School Principal's Role in Facilitating Change in Teaching-Learning Process: Teachers' Attitude. A Case Study on Five Junior Schools in Asmara, Eritrea

Petros Woldu Fessehatsion
Eritrea Institute of Technology, College of Education, Asmara, Eritrea

Abstract

The research tried to examine the role of school principal in facilitating change in teaching-learning process. Moreover, it has focused on the main roles of principal in implementing LCIP. The research employed both quantitative and qualitative methods. The study used a random sample of 62 teachers from a purposefully selected five junior schools in Asmara to ensure the representation of the population with different socio-economic background. The instrument for collecting data was a questionnaire. Descriptive analysis was utilized based on frequency, percentage, mean and standard deviation to analyze the data collected. For the open ended questions, narrative analysis was used to examine the responses of the teachers. The results of the study revealed that teachers believe that the principals in junior schools in Asmara have been facilitating implementation of the change introduced by the Ministry of Education in LCIP. They believe that principals have been striving on facilitating the change through exerting the proper leadership style, provision and mobilization of resources, playing supervisory role, enhancing the provision of school based training and development programs and creating appropriate communication channels.
Keywords: Principal's Role, Facilitating Change, Teaching-Learning Process, Teacher's Attitude, School

Introduction

Globalization has pushed business organizations, government; non-profit institutions to undergo a profound cultural change and institutional reforms. The mobility of labor, multinational corporations, and regional and international institutions emerged as the outcome of globalization. These triggered educators and national policy makers to make reforms and facilitate change in their education systems to meet the contemporary demand of the economy. School principal has critical role to play in facilitating change and satisfy the national labor requirement and economic demand. Thus, the principal requires thinking quicker, work smarter, dream wider and relating to each other in very different ways to cope the trends of change occurring in the world (Stuart and Michael, 1995). Furthermore, the authors explained that "the leaders of tomorrow will have to establish a real vision and a sense of values for the organization they wish to lead" (P.2). The role of the principal in facilitating change in teaching and learning has emerged as one of the interesting research areas. However, there is no such a study made in our country and little has been said about this issue in other developing countries like ours.

The Provisional government of Eritrea (PGoE) through its ministry of education (MoE) has introduced many changes from its inception in 1991. One of the large-scale changes introduced by the ministry was the change in curriculum content and method (PGoE, 1991). There was a paradigm shift in the methods from the traditional teacher dominated approach to learner centered approach. It is understood that the process of change is not a linear and smooth, because of the internal and external factors that influence the initiation, implementation and institutionalization of the change. One of the focal actors who can greatly influence the process of change is the principal.

The principals can facilitate or hinder the process of change through their actions by the way they lead, supervise, conduct school based training and professional development programmes, the way they communicate and mobilize resources for the purpose of teaching- learning process.

The MoE in Eritrea published a guideline on learner-centered and interactive pedagogy in national curriculum in the year 2003 (MoE, 2003). In the guideline, his excellence minister Osman Saleh, the then minister of Education had forwarded the following statement "the application of a variety of instructional methods can assist the development of sound knowledge and skills which in turn can serve as a basis for generating high standard of learning. The role of teachers, head teachers, and supervisors in this process is crucial". Since the implementation of this change is at the grass root level in the school and the main responsible person there, is the principal; it makes him/her very significant.

Nevertheless, the implementations of the changes introduced are slow in pace and also questioned by many on their contribution to be materialized. It seems that teachers, parents and educators confused about the implementation and materialization of the learner-centered and interactive pedagogy (LCIP). There is lack of awareness of the concept LCIP and practical use of the methods that assist its implementation. Thus, it is very essential to identify the role of principals in facilitating change at school level. According to Fullan (1991) the starting point is not system change, not change on others around us, but change on our- selves (principals). He

further emphasized that the "role of the principal is central to change because the school is the center of change and that is where focus, coherence and consistency must be forged" (p.168). The importance of the principal in facilitating this change although is crucial, there is lack of awareness in the concept and practical use of the methods among teachers, principals and other stakeholders.

Siu (2008) and Parrett and Budge 2009) have identified the sources of implementation problems of educational reforms and changes as lack of communication, lack of staff skills, slow progress, disagreement over desired activities. These factors significantly impact on the organizational readiness for change which needs principal leaders to address in order to have successful change (Smith, 2005). Thus, identifying the current role of principals in facilitating learning-teaching process and providing suggestions is critical.

This research aimed to investigate the role of the principal in facilitating the process of teaching-learning process and in the improvement of school culture for the effective implementation LCIP to deliver quality education, and thereby to minimize wastage and to have globally competitive citizens. To be specific, the research focused only on the attitudes of teachers about the role of the principal in facilitating the implementation of LCIP. The study was conducted in five junior schools in Asmara, Eritrea, to address the following particular questions; how is the role of principals in facilitating change in teaching- learning process currently? How principals involve others in facilitating change?

Literature review

Globalization has brought many dynamics and flexibilities in the different sectors of countries. It affects all walks of societies including their life style, economic, social and cultural buildings. Education is one of the most crucial sectors where people used to face the challenges and demands of the contemporary world. Thus, creating viable and effective education system is important. Countries have been engaged themselves in reforming their curriculum, method of teaching, and education system to cope the changes occurring due to globalization. In this respect, the school principal has critical role in facilitating change and creating effective school. Studies have revealed that principals play a crucial role in affecting reform initiatives and are recognized as the change agents to influence school improvements and change (Buchanan, 2007, leithwood, 2005). Thus, the role of principal is considered as "agents of change" who facilitate the process of institutional reform and curriculum developments (Porterfield and Carnes, 2009).

Principals work to create a conducive school climate and to make reforms for sustaining the quality of education. They are in charge of looking the day-to-day activities and programs of the school in collaboration with the school communities. They always strive to ensure students' achievement, harmonious collegial working cooperation, effective communication, progressive instructional leadership, and efficient and effective utilization of resources. However, every school does not achieve good standards and principals should identify the problem areas and initiate change that can solve the problems (ONEC, 2002). It is clear that school improvement cannot be materialized unless the leadership is effective. The principal is the key person who can make difference in school development (Anderson, 2008).

Managing and monitoring the change process to make sure it is always moving forward is crucial part of school principal's role. The principal ensures that all members of the school community clearly understand all parts of the change process and are committed to the vision. This includes using the Turning Points benchmarks to communicate the standards by which the school's progress will be measured (Amy, 2003).

Distributed leadership, where the leadership in a given aspect of change comes from multiple sources and where the change comes about through the relational activity that follows, has particular potential for schools. Leadership in making meaning out of and developing ideas for change, in building effective personal and institutional relationships for change, in encouraging innovative and creative thinking and action, in establishing effective services for change, in motivating the next person or network to be involved in change, is critical to achieving deep and lasting change (NCCA, 2008, p.14).

As the instructional leader, the principal often visits classrooms to work with teachers and students or attends academic team meetings to assist the development of effective teaching and learning strategies. In this role, the principal also obtains instructional resources and professional development opportunities that improve learning, teaching, and assessment practices (Amy, 2003). According to Dinham (2005), leadership is important in developing effective and innovative schools in facilitating quality teaching and learning. Moreover, Fullan (2003), asserted that no successful large-scale change or school reform effort has advanced very far without the support of the school leaders. Similarly, Schiller (2003, p.4) stated that "principals have key roles to play in the facilitation of educational change".

Addi-Raccah (2009) and Mulford (2003) claim that it can never be a situation in which the principal was not an important factor in the effects of the school to improve. This is to suggest that principals have a critical role to affect change positively in most instances regardless of what they do. To play their role, principals and school administrators should understand the dynamics of the change process as it occurs within the school. The principal of a successful school is not only the instructional leader but is also the leader who mobilizes the

expertise, talent and care of others (Amy, 2003). He/she is the person who symbolizes supports, distributes and coordinates the work of the teacher as instructional leader. The principal must be the *chief change agent*, setting the intellectual and interpersonal tone of the school and shaping the organizational conditions under which the school community works.

Owens (1998) has identified six main roles for effective school principal: manager, instructional leader, disciplinarian, human relations facilitator, evaluator and compromiser. Belbin (1993) has attested eight roles including resource investigator, innovator, evaluator, completer, implementer, shaper, coordinator and team worker. Deal and perterson (1994) also listed eight unique functions within the principal role: these are planner, resource allocator, coordinator, supervisor, disseminator of information, jurist, gatekeeper and analyst. Some researchers suggest that empowering the growth of teachers is a new role for school leaders (sparks, 2004; Mullen and Hutinger, 2008). On the other hand effective communication is other aspect of the principal's role for the success of his school. The principal should give consistent feedback and opportunities on progresses made at the school with an effective communication (Parrett and Budge, 2009). The principal also plays a vital role for promoting a school culture of participative decision making, distributive leadership and teacher decision making autonomy (leithwood and Jantzi, 2000). The principal as a leader should promote, facilitate and support improvements of the instructional process, resulting in increased student achievement (good, 2008). Natcharin (2010) has identified three broad areas that the principal influences in supporting change: management and control, Leadership and Innovation, and Human Development. Within these three broad areas, he further identified teambuilding, professional development, leadership, maintaining effective communication, creating school vision, collegial support, delegating tasks and monitoring as the core areas where principals have engaged to facilitate change in their schools.

According to Ellen and Sharon (1993) principals of dynamic schools look at activities for which they are directly responsible, that is establishing and supporting team decision making, manipulating resources, articulating the schools mission and engaging with the external environment. Studies conducted in the developed world show that the facilitative role of the principal in implementing change is indispensable. Furthermore, they indicated that principals of dynamic schools look at activities for which they are directly responsible, that is establishing and supporting team decision making, manipulating resources, articulating the schools mission and engaging with the external environment.

This study encompasses analysis of teachers' attitudes on how principals facilitate or hinder the implementation of successful change through- their leadership style, their role on supervision, the way they allocate and mobilize available resources, their contribution on the provision of training and development programs, and how effectively they communicate inside and outside the school.

3. Research Design and Methods

The researcher used quantitative and qualitative research methods. The quantitative approach is more appropriate in this study to enable the researcher to reach a larger and more widely distributed sample of respondents. The qualitative approach is used to give freedom for the respondents to express their opinions on their own words.

The data for this study was collected in five months period starting from January to May, 2016. This was done by involving senior educational administration students who were doing their senior thesis as part of their final research work. It was collected through random sample of 62 teachers from a purposefully selected five junior schools found in different zones of Asmara to ensure the representation of the population with different socio-economic background. The questionnaire was used as a data collection instrument with closed ended questions and some open-ended questions. The research used purposive sampling to select 50% school teachers from each junior school considering their experience, age and gender.

Table 3.1 Selected schools of Asmara

Selected school	Felege-hiwet junior school	Bana Junior school	Harbegnatat junior school	Hadnet junior school	Natsnet junior school	Total
Selected teachers	6	19	8	12	17	62

The choice of these instruments was based on my conviction that questionnaire would extract the necessary data with little interference from the researchers, it is easy to administer as the respondents are literate, it is also takes less time than personal interview and moreover, closed-ended questionnaire is also easier for analysis. The questionnaire was designed with 25 items measured at five likert scale and included 5 open ended questions to get further information.

To identify the weakness and strength of the instrument a pilot test was conducted in Eritrean institute of technology for teachers who taught in junior school and it contributed valuable input to modify and refine the instrument.

The draft questionnaire was pilot tested and discussed with a number of academics as well to ensure

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that all relevant factors were included in each of the sections. Thus, content validity was ensured. This guaranteed that all items appeared to test what they were supposed to test by means of the judgment of an expert, before the questionnaire was edited and finalized. The Cronbach's alpha reliabilities are indicated in the table below.

Table 1. Summary of the alpha reliability test result

S.No	Variable	No. of Items	Cronbach's Alpha
1	Leadership style	5	.811
2	Resource allocation and mobilization	5	.719
3	Supervisory role	5	.766
4	Training & Development	5	.810
5	Communication Approach	5	.842
	Total Item validity	**25**	**.90**

SPSS 20 was used to analyze the gathered data. Descriptive analysis was employed for the frequency, percentage, mean and standard deviation results of the findings while narrative analysis method was used to examine the responses of the teachers.

4. DATA PRESENTATION AND ANLYSIS
4.1 Demographic characteristics
Table 1 provides a summary of the demographic characteristics of respondents based on sex, work experience, qualification and subject taught. Regarding the sex of the respondents, 47 (75.8 %) were males and 15 (24.2 %) were females.   This shows that there is high participation of males compared to females in the academic staff of the schools selected. The academic rank of the respondents constituted 8.1% graduate with certificate (12+1), 90.3% diploma graduate (12+2) and 1.6% advanced diploma (12+3). This indicates that junior schools are not endowed with degree graduate personnel. With respect to experience, 25.8% of the respondents had 1 to 10 years of experience, 12.9% had 11 to 20 years of experience, 29.0% had 21 to 30 years of experience and 32.3% had experience of more than 30 years. The subjects which the respondents taught were five in number. Which is 16(25.8 %) of them from English department, 15(24.2%) of them from maths department, 16(5.8%) of them from science department, 12(19.4%) of them from social study department, 2(3.2%) of them from citizenship education and 1(1.6%) of them from physical education.

Table 1 The demographic characteristics of the respondents

		Frequency	percentage
Sex	Male	47	75.8
	Female	15	24.2
Work Experience	1-10	16	25.8
	11-20	8	12.9
	21-30	18	29.0
	>30	20	32.3
Qualification	12+1	5	8.1
	12+2	56	90.3
	12+3	1	1.6
Subject Taught	English	16	25.8
	Maths	15	24.2
	Science	16	25.8
	Social Study	12	19.4
	Citizenship	2	3.2
	Physical Education	1	1.6

4.2 Descriptive Result of Leadership style & administration
Table 2 shows that approximately 72.6% of the respondents agreed that principals are encouraging teachers to make classroom level decisions while 11.3% replied disagreed. Concerning the existence of principal's exemplary leadership in the school, 80.7% were agreed whereas 3.2% were disagreed. As to the role of principal in treating teachers equally, 88.7% of the respondents were agreed compared to 1.6% disagreed. 56.5% of the respondents agreed on the issue that teachers have great role in decisions made at school level compared to 72.6% agreed on participatory decision at classroom level. This reveals that at classroom level teachers have freedom to exercise decisions while there is more to be done to ensure participation at school level decisions. Concerning to the role of the principal to influence others, 56.5% were agreed and 6.4% were disagreed. The overall principal's leadership engagement in change has a mean of **3.829(0.688)** which is inclined to agreement of the staff members that the principal's leadership style is encouraging to change. According to Jonas et al., (2005, p.604) teacher involvement in democratic dialogue before and after decisions were made positively changed the culture

in the school. Moreover, it was found that fewer resignations and transfers occur in work settings with involved participants than for those who are not involved in the change process (Coch & French, 1948, 2008). Furthermore, Wirachai (2002) argued that participative decision making as a fundamental principle, of school-based management.

Table 2. Result of descriptive analysis for leadership engagement in change

Items	Disagree	Neutral	Agree	Mean	St.
Teachers are encouraged to make classroom level decision	7(11.3%)	10(16.1%)	45(72.6%)	3.69	1.001
There is an exemplary leadership in the school	2(3.2%)	10(16.1%)	50(80.7%)	4.00	0.724
Leader offer equal treatment of Teachers in the school	1(1.6%)	6(9.7%)	55(88.7%)	4.16	0.729
Teachers have a great role in decisions made at school level	7(11.3%)	20(32.3%)	35(56.5%)	3.63	1.059
There is an influential leadership in the school	4(6.4%)	23(37.1%)	35(56.5%)	3.66	0.991
Over all leadership engagement in change				**3.829**	**0.688**

4.3 Descriptive analysis of Resource allocation & mobilization

Table 3 presents the role of the principal concerning allocation and mobilization of resources in the school. Approximately, 50% of the respondents agreed that extra materials for classroom use are provided while 19.4% were disagreed. Regarding the accessibility of adequate materials for teachers in their classroom, about 95.2% were agreed. In the case of the provision of supplementary materials for classroom use, 45.2% of the respondents were agreed and 13.0% disagreed. With reference to instructional time wastage due to meetings & workshops, 50% were agreed. Nearly, 60% of the participants were agreed that there is equitable distribution of resources to schools. The overall principal's role in allocating resource has a mean of **3.658** (**0.707**) which indicates that the way principals allocate and mobilize resources in the school is moderately supportive to facilitate change. Zepeda (2007) and Brunner (2009) show that school principals need to provide teachers with materials necessary for the successful execution of their duties. Similarly, Deal and perterson (1994) in their list of the eight functions of principals ascertained that principal acts as resource allocator.

Table 3. Result of descriptive analysis for resource allocation and mobilization

Items	Disagree	Neutral	Agree	Mean	St.
Extra materials are available for classroom use	12(19.4%)	19(30.6%)	31(50.0%)	3.42	1.124
Teachers are provided with adequate materials for their classrooms	1(1.6%)	2(3.2%)	59(95.2%)	4.37	0.707
Supplementary materials are available for class room use	8(13.0%)	26(41.9%)	28(45.2%)	3.37	0.996
There is instructional time wasted by meetings & workshops	17(27.5%)	14(22.6%)	31(50.0%)	3.42	1.300
There is equitable distribution of resources in the school	5(8.0%)	17(27.4%)	40(64.5%)	3.71	0.930
Over all resource availability				**3.658**	**0.707**

4.4 Descriptive result of Principal's supervisory role

Table 4 presents the role of the school principal in enhancing school based supervision. In the case of encouragement for peer supervision and jointly planned supervision process, around half of the respondents were agreed (48.1% and 51.6% respectively) which indicates that there is no enough encouragement for peer supervision and jointly planned supervision process. Regarding to the issue of constructive feedback provision, regular supervision of teachers' work and encouragement for making reflective feedback, the majority replied agreed (87.1%, 88.8 % and 64.5% respectively). The overall role of principal in supervision has a mean of **3.725** (**0.717**) which indicates that the condition of supervision in the school is encouraged by the principals. Bullough and baugh, 2008 and Strahan & Hedt, 2009) suggested that peer support is part of the principal role that helps teachers as they proceed through the challenging stages in their professional growth.

Table 4. Result of descriptive analysis for supervision

Items	Disagree	Neutral	Agree	Mean	St.
Peer supervision is encouraged in the school	14(22.6%)	18(29.0%)	30(48.1%)	3.29	1.272
Feedback is provided in a constructive manner in the school	1(1.6%)	7(11.3%)	54(87.1%)	4.16	0.751
Teachers work regularly supervised	7(11.3%)	6(9.7%)	55(88.8%)	4.18	0.736
The process of supervision is planned jointly by the teacher & principal	11(17.8%)	19(30.6%)	32(51.6%)	3.39	1.046
Teachers are encouraged to make reflective feedback	9(14.6%)	13(21.0%)	40(64.5%)	3.61	1.077
Over all supervision effect in change				**3.725**	**0.717**

4.5 Descriptive Result of Training& professional development
Table 5 shows majority of the respondents were agreed that the principal is playing an important role in initiating and supporting school based training and development programs. Their response to incorporation of development programs in school development plan, initiating of school based training, making the organization a learning institution and helpful training sessions targeting teaching and training programs were on average of 66% which indicates they are slightly satisfied. However, concerning to availability of regular discussion of instructional issues at departmental level majority of the respondents (87.1%) agreed. The overall principal's role to initiate and organize school based teachers' training and development program has a mean of **3.848(0.742)** which is inclined to satisfaction of the staff members regarding training and development. This result is consistent with what Natcharin (2010 p.113) has asserted as "professional development can bring positive change in teaching practices" the principal should play his role in developing teachers professionally. Moreover, The Wallace foundation (2013) have complimented the idea by declaring that principals play a major role in developing a "professional community" of teachers who guide one another in improving instruction. Many other researchers asserted that enhancing the growth of teachers is new role for school leaders (sparks, 2004; Muller and Hutinger, 2008).

Table 5. Result of descriptive analysis for professional development

Items	Disagree	Neutral	Agree	Mean	St.
Various teacher development programs are incorporated in the school development plan	8(12.9%)	13(21.0%)	41(66.1%)	3.71	1.107
There is an Initiative of school based training programs for teachers	8(12.9%)	13(21.0%)	41(66.1%)	3.73	1.074
The school is a learning organization in which teachers are really gaining knowledge about their career	3(4.8%)	18(29.0%)	41(66.1%)	3.82	0.933
There is a regular discussion of instructional issues in department level	2(3.2%)	6(9.7%)	54(87.1%)	4.23	0.818
There were helpful training sessions targeted on teaching and learning process	6(9.7%)	17(27.4%)	39(62.9%)	3.76	0.970
Over all professional development role engagement in change				**3.848**	**0.742**

4.6 Descriptive Results of Communication channels & approaches
Table 6 shows the role of the principal in creating effective communication channels inside as well as outside the school. Concerning to the quality of internal and external channels of communication in the school, 74.2% of participants were agreed while 6.4% were disagreed that the communication is good. Moreover, with regard to availability of frequent communication about learning, proper response to teachers' voice and encouraging environment for cooperative work, approximately 72.6%, 66.2% and 69.3% respectively agreed. However, in reference to encouraging and communicating parents to make school visit, around half of the respondents agreed which requires attention from school leaders to facilitate smooth implementation of the changes. The overall contribution of the principal in creating conducive communication channel has a mean of **3.839** (**0.683**) which is inclined to positive teachers' attitude towards the effective use of communication channels in the school. Principals should communicate openly, and assure people that they will have the support they need to work in the new situation (Vrasel, 2013).

Table 6. Result of descriptive analysis for communication channels

Items	Disagree	Neutral	Agree	Mean	St.
There is a good internal & External channels of communication in the school	4(6.4%)	12(19.4%)	46(74.2%)	3.95	0.913
There is frequent communication about learning in your school	2(3.2%)	15(24.2%)	45(72.6%)	3.95	0.858
Parents are encouraged to visit the school & communicate about learning	9(14.5%)	20(32.3%)	33(53.2%)	3.53	0.970
Teachers concerns are listened properly in the school	3(4.8%)	18(29.0%)	41(66.2%)	3.81	0.807
There is a school environment which encourages cooperative work	3(4.8%)	16(25.8%)	43(69.3%)	3.94	0.866
Over all communication role engagement in change				**3.839**	**0.683**

4.7 Qualitative results
The teachers were asked to give their response if there was any change introduced by the principal in the past few years in their schools. The majority of the teachers have mentioned that the principals have put their effort on enhancing the three domains, i.e. knowledge, skill and attitude of teachers by:
  ➢ Encouraging peer group education

> ➢ introducing continuous assessment
> ➢ Organizing frequent workshops on learner centered and interactive pedagogy.
> ➢ developing regular communication among teachers

The findings from the teachers' response on principal's leading role is complementing to the affirmation made by Arnold and Harris (2000) that principal who is actively engaged as an ethical leader will challenge faculty to think beyond strategies and their immediate effectiveness.

Regarding to the effectiveness of principals' role in supervision, the teachers responded that, even though class room observation is the duty of the pedagogic heads, principals have actively involved in class room observation. The principals have done the observation formally by sharing the task with pedagogic heads and at times informally by themselves.

Concerning the role of the school principal in organizing & providing school based teacher development program, they have replied that principals accomplish the task by:

❖ Approving the plan about teachers' training which was prepared by pedagogic heads.
❖ Raising fund for the training program by communicating with the PTA
❖ Supporting implementation of the training program
❖ Monitoring the progress, and
❖ writing report of the implementation to those who are concerned

Generally, the teachers have believed that the principals have been playing critical role in enhancing the teachers' capacity through school based training program arrangements. Similarly, Fullan (2001a, p.13) asserted that the principal is responsible for "developing the 'school capacity' to manage change" and must be initiator, implementer, and supporter of the specific changes within a school.

The other question posed to the teachers was to give their opinion on how effective the school principals are in resource allocation and mobilization. They have said that even though, allocation and mobilization of resources is the task of the administrator, principals play a great role in making resources available, monitoring their distribution and effective utilization.

Moreover, the teachers were asked their opinion related to the principal's role in creating effective communication with internal and external stakeholders. Respondents replied that principals communicate with internal and external stakeholders in the form of formal and informal way. Formally, they communicate with a written letters and formal meetings. Besides, they communicate through:

- Regular monthly meeting with teachers, department heads, PTA, and students.
- By being visible to students during their arriving to the school and leaving from the school.
- By interacting and playing with staff during break time at the staff room as a refreshment and enjoyment purpose.
- Inviting governmental & non-governmental organization to give seminars related to discipline, health and safety, traffic rules and etc.

The principals also communicate informally at tea time through informal discussions. The response of the teachers is similar to Arnold and Harris (2000) findings which states that principals should be able to bridge the gap between school and community while upholding the policies, structure, and climate of the school. Even though the teachers have said little about principal & parents communication, they believe that principal communicate with parents by arranging meetings which is similar with what Nardalli (2012) has confirmed that principals communicate and share school vision with parents through meetings and regular newsletter (Israel & Kasper, 2004).

Finally, the teachers were asked to give their comments and recommendations regarding the principal' role in the overall activities of the school.

The comments and recommendations of the teachers are summarized as follows:-

✦ To ensure effective implementation refreshment courses should be given to pedagogic heads and principals.
✦ There are agers (teachers who worked in teaching profession for more than 30 years) so they should have to be retired or transferred to other work which is related to their age.
✦ The school infrastructure should be improved
✦ Teacher assigned out of their field of specialization should be replaced by professionals
✦ The number of students per class should be minimized, if LCIP is to be implemented   effectively.

The above results are similar with Fullan's (2007, p.156) finding which stated that "the principal plays a key role as a facilitator or gate keeper of change". Principals are playing their supervisory role effectively.

Conclusion

The research tried to highlight the role of the principal in facilitating change in teaching-learning process. Moreover, it stresses the main role of principal in implementing LCIP. The research has employed both quantitative and qualitative methods. The study used a random sample of 62 teachers from a purposefully

selected five junior schools in Asmara to ensure the representation of the population with different socio-economic background. The instrument for collecting data was a questionnaire. The questions were a five likert-scale level from strongly disagree to strongly agree numbered from 1 to 5 in that order and five open ended questions. Descriptive analysis was used based on frequency, percentage, mean and standard deviation to analyze the data collected. For the open ended questions, narrative analysis was used to examine the responses of the teachers.

The results of the study revealed that teachers believe that the principals in junior schools in Asmara, Eritrea are facilitating implementation of the change in LCIP introduced by the Ministry of Education. Most of the principals have the tendency of applying participatory leadership style however; it is difficult to be participatory in a condition where commitment of teachers is low. In each of the schools, there are adequate resources for teaching learning process; however, the level of utilization by teachers is low due to lack of interest of the implementers. From the supervision conducted in schools, the peer supervision is more valuable but it is rarely implemented. The peer supervision needs to be more encouraged. Moreover, jointly planning of the supervision process between teachers & principals is not satisfactory. The school principals have been engaged in organizing school based training and development. Teachers were also actively participated in designing and planning the school based training programs. These findings can help us to conclude that principals can play manifold roles in facilitating change in LCIP.

This research was conducted in a limited geographical location and with a limited pool of schools. Further research can give additional insight by expanding the number of pool of schools for more comprehensive and deeper analysis.

The ministry's endeavor is high, though, there are a lot of ups and downs as well as back and forth in implementing successful change. So, there are a lot of things that principals can contribute in facilitating and implementing successful change if they play their role effectively.

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