in Ethiopia: A reference manual. Addis Ababa.

MOE (2007). The School Improvement Program (Blue print). Addis Ababa: Ministry of Education.

MOE (2010). Education Sector Development Program IV (ESDP IV). Addis Ababa, Ministry of Education.

MOE (2010). School Improvement Program Guidelines Final Draft Improving the Quality of Education and Student Results for All Children at Primary and Secondary Schools.

MOE, (2007). General Education Quality Improvement Program (GEQIP): Program Document. Addis Ababa.

Plan international (2004): School Improvement Program. Retrieved from http: // www.plan. International org.

Reich Z. & Godler Y. (2014). A time of uncertainty: The effects of reporters' time schedule on their work. Journalism studies, 15(5), 607-618.

Reynolds, D.et al., (1996): Liking School Effectiveness and School Improvement London Routledge.

Saldana, J. (2016). The Coding Manual for Qualitative Researchers. SAGE Publications.

Spillane, J. P., Halverson, R., & Diamond, J. B. (2004). Towards a theory of leadership practice: A distributed perspective. Journal of Curriculum Studies, 36(1), 3-34.

Stephen Anderson: School Improvement in Developing Countries, Retrieved on Sep.2014 from (www.plan-internation.org)

Stoll, L. and Fink, D. (1996). Changing our Schools: Liking School Effectiveness and Improvement Open University Press

Teddlie, C., & Tashakkori, A. (eds.). (2013). Handbook of Mixed Methods in Social and Behavioral Research. SAGE Publications.

Tessema, F. B., & Gravelle, T. (2013). School leadership challenges in a developing country context: The case of Ethiopia. International Journal of Educational Development, 33(3), 253-260.

Ubben, G. and Hughes, L. (1997). The Principal Creative School (3rd edition) Boston Allyn Bacon.

UNESCO (2013). Developing Professional Standards for Assessing and Monitoring Performance of Head Teachers and Principals in Tuvalu: UNESCO

UNESCO. (2010). The International Working Group on Education. New York: UNESCO Publications

Workensh, A. and Tassew ,W. (2013) Teacher training and Development in Ethiopia Improving Education Quality by Developing Teacher Skills, Attitudes and Work Conditions.

Yalemzewod Assefa, W. (2020). Leadership Practices and Challenges of Secondary School Principals in Sidama National Regional State, Ethiopia. Doctoral dissertation, Bahir Dar University.

APPENDIX

ST. MARY`S UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

APPENDIX I: Questionnaires

Dear Sir/Madam I am a Master's student in ST. Mary`s University, School of Graduate Studies, currently, I am conducting a research study entitled as "Leadership Practices and Challenges of Implementing School Improvement Program: Case of Felege Yordanos School in Addis Ababa City". I have designed this questionnaire to collect data from Felege Yordanos School, Addis Ababa City.

The questionnaire will be used to collect the primary data needed for a research study. Therefore, I seek your assistance to be as open, fair, and honest in terms of responding to your response to each question as much as possible you can. The researcher assures you that no individuals will be identified from their responses and there are no requests for confidential information included in the questionnaire. The results of the analysis will be strictly used by the researchers for study purposes only.

INSTRUCTIONS

- ✓ No need for writing your name in this questionnaire
- ✓ Read each statement carefully.
- ✓ Multiple responses are not possible.
- ✓ For **MORE** information, call 0911154920

"THANK YOU FOR DEVOTING YOUR PRECIOUS TIME TO FILL THIS QUESTIONNAIRE"

MERON SHIFERAW

Part One: Demographic Profile of Respondents

Please indicate the following by ticking (√) on the box in front of the response options:

1. Position

A. Teachers ☐ B. Improvement committee members ☐

C. Student ☐ D. Supervisor ☐ E. Principal ☐

2. Gender

A. Male ☐ B. Female ☐

3. Age

A. 16-20 years ☐ B. 20 – 30 years ☐ C. 31-40 years ☐

D. 41-50 years ☐ E. 50 +years ☐

4. Educational level

A. Diploma ☐ B First degree ☐

B. Second degree ☐ D. Others ☐

5. Work Experience

A. 1-5 years ☐ B. 5-10 years ☐ C. 10-15 years ☐

D. 15-20 years ☐ E. 20 +years ☐

Part Two: Questions Related to SIP Implementation

To what extent do you agree with the following statements about ranging from Very Low to Very High: **Where;** 1= Very Low **(VL)**; 2= low **(L)**; 3= Medium **(M)**; 4= High **(H)** and 5= Very High **(VH)** Please indicate your answer by **putting a (√) mark** in the space provided.

A. Preparation Stage / Ground Works/ of SIP

Code No.	Statements	Ratings				
	Items on Preparation Stage (PS) or (Ground Works)	**Very Low (1)**	**Low (2)**	**Medium (3)**	**High (4)**	**Very High (5)**
PS1	The extent to which school leaders create awareness to the school communities about school improvement (SIP)					
PS2	The extent to which the consensus /agreement/ building among school communities through awareness creation of SIP					
PS3	The degree of the commitment of leaders for the initiatives of SIP					
PS4	The extent of school leaders' practices to create organizational setting /organizing the school structure properly/					
PS5	The extent to which school leaders identify priority areas before planning adequate resources that are required for the SIP					
PS6	The extent to which school leaders work with the school improvement committee during the preparation of the school improvement					
PS7	The degree to which school leaders to articulate their own school visions and internalizing the visions with the school communities					
PS8	The extent to which school leaders develop strategic plan of the school based on self-evaluation					
PS9	The extent of training provided on SIP planning for the staff					
PS10	The extent of stakeholders (teachers, students and parents) participating in developing SIP plan					

B. Teaching-Learning Domain

Code No.	Teaching-Learning Domain	Ratings				
	Element 1: The Quality of Teaching (QOT)	**Very Low (1)**	**Low (2)**	**Medium (3)**	**High (4)**	**Very High (5)**
QOT1	The extent to which teachers demonstrate mastery of their subject contents and methodology					
QOT2	How teachers adapt their teaching methods to cater to different learning styles					
QOT3	How teachers share their teaching methods through built-in supervision					
QOT4	How teachers address and accommodate students' learning differences					
QOT5	The degree to which teachers serve as role models for their students in various conditions					
QOT6	How well school leaders provide adequate facilities that support the teaching-learning process					
QOT7	The level of encouragement teachers provides for students to utilize the library frequently					
Code No.	**Element 2: Learning and Assessment (LA)**	**Very low (1)**	**Low (2)**	**Medium (3)**	**High (4)**	**Very High (5)**

LA1	The extent to which teachers are committed to implementing continuous professional development (CPD)					
LA2	The extent to which teachers are doing the action research					
LA3	The extent to which teachers are using the method of active learning					
LA4	The extent to which teachers use continuous assessment to improve students'" learning performance					
Code No.	**Element 3: Curriculum (C)**	**Very low (1)**	**Low (2)**	**Medium (3)**	**High (4)**	**Very High (5)**
C1	The extent to which teachers use text books, teachers guide and syllabus properly					
C2	The degree to which leaders prepare learning program for students with equal participation					
C3	The extent to which teachers use the laboratories for students learning					

C. Leadership and Management Domain

Code No.	**Leadership and Management Domain**	**Ratings**				
	Element 1: Strategic Vision (SV)	**Very Low (1)**	**Low (2)**	**Medium (3)**	**High (4)**	**Very High (5)**
SV1	How well do school leaders develop a strategic plan based on assessment?					

SV2	To what extent do school leaders commit themselves to being role models for their followers?					
SV3	In what ways do school leaders engage in participatory leadership to improve student learning cooperatively with others?					
Code No.	**Element 2: Leadership Behaviors (LB)**	**Very low (1)**	**Low (2)**	**Medium (3)**	**High (4)**	**Very High (5)**
LB1	How effectively do leaders guide others by sharing duties?					
LB2	To what extent are improvement priorities formulated together with school communities?					
LB3	How clear are the goals articulated by school leaders for the school?					
LB4	How do leaders develop social relations among teachers?					
LB5	How well do leaders establish clear guidelines for the school?					
Code No.	**Element 3: School Management (SM)**	**Very low (1)**	**Low (2)**	**Medium (3)**	**High (4)**	**Very High (5)**
SM1	How capable are leaders of managing the school within a changing or transforming environment?					
SM2	How do leaders utilize school grant budgets to improve students' achievement?					

SM3	To what extent do leaders share responsibilities among staff to facilitate teaching and learning activities?					
SM4	How would you rate the capacity of school leaders to implement School Improvement Programs (SIP)?					
SM5	How effectively do leaders solve conflicts through discussion?					
SM6	How well do leaders follow up on communication between teachers and students in the school?					

Thank you for responding to this Questionnaire

MERON SHIFERAW

APPENDIX II: Interview Questions

IQ1: Can you describe the specific roles and responsibilities of school leaders in implementing the School Improvement Program (SIP) at your school?

IQ2: How do you prioritize and allocate resources to support the implementation of SIP initiatives within the school?

IQ3: What strategies have been effective in promoting teacher buy-in and engagement with the SIP goals and objectives?

IQ4: How do you assess the impact of SIP initiatives on student academic achievement and overall school performance?

IQ5: Can you provide examples of successful SIP projects or interventions that have led to positive outcomes for students and the school community?

IQ6: What are the main challenges you have encountered in implementing the SIP, and how have you addressed or overcome these challenges?

IQ7: How do you involve parents, community members, and other stakeholders in the SIP planning and implementation process?

IQ8: In your opinion, what are the key leadership qualities and skills required to effectively lead SIP initiatives in a school setting?

IQ9: How do you ensure that SIP activities align with the school's overall strategic goals and vision for improvement?

IQ10: What support or resources do you believe are essential for sustaining and scaling up successful SIP practices in the long term?

Thank you for responding to this Questionnaire

MERON SHIFERA