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Effectiveness of School Principals' Leadership in School Improvement Program in Secondary Schools of Wolaita Zone, Snnpr, Ethiopia

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Abstract
The purpose of this study was to investigate the effectiveness of school principal's leadership in school improvement program in Wolaita Zone government secondary schools . Descriptive survey research design was employed to describe the phenomena to the study. In Nine woreda , ten secondary schools were selected through simple random sampling. 10 students' representatives under sample woreda and 30 principals were selected through availability sampling technique. Furthermore, 120 teachers participated in the study by using simple random sampling technique. Frequency, percentage, standard divisions, means and person's correlations were used to determine the relationship between variables. The result of the study indicated that educational leaders ineffectively providing textbooks and other teaching/learning materials mission, and goals of the school, creating a Conducive environment to facilitate supervisory activities in the school by organizing all necessary resources, curriculum monitoring and evaluation and low participation of stake holders improving SIP implementation for effectiveness of principal's leadership. Besides this, principals used several approaches in supervising the implementation of instructional practices. Schools faced challenges that include inadequate trained teachers and learning/ teaching materials, inadequate science laboratories and lack of time to check on the teachers' and students' work by principals. Study recommends that the school provide more learning materials and facilities like science laboratories and libraries. The woreda education office have better to employ more teachers to the schools with understaffing in order to relieve the current teacher of the work load and ensure timely syllabus coverage as this will significantly impact to effectiveness of principals. Principals have better to delegate mores duties to their stake holders in order to save time to assess both the students' and teachers' commitment to their work.
Keywords: secondary school principals, SIP implementation, effectiveness of leadership
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1. Introduction

Education systems in many developed countries like USA are being devolved to school level, and this is putting unprecedented pressure on school principals to be accountable for the quality of education provided by their school. The level of responsibility principals are expected to assume is further compounded by the amount of pressure exerted by the demands of the improved education quality that already exists. In today's educational climate of heightened expectations, principals are in the "hot seat" when it comes to improving the quality of teaching and learning in schools. School principals need to be educational visionaries, instructional and curriculum leaders, assessment experts, community builders and educational experts (Chapman, 2008).

Educational reform places a great focus on school principal and school improvement (UNESCO, 2005). The logic of this position is that an orderly school environment that is well managed provides an effective and efficient atmosphere conducive to effective improvement of student learning. Effective principal exercises an indirect, but powerful influence on the effectiveness of the school, as well as on the performance of students.

Hatcher and Hale (2006) argued that excellent school principals are very important and are vital role players in the process of lifting schools' performance to the desired level; also in improving the standard of students' performance achievement to the level demanded by most communities. Accordingly, school principals need to lead teachers, students, and the community with a view to creating conductive schools environments. They should create visions and develop trust collaboratively with other role players in schools; these will earn them (instructional leaders) respect of all in their school communities.

Cotton (2003) claims that the following types of principals behavior have a significant impact on student achievement: the establishment of a clear focus on student learning by having a vision, having clear learning goals, and high expectations for all students. Interactions and cordial relationships with relevant stakeholders to ensure effective communication are essential. Provision of emotional and interpersonal support that has to accompany visibility and accessibility will promote parent -community participation.

2. Objectives of the Study

The specific objectives of the study are:

- To assess the leadership practices in implementing SIP in Wolaita zone secondary schools.
- To identify the relationship between principal's leadership effectiveness and SIP implementation in selected secondary schools of Wolaita zone?
- To determine challenges that the effectiveness of principal's implementation SIP in secondary school of Wolaita Zone.

3. Method

3.1. Study Area

This research was intended to apply both qualitative and quantitative (mixed) approaches to identity an accurate description of the major practices and problems encountered on the Effectiveness of Principal's Leadership in School Improvement Program.

The research was used quantitative method through survey questionnaires. In addition the research used semi-structured interview to substantiate the quantitative data. The purpose of using such method was to examine the same phenomena from multiple perspectives and also to allow new order dimensions to emerge (Cohenetal, 2007).

According to Creswell (2009) descriptive survey research design was used to meet objectives such as identify present conditions, point out present needs, to study immediate status of a phenomenon, facts and findings. Due to this the researcher believed that this design helped to an existing situation of the effectiveness of Principal's Leadership in School Improvement Program in the Secondary School of study area. A descriptive survey research design describes and interprets the effectiveness of Principal's Leadership in School Improvement Program in the Secondary School of study area.

3.2 Population, Sample and Sampling Techniques

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). The researcher draws a sample from the 10 secondary schools in Wolaita Zone through purposive sampling based on the criteria of the performance of schools.

The study was focus on investigation of the effectiveness of Principal's Leadership in School Improvement Program in secondary school in Wolaita Zone. In order to take sample respondents from principals, all 30 principals were included based on availability sample. In the case of teachers the researcher used the simple random sampling technique. By using this technique, from 480 teachers, 125 secondary school teachers selected. 10 student representatives were selected from grade 9-10 by using availability sampling method because of the students have better understanding about the school leadership. Additionally, 4woreda SIP directorate 10 PTA and 10 KEB were asked. Therefore, this research was the sample size of 167 (i.e. = 30 principals/vice, 125 teachers and 10 students, from secondary schools.

To determine the sample size of teachers from the total populations (250) of Wolaita zone 10 secondary schools, the researcher selects 125 teachers as representative for this study by using Cochran and Taro Yemane (1996) formula.

3.3 Instruments of data collection

Relevant instruments to collect adequate information for the further work of the study. Besides the main importance of data collecting tools such as observation; Questionnaire and interview was to get real information concerning with the study in the area and to find the valid solution for the problem based on light of responses of questionnaire.

3.4 Validity and reliability

Validity is defined as the extent to which a concept although if there are no similar and to which a research accurately measures all aspects of a construct. To measure the reliability of a construct, internal consistency analysis using Cranach's alpha were conducted, reliability analyses of the total scale and subscale revealed that the different had good internal consistency as reflected by the values of coefficient alpha and mean inter item correlation coefficients. Finally, it would be helpful to examine how service leadership attitude may predict service leadership behavior overtime.(Heale and Twycross,2015).

3.5 Method of Data Analysis

The data gathered through primary and secondary sources were analyzed by using both quantitative and qualitative approach. Quantitative data was analyzed in the course of questionnaire gathered from respondents by using SPSS software for windows version 20. Then based on the five point Likert rating scales from very

high to very low or strongly agree to strongly disagree were used. According to Kothari, (2004) descriptive analysis is largely the study of distribution of one variable and it concerns the development of certain indices from raw data which were tabulated in terms of descriptive statistics such as frequency, percentage used for personal information, whereas, mean value and standard deviation used for basic question two and three. According to Straw, (2000). Inferential statistics of Pearson product moment correlation coefficient which is used for basic question one to determine the degree of relationship between two sets of variables .Furthermore, Persons product moment correlation statistic was also used to establish the significance of the correlation between the role of school principals in improving students' academic performance.

The mean values of each items was interpreted as the role of school principals in improving SIP with a mean value < 1.49 represents as very low or strong disagreement, from 1.5 to 2.49 represents low or disagreement, from 2.5 to 3.49 represents undecided, from 3.49 to 4.49 represents high or agree and > 4.49 represents very high or strongly agreement in implementation of the items are used for the sake of analysis and interpretation (Uebersax, (2006).

For the case of analysis very high and high indicate effective implementation of each item, and moderate or undecided presents neither positive nor negative agreement and similarly very low and low indicate ineffective implementation of items of the role of school principals in implementing SIP in study areas.

3.6 Pilot Testing

Piloting was done in Otona secondary school that is not included in the sample schools of the study. Pilot testing is necessary to find out if the respondents find the instruments clear, precise and comprehensive. This is to enhance their reliability. The procedure used is similar to that which is used during the final data collection. Reliability is a measure of the degree to which results yield consistent outcome after repeated trials (Orodho, 2005). An instrument is reliable when it measures a variable accurately and obtains similar results under the same conditions over a period of time. To determine the reliability of the instruments the researcher adopted the test-retest method to detect random error that could occur due to inaccurate coding, ambiguous instructions to the subject, interviewing fatigue and interviewers' bias. Using the technique the researcher administers the instruments twice to the same group of respondents within intervals of two weeks. The completed questionnaires are analyzed manually and comparison of answers in the first and the second is done. Internal reliability of an instrument is tested and checked by Cronbach's Alpha statistical test.

Cronbach'salpha was computed to establish whether there was internal consistency on the Likert type scale questions. Cronbach alpha was computed with the help of the SPSS software. Where the Cronbach alpha was higher than 0.7, the instrument was considered as reliable, (Cronbach, 1990). There Cronbach's alpha greater than 0.70 indicates a good instrument, (Cohen, Manion, and Morison, 2005). However, it was commonly agreed among researchers that an alpha greater or equal to 0.7 showed that an instrument was reliable in measuring what it was intended to measure. From the results, the necessary amendments were made on the questionnaire to ensure that it collected the intended information. A reliability of 0.89 for teacher's questionnaire and 0.76 for principals' questionnaire was realized; hence instruments reliable and thus the instruments were administered.

Validity measures what the research instrument intends to measure. To be sure of the face validity, experts in the field are invited to provide their comment. The participants of the pilot test is also be first informed about the objectives and how to fill, evaluate and give feedback on the relevance of the contents, item length, clarity of items, and layout of the questionnaire. Based on their reflections, the instruments are improved before they are administered to the main participants of the study. This is done by comparing the data collected with existing publications.

3.7 Data presentation, analysis and interpretation

3.7.1 Introduction

This chapter deals with the presentation and interpretation of data collected through four types of instruments namely; questionnaire, interview, focus group discussion, and document analysis. However, the first part of this chapter deals with the questionnaires that were designed for teachers and school principals. A total of 155 copies of questionnaires were distributed to 125 teachers and 30 school principals. To this end out of 125 teachers 120(96%) of them responded the questionnaire properly and also 30 principals (100%) of school principals properly responded. Moreover, secondary school 10 students were focus group discussion. The responses of each group are presented in Table 2followed by relevant discussion.

From teachers five and from school principals respondents were not responded on time in different reasons. Some of the reasons were due to health problems therefore they were absent from school while other respondents were absent due to social problems during the date appointed to collect the questionnaire sheets which were distributed.

3.7.2. Demographic characteristics of respondents.

The two groups of respondents were asked to indicate their background information.

As shown in Table 3 item one, 83 (69%) of teachers and 22 (81.5%) of school principals were males. On the other hand, 37 (31%) of teachers and 5 (18.5 %) school principals were females. From this, one can realize that the number of females in the teaching profession and the position of school principals are much lower than males in the sampled schools of Wolaita zone of secondary schools. The majority of secondary school principals, vice principals and teachers were males in position. This may indicate that the participation of female as principals is almost minor in schools. Consequently, the responses of principals in this study from all general secondary schools under study represent were mainly male principals` idea. Yet, this does not affect the conclusion it.

3.7.3 The relationship between principal's leadership effectiveness and SIP implementation

As depicted in item 1 of Table 9, teachers and school principals with X= 2.97, SD=1.35 and X= 2.18, SD=.68) respectively. To generalize that, the average mean of both group were 2.57 which found to be in undecided. This shows that the degree to which the principal holds a classroom visit to observe a teachers were not practiced well as expected in secondary schools under study areas. The findings of this study are supported by the findings of Jared(2009) who found that majority of interviewed teachers reported that they have never seen their head teachers come to supervise them in class room, a part from checking their pedagogic documents.

As shown in Table 10**,** item 1, teachers and school principals were asked whether or not the principal advice teachers on issues related to school curriculum and teaching methods. As we can observe from the data, teachers with mean vale rated as "undecided"(X= 2.71, SD=1.02) and school principals with mean value also rated as disagreement on the issues X= 2.14, SD=1.06). The total mean score of respondents is 2.42 which indicated disagreement on the point. The result indicated that school principals didn't advise teachers on issues related to school curriculum and teaching methods in secondary schools.

As shown in item 2 of Table 10, teachers with mean value (X= 2.64, SD=.98) fall under the designation of undecided and school principals with mean value rated as (X= 2.11, SD=1.05) which shows disagreement. To generalize that, the average of the mean of both group were 2.37 found to be in undecided scale. This shows that school principals have request head of departments to check if teachers attend lessons in secondary schools. This indicates that there is significant difference between the responses of school principals and teachers of the principal request head of departments to check if teachers attend lessons.

4. Policy Implications

The major purpose of this study was to investigate principals' effectiveness in improving SIP implementation in secondary schools of Wolaita Zone. With this regards, this part deals with the summary of findings, the conclusions reached at and the recommendations forwarded on the basis of findings. In order to meet this purpose the following basic questions were raised.

1. Based on the finding related to activities do school principals improve the leadership practices in implementing SIP regarding to School principals' activities to improve SIP implementation, related to providing instructional materials, the result of the analysis revealed that there was a strongly positive correlation between provision of instructional materials and improvement of principal effectiveness performance (r=.785,p<0.05).This indicated that there was a significant relationship between the principal's activities providing instructional materials and improves students' academic performance. This revels that there are low provision of textbooks and other teaching/learning materials according to mission, and goals of the school, Allocation of resources to the instructional activities in the study area.
2. Based on the findings related to curriculum monitoring and evaluation improving SIP implementation, there how that curriculum monitoring and evaluation had a statistically significant and positive relationship with principal effectiveness performance (r = 0.746, p < 0.01). This revels that there was strong relationship between curriculum monitoring and evaluation with improve students' academic performance by implementing SIP.
3. Regarding to creating conducive environment with improve SIP implementation, Pearson's parametric test to correlation revealed that there is a significant and positive relationship between related to conducive environment and improve students' academic performance (r= .718, p<0.01). This shows that school principals' activity positively relates to students' academic performance and the relationship is significant. That is to say that any unit increase or decrease in the level of principals' activity also increases or decreases students' academic performance. This shows that the process whereby the principal and teachers contributed as and collaborate with one another to ensure implementation of educational policies enhances the student's academic performance of students by implementing SIP. This finding is consistent with Smith (2009)insistence that the academic performance of both students and teachers improves when the principal fosters and nurtures collegial environment. This is also in line with the opinion of Robbins(2004) that the principal works more effectively when hew or with and through to her people in the school setting.
4. Another findings how there was correlation between Pearson's parametric test of correlation revealed

that there is a significant and positive relationship between the improvement of stakeholder participation and improve students' academic performance(r= 0.804, p<0.001).This is an indication that appositive relationship exists between improvements of stakeholder participation and improves students' academic performance. Again the result showed that the relationship between improvement of stakeholder participation and improve students' academic performance was significant.

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Table 1: Returns on questionnaires

Respondents	***Distributed***	***Returned***	***Usable returns***	***Percentage***
Teachers	125	120	120	96 %
Principals	30	30	30	100%
Total	***155***	***150***	***150***	***100%***

Table 2: Demographic characteristics of respondents.

	Items		Respondents			
			Teachers		School principals	
			№	%	№	%
1	Gender	Male	83	69	25	81.4
		Female	37	31	5	18.6
		Total	120	100	30	100
2	Experience	1-5	20	16.7	4	14.8
		6-10	40	33.3	5	18.5
		11-15	18	15	13	48
		16-20	23	19.7	8	26.6
		21-25	11	9.2	-	-
		26-30	8	6.7	-	-
		Above 30	-	-	-	-
		Total	120	100	27	100
3	Educational level	Diploma	-	-	-	-
		First Degree	111	92.5	24	80
		Second Degree	9	7.5	6	20

	Items		Respondents			
			Teachers		School principals	
			№	%	№	%
4	Age	20-25	24	20	6	20
		26-35	26	21.6	8	26.6
		36-45	32	26.6	12	40
		46-55	28	23.3	4	13.3
		Above 55	13	10.8	-	-
		Total	***120***	***100***	***30***	***Total***

Table3: **The relationship between principal's leadership effectiveness and SIP implementation**

No	Items	Respondents	X= mean	A/x=average mean	SD	Rank
1	The principal holds a classroom visit to observe teachers.	Teachers	2.97	2.58	1.35	3
		Principals	2.18		.68	
2	The principal holds productive discussion with the teachers after classroom visit.	Teachers	3.39	2.94	1.17	2
		Principals	2.48		1.01	
3	The principal ensure that teachers have lesson notes	Teachers	2.22	3.44	.96	1
		Principals	4.66		.62	
4	The principal coach the class to mark the teachers who attend lessons and those who not	Teachers	2.25	2.10	1.10	4
		Principals	1.96		.58	

KEY:RS = Respondents ,X = Mean, A/x = Average Mean, So = Standard Deviation

Table 4. Classroom observation to support teachers

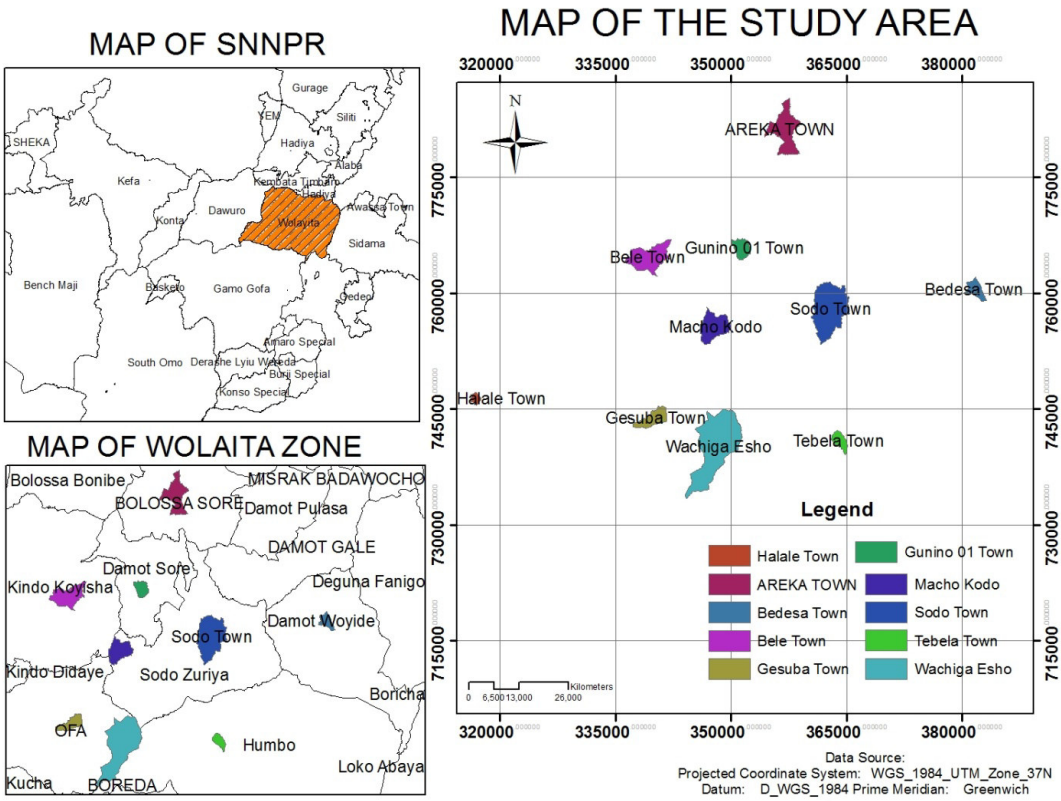
No	Items	Respondents	X=mean	A/x=mean	SD	Rank
1	The principal advise teachers on issues related to school curriculum and teaching methods	Teachers	2.71	2.42	1.02	2
		Principals	2.14		1.06	
2	The principal request head of departments to check if teachers attend lessons.	Teachers	2.64	2.37	.98	3
		Principals	2.11		1.05	
3	The principal ask reports from head of departments on syllabus coverage.	Teachers	2.96	2.59	1.35	1
		Principals	2.22		.69	

KEY:RS = Respondents, X = Mean, A/x = Average Mean, SD=Standard Deviation

Table 5 .The Principals Monitoring SIP for leadership effectiveness

No	Items	Respondents	X=mean	A/X=mean	SD
1	The principal give advice to students in different disciplinary issues.	Teachers	3.39	2.91	1.17
		Principals	2.44		.97
2	The principal frequently visit classrooms to check students activities	Teachers	2.23	3.42	.97
		Principals	4.62		.68
3	The principal allowing students to participate in different Co-curricular activities	Teachers	2.26	2.13	1.09
		Principals	2.00		.55

KEY:RS = Respondents, X = Mean, Av/x = Average Mean, SD=Standard Deviation


MAP OF SNNPR
Gurage
YEM
Siliti
SHEKA
Hadiya
Alaba
Kefa
Kembata Timbaro
Hadiya
Awassa Town
Dawuro
Konta
Wolayita
Sidama
Bench Maji
Basketo
Gamo Gofa
Dedesa
Amaro Special
South Omo
Derashe Lyiu Weleda
Burji Special
Konso Special
MAP OF WOLAITA ZONE
Bolossa Bonibe
MISRAK BADAWOCHO
BOLOSSA SORE
Damot Pulasa
DAMOT GALE
Damot Sore
Kindo Koysha
Deguna Fanigo
Damot Woyide
Sodo Town
Kindo Didaye
Sodo Zuriya
Boricha
OFA
Humbo
Loko Abaya
Kucha
BOREDA
MAP OF THE STUDY AREA
320000
335000
350000
365000
380000
775000
760000
745000
730000
715000
N
AREKA TOWN
Bele Town
Gunino 01 Town
Bedesa Town
Sodo Town
Macho Kodo
Halale Town
Gesuba Town
Wachiga Esho
Tebela Town
Legend
Halale Town
Gunino 01 Town
AREKA TOWN
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Gesuba Town
Wachiga Esho
Kilometers
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