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Exploring The Roles and Challenges of School Leadership in Promoting Quality of Education in Addis Ketema Preparatory School, Addis Ketema Sub-City, Ethiopia

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Abstract:

The main objective of this study was to explore the role and challenges of school leadership in promoting quality of education in the case of Addis Ketema preparatory school. To realize this purpose, qualitative research approach and case study research design were implemented. The researcher used primary and secondary sources of data to explore the issue. For this study, the researcher used contingent, institutional and transformational theory of leadership as theoretical framework of this study. The findings of this study indicated that the school's leadership has been improving external school environment to make it hospitable to the education, teachers' supervision, staff directing, parent teacher and student's association and, governmental and non-governmental organizations communication and integration, management process, coordination, class size and standard, teachers' evaluation, learning and teaching process of the school and school leadership skill. Since the school leadership promoting a quality of education in the school, they have been affected by both institutional and non-institutional factors in promoting quality of education at the school. The institutional factors are (1) learners' characteristics; (ii) mode of assessment; (iii) teaching and learning process; (iv) management, (v) class size, teachers' belief. The non-institutional challenges are the low level of finance; students' household socioeconomic condition and external school environment. Therefore, in order to address these challenges, the school leadership of the study area should work together and communicate with woreda, Sub city education offices and Addis Ababa city administration education bureau through training, supervision, and in supporting each other.

Keywords: Role, Challenge, Promote, leadership, School Leadership, Quality Education, Addis Ketema Preparatory School

1. Background of the Study

Educational quality in developing countries has become a topic of intense interest, primarily because of countries efforts to maintain quality...in the context of the quantitative expansion of educational provision hither explicit or implicit, a vision of educational quality is always embedded within countries' policies and programs (Oduro 2008).

Hence the best indicator of high-quality education is a high score on the national examinations (Samoff 2007). When students perform well on national examinations, then it is reasonable to conclude that they have had a high-quality education. In this regard, when families see that the poor quality of schooling will not provide their children with the skills or diplomas they are sent to acquire, they stop sending their children to school (Miles 2002). However, the focus on examination results especially in developing countries can be detrimental to the quality of teaching and learn as teachers tend to rely on rote teaching and learning to prepare children for the tests (O'Sullivan 2006).

The most promising objective of the 1994 education and training policy (ETP) is increasing access to education and then to work with the quality of education. Accordingly, MoE has developed a General Education Quality Improvement Program (GEQIP) which aims at improving quality of education at all levels of the school.

School leadership can be understood as a process of influence based on clear values and beliefs and leading to a vision for the school (Bush 2007). The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its learners and stakeholders. Supporting this idea Sergioivanni (2005) as cited in Temesgen (2011) suggests that the success of a school accomplish its goals depends largely on the ability of the leaders. Bush (2007) also suggests that the quality of leadership makes a significant difference in school and student outcomes. Moreover, in many parts of the world, including both developed and developing countries, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners (Davis 2005) School leadership makes a difference to student outcomes when it creates the right environment for teachers to improve classroom practice and student learning (Dessalegn 2014). Some leadership roles influence teaching and learning more than others (Ibid). All current school reform efforts aim to improve teaching and learning (UNESCO 2016) The quality of the school is affected by how its internal processes work to constantly improve its performance (Krug 2002). One such internal process involves leadership. As its basic purpose effective school leadership designates the school leadership as the central school figure to continuously articulate the school's mission and vision to the school's staff and community (Seyoum 2014). The school leadership oversees curriculum and effective leadership and facilitates

teachers' professional development that is supportive of best practice of enhancing the quality of education. The school leadership monitors curriculum and instruction in need of change or improvement and he/she is also responsible for promoting a positive learning environment (Krug 2002).

Effective school leadership has become clear from the preceding discussion that the focus of the quality in education is continuous improvement of teaching learning processes (Miles 2002). It involves transforming schools into environments conducive to teaching and learning, where the needs of learners, parents and the general society are considered (Ibid). This requires a leader who is able to mobilize resources, motivate all stakeholders, create and communicate instructional goals well and harmonize all the participants' activities towards the attainment of the set goals (Bush 2002). This calls for the discussion of the link between the effective leadership role and quality in education (Miles 2002).

Currently, the government of Ethiopia made an agenda on education sector to ensure quality education. That is the general education quality improvement package is a comprehensive covering of critical components of quality leadership improvement program through giving short similar courses including upgrading the national curriculum development and CPD (continuous professional development) for the sake of quality teaching and learning process (MoE 2007).

A lot remains to be done particularly in the area of training and professionalizing leadership because principals have failed to play their key leadership role. MoE (2005) emphasized that though much has been done during education sector development program I, II, III and VI, still more efforts need to be exerted to strengthen managerial leadership, to meet the desired cognitive and attitudinal levels of the students. Again, among the various overall strategies of ESDP III to improve quality education one is, the need for establishment of efficient school leadership and management.

Therefore, with regard to Addis Ketema preparatory school, there are 4 school principals and they are graduated in the master of school leadership, different department heads, unit leaders, and coordinators. There are also 136 teachers with first and second degree. But, the students' academic result is low. For example, the 2015 and 2016 students who entered to Government University are 44% and 49 % respectively (Addis Ketema preparatory school 2017). So, the role and challenges of school leadership of the study area are not visible that the researcher strives to explore this issue. Indeed, from the above background, this study aimed to examine the role and challenges of school leadership in promoting a quality of education in the case of Addis Ketema preparatory school, Addis Ketema sub city, and Addis Ababa city administration.

1.1. Statements of the Problem

In Ethiopia, the low level of quality of education is the most challenges for the education sector. There were many challenges entitled with a quality education which needs future cooperative and sustainable effort for its resolution (MoE 2008). Moreover, According to MoE (2004), the major educational problems are inequitable educational distribution, poor efficiency and low quality of education.

The NLA (national learning assessment) has shown that improving learning achievements in Ethiopia remains challenging in grade 4-8 (World Bank 2013). Equally problematic are the percentages of students attaining various competency levels in Grades 10 and 12. Almost 55 percent of grade 12 students, who represent the top tier of secondary school education, did not even obtain basic competency (Fetene 2015).

Currently, the governments of Ethiopia made the education sector its agenda to ensure quality education for all citizens, which was launched as a major national reform program to improve the quality of general education (MOE 2006). Certainly, leadership is the head of an institution that occupies a pivotal position, requires initiatives and skills for the day to day administration of a secondary school. As a school leader, the principal must have foresight for effective, efficient and dynamic principles in handling matters between the school, staff and the host community (Aina 2011).

There were different studies which were previously conducted by different researchers on the related topic. Amare (2011) indicated a low level of quality of primary education in Ethiopia. Other empirical study carried out by Amare (2011) suggested that the Ethiopian primary educational system provides low-quality education to young lives, in particular, and the Ethiopian primary school pupils, in general. Furthermore, Regassa et al (2007) carried out the quality of education, research and service in Jimma University quantitatively. Besides to the above researchers, Abiy (2015) suggested that Addis Ababa, particularly in Bole sub-city on secondary schools' quality of education, was low. Besides to the above researchers, Gebresilasse (2014) conducted research on the "Principals' Leadership Effectiveness in Secondary Schools of Addis Ababa City Administration." Assefa (2014) also conducted a study on the title of "Practices and Problems of School Leadership in Secondary Schools of Addis Ababa, City Administration." Ararso (214) conducted a study on Leadership Effectiveness of School Leaders in Implementing School Improvement Program in Ilubabor Zone Government Secondary schools. Gashu (2014) also did his study on leadership practice in government and private TVET colleges: a comparative study of Entoto and some selected private TVET colleges in Addis Ababa city administration. Mekango (2013) practices and challenges of implementation of school improvement program in secondary Schools of Metekel Zone.

Therefore, none of the researchers mentioned above conducted a study on the role and challenges of school leadership in promoting a quality of education in the case of Addis Ketema preparatory school. Moreover, the problem with most studies which were conducted by the above researchers was that they had focused on the quantitative aspects of the problem, but this thesis focuses on qualitative approaches. Even in cases where these studies conducted, it tends to be done in quite different sociocultural contexts, in contrast to the context of this study area. Furthermore, in spite of the existence of some studies on the assessment of a quality education, and leadership effectiveness at the secondary schools, and extent to which quality education is low in some Ethiopian primary, higher and university educational institutions, much is not known about the role and challenges of school leaders in promoting a quality of education. This research is,

therefore, significant in terms of filling an existing knowledge or literature gap about the role and challenges of school leadership in promoting a quality education at the study area. Therefore, this study is important to explore the role and challenges of school leadership in promoting quality of education at Addis Ketema preparatory school, Addis Ketema sub-city by using qualitative semi-structured interviews.

1.2. The Objectives of Research

1.2.1. General Objectives of the Research

To explore the role and challenges of school leadership in promoting quality of education at Addis Ketema preparatory school.

1.2.2. Specific Objectives

The specific objectives of this study are:

- To examine the role of school leadership in promoting a quality of education at Addis Ketema preparatory school.
- To find out the major challenges faced by the school leadership in promoting a quality of education at the school

1.3. Research Questions and Rationales

In order to achieve this broad purpose, the following specific research questions are prepared:

- How does the school leadership play a role in promoting a quality of education at the school?

This specific research question focuses on the educational background, professional skill, career growth and leadership skill of the school leadership in contributing quality of education in the school. Besides, this specific research question also addresses the analysis of the vision, mission, rules, strategies, and plans of the school in promoting quality of education at the Addis Ketema preparatory School.

- What are the major challenges on the school leadership in promoting a quality of education at the school?

This research question mainly concentrates on the exploring institutional and non-institutional major challenges on the school leadership in promoting a quality of education at the school. Institutional and non-institutional challenges such as external school environment; shortage of finance, and students' household socioeconomic, learners' characteristics; management, class size and standard, mode of assessment etc. are examined as a back ground to the primary topic to explore major challenges on the school leadership in promoting a quality of education at the school .

1.4. Significance of the Study

This study is assumed to be very important since it is expected to benefit the following bodies.

- School leadership of the Addis Ketema preparatory will get some ideas on how to enhance the quality of education.
- Trainers of school administrators will get a clear insight into the magnitude and the nature of the problem and help them to gear their program to the enhancement of quality of education.
- Addis Ketema sub city education office will get some insights about the role and challenges of school leadership. This helps them to find a possible solution regarding challenges of school leadership to promote quality education of the school.
- Researcher benefited from the study, in that it contributed additional information to the existing findings to serve as literature for related areas.

1.5. Scope of the Study

Since it is not possible to cover the whole aspects of the study area with the available time and resources, it is advisable to limit the study size and scope of the problem to a manageable size (Leithwood 2004). Hence, this research focused on the role and challenges of school leadership in promoting a quality of education at Addis Ketema preparatory school, Addis Ketema Sub-City government's school. To make this research manageable, the study is delimited geographically to Addis Ketema preparatory school, Addis Ketema Sub-City, Addis Ababa City Administration because the researcher has been teaching at this school. The researcher as part of staff members of the school observed that the low level of quality of education at the school. Besides, the time boundary of this study was from September 2016 to (August 2017).

1.6. Limitations of the Study

According to Burns and Grove (2003), limitations are restrictions in a study that may decrease the credibility and generalize ability of the findings. No research project is carried out without limitations (Marshall & Rossman 1999). Therefore, the following limitations affected this researcher:

The researcher faced the reluctance of some teachers, principals and sub city experts to be interviewed. Latest books and written documents which deal with a quality of education at the preparatory school are not adequately available in the libraries of the school to which the researcher has easy access.

Besides to the above hindrances, the researcher faced resource constraints such as delay of finance allotment from the Mekelle University and materials (audio and tape recorder); and experiences how to gather information from different research tools. Therefore, the result of the study is considered with this limitation. However, in order to handle these limitations, the researcher set and used plan of actions. In relation to unwillingness of the respondents to be

interviewed, the researcher convinces respondents by telling the aim of this research, keep their confidentiality. Challenges related to delay of finance, the researcher used his own income to accomplish this study, challenges relating to lack of experience in gathering information and analyzing them, the researcher asked different academicians who have better experience and master than the researcher.

1.7. Organization of the Thesis

This research contains a total of five chapters. This first chapter is an introduction part which presents the background and rationales of the study, the statement of the problem, research purpose, and specific research questions, scope of the study, limitation of the study and organization of the study. The second chapter reviews related literature and introduces a theoretical framework. It begins with a review of related literature on the definition, indicators, forms, causes of the low quality of education and school leadership, with special emphasis on Addis Ketema Preparatory school. It then discusses the role of school leadership in promoting a quality of education, the institutional and non-institutional challenges that affected school leadership when they are performing their role and the school leadership coping strategies. Finally, the chapter discusses the analytical framework.

Chapter three presents the methodology and methods of the research. It specifically discusses the research approach, research design, semi-structured interviews, and document analysis, the issue of validity and reliability as well as ethical considerations. Chapter four discusses the findings from the data analysis which also entails interpretations and discussions. The finding has organized in two different parts. First, the researcher discusses the role of school leadership in promoting a quality of education at the school. Second, the researcher explores the institutional and non-institutional challenges that affected school leadership when they are performing their role and the school leadership coping strategies. Chapter five presents the general conclusions of the study, taking into account the specific research questions of the research.

1.8. Operational Definitions of Key Terms

- **Role:** the function or position that somebody has or is expected to have in an organization, in a society or in a relationship. It is also the degree to which school leadership involved in a situation or an activity and the effect that they have on the school.
- **Challenge:** a new or difficult task that tests somebody's ability and skill
- **Leadership:** a group of leaders of a particular organization or school.
- **Promote:** to make quality education better than before (improve)
- **School Leadership:** The term 'school leadership' encompasses the roles of principals, assistant principals and other executive-level staff members. This suggests that leadership can be distributed within schools and among staff
- **Quality Education:** improve all aspects of quality of education to achieve recognized and Measurable learning outcomes for all-especially in literacy, numeracy and essential life skills" (UNESCO 2000).

2. Review of Related Literature

2.1. Introduction

This chapter discuss the definition of quality of education, quality standards in education, models of quality as applied to education, quality control indicators of education quality, determinants of quality education, a framework for understanding, monitoring and improving education quality, quality education and its indicators in Ethiopia, theoretical framework, definitions of school leadership, functions of school leadership in improving quality of education, and major factors that challenge school leadership in promoting a quality of education.

2.2. The Definition of Quality of Education

Attempts to define 'educational quality' are a multitude, as the very concept of 'quality' is an evasive one (UNICEF 2005). At the level of international debate and action, three defining principles tend to be broadly shared. These are the need to understand quality education in terms of (a) content relevance, (b) access and outcome and (c) observance of individual rights (UNICEF 2010). In much current international thinking, these principles are expected to guide and inform educational content and processes and also represent more general social goals to which education itself should contribute (UNESCO 2009 a).

UNICEF (2002) recognizes five dimensions of quality: the learners, the environments, content, processes, and outcomes, founded on the rights of the whole child, and all children, to survival, protection, development, and participation (UNICEF 2000, in UNESCO 2005). Similarly, UNESCO (2012) expects quality education to encourage the learner's creative and emotional development, support objectives of peace, citizenship, and security promotes equality and seeks to pass global and local cultural values down to future generations. It should allow children to reach their fullest potential in terms of cognitive, emotional and creative capacities.

Underpinning UNESCO's (2000) quality education framework is a four-fold principle of learning as illustrated below: (1) learning to know: the principle is acknowledging that quality learning provides opportunities for learners to build their own knowledge daily combining indigenous and external elements; (2) learning to do: principle is an opportunity for learners to apply what they learn; (3) learning to live together: the principle is developing in learners

attitudes free from discrimination, where all have equal opportunities to develop themselves, their families and their communities, and (4) learning to develop skills: Emphasis on skills required for developing individuals' full potential.

This conceptualization of education provides an integrated and comprehensive view of learning and, therefore, of what constitutes education quality. In the same vein, the 2000 Dakar Framework for Action affirmed that quality was 'at the heart of education' – a fundamental determinant of enrolment, retention, and achievement (Samoff 2007). It's expanded definition of quality set out the desirable characteristics of learners (healthy, motivated students), processes (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation) (UNICEF 2000). Although this established an agenda for achieving good education quality, it did not ascribe any relative weighting to the various dimensions identified. Thus, the Dakar forum emphasized the need to "improve all aspects of quality of education to achieve recognized and measurable learning outcomes for all-especially in literacy, numeracy and essential life skills" (UNESCO 2000). One can see here, for example, evidence of the influence of the (UNESCO 2009 b) concept of the rounded individual emerging from having experienced a 'quality' education.

In general, according to Victor Deva doss (2013), the quality of education encompasses: (1) learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; (2) environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; (3) content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace; (4) processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities and the (5) outcomes that encompass knowledge, skills, and attitudes, and are linked to national goals for education and positive participation in society.

This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context.

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Achieving quality in education has increasingly become crucial in strategic improvement plans of developing countries (UNESCO 2008). While the concept of quality and its priority indicators may differ from country to country, it is commonly considered as a determining factor in facilitating the implementation of education for all initiatives (Boissiere 2004; World Bank independent evaluation group 2006). Quality in education is also viewed as an influential factor in implementing plans for bridging the poverty gaps between the developing and the developed worlds.

More and more countries have been carrying out national assessments, which aim to provide countrywide information about learning outcomes, according to nationally defined standards (UNESCO 2015). These assessments can help national authorities identify effective strategies to improve student knowledge, skills and competencies in different subject areas ((UNESCO 2016).

2.3. Quality Standards in Education

It has rightly been said that welfare, prosperity, and security of a nation depends upon the quality of the education system prevailing in that country (Sifuna 2007). The better the standards of education the better will be the position of the prosperity of the nation. In the present age of science and technology, the advanced and developed nations are dominating in the world only due to their latest knowledge (Harvey and Knight 1996)

The methods of measuring standards and how standards relate to the different concepts of quality are the cornerstones of educational institutions (Harvley 2006). A standard is a word used to denote both excellent and ordinary being both an identification of uniqueness and a measure by which conformity is judged (UNICEF 2002). According to Knight (1996), the term 'standard' in education tends to elusive. Nonetheless, it usually relates to three areas of activity; academic standards, standards of competence and service standards.

2.4. Models of Quality as Applied to Education

The multi-dimensional nature of quality of education, as evidenced in the various definitions opens up several models for analyzing the quality of education (UNICEF 2009). It is not easy to say which model of analyzing the quality of education is best since all seem to have significance and the best option may be to blend the models. Quality Control; Quality Assurance; are among will know models of quality in education (Bowie 2009).

2.4.1. Quality Control

This is the oldest concept of quality, a view held by Wadsworth, et al (2002: 22) when they say, "Quality is the original and most basic term for the application of quality principles." The (2002:27) define quality control as, "...the regulatory process through which we measure actual quality performance, compare it with standards, and act on the difference." .As a result of its emphasis on performance, the model has the following weakness. First, it draws a lot of internal costs of failure or wastages especially when the students are not performing well (O' Sullivan 2006). The other weakness of this approach is that quality becomes a concern only for inspectors (Ibid). In a school system, if quality becomes only the concern of school inspectors, it cannot be achieved as inspectors are not involved in the day to day teaching and learning activities (Torres 2003).Quality control is thus not a sufficient strategy for ensuring quality (Ibid). There is a need to assure quality in the process rather than merely check for it in the output (Stephen 1997). In spite of its

shortcomings, quality control laid down the basis for recent quality models. In support to this Bell, et al (1994:2) maintains, "Quality control may be viewed as a subset of quality assurance."

2.4.2. Quality Assurance

Sallis E (1996:56) says, "Quality assurance is broadly prevention of quality problems through planned systematic activities (including documentation)." Wadsworth, et al (2002:29) say quality assurance is a system of activities whose purpose is to provide an assurance that the overall quality control is, in fact, being done effectively. UNESCO (2012:50) clearly agrees with these views by arguing that quality assurance is, "The totality of systems, resources, and information devoted to maintaining and improving the quality and standards of teaching, scholarship and research, and of the students' learning experience." This involves an audit of the system and its key operations as well as establishing a good quality management system. This view is supported by Sallis (1996:19) who says of quality assurance, "It is a before and during the event process." Both authors agree that the focus of quality assurance is the prevention of defects rather than the identification of the defects when they have already occurred. Quality assurance is thus a way of managing quality by ensuring that quality is designed into the process rather than the product, and thus the costs of rectifying defective outputs are substantially foregone (UNESCO 2009 c). The production process is well-defined, and teams are set up to implement it. Quality becomes a concern for the workers, and the thrust is to get things right the first time, every time.

Danks (1996:471) sees quality assurance not just as an activity in production, but as an approach to production and the checks and audits, which are carried out to ensure that quality control procedures are followed. It involves working with suppliers to ensure that materials and components meet required standards to produce quality outputs. This view is similar to the view held by Sallis (1996:19) in that quality assurance is built into the production process and focuses on preventing, rather than merely detecting faults belatedly. However, it clearly is an augmentation of quality control and other earlier models are not a substitute.

2.5. Indicators of Education Quality

Dare (2005) says quality in education is difficult to define and measure. In practice, however, it is often described in terms of the educational experiences that help produce that outcome the learning environment or inputs into teaching process rather than in terms of students' achievement basically because input is easier and less costly to measure (INEE 2009). But even if information on the availability of school input is important, attention is required in drawing conclusions about quality from this information alone (Torres 2003). This is because factors external to the school also influences the Childs eventual level of academic achievement. Input indicators of quality learning achievement of secondary schools (UNESCO 2005). These are:

- Out of school factors that include a broad range of variable such as the socio-economic back ground of the families the learners come from, home support system educational policy decisions prior learning experience, the health and nutritional status of the children
- School related factors that include a broad range of factors comprising the input , the resources, and the process variables are curricular inputs , instructional processes , organizational climate teachers , professional training instructional materials management style etc. and
- Individual related factors that include parent's education reading other materials correcting home task regular and educational occupational aspiration etc. Thus, as stated by UNISCEF (2002) children's learning is a function of school inputs and family background. But out of these indicators, school related inputs have been found to have the most significant effect on student learning.

Generally, there are three education quality indicators which are tools or measures that are used to assess a quality characteristic or the achievement of quality objectives (UNICEF 2016). Indicators provide information about the state of particular systems and are typically used as yard sticks in comparisons.(UNAIDS 2006) The three aspects of quality indicators are input, process, and output. For this, we can see the definition and conceptual analysis of Dare (2005).

Dare. (2005) defines quality indicators of education as performance indicators that refer to a quality characteristic or objective, thus indicating to the broad context of performance evaluation in which the learners operate. To support definition (Dare 2005) tries to measure the quality of education in terms of input, process and output/outcomes. According to Dare input refers the availability of material and human resources. The nature and quality of these inputs significantly determine the outcome of educational provision (Dare 2005). These indicators are (1) educational Personnel: These include teachers and the non-teaching staff; instructional Content and Materials; the type relevance and the volume are important. The materials that support teaching and learning, quality and quantity impact significantly on the quality of education; (2) educational Facilities: pupil and teacher furniture (tables and chairs), places of convenience water, etc. The standard of construction, the conditions of the facilities and the specialized rooms are all important areas to consider; (3) Educational Finance: An important input that comes along all the other inputs is finance. An important input that comes along all the alter inputs is finance which is categorized as capital and recurrent expenditures. Constructions of classroom buildings constitute the major capital expenditure of education. While salaries, particularly of teachers represent the most important aspect of recurrent education expenditure.

2.5.1. Process

According to Dare (2005), the process component of the equality of education relates to many aspects of teacher-pupil interaction in class management and control and daily time-on-task with the class. It also concerns the regularity and punctuality of the teacher in the school for instructional activities (International Trends in higher education 2015). It also

includes the intensity of operation which has to do with the length of the school day and term, how many days are effectively available for school work in a term etc.

2.5.2. Output/Outcomes

According to Dare (2005), the output of educational service which constitutes the immediate evidence of quality is the achievement of students in examinations. For many including parents, the performance of students in national level or standardized examinations is enough indication of what quality education has been provided (UNICEF 2010). When, for instance, people talk of fallen standards in education, they are basing their assertion principally on some poor examination results (UNESCO 2011). But the quality of the education service is also indexed by such non-measurable outcomes as improved health habits effective participation in social and political activities, etc. (UNESCO 2006). In support to this, dare (2005) further proposed the following formula for determining critical quality indicators in education: Student Achievement.

One indicator of schooling quality is students' scores on internationally, standardized or nationally comparable tests of achievement in knowledge, skills, behavior, and attitudes. The effects of non-school inputs, such as parental background, would have to be held constant to isolate the effect of schooling on test scores (Ibid).

2.6. Determinants of Quality Education

Quality of education is influenced by eight determinants. These include, (1) orderly school environment, (2) clearly defined learning outcomes and standards, (3) implemented curriculum, (4) time for learning, (5) effective use of school time, (6) qualified teachers and healthy children, (7) refined curricula and (8) setting performance standards are determinants of quality (Ethiopian Academic science 2012) Other determinants include quality of teachers, enabling policy environment, enabling school environment and enabling home and community environments, as well as school leadership (Ibid). In addition, there are eight factors that determine the quality of primary education. These are desirable characteristics of students, content (relevant curriculum), clear definitions of learning outcomes, adequate facilities, and learning materials, system (participatory governance and management), accurate assessment of learning outcomes, an environment that encourages learning and engaging local communities (UNICEF 2016).

2.7. A Framework for Understanding, Monitoring and Improving Education Quality

A framework for improvement that comprehensively covers the interrelated components of the education system and allows opportunities for change and reform to be identified (UNESCO 2005). The number of factors that can affect educational outcomes is so vast that straightforward relationships between the conditions of education and its products are not easy to determine (Ibid). Nevertheless, it helps to begin by thinking about the main elements of education systems and how they interact. To this end, we might characterize the central dimensions influencing the core processes of teaching and learning as follows: learner characteristics dimension, contextual dimension, enabling inputs dimension, teaching and learning dimension and outcomes dimension.

2.7.1. Learner Characteristics

How people learn – and how quickly – is strongly influenced by their capacities and experience (UNESCO 2005). Assessments of the quality of education outputs that ignore initial differences among learners are likely to be misleading. Important determining characteristics can include socioeconomic background, health, and place of residence, cultural and religious background and the amount and nature of prior learning (UNESCO 2012). It is therefore important that potential inequalities among students, deriving from gender, disability, race and ethnicity, HIV/AIDS status and situations of emergency are recognized (UNESCO 2005). These differences in learner characteristics often require special responses if the quality is to be improved (Ibid).

2.7.2. Context Dimensions

In addition to the above dimension (UNESCO 2005), links between education and society are strong, and each influence the other. Education can help change society by improving and strengthening skills, values, communications, mobility (link with personal opportunity and prosperity), personal prosperity and freedom (UNICEF 2002). In the short term, however, education usually reflects society rather strongly the values and attitudes that inform it are those of society at large (Dare 2005). Equally important is whether education takes place in the context of an affluent society or one where poverty is widespread. In the latter case, opportunities to increase resources for education are likely to be constrained (UNESCO 2005). More directly, national policies for education also provide an influential context. For example, goals and standards, curricula and teacher policies set the enabling conditions within which educational practice occurs (MOE 1994). These contextual circumstances have an important potential influence upon education quality. International aid strategies are also influential in most developing countries (Samoff 2007).

2.7.3. Enabling Inputs

Other things being equal, the success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed (UNESCO 2005). It is obvious that schools without teachers, textbooks or learning materials will not be able to do an effective job (UNICEF 2016). In that sense, resources are important for education quality – although how and to what teaching and learning processes, which in turn extent this so has not yet been fully determined (UNICEF 2009). Inputs are enabling in that they underpin

and are intrinsically interrelated to affects the range and the type of inputs used and how effectively they are employed (UNESCO 2011). The main input variables are material and human resources, with the governance of these resources as an important additional dimension:

- Material resources, provided both by governments and households, include textbooks and other learning materials and the availability of classrooms, libraries, school facilities and other infrastructure.
- Human resource inputs include managers, administrators, other support staff, supervisors, inspectors and, most importantly, teachers. Teachers are vital to the education process. They are both affected by the macro context in which it takes place and central to its successful outcomes. Useful proxies here are pupil/teacher ratio, average teacher salaries and the proportion of education spending allocated to various items. Material and human resources together are often measured by expenditure indicators, including public current expenditure per pupil and the proportion of GDP spent on education.
- Enabling school-level governance concerns the ways in which the school is organized and managed. Examples of potentially important factors having an indirect impact on teaching and learning are strong leadership, a safe and welcoming school environment, good community involvement and incentives for achieving good results (UNESCO 2005).

2.7.4. Teaching and Learning

According to UNESCO (2005), Teaching and learning is the key arena for human development and change. It is here that the impact of curricula is felt, that teacher methods work well or not and that learners are motivated to participate and learn how to learn (UNICEF 2013). While the indirect enabling inputs discussed above are closely related to this dimension, the actual teaching and learning processes (as these occur in the classroom) include student time spent learning, assessment methods for monitoring student progress, styles of teaching, the language of instruction and classroom organization strategies (UNESCO 2000).

2.7.4.1. Outcomes

The outcomes of education should be assessed in the context of its agreed objectives (UNESCO 2005). They are most easily expressed in terms of academic achievement (sometimes as test grades, but more usually and popularly in terms of examination performance), though ways of assessing creative and emotional development as well as changes in values, attitudes and behavior have also been devised (UNICEF 2009 b). Other proxies for learner achievement and for broader social or economic gains can be used; an example is labor market success (UNESCO 2005). It is useful to distinguish between achievement, attainment and other outcome measures – which can include broader benefits to society.

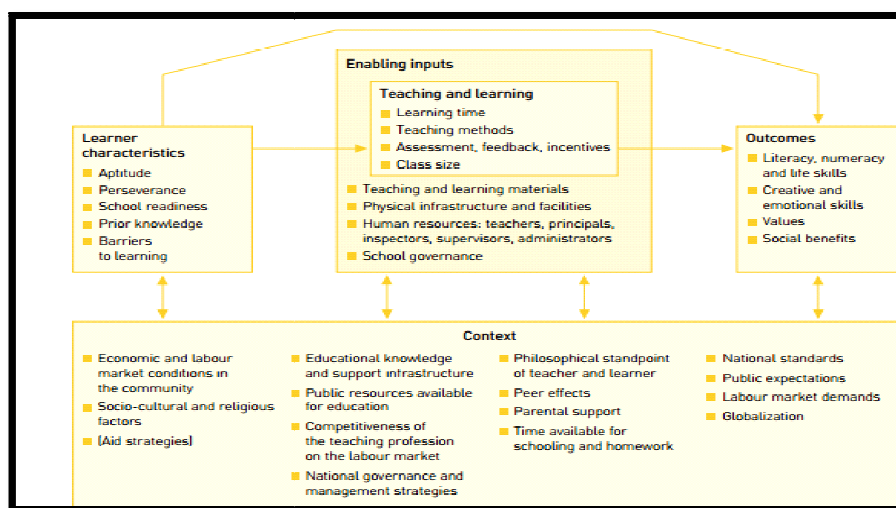


Figure 1: A Framework for Understanding Education Quality

Source: Adapted from UNESCO (2005)

This framework provides a means of organizing and understanding the different variables of education quality (UNESCO 2005). The framework is comprehensive, in that the quality of education is seen as encompassing access, teaching and learning processes and outcomes in ways that are influenced both by context and by the range and quality of inputs available (UNESCO 2009 c). It should be remembered that agreement about the objectives and aims of education will frame any discussion of quality and that such agreement embodies moral, political and epistemological issues that are frequently invisible or ignored (UNESCO 2005).

2.8. Quality Education and Its Indicators in Ethiopia

In an attempt to implement the MDGs, Ethiopia has taken a number of initiatives to expand primary education

poverty reduction program (SDPRP, 2002/03 -2004/05); (2) the Plan for Accelerated and Sustained Development to End Poverty (PASDEP, 2005/06 2009/10; (3) ESDP I to ESDP IV, (education sector development programs), and (5) GEQIP I and II.

More over this institution (2012) ESDP was primarily designed with a purpose to implement the education and training policy of the country in five-year rolling phases. Each of the phases focused on the following: ESDP I: improving quality, equity, relevance and efficiency of primary education; ESDP II: improving curriculum by introducing civics and ethics education, expanding the opportunities for enrolment in primary education and building the capacity of the educational system; ESDP III: reinforcing civics and ethics education, attaining universal primary education (UPE), & narrowing the gap of disadvantaged groups (gender, regions, settlements, such as pastoralists, etc.); ESDP IV: addressing the current (five) challenges of education. Two of the challenges to be addressed include (1) improving quality of education through improving student achievement and (2) creating a good work environment by improving and building the capacity of educational administrators (Ethiopian Academy of science 2012).

Aligned with the ESDPs, general education quality improvement program project was designed as a package to address quality in education through a comprehensive approach that mainstreams cross cutting issues. The project has five components (WB 20012): curriculum, textbooks and assessment; teacher development program (TDP); school improvement program (SIP); management & administration program (MAP); and program coordination & monitoring/evaluation.

In Ethiopia, UNICEF (2002) studied and stated some points in relation to education quality include basic education for school-age children, female education, technical and vocational education and training, efficiency, equity and access, and decentralization. The (NLA 2013/2014) has shown that improving learning achievements in Ethiopia remain challenging (WB 2013). Composite scores for each grade seem to indicate that national learning results have actually reduced slightly over time. Equally problematic are the percentages of students attaining various competency levels in Grades 10 and 12. Almost 55 percent of grade 12 students, who represent the top tier of secondary school education, did not even obtain basic competency. Boys consistently outperform girls on tests of achievement.

A study on students' participation, dropout, and achievement in secondary schools and manpower in the Woreda and zone reported in January 2002 found that the lifting of school fees and campaigns carried out to persuade parents had improved participation and enrollment in the zone (MOE 2007). The quality of education was affected by an inadequate supply of curricular materials and a shortage of classrooms, desks, teachers, etc. There was no significant gender disparity in terms of grade repetition but still, boys performed better than girls. Woreda education office staff lacked proper training and suffered from a high turnover (WB 2013).

2.9. Theoretical Framework

This topic sets out the theoretical foundation of this study. A contingency and institutional and transformational theory provides a theoretical lens to clarify how organizational contexts affect the practices of quality assurance in the school (Nega 2012).

2.9.1. Contingency Theory

Contingency theory explains how organizations adapt to their immediate operating contexts (Tam 2002). It posits that the best way for an organization to organize depends on the environmental context it operates in. The two fundamentals assumptions of contingency theory are, first, that there is no one best way to organize, and, second, any way of organization is not equally effective under all what? (Bastedo 2005). The main trust of contingency theory is to understand the interrelationship within and among subsystem as well as between organizations and their environments. It focuses on how organizations operate under varying conditions and in specific circumstances.

Contingency theory analyzes interrelationships among three elements: the nature of the task performed by the organization, the environmental context of the organization and the structural arrangements of an organization (Mohamed 2010). It contends that organizations are contingent upon several internal and external environmental factors (Salter & Tapper 2002). Most theorists studying organizations have identified organizational, location, technology, leadership, goal, and culture as some of the contingency theory variables that affect school (Donaldson 2001). However, emphasis on the role of organizational contingencies may not alone be sufficient to understand how organizations perceive and deal with their environmental expectations (Mohamed2010). Hence, the elements of institutional theory provide useful insights regarding the influence of organizational environment.

2.9.2. Institutional Theory

One of the fundamental assumptions of institutional theories is that the environment exerts enormous influence on how organizations operate (Harvey & Newton 2007). Again, (Bastedo 2005) asserts that schools are social system shaped and influenced by the context of larger social and political frame works of norms, values, and rules. An organization's environment may be divided into two categories: the task environment and the institutional environment(Harvey and Newton 2007).Factors in the task environment include stakeholders of the schools input, process, and output (George 2003).

Institutional environment refers to the general environment composed of economic, socio-cultural, political/legal, technological, and demographic forces (Tam 2002). It functions as highly rationalized myth to which schools must ceremonially conform to appear appropriate and responsible, and not explainable by direct task

contingencies. Institutional theorists highlight cultural influence on organizational decision-making and on formal structures (Centrex 2004).institutions are variously composed of regulative systems that depend more on external controls, normative elements that rely on more deeply set beliefs and taken for granted assumptions, together with associated activities and resources, provide stability and meaning to social life (Scott 2001).

The shared norms, values, beliefs, assumptions, myths, and rules that make up an organizations culture provide an understanding of what is valued, how, why and by whom are decisions made within a given organizational context (D'Andrea 2007).

In connection to this, institutional theorists prescribe that a 'normative' match is necessary for organizations to change because of expectations from institutional environment (e.g. government initiatives). Organizations exhibit inertia and resistance towards change when the changes proposed are not congruent with existing norms, values, beliefs, and tradition (Scott 2004).

2.9.3. Transformational Leadership (The Leader-Follower)

Transformational leadership theory stated that the leaders often seek a method that will aid them in efficiently moving their organization toward specific goals and objectives with the least amount of resistance (Pitron 2005).One should first understand the definition of a transformational learning organization to grasp its importance(Pitron 2005).In a learning organization, "everyone is engaged in identifying and solving problems(Chaleff 2003:15)".This problem solving is nothing more than learning. Research indicates that learning "is approached as an outcome – the end product of some process (Foster 2010:6)."The organization, as a whole, gathers to study a problem and discover some process to create the desired outcome.



*Figure 2: Conceptualizing Organization Rallies around a Problem and Works Together
Source: Adapted from (Pitron 2005:5)*

As Figure 2 above implies, everyone within the organization rallies around a problem and works together to solve it. Literature reveals that the learning organization is typically "skilled at acquiring, transferring, and building knowledge that enables the organization to continuously experiment, improve, and increase its capability(Daft 2004:5)." A learning organization requires "equality, open information, little hierarchy, and a shared culture that encourages adaptability and enables the organization to seize opportunities and handle crisis Northouse (2001:14)." One will find that within learning organizations, "leaders emphasize employee empowerment and encourage collaboration across departments and with other organizations (Gilbert & Matviuk 2008:31)

Northouse (2001) asserts that one of the important tasks of leaders in learning organizations [are] to be the steward (servant) of the vision within the organization (Pitron 2008).One could argue that servant leadership is at the center of a learning organization in that a leader must not be self-centered but integrating one's self or vision with others in the organization (Gilbert & Matviuk 2008).Literature reveals that a learning organization creates systems that "are fluid, based on networks of shared information (Northouse 2001).

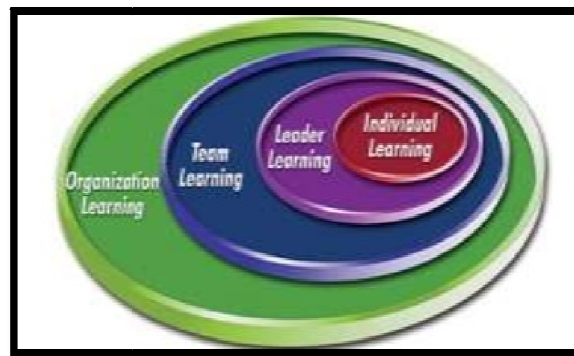


Figure 3: Four Levels of Learning
Source: Adapted From (Pitron 2005:6)

Figure 3 above indicates that all four levels of learning must be present to be a learning organization. Organizational learning relies on individual learning at its core. The learning leader will have to give up control in the traditional sense (Pitron 2005). Leaders will influence others through vision, values, and relationships rather than power and control. One could argue that the level of success of a learning organization is tied to the leaders' willingness to also learn and grow beyond the traditional expectations of leadership. Literature reveals that the symbiotic relationship between leader and follower best fit the needs of a transformational focused learning organization (Gilbert & Matviuk 2008).

2.9.3.1. Summary

Contingency, transformational and institutional theories are found to be useful in studying the internal and external environmental dynamics of higher education institutions. Found that organizational characteristics (organizational complexity, leadership, decision-making processes etc.) influence the pace and scope of implementation of quality management in higher education institutions. That is the more complex the higher education institution, the slower the pace of quality management implemented. Another finding was: the higher the commitment of leaders, the faster the pace and the wider the scope of quality management implementation. In general, Csizmadia's study demonstrated the relevance of organizational theories in analyzing the practice of quality assurance in higher education.

Some writers in the extant literature on quality assurance in higher education also articulated the importance of organizational context in understanding and explaining the adoption of quality assurance at schools. Newton (2002), for example, stressed the importance of taking full account of the constraints and circumstances of situation and context, which influence both policy implementation, and the activities of key actors or 'system-users' in changing or reshaping quality policy. The studies outlined above are useful in explaining the importance of contingency, transformational and institutional theories in exploring a quality of education at Addis Ketema preparatory school because these theories focus on analyzing quality assurance practices vis-à-vis quality of student learning.

Therefore, the researcher used the three above-mentioned theories to explore the role and challenges of school leadership at the Addis Ketema preparatory school because these theories are a basic to explore institutional and non-institutional challenges that affect school leadership of the school in addition, these theories argued that school is conceived as institution that receives certain inputs from their environment, transform them, and discharge the output to the external environment in the form of graduate and services. Hence, as an organization-wide task, actual quality assurance practice refers to what the schools do in terms of ensuring quality of their education provision (input, process, and outputs) vis-à-vis student learning structure and resources necessary to ensure quality.

2.10. Definitions School Leadership

The literature defines school leadership as a process of enlisting and guiding the talents and energies of teachers, pupils, and parents towards the achievement of common educational aims (Davis 2005). It differs from the concept of school administration and management, which concerns the exercise of control and supervision (Bush 2008). The concept of school leadership, in contrast, implies influence, dynamism, empowerment, and pro-activity for school reform and improved performance, particularly in terms of better learning outcomes (Ayalew 2000).

School leadership is also seen as a strategic, forward-looking process that involves the development and communication of a strong vision and attendant goals or objectives, along with a relevant plan for implementation, monitoring, and review (Kenneth 2004). Leadership entails convincing others of their value and influencing the way they think, feel and behave in order to realize their potential (Leithwood 2008). Successful school leaders are motivated and motivating visionaries – skilled communicators who listen, reflect, learn and empower their staff (Smith and Riley 2012).

The term 'school leadership' encompasses the roles of principals, assistant principals and other executive-level staff members (Leithwood 2008). This suggests that leadership can be distributed within schools and among staff (Krug 2002). Recent studies of OECD countries show that, while principals are vested with overall operational authority, school leadership is increasingly shared or distributed, with a growing expectation that principals will facilitate and work effectively with other staff in leadership roles (Anderson et al 2007). School leadership, therefore, include that staff who

from their formal positions of authority in a school, work with others to provide direction and exert influence in order to achieve organizational goals, with a particular focus on improving teaching and learning outcomes (OECD 2006).

While school leadership responsibilities should, ideally, be distributed within the school and its wider community, the principal's role is key (Erasmus 2012). Figure 1 shows that while the roles and responsibilities of school leaders are defined by policymakers in line with a country's political, socioeconomic, cultural and educational contexts, school principals act as mediators between policymakers and teachers, parents and students, and are, therefore, at the hub of the education process.

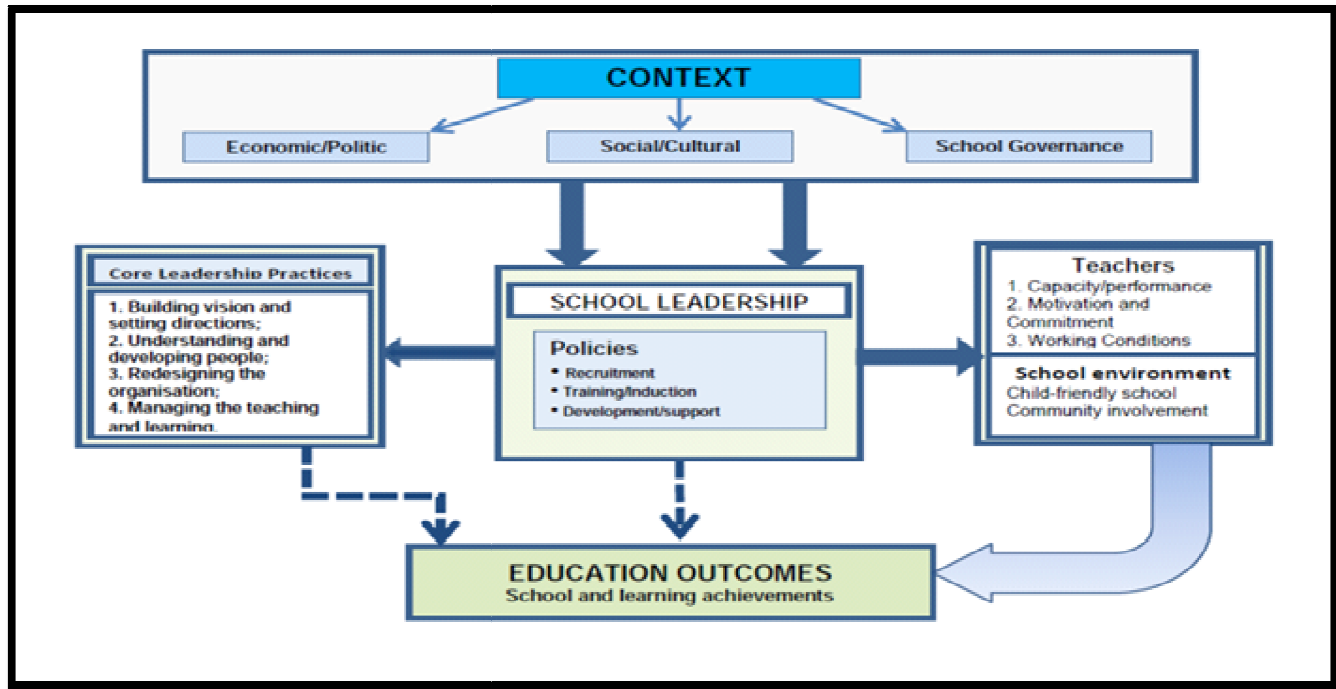


Figure 4: Conceptual Frameworks for School Leadership
Source: Adopted From (UNESCO, 2016)

Successful leaders apply core leadership practices (Leadwood et al. 2008) to create an enabling school environment and to support and motivate teachers, who, in turn, improve teaching and learning outcomes.

2.11. Functions of School Leaders in Improving Quality of Education

School leadership: A new lever for effectiveness, efficiency and quality enhancement in their efforts to improve education quality and effectiveness, policymakers, inspired by a range of research, have emphasized the dynamics of teaching and learning, as well as the role of instructional materials (UNESCO 2016). Better and more efficient learning outcomes can be achieved by optimizing the levels of inputs in the educational process (UNICEF 2002). The 2006 Global Monitoring Report noted, among the main educational inputs, learning time, the core subject (literacy), pedagogy (structured teaching), and the language of instruction, learning materials, facilities, and leadership. While most of these factors are well-known determinants of learning quality, the leadership role of school principals requires further attention (Bush 2013), especially in the developed world.

Evidence from a number of reform initiatives undertaken in countries belonging to the organization for economic cooperation and development (OECD) suggests that effective school leadership is essential to improve the efficiency, equity, and quality of education, particularly when schools are granted autonomy and principals receive appropriate support to make important decisions (Pont et al. 2008). It also demonstrates that successful school leaders can improve teaching and learn indirectly and most powerfully through their support and influence on staff motivation, commitment and working conditions (Leithwood et al.2008).

According to Smith (1997), school leaders increase student learning by encouraging teachers' growth. Administrators who invest time, expertise and energy in staff members increase staff capacity and thus improve student learning. Besides working with staff to obtain these results, take skill and patience. As believed by Cruz (1995), effective principals should communicate with parents, teachers, and students and be team builders by building coalitions between these stakeholders. Furthermore, effective principals are well aware that there is a turbulent environment and they should address the needs of the outside groups that are too plentiful. They should also encourage a risk-taking environment by urging their employees to assume responsibility for a task. Besides, effective principals should possess certain skills in conflict management, active listening, problem-solving and consensus building (Ibid).

The roles and responsibilities of school leaders are changing frequently due to a wave of reforms, which cause leaders to face continuous challenges in their jobs. As there are ambiguities about the activities which may actually be

situation and personal characteristics, leaders may work alone or collaboratively to reach their goals. Heroic forms of leadership, where leaders work mainly alone, tend not to use the leadership capabilities and aptitudes of others (Duignan 2006, Riley & MacBeath 2003).

As noted many times in this study, principals play an important role as leaders of the school and they influence different functions within the schools with their behaviors, personal characteristics, and biases (Miles 2002). Researchers have attempted to define different characteristics of a successful principal (Hughes 1999). Though there is a wide range of characteristics listed by these researchers, there are several commonalities (Pang 2003). Most importantly, nearly all of these studies list the following characteristics as being important: the principal as a learner, planner, visionary, politician, advocate, organizational developer, manager, leader, and agent of change (Ryan 2007). Though these characteristics are described in slightly different manners, they all demonstrate that to support the leadership style and work effectiveness, the following elements of management are functions of the leader to make the teacher to be effective in an organization (Adedoyin 2013, Walter 2003 Everard 2004).

- Planning: among the line of action in an educational administrator can be the Process of preparing a set of decisions for action in the future. Planning is aimed at goal achievement in respect of a particular thing or situation and hence it involves pre -thinking, prediction and forecasting the future expectations in administration.
- Organizing: this is next to the planning. It has to do with the group of people and activities into a defined unit and trying to establish a relationship with them. A formal structure is established and there is a division of labor among the people in order to attain stated goals in the organization. Here, work is scheduled among members of the establishment following the organizational chart, in this respect, it is required of a manager to delegate, establish the appropriate procedure for accomplishing the work, provide requirements in terms of materials, fund, information and other resources to where and when needed.
- Directing: a leader directs to ensure that workers obey and perform their duties appropriately. However, to direct effects, adequate motivation and effective communication system in the establishment is required. A leader will direct others successfully by setting the pace i.e. leading by good examples. Coordinating: this is referred to as the ability of a leader to advise a method of unifying the institution for goal achievement. Coordination has to do with the integration of various parts of the work in order to ensure a match between the operating result and the goal to be achieved. Equally, it involves managing the use of personnel and material resources to operate an organization. A good leader will always ensure that things are done in sequence in the organization (school). That is, doing the right thing at the right time, in the right place using the appropriate method for good attainment.
- Supervision: a leader needs to guide the operational activities of the workers. Educational supervision is a process, which aims at helping the professional growth and cooperation among the teachers so that they can be self-directive, creative and more productive. As a school leader, legitimate effort should be made in assisting the classroom teacher to improve on their own in order for them to be a self-propelling practitioner as well as ensuring favorable setting for effective teaching and learning.
- Controlling: this refers to the ability of a leader to have the subordinate subjected to him in order to achieve the institutional goals and objectives. Controlling is to ensure that results are as planned. It involves the setting of standard, which provides the basis for comparing the actual output against the intended output in order to make corrective measures.
- Staffing: this implies the ability of a manager or principal to employ the right people at the right time and have them placed on the right job. The need for personnel in any organization is indispensable. Organizational goals can only be achieved through people and it is the major duty of the principal to service, train, maintain, assign and supervise the personnel requirement in his goal achievement.
- Reporting (Communication): the principal must realize that he or she must be an excellent communicator and develop positive relationships not only with the superintendent but with members of the community, the staff, and the students. Report and acceptance are important to have survival of the new principal. If the principal is going to have any goals achieved, he or she must able to gain acceptance and articulate the vision to willing followers.
- Motivation: The key to effective management is the ability to get results from other people, through other people and in conjunction with other people. If the underlying psychology is wrong, the most carefully constructed system and techniques will fail. Efficient head teachers are not necessarily effective. But if relationships and motivation are good, people will readily accept and overcome some administrative or environmental flaws. Motivation is the drive, energy or degree of activities and individuals displays towards goal achievement, there are many means that can be used by the school manager in motivating personnel in the school system for a higher productivity and these factors range from payment of good salaries and wages, good incentives system, work ethics and social value. Motivating the personnel by the school manager will help in achieving quality control in the school, improve the level of cooperation among the staff and enable the school personnel in putting in their best in the work they do.
- Evaluation: Among the major indispensable functions of an educational manager is the program evaluation. In any educational institution, there is the need for the school administrator to evaluate the performance of his school against the goals and objectives of the society informed of the annual report. As the school head, one must be prepared to take the pains of assessing the success and failures in the achievement of the school aims and objectives for necessary improvements.

Furthermore, Everard (2004), state that inspectors have become more experienced in evaluating the quality of management and leadership in school, using different criteria. For leadership, they look for: clear vision, sense of purpose, high aspirations and relentless focus on pupil achievements, strategic planning, leaders inspiring, motivating and influencing staff and pupils, creation of effective teams, knowledgeable and innovative leadership of teaching and curriculum, commitment to an equitable and inclusive school where each individual matter. Similarly, Stronge (2008) states that today's principals concentrate on building a vision for their schools, sharing leadership with teachers, and influencing schools to operate as learning communities. Accomplishing these essential school improvement efforts require gathering and assessing data to determine needs, and monitoring instruction and curriculum to determine if the identified needs are addressed (Blog 2001). Consequently, principals are expected to promote and develop the school vision, empowering stakeholders to build and maintain the conditions necessary for the success of all students (Kotter 2001).

2.12. Major Factors That Challenge School Leadership

The major factors demoralizing teachers in secondary schools are lack of incentives, poor conditions of service, low regard for teachers, large class size, poor career promotions, the inadequacy of teaching facilities/materials, and irregular payment of teachers' salaries (MoE, 2008). Similarly, according to Harris (2004) problems that principals face are classified in various ways: problems related to principals and their relationship with top authorities, to personal characteristics of principals, problems related to time, and problem-related to parents. For the sake of convenience, in this study, the problems that would be dealt with are as follow:

2.12.1. Problems Related to Instructional Staff

Aboneh (cited Lunenburg and Ornsetin (2004) have stated the following points in this regard. Teachers consider their principals ill qualified to manage an effective school and that they concentrate on routine activities only and do not enhance innovations in their schools, research results have suggested the teachers did not view for example, curriculum instructional leadership as a major responsibility of principals did not see much evidence of such leadership on the part of principals and were not to accept principals in his leadership capacity.

2.12.2. Challenges Related to Lack of Vision

McEwan (2003) has maintained that another biggest impediment of effective instructional leadership is lack of vision, will and encourage on the part of instructional leaders. A successful instructional leader requires having the kinds of courage that allows one to take risks to thrive on complexity and ambiguity, to enable other to empower themselves to be willing to work long and hard duties.

2.12.3. Challenges Related to Lack of Support from top Authorities

Another problem affecting effective instructional leadership is lack of support from top authorities. The principal's operations are influenced by that authority above him/her. The frustration and discouragement of some principals regarding the perceived lack of support, from that round hem, is clearly a barrier to becoming an effective instructional leader (McEwan 2003). In strengthening this idea, Boyd (2002) has pointed out that where there is lack of support, either perceived actual from other designated leaders, the added frustration of working in a complex environment coupled with natural or anticipated challenges, become overwhelming.

2.12.4. Challenges Related to Lack of Sufficient Time

Lack of sufficient time is also another problem to instructional leadership. Time is the bane of any busy professional, but for an instructional leader, it poses a particular challenge because they seek to spend substantial time in a classroom where instruction is delivered. Every principal operates with in the same time constraints. One major difference among principals is how they choose to use the time they do available (McEwan 2003:13).

2.12.5. Challenges Related to Lack of Skilled Teacher

The principals revealed the lack of skilled teachers, indicating a need for ongoing professional learning for teachers. Improvement also depends on creating opportunities for teachers to co-operate and collaborate with their colleagues (Camburn Rowan & Taylor 2003).

2.12.6. Challenges Related to Decision-Making

Decision-making is an important component in any organization. In particular, we argue that schools are distinctive organizational settings in that the administrator is often required to address daily operations as well as long term adaptive planning and vision. They must, as a regular characteristic of the position, be equally able to manage and lead. Furthermore, the challenges of school leadership include daily, regular decision making as well as incorporating long-term planning and situational adjustments as the need arises. Simply put schools require both excellent managers who address the regular operations of schools and high-quality leaders to face the challenges that exist today for educators (Kruse 2009).

In addition, Biech (2010) identified using survey five leadership challenging models, Model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart are the challenges of every institution. Wallace's work since 2000 suggests that this entails five key responsibilities: (1) shaping a vision of academic success for

all students, one based on high standards, (2) creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail, (3) cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision, (4) improving instruction to enable teachers to teach at their best and students to learn to their utmost; and (5) managing people, data and processes to foster school improvement.

Each of these five tasks needs to interact with the other four for any part to succeed. It's hard to carry out a vision of student success, for example, if the school climate is characterized by student disengagement, or teachers don't know what instructional methods work best for their students, or test data are clumsily analyzed. When all five tasks are well carried out, however, leadership is at work (Ibid).

2.13. Summary

From the definitions of quality of education reviewed earlier in this study, it is clear that not just one indicator is a guarantee for quality. Measuring quality is not easy, as what satisfies the customer constantly changes, and that the quality of any product or service has many scales. There is a range of indicators which individually are necessary but are not sufficient indications of the presence of the quality of education. Thus, quality of education becomes a matter of degree of the presence of the indicators, rather than an absolute, or discrete variable, which is either there or not there. Therefore, evaluation of school performance must focus on multilevel and multi-facet indicators including inputs, process, and outputs of schooling in addition to academic development of students.

There are nine indicators of educational development. These are literacy percentage; dropout and retention rates; enrollment of children in various age group; contribution to the world of knowledge; the emergence of eminent personalities; social relevance and secular character of education; technical and scientific manpower; a system of examinations and certification; and morale of the teaching profession. Only three of these indicators, that is, (2), (3) and (8) concern internal efficiency, but the rest are a function of internal efficiency. For instance, low promotion rates, high repetition rates, high dropout rates and low pass rates will definitely negatively impact on literacy percentage, contribution by graduates to world knowledge, the emergence of eminent personalities and morale of the teaching profession.

Samoff (2007) list quantitative indicators of quality of education them: growth rate; promotion rates; access to schooling (age specific admission ratios; and gross admission ratios); transition rates; enrolment ratio (gross enrolment ratio and net enrolment ratio); internal efficiency (survival rate; average study time per graduate; wastage ratio); teacher supply (qualifications and utilization rates of teachers); school buildings and utilization rates of classrooms; conditions of learning (supply of furniture and textbooks); and pass rates.

The European Commission on Education (1999:1) gives broad indicators of the quality of education which are success and transition; completion of upper secondary education and participation in tertiary education. It says, "...increasing or decreasing rates are seen as important measures of the quality of the education system." This observation is consistent with the thrust of the indicators raised by Natarajan (1993:62-74). Dropouts adversely affect the other indicators and result in people without qualifications that meet market requirements and are unemployable.

3. Research Methodology and Methods

This chapter dealt with the approaches of the study, research design, sampling and sampling techniques, the source of data, data collection instruments, validity and reliability test, ethical considerations, procedures of data collection, and data analysis.

3.1. Description and Rationales of Study Area

According to Addis Ketema preparatory school reports (2016/17), Addis Ketema preparatory is one of the oldest schools in Ethiopia. This school is found at Woreda 7, Addis Ketema sub city, Addis Ababa city administration. The former name of Addis Ketema preparatory school was Prince Mekonen Haile Selassie secondary school.

Addis Ketema preparatory school, then day prince Mekonen secondary school, launched its work with 510 students, 73 teachers, and school employees. In 1962 it was changed into preparatory school with the number of 25 grade 12 students, and they took national exams (Addis Ketema preparatory school reports 2011). Cognizant to change of regime (from Haile Selassie to Derg) in 1973, the prince Mekonen secondary school was changed into the name Addis Ketema secondary school in 1976 (Addis Ketema preparatory school reports 2011/12).

At present time, Addis Ketema preparatory school has 22.184 km² area. It has 11 and 12-grade level students with 887 males and 1665 female with the total numbers of 2052 students. In addition to these, it has 10 (ten) departments, 43 classes (sections), 22 administrators' offices, 1 principal, and 3 vice principals. Besides to these, Addis Ketema preparatory school has 124 males and 12 females in a total of 136 teachers (Addis Ketema preparatory school report, 2017).

Participants of the research are selected from this school, except 2 experts from Addis Ketema sub city education office. The researcher doesn't provide specific names of the research participants of the school in order to maintain the secrecy of the participants. There are different reasons why the researcher selects this school. The (i) reason is that since 2015 the researcher has been teaching in this school. Again, the researcher has experience about the role and challenges of school leadership in promoting a quality of education in the school. The (ii) reason is Addis Ketema preparatory school is found at the hub of Mercato, the capital city of Addis Ababa city administration, and nearby peripheral's bus station of the country (bigger and smaller stages). This place serves as transit for different peoples that come from different corners of the country. Again, the (iii) this school is surrounded by different business organizations; tavern, night clubs, prostitutions, and addiction drunks seller houses. Therefore, this school has a low level of quality of education and the school

leadership's role and challenges are not clear to promote a quality of education in the school. Therefore, this school is purposively selected to explore the role and challenges of the school's leadership in promoting quality of education.

3.2. Research Approach

There are two kinds of research approaches in scientific studies: qualitative and quantitative approaches. Each approach has its own relative strengths and weaknesses (Lioyed-Jones 2003). Therefore, in order to collect the relevant and appropriate data, the researcher will use qualitative research approach because qualitative research approach deals with the examination of attitudes, views, and experiences of respondents (Hancock 2002).

Qualitative research is concerned with developing explanations of social phenomena, that is to say, it aims to help us to understand the world in which we live and why things are the way they are. It is concerned with the social aspects of our world and seeks to answer questions about: (i) why people behave the way they do, (ii) how opinions and attitudes are formed, (iii) how people are affected by the events that go on around them, and (iv) how and why cultures have developed in the way they have (ibid)

In this Study, qualitative research approach was used to study the problem at hand. Qualitative research is a means for exploring and understanding the meaning of individuals or groups ascribe to a social human problem (Patton 2002). Likewise, Flick (2004) stated that qualitative research approach claims to describe life worlds from the inside, from the point of view of people who participate. Qualitative research approach can be employed when the concern is with people because researcher wants to study the problem in in-depth and detail (Patton 2002). It is a research approach that the researcher learn at first hand explore about social world they are investigating by means of involvements and participations in the world through a focus upon with individual actors say and do.

Qualitative research approach focuses on the depth of information rather than generalization the whole population. Qualitative methods produce a wealth of detailed information about a much smaller of people and case (Creswell 2007). Qualitative research is done in naturalistic (it describes social phenomena as they occur naturally) setting and interpret phenomenon in terms of meaning people brings to them. This method focuses on process, qualities and meaning that cannot be experimentally measured or frequency (Creswell 2007). Owing to this latitude the researcher selected this approach to investigate the role and challenges of school leadership in promoting a quality of education at Addis Ketema Preparatory school.

3.3. Research Design

There are different strategies of qualitative research. Among which, the case study is one way of study method. A case study is a strategy of inquiry in which the event, activity, process one or more individual (Cresswell 2009) is studied. A qualitative case study is an intensive and real description of a program a person process of implementation (Solomon 2004). The author further explained that a researcher can study few people /cases intensively and qualitatively to arrive at generalization as that of those who studied many people cases are bounded by the time of activity. And researcher can collect detailed information by using a variety of data collection procedures over a sustained period of time (Creswell 2009).

In this study, the researcher has chosen the case study research design because the qualitative approach to the case study is described in which the value of case study relates to the in-depth analysis of a single or small number of units (Hancock 2002). Case study research design is used to describe an entity that forms a single unit such as a person, an organization or an institution. Moreover, as a research design, the case study claims to offer a richness and depth of information not usually offered by other methods. By attempting to capture as many variables as possible, case studies can identify how a complex set of circumstances come together to produce a particular manifestation. It is a highly versatile research method and employs any and all methods of data collection from testing to interviewing. Some research studies describe a series of cases because it will enable the researcher to have an in-depth insight of the problem at hand and thus the study will be bounded to a single school (Creswell 2009). Therefore, in order to explore detailed information about the role and challenges of school leadership in promoting a quality of education at Addis Ketema preparatory school, the researcher used this research design.

3.4. Sources of Data

To explore the role and challenges of the school leadership in the study area, the researcher used both primary and secondary sources. The primary sources are observation, focus group discussion, and interview while the secondary data are published and non-published documents. The non-published documents are selected from the school's annual reports and strategic plans while the published documents are books, journals, articles and different international reports which are related to this study.

3.5. Respondents' Selection Methods

The sampling technique employed is a crucial element of the overall sampling Strategy (Wilmot, 2010). It is a general feature of social inquiry to design and select samples for study (Ritchie 2003). This is so whether the research is qualitative or quantitative information about the designing sample size (Ritchie 2003). However, in qualitative research approach, a study involves very small populations or single case studies, and decisions still need to be made about people, settings or actions (Ibid). Qualitative research uses non-probability sampling as it does not aim to produce a statistically representative sample or draw a statistical inference. Indeed, a phenomenon need only appear once in the sample (ibid).

All the respondents of this study are purposively selected, and the researcher selects purposive sampling design because purposive sampling is one technique often employed in the qualitative research approach and case study research design investigation. In qualitative research, the samples are likely to be chosen in a deliberate manner known as purposive sampling (Yin 2011). In qualitative research approach, sampling is not that much in focus on an appropriate number that represents the total population, rather it explores information at intensively and holistically (Creswell 2009). Purposeful sampling selects information that is a rich case for in depth study. The reason for selecting the specific study unit i.e. the Addis Ketema preparatory school yields the most relevant and plentiful data on given topic of study (Ibid). So, in order to conduct this study, the researcher purposively selected Addis Ketema preparatory school in Addis Ketema sub city of Addis Ababa city Government. This School is selected because it was located at the center of the city and it is the oldest school.

Therefore, in order to get rich information, the researcher met the school leaderships, teachers, students, the sub-city education office experts purposively and discussed the issue with them to able to get the willingness of the respondents to undertake the study at the preparatory school. For this purpose, the researcher selected 4 school principals, 8 teachers, 20 students from the student union, 2 education experts of the sub-city education office and 2 PTAs chairperson to be the research participants because there is no formula for defining the desired number of instances for each broader or narrower unit of data collection in a qualitative study (Yin 2011). The reason is with a purposive sample, the number of people interviewed is less important than the criteria used to select them. The characteristics of individuals are used as the basis of selection, most often chosen to reflect the diversity and breadth of the sample population (Hancock 2002). Moreover, the researcher's personal experience with school during his work exposure, the researcher able to decide to study this situation further.

3.6. Data Collection Tools

Qualitative approaches to data collection usually involve direct interaction with individuals on a one to one basis or in a group setting (Hancock 2002). Data collection methods are time-consuming and consequently, data is collected from smaller numbers of people than would usually be the case in quantitative approaches such as the questionnaire survey. The benefits of using these approaches include richness of data and deeper insight into the phenomena under study (Creswell 2009).

Moreover Hancock (2002), unlike quantitative data, qualitative data cannot be analyzed statistically. The data from qualitative studies often derives from face-to-face interviews, focus groups or observation and so tends to be time-consuming to collect (Davis 2005). Samples are usually smaller than with quantitative studies and are often locally based (Fullan 2007). Data analysis is also time-consuming and consequently expensive (Erasmus 2012). The main methods of collecting qualitative data are individual interviews, focus groups, and observation (Kenneth 2004). For this particular study, interview, observation, focus group discussion (FGD) and document analysis are used. Each technique and procedure is discussed below.

3.6.1. Interview

In qualitative research approach, the interview is a major instrument of data gathering (Creswell 2009). The interview is conducted in face-to-face between the researcher and the interviewee and in a place where convenient for the interviewees. The interview is conducted in Amharic because of its suitability to the study population. Interviews can be highly structured, semi-structured or unstructured (Hancock 2002). But for this study, the researcher used semi-structured questions. The reason behind to this is semi-structured interviews involve a series of open-ended questions based on the topic areas the researcher wants to cover (Ockleford et al 2009).

The open-ended nature of the question defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail (Windridge 2009). If the interviewee has difficulty answering a question or provides only a brief response, the interviewer can use cues or prompts to encourage the interviewee to consider the question further. In a semi-structured interview, the interviewer also has the freedom to probe the interviewee to elaborate on the original response or to follow a line of inquiry introduced by the interviewee (Ibid). Hence, in order to get enough information about the role and challenges of school leadership in promoting a quality of education at the Addis Ketema preparatory school, the researcher used the semi-structured interview.

For the purpose of this research, the researcher purposively selected 2 Addis Ketema sub city education office expertise particularly from education quality assurance department and teachers' development department. The reason behind to this is that they have work experience, they are the direct concerned body to teachers' professional development program, they are responsible for the failure and success of the school, and they get their master's degree at school leadership. The interview with the expertise conducted with a plan because they are busy because of different meetings with the different cabinet of the sub city about different social, economic and political issues of the sub city. The interview conducted with them taken place at different times for 1 hour for each participant. In addition, the researcher purposively selected 2 PTAS chairperson because (i) they are active participants at how to promote a quality of education at the school (ii) they are the chairperson of PTAS association, and (iii) they come and contact the school leadership at every month regularly regarding a quality of education at the school. These PTAS interviewed at different times for 40-60 minutes.

Finally, the researcher selected 4 school principals purposively because they are the soul and brain of the school. Without them improving quality education is unthinkable. The responses of all informants were written based on their comment. During the interview time the researcher followed the following procedures. First, the researcher went to the interviewee and invited them to conduct interview by telling the aim of the research. Second, the researcher asked them

about their willingness to participate as interviewee. Third, after the researcher get willingness from the interviewee, the researcher set schedule and appropriate place for interview. Fourth, the researcher gathered available materials and chairperson to write every words of the interviewee bit by bit in Amharic. The interview conducted in the form of friendly dialogue. This friendly dialogue (conversation) enabled the informants felt free, relaxed and confident. Since it is conducted on a friendly basis, the researcher and the interviewee used the flexible program. The researcher allowed interviewees to take rest. They are not rigid to complete the dialogue based on predetermined time and place. Due to lack of a good tape and audio recorder, the researcher used only written form. Again, due to some teachers' lack of voluntariness to be recorded and fear of the researcher in the difficulty of identifying the voices who said what and to probing their voice

3.6.2. Observation

Participant observation is a better means of data gathering instrument in the case study (Mason, 2002). Participant-observer should live close to the individuals s/he is investigating trying to blend in and taking part in their daily activities (Patton 2005). According to Wamahilu and Karugu (1995), the researcher's sense organs are the key instruments to collect data in the case of participant observation.

Data obtained through participant observation serve as a check against participants' subjective reporting of what they believe and do (Cresswell 2009). Participant observation is also useful for gaining an understanding of the physical, social, cultural, and economic contexts in which study participants live; the relationships among and between people, contexts, ideas, norms, and events; and people's behaviors and activities – what they do, how frequently, and with whom (Family Health International 2005).

In addition, family health international envisaged that (2005) observing and participating are integral to understanding the breadth and complexities of the human experience – an over-arching research endeavor for any public health or development project. Through participant observation, researchers can also uncover factors important for a thorough understanding of the research problem but that was unknown when the study was designed (Patton 2005). This is the great advantage of the method because, although we may get truthful answers to the research questions we ask, we may not always ask the right questions. Thus, what we learn from participant observation can help us not only to understand data collected through other methods (such as interviews, focus groups, and quantitative research methods) but also to design questions for those methods that will give us the best understanding of the phenomenon being studied (Patton 2005).

Therefore, the researcher has been teaching at Addis Ketema preparatory school since 2015 he has experience about a quality of education. The researcher focused on different role and challenges of school leadership in promoting a quality of education at the school. To escape from the personal bias of the researcher on the role and challenges of school principals, the researcher used Validity and Reliability Checks as discussed below.

3.6.3. Focus Group Discussions (FGD)

According to Kothari (2004), the use of FGD tends to the production of opinions expressed and exchanged in everyday life and tool for reconstructing individuals' opinions more appropriately. A focus group is a qualitative data collection method in which one or two researchers and several participants meet as a group to discuss a given research topic (USAID 2005). One researcher (the moderator) leads the discussion by asking participants to respond to open-ended questions – that is, questions that require an in-depth response rather than a single phrase or simple "yes" or "no" answer (Ibid). A second researcher (the note-taker) takes detailed notes on the discussion. Therefore, the researcher used this tool because a principal advantage of focus groups is that they yield a large amount of information over a relatively short period of time. They are also effective for accessing a broad range of views on a specific topic (Leu 2005)

The researcher purposively selected 8 teachers and 20 students for FGD in order to get appropriate information in relation to this study. The participants for the discussion are taken from different departments at the school. It is trying to be more inclusive in selecting teachers; the researcher selected 1 civic and ethical education, 1 Amharic, 1 Math, 1 Chemistry, 1 Biology, 1 ICT, 1 English and 1 Physics teachers for unstructured questions to enable them to express all feeling. 2 of the teachers were females. These teachers are selected according to their teaching experience and their responsibility (department head). They have more than 20 years teaching experience and they have well understanding about what seems like the quality of education at Addis Ketema preparatory school. The other reason is, these teachers have very good work efficiency i.e. they are the model based on how they tried to improve a quality of education by giving tutorial class, lab works, and guidance.

For the purpose of this discussion, the researcher followed all the aforementioned procedures in the interview part. After introducing the purpose of the research, discussions are held. In the meantime, data are taken on the notebook because at that time the researcher didn't have a good audio and video recorder. Female and male teachers are made to involve purposively because they are supposed to have familiarity in dealing with education quality.

In addition, the researcher also purposively selected 20 students from grade 11 to 12. Among these grade levels, 10 students are taken from each grade level. The reasons for the selection of these students are (i) they are the councils of the whole students of the school; (ii) they are also a collection of the top, middle, and lower academic achievers and (iii) they could express about the quality of education at the school. Therefore, in order to get appropriate information about the role and challenges of school leadership in improving a quality of education at Addis Ketema preparatory school, the researcher selected these different students. The researcher prepared semi-structured questions and posed for the group

discussion. The researcher led the discussion and strives to investigate the views and ideas of each discussant by probing them. The focus group discussion focused on the role and challenges of school principals in promoting quality education in the school.

The FGD with the 8 teachers and 20 students took 1 hour. The FGD with these key informants was done intermittently at different times. For FGD with students, the researcher used the same strategy of interview and FGD with teachers.

3.6.4. Document Analysis

Apart from the above-listed tools, the researcher used different published and unpublished documents that related to this research. Because of these, documents are the valuable source of information in qualitative research can be documented (Creswell 2012). He also added that documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provided valuable information in helping researchers understand central phenomena in qualitative studies. They represent public and private documents (Ibid).

Hence, the published documents were gathered from books, articles, different international reports and different journals. The researcher also gathered on non-published documents from the Addis Ketema preparatory school annual reports and strategic plans. The reasons behind to these documented analyses permitted the researcher to have access to records of activities and data that the researcher normally could not observe directly (Erasmus 2012). Sometimes, according to Stake (1995 2000), these documents can complement the work of the researcher and other data sources. The documents helped to identify the link between what some principals actually did and what they had planned to do as reported in their vision statements and strategic plans (Ibid).

3.7. Data Analysis

According to Creswell (2009), qualitative data analysis is conducted concurrently with gathering data, making interpretation and writing reports. The author further added at case study involves a detailed description of the setting/individuals followed by analysis of the data for themes or issues. The data gathered by interviews and FGDs are written down in the Amharic language carefully and systematically by jotting down the main points what the respondents said. After the data are written down, the researcher translated and expanded to the English language. The reason behind to this is transcribing is the procedure for producing a written version of an interview (e.g. in the narrative) or conversation (Hancock 2007).

In relation to secondary sources, the researcher attempted to read all the data bit by bit continuously until the researcher could get the meaning of these varieties of data collected by different techniques. After a thorough reading of data, the researcher attempted to develop categories or codes and reduce the huge data into manageable sets of themes. Using direct quotations and narrative descriptions each theme is analyzed at the end or begging of the paragraph.

3.8 Validity and Reliability Checks

Patton (2005) states that validity and reliability are two factors which any qualitative researcher should concern about while designing a study, analyzing results and judging the quality of the study. This corresponds to the question that "How can an inquirer persuade his or her audiences that the research findings of an inquiry are worth paying attention to?" (Golafshani 2003:15). Checking the validity and reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data (Yalew 1998).

3.7.1. Validity

As Kothari (2004) described validity refers to the extent to which a test measure which is intended to measure while reliability deals with accuracy and precision of measurement procedures. To accomplish validity of this research, the researcher used interview questions which are developed by directly related to specific research questions. In order to address the specific research questions of the study, appropriate respondents were purposively selected and approached, which was important to achieve the validity of the study.

In addition to this, to keep the validity of data collection the researcher selected appropriate respondents from different groups i.e. teachers, principals, education office expertise and students, what they have relevant knowledge and experience about a quality of education, and the roles played by and challenges on school leadership in promoting quality education at Addis Ketema preparatory school.

3.7.2. Reliability

Although the term 'Reliability' is a concept used for testing or evaluating quantitative research, the idea is most often used in all kinds of research (Golafshani 2003). This can be used to examine both the process and the product of the research for consistency in qualitative research. (Hoepfl 1997). To ensure reliability in qualitative research, examination of trustworthiness is crucial. Seale (1999:223), while establishing good quality studies through reliability and validity in qualitative research, states that the "trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability."

After the processes and procedures of data collection and following their interpretations the researcher sufficiently discussed and documented data in this study, it helped to ensure the trustworthiness of the findings. Besides to this, in order to confirm the representation of different perspectives of the issue under study, the researcher established a comparison of the experiences and perspectives of the research participants by exploring similarities and differences among different views. In addition to this, as a way to confirm the trustworthiness of the finding of this research, the

researcher discussed with different teachers those who had conducted master thesis on different fields of study to get knowledge. Accordingly, the inputs and comments of the teachers played a vital role in the quality of this study.

3.8. Ethical Consideration

During the writing of this research, the researcher gives efforts to make the research process professional and ethically based on informed consent. Because informed consent was a mechanism for ensuring that people understand what it means to participate in a particular research study, so they can decide in a conscious, deliberate way whether they want to participate (USAID 2005). To this end, the researcher clearly informed to the respondents about the purpose of the study i.e., purely for academic.

After introduced its purpose in the introduction part of the FGD and interview guide to the respondents, the researcher confirmed that subjects, confidentiality is protected. In order to keep their confidentiality, the researcher used their position and responsibilities instead of enumerating their name. After interview and FGD session the researcher gives the summary parts to the respondents to check whether it is their own view or not. The researcher also doesn't personalize any of the response of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials that have been used for this research acknowledged.

4. Presentation and Discussion of Findings

4.1. Introduction

This chapter contained two parts. The first part of this chapter presented the role of school leadership in promoting quality of education in the study area. The second part discusses the main findings of the challenges of school leadership in promoting a quality of education at Addis Ketema preparatory school. In this part, the researcher divided the challenges into institutional and non-institutional challenges. The institutional challenges that affected the school leadership while promoting a quality of education at Addis Ketema preparatory are learners' characteristics, teachers' developmental program; management, mode of assessment and class size and standard. The non-institutional factors are shortage of school financing, school climate and students' households' socioeconomic status.

4.2. The Role of School Leadership in Promoting Quality of Education at the School

Education leadership makes a difference in improving learning (Leithwood 2004). The fundamental task of school leadership is to formulate educational objectives and policies at the school level, identify and develop strategies for implementation, project needs, monitoring day to day operations, coordinating and mobilizing resources aiming at the development of the academic performance of the student (Dessalegn 2014).

Based upon the above researchers view, the researcher tries to present and analyze the role of the school leadership of the study area in relation to formulate educational objectives and policies at the school level, identify and develop strategies for implementation, project needs, monitoring day to day operations, coordinating and mobilizing resources aiming at the development of the academic performance of the student because, these aforementioned views are very for promoting a quality of education.

The role of school leadership in promoting a quality of education at the Addis Ketema Preparatory school divided into: school management and leadership, organization, directing, supervision; teaching and learning; external school improvement and governmental and non-governmental involvement.

4.2.1. Role of the School Leadership in Relation to School Leadership Skill

According to (Davis 2005, Scharmer 2009, MoE 2010, Mekango 2013) the school leadership is concerned with communicating a clear vision for a school, support shared leadership in which everyone has collective responsibility for student learning and school policies, regulations and procedures are effectively communicated and followed, creating and maintaining a sense of vision, culture and interpersonal relations.

Accordingly, in relation to Addis Ketema preparatory school (2017) report, the main vision of the school leadership is creating a conducive environment for teaching and learning process together with parents, parent teachers and students association, governmental and non-governmental organizations. For these facts, the school leadership has designed a school vision, mission, goal and values in collaboration with education stakeholders.

Thus, to ensure the strategic plan, the school leadership set the vision of the school that is "produce international competent generation by democratic attitude, good governance, and a good character by assuring a quality of education at the school in 2017. Besides, they set a mission to "produce competent students in the future through a quality education and a good teaching and learning process". The school also set the following values that focused on promoting a quality of education at the school. These values are given priority for a quality of education to: produce students who are enriching with a good personality, encourage creativity and problem solving, solve school problems through research; are ruled by knowledge and trust ;to be transparent for school and non-school communities, to be responsible internally and externality, ready to change if it promotes a quality education at the school; give a great service to students and school communities to strengthen a quality education, and working together for promoting a quality education.

In similar, Transformational leadership theory states a quality of education can be promoted by inspiring followers to commit to a shared vision and goals for school or unit, challenging them to be innovative problem solvers, and developing followers' leadership capacity via coaching, mentoring, and provision of both challenge and support (Bass and Riggio 2006).

However, there is a gap between strategic plan and its implementation. Regarding this, FGD with teachers stated:

The vision, mission, goal, and values of the school are too much ambitious and non-achievable within a year. In addition, still there are problems of quality of education, most of the teachers are not volunteer to do problem oriented action researches, there are different students who lack good personality, only two students who participated and creativity and problem-solving activities, they lack knowledge and trust to lead the staff, they are not transparent for school and non-school communities especially finance and training, they are not ready to change their idea.

From the above response, we can understand that the school has vision, mission, and goals regarding how to assure the intended plan. In addition, at the beginning of every year the annual plan of the school is adopted and ratified by the school communities after it is drafted by the school administrators, and the school plan of actions is open to students, students' parents, parent teachers and students association (PTAS), teachers and school societies through brochure, pamphlets. In supporting the above views Tobin (2014) argued that an education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. Also, they collaboratively develop and implement a shared vision and mission, collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning, create and implement plans to achieve goals.

But, action and plan of the school leadership are different. Although action and plan of the school leadership are different, the school leaderships are playing a good role at adopting, ratifying and working of the school's vision, mission, goal, and values in collaboration with education stakeholders to promote a quality of education at the school.

4.2.2. Role of the School Leadership in Relation to Staff Coordination

The role of school leadership to coordinate the action of teachers and school communities behind agreed policies or goals is an important factor in promoting a quality of education (Aina 2011). At the core of such strategies, communication system, procedures, and the way in which groups can be created and sustained and coordination are vital to promoting a quality of education (Leu 2002).

Accordingly, with regard to Addis Ketema preparatory school, coordination of principals, teachers and school communities is based on decentralization of power and function to every department and school community. The school has Amharic, English, Mathematics, Physics, Biology, Chemistry, Civics, Geography, History, Business and Economics, Technical Drawing department with enough materials, Health and physical education departments. In such a decentralized way of communication, each and every department plays a great role in promoting a quality of education at the school. As the academic vice principal of the school said,

We have academic committees which are formed according to their work experience, and ethical behaviors, and monitoring and reporting system. This committee comprises more than eighteen members. These are four school principals, eleven department heads, and four block coordinators. The major objectives of this committee are (i) to make teaching-learning process easily manageable, (ii) to reduce work burden of the school principals, (iii) to follow-up and monitor the absentee teachers and, (IV) and to make reporting system of the school fast and legal. In addition, parents, PTAS and external supervisors are our part.

From the above views of the vice principal of the school, it is possible to say that Addis Ketema preparatory school leadership is the composition of principals, department heads, and block coordinators (unit leaders), parents, PTAS and external supervisors. Through this kind of cooperation, the school leadership has been trying to promote quality education.

As of the main school principal claims that, in addition to the above responses of vice principal, there are also other organizations that have been serving in promoting a quality of education at the school. As of the school, there are two broad categories of organizations. These are the school communities' and students' organizations. The organizations are (i) teachers' and administrative workers' 1-to-5 organizations, (ii) developmental groups, (iii) streaming, and (iv) students' council's union and (v) process council. Further, FGD with teachers argued:

There are different organizations which are organized to perform the following tasks in relation to promoting a quality of education in the study area: first, to strengthen the school's values to be handed down to the ground; and supporting each other. Second, initiating and motivating teachers and students for creativity, and science and innovational activities, to approximate teachers for social, economic and political affairs like an affair of ethics; voluntarism, tolerance to create strong communication among teachers, to make language teachers skillful on speaking language, culture, drama, music, and literature. Third, empowering students to prevent and control class room's misbehavior by themselves and creating favorable teaching-learning room.

Therefore, from aforementioned organizations of the school, we can understand that the main goal of these committees and organizations are to promote a quality of education, and strengthen students' good behavior at the school by strengthening the school's values, supporting each other, initiating and motivating teachers and students for creativity, science and innovational activities, approximating teachers to work together for social, economic and political affairs like affair of ethics; voluntarism, tolerance to create strong communication among teachers, to make language teachers skillful on speaking language, culture, drama, music and literature, empowering students to prevent and control class room's misbehavior by themselves, and creating favorable teaching-learning room. In addition, according to the academic vice principal of the school argue that:

Each and every department of the school exercises the following practices to promote a quality of education in the study area. These are: prepare annual plan which is related to the school's annual plan; Prepare and modify

continuous assessment and evaluation of students, guide and counsel miss-behaving students in collaboration with school's guidance and counseling officers, follow-up, monitor and report absentee teachers, prepare action reaches, and CPD (continuous professional development), prepare portfolio; prepare experience sharing schemes, coordinate and give makeup and tutorial classes, prepare, edit and duplicate exams prepare and make inbuilt supervision programs.

Besides, according to teachers, professional development vice principal reveal that every committee members and teachers have been playing a great role altogether to promote a quality education at the school. In general speaking, the school leadership has been attempting to coordinate the school to promote a quality of education at the school. In supporting the aforementioned responses, (Leithwood *et al.* 2006 OCED 2008) stated that it is school leadership who both have to manage the different arrangements and are also strongly influenced by the new cooperation arrangements because of resource rationalization and greater coherence in educational supply. Collaboration promote trust among teachers by helping to develop clarity about common purposes and roles for collaboration and they foster continuous dialogue among school staff and provide adequate resources to support

4.2.3. The Role of School Leadership in Relation to Directing the Staff

According to the main principal of the school, in order to direct the school, there are different steps that they keep. As he said,

We the school principals are following different steps before directing. These are (i) we plan our actions; (ii) organize our plans; (iii) reshuffle our plan of action, and (iv) we assign the right person at the right position (staffing). Finally, we direct each and every employee; check staffed workers whether they are working their task or not; lastly, we take an appropriate measurement on who don't do their work.

Therefore, Addis Ketema preparatory school leadership has followed different steps to assign the right person at the right position in order to promote a quality of education of the school. Assigning the right person at the right position means (i) reducing the work load of a single individual; (ii) achieving the intended goal effectively and efficiently; and (iii) an easy to follow-up, support and control each and every staff members (interview with the main principal of the school). Due to this action, the role of the school principals became safe and simple. In relation to this, Liethwood (2004) suggested that school leadership set directions for the largest proportion of school to help one's colleagues develop shared understandings about the institutions and its activities and goals that can under fix a sense of purpose or vision. People are motivated by goals which they find personally compel aim to help people make sense of their work and enable them to find a sense of identity for themselves within their work context (Ibid). In addition, Victoria State government (2016) education and training report stated that the role of the school leadership is to lead and manage the planning, delivery, evaluation, and improvement of the education of all and increase the knowledge base of teachers within their school about student learning and quality teaching practice.

4.2.4. The Role of School Leadership Related to Supervision

Supervision is a process for developing teachers' self-awareness and independence, together with a spirit of collective enterprise to improve classroom practice (Leu 2005). Cogan (Fullen 2002) perceives supervision in terms of developing professionally responsible teachers, who are self - directing, capable of analyzing their own performance, and open to the assistance of teachers.

Accordingly, data obtained from principals' interviewee that with regard to Addis Ketema preparatory school there are different kinds of supervisions to correct and empower teachers those who have teaching methodology problems. In relation to this, academic vice principal of the school said:

Firstly, we give the chance to the teachers those who have teaching methodology problems to go other schools and visit best experiences from there. Secondly, if there is no change on the teachers, we give the power to each department to make in built supervision with each other. Third, there is also the school principals' supervision program (schedule). The last but not the least, the supervision have been conducted by Addis Ketema sub city supervisors. Consequently, based on the above supervision program we are trying to promote a quality education in general and teachers' teaching methodology in particular.

Consequently, in such an aforementioned supervision mechanism, the school principals of the study area played a great role to fill the existed gap of teaching methodologies of the teachers. In addition, through this supervision, many teachers of the school can get a good experience and knowledge from peer teachers and school principals. Hence, the school principals are good in promoting a quality of education at the school.

In strengthening the responses above (Ser 2001) argued that supervision is a core function of school leader to improve a quality learning-teaching through the monitoring of instruction, to help teachers to improve their practice and accountable for meeting their commitment. The supervision of instruction by the school principal is among his roles/practices as an instructional leader. As an instructional leader, he needs to follow up the day to day activities of teachers and supervision is the major instrument for this. The instructional leaders' repertoire of instructional practices and classroom supervision offers teachers the needed resources to provide students with opportunities to succeed (Ibid).

4.2.5 Role of School Leaderships Related to Evaluation of Teachers

The effective operation of teacher evaluation depends to a great extent on the way the concept and practice of school leadership are established in schools (OCED 2009). Teacher evaluation may be interlinked with school

arrangements to improve teaching quality in arrange of ways. Data obtained from interviewees, Addis Ketema preparatory school leadership evaluate teachers' performance throughout the year. As of the main principal of the school claimed:

In our school, there is teachers' performance evaluation throughout the year because evaluation has the following advantages. First, teacher evaluation can serve the direct purpose of improving the teaching process within the school. Second, it is important for developing professional responsibilities of a teacher such as professional development, contribution to school management, engagement with the surrounding community. Third, it is important to reward and criticize teachers'; it is a means to monitor. For instance, teachers are rewarded collectively when they work in schools which are identified as high-performing school's standard.

From the above views of the interviewees, it is possible to say the Addis Ketema preparatory school leadership focuses on teachers' evaluation to improve the teaching and learning process, develop professional responsibilities of a teacher, reward and criticize teachers' .and monitor of the teachers. To strengthen the above response OCED (2005) revealed that in most countries where teacher evaluation is carried out, it is conducted as a part of a larger quality review or school improvement process. Purposes of evaluation distribute rather evenly over formative, performance appraisal, professional development planning, and support for promotion.

According to vice principal of the school said, school leadership uses the following instruments and information as sources to evaluate teachers' performance.

We gather multiple sources of evidence about teacher practice meets the need for accuracy and fairness of the evaluation process, taking into account the complexity of what a good teacher should know and be able to do. A range of instruments and information sources are typically used to evaluate teachers. The sources are Classroom observation, performance objectives, teacher self-evaluation ("gile his"), teacher portfolios, including lesson plans and teaching materials, samples of student work and commentaries on student assessment examples, Students' academic results.

Data obtained from the above interviewee, it is possible to argue the Addis Ketema preparatory school leadership set different requirements to evaluate teachers. These are Classroom observation, performance objectives, teacher self-evaluation ("gile his"),teacher portfolios, including lesson plans and teaching materials, samples of student work and commentaries on student assessment examples, Students' academic results. In similar OCED (2009) stated that Different criteria for evaluation may involve assessment of teaching performance, in-service training and in some cases measures of student performance. Classroom observation, interviews, and documentation prepared by the teacher are the typical methods used in the evaluations.

In strengthening the above response (Isoré 2009 & UNESCO 2007) teacher evaluation is typically firmly rooted in classroom observation. Most key aspects of teaching are displayed while teachers interact with their students in the classroom. Such instrument shows whether the teacher adopts adequate practices in his more usual workplace: the classroom (UNESCO 2007).

Moreover, (OECD 2005) stated most teacher evaluation requires the individual teacher to set performance objectives for a given period of time in agreement with the school management. The evaluation then assesses the extent to which such objectives were met. Data obtained from teachers' discussion, being evaluated is essential, because it allows teachers to express their own views about their performance, and reflect on the personal, organizational and institutional factors that had an impact on their teaching. With regard to portfolio development (Isoré 2009) revealed, portfolios are not only a tool for evaluation per se but also play a role in supporting a reflective approach to teaching practice that is a hallmark of effective teachers.

Data obtained from interviewees, in order to evaluate teachers different stakeholders involved. Such as parents, PTAS chairperson, school's academic committee and students. In relation to this view, the school's teachers' professional development vice principal argued that parents value teacher characteristics that surprisingly depart from student achievement, the teachers' ability to promote student satisfaction, humane treatment of students, support for pupil learning, effective communication and collaboration with parents. And they rate 10% out 100%. In general speaking, teachers' evaluation system of the school depends upon students (10%), parents (10%), department head (10%), an academic committee of the school (10%), and balanced scorecard (BSC 60% from teachers' professional development vice principle).

Moreover, FGD with teachers argued:

In our school, students' evaluation comes in the form of a questioner that asks students to rate teachers on a scale (usually 10 points). Students assess various aspects of specific teaching practices and behaviors of the teachers. Given that students most have the most contact with their teachers and are the most direct consumer's teachers' services it seems that the valuable information could be obtained from the evaluation of their experience.

Even though, the school leadership of Addis Ketema preparatory school exercises these roles to keep fairness of evaluation procedure, there are still complain about its fairness. Also, different petitions are submitted to teachers' association of the school.

4.2.6. The Role of School Leadership Related to Involvement of Education Stakeholders

According to (Hopskin 2002, UNESCO 2002, WB 2003 & MoE 2006) school cannot succeed in promoting a quality of education without the support of the parents, PTAS, governmental and non-governmental organizations. It is therefore essential for the school principal to develop good relations with these organizations. The simplest level is to ensure these education stakeholders are always informed about what is happening in the school. These education stakeholders cannot provide the necessary support for learning without a good understanding of what the school actually does. Thus, the

school should communicate regularly with the organizations and should receive both positive and negative feedback at regular intervals (Ibid).

Accordingly, these aforementioned studies are important to explore the role of Addis Ketema preparatory school leadership vis a vis involvement of different educational stakeholders to promote a quality of education at the school. Therefore, the researcher strives to explore the role of school leadership involvement with different stake holders.

Thus, Addis Ketema Preparatory School leadership has been making communication and integration with governmental, non-governmental, parents, and PTAS to promote a quality of education at the school.

As main principal of the school said:

We the school leadership have been communicating and integrating with parents at the very beginning of education year, PTAS, Addis Ketema Sub City education office, federal anti-corruption commission through training of teachers, students, principals, store heads and finance workers, non-governmental organizations like American and British embassy, Mission for Community development (MCDP); Allmart Ethiopia, Civil Service University, and WB (they provided 250,000Birr as GEQIP grant).

From the above response of the interviewee, it is possible to say that the school leaderships invite and engage with different parents, PTAS, governmental and non-governmental organizations to promote a quality of education in the study area. In similar, FGD with teachers argue that:

This school involves in and benefited from the aforementioned organizations. These advantages are (i) make the school's environment favorable for teaching and learning process, (ii) keep school's rules and regulations, correcting and improving students' misbehaviors, budget allocation and proper utilization, advising misbehaving students at the hall of the school with school principals share school management, preparing annual plans of the school, follow-up disciplinary cases.

Also, data obtained from interviewees revealed that the school benefited from the aforementioned organizations. For instance, the school gain (i) finance, supervision, training for teachers and students, teaching and learning process and providing school facilities from American, British embassies and federal anti-corruption commission (ii) get materials and financial supports to economically weak students and reference books for their library from MCDP and WB.

In strengthening the above views of the respondents, OCED (2008) stated that school leadership can engage beyond the school with other, communities, social agencies, universities and policy makers on a local, national and international basis. They can enhance academic improvement through mutual assistance and create greater cohesion among all those concerned with the achievement and well-being of every student. In addition, institutional theories of leadership stated that school's environment may be influenced by educational stakeholders' supplies of inputs, the process of engagement, and out puts (George 2003).

Therefore, from the above responses, we can understand that the school leadership in the study area involved with parents, PTAS, governmental and non-governmental organizations to promote a quality of education of the Addis Ketema preparatory school. Also, school leadership together with governmental and non-governmental organizations has been trying to promote a quality of education at the Addis Ketema Preparatory school through finance, supervision, training for teachers and students, teaching and learning process and providing school facilities, make school's environment favorable for teaching and learning process.

4.2.7. The Role of School Leadership Related to Teachers Professional Development

A systematic and integrated approach of staff development is focused on the professional learning of teachers and establishes the classroom as an important center for teaching and learning (Ojo 2002). Accordingly, at Addis Ketema Preparatory School, school leaderships have been playing a role to update and upgrade teachers in general and correct and improve problems in particular to promote a quality of education at the school. Interview with TDP vice principal said,

In order to upgrade and update teachers, the school leadership has been playing a role by supporting teachers with timely provided benefits allowing teachers to join degree and masters programs. In addition, the school is also supporting teachers those who have teaching methods problem through supervision and come and discuss with school principals regarding their problems personally.

Similarly, to enhance the above responses, OECD (2009) argued that school leaders can play a key role in providing and promoting in-service professional development programs for teachers and they understand this aspect of leadership as one of their key responsibilities.

In consistency with the above statement, academic vice principal of the school said, in order to develop the school's staff, the school has been playing a good role. For instance, in this year (2017) the school prepared and facilitated different pieces of training. These are (i) training focused on how to prepare and arrange portfolio was given on October 10, 2017. The major mission of those training was initiating teachers to portfolio preparing and arrangement because it is one method of teaching. (ii) a training on how to conduct action researches had been taken on November 23-24, in 2017, (iii) training on how to make lesson planning taken place on December 2-3, in 2017, (iv) training on the title "what is balanced scorecard (BSC) and BPR (business processing re-engineering); and how they are applied at the school level" was taken place on November 1-2, 2017. Finally, action research forums had been done on May 27-28, and Jun 1-3 at two rounds in 2017.

In supporting the above responses Ojo (2002) argued that Staff development is the central strategy for supporting teachers as they engage in improvement activities. However, these above-mentioned trainings are not effective as expected because plenty of teachers are reluctant to prepare the portfolio, lesson planning, action, research. There are

different reasons why the teachers become reluctant and these reasons are briefly discussed below. But, based upon the aforementioned training, the school leaderships have been trying to improve a quality education in general and teachers' knowledge and skills in particular.

4.2.8. The Role of School Leadership Related to Creating a Climate Hospitable to Education

As indicated in Estyn (2001), healthy school environment for teaching and learning reflect confidence, trust and mutual respect for cooperation between staff, students, government, parents and wider community is essential for promoting a quality of education. Accordingly, with regard to Addis Ketema preparatory school, the school leaderships are playing a good role to make the external environment of the school safe and healthy.

As the main principal of the school said,

In order to make the external environment of the school safe and healthy, we are working with different stakeholders. The stakeholders are police forces, executor, and woreda and sub city administrator. Woreda and sub city administrator employ police forces and executor to protect and control the external environments of the school from illegal traders, sounds of different hotels, drug seller shops, and cocaine provider shops. These stakeholders take different legal measurements even closing shops and changing their business type.

From the above views of the principals, we discern that the school leaderships have integration with different stakeholders such as police force, executors, woreda and sub-city administrators, and they take different measures. In supporting the above response, PTAS' chairperson of the school revealed:

Based on this integration we have taken the following measures. First, close and change their business type of different small shops and hotels which are built at very close of the wall of the school. For example, the former so-called transit hotel is changed into transit pension, and we give a strong warning for "Candy Block" which is located at the in front of the school. Second, the tier of the school was built at high altitude because it was an important to hide noise. Third, we have planted different trees in the school to absorb sounds that came into the school.

From the above responses of the PTAS chairperson, we can understand that they believe in planting trees and building the wall of the school with altitude prevents the school environment. However, it is harder, to reach an agreement with the idea of the chairperson because the school is not still escaped from different disturbances. Also, till now the school is a victim of difficult external environment. In supporting the above views (EIC 2000) argued that effective school leaderships set goals to improve a school's environment that can make their schools more effective places to teach and learn. Furthermore, according to FGD with teachers argued:

Our school leadership plays a different role to make the external environment safe and healthy for teaching and learning. For example, first, with regard to street children and illegal traders we build a temporary police station in order to control and make safe the school together with government bodies. Second, with regard to stages (bus stations) especially the smaller one we have been working with concerned bodies to change that stage to other city sites and now the stage changed to Quality, Askto, Lam Beret, and Ayer Tena Etc.

In supporting the above-obtained data from interviewees and FGD, Hopkins (2001) suggested the importance of enhancing external conditions of the school that have the most direct impact on enhancement of students' academic achievement and learning is to be taken seriously, however, then work on the external conditions of the school has to complement the focus on a quality of teaching and learning. Amatya *et al* (2004) stated it is the vital importance of school leadership's commitment to meeting external needs in sustaining a record of high academic achievement and continual improvement of the students.

Even though the leaderships of the school played these roles, still the school is not free from street children, illegal traders, addiction seller shops, and prostitutions those who came and stood at the wall of the school, particularly in the morning and evening. These are the school leaderships' chronic problem while they are promoting a quality of education at the school. But, from the above-mentioned roles of the Addis Ketema Preparatory School's leaderships, they have taken a good measure to minimize the external school environments factors that hinder a quality of education at the school.

4.2.9 The Role of School Leadership Related to Teaching-Learning (Improving Instruction)

In practice, school leaderships must become intimately familiar with the "technical core" of schooling – what is required to improve the quality of teaching and learning (Wenglinsky 2002). School leadership themselves agree almost unanimously on the importance of several specific practices of teaching-learning. According to (2017), Addis Ketema Preparatory School report indicates:

There are different plan of actions that have been taken to address teaching-learning problems. such as school leaderships strengthened science and ICT laboratories and plasma televisions, pedagogical centers, classes' standards by preparing and repairing chairs, windows, doors and cornices, and furnishing black boards to make the class attractive and conducive for teaching and learning.

From the above reports we can understand that, the school leaderships have given a due attention for improving class size standard (students-teachers ratio) and reduced from 1:60 of 2016 to 1:48 in 2017, improved and strengthened ICT and Science labs. These are another issue that given attention by school principals. Besides, data obtained from FGD with teachers indicated

In this year (2017) our school leadership improved (i) ICT lab by providing extra computers, internet access, hire and assigning cleaner, (ii) staffs' department, and (iii) empower students. As of them, the students' empowerments include (i) make students self-confident by involving at co-curricular activities and school

improvement program. (ii) enrich students with a good ethical behaviors they facilitated (a) co-curricular activities like students' counseling, and civics and ethical clubs (b) develop guidance and counseling of the school, created conducive environments for peer teaching; strengthened ways of students competition like question and answering, sport team, drama and literature, music, technological creativity, they awarded students who were winners of different competitions.

Hence, focused on the aforementioned actions of school leadership, it is possible to say that to overcome problems of teaching-learning that existed at the school, the school leadership attempted to promote a quality of education of the school. They define and promote a quality teaching-learning; they attack teacher work separately and fragmented effort, and they connect directly with teachers and the classroom. They emphasize research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. School leadership worked relentlessly to improve students' academic achievement by focusing on the quality of instruction. Similarly, Liethwood (2004) suggested that school leadership is widely regarded as a key factor in accounting for differences in the success with which schools foster the learning of their students.

4.3. The Major Challenges Onthe School Leadership in Promoting Quality Education

It is not smooth to promote a quality of education at the school continued to face some challenges which constantly impact negatively on all the efforts and strategies that were put in place to improve students' academic achievement. Based on the findings of the interview, document, and FGD there are notable challenges. Among these:

4.3.1. Non-Institutional Challenges on the School Leadership

This subtitle begins with the empirically supported premise that outside school factors greatly influence school achievement and these non-institutional challenges are not distributed randomly throughout society. Instead, the negative effects of many non-institutional challenges concentrated in the schools. This sub-title of the study discusses on-institutional challenges shortage of finance, curriculum and text book, students' household socioeconomic condition and external school's environment.

4.3.1.1. School Leadership Challenges in Related to Households' Social-Economic Status

A broad spectrum of professionals such as psychologists, nutritionists, and physicians agree that there is strong evidence that socioeconomic status is linked with school behavior and students' academic achievement (Berliner 2009). With regard to Addis Ketema preparatory school, the students' household socioeconomic condition greatly affected students' academic achievements. In relation to this interview with the Addis Ketema sub city, education expertise revealed that:

The socioeconomic conditions of students' household rightly reduce academic achievements of students of the Addis Ketema preparatory school. The reason behind to this is that most of the families of the students' lead their livelihood by renting a bed, selling, local alcoholic drinks, chat, merchandise and etc. therefore, rather than giving more emphasis to the quality of education for their child, they concentrate on how to win their life. Moreover, he added that if the income level of students family become high, they can provide enough educating materials; hire a home tutor. But most of our students' households are economically poor and they can't get support from their family.

From the above idea, we can infer that students' household background is a challenge for the school leadership. According to academic vice principal of the school the reasons are, when the school principals discussed with economically and socially less-equipped parents of the students they incurred disagreement. The reason was that the parents whose socioeconomic condition is low are supported by their child's after school trading and they afraid them. Besides, most of the time the school principals faced challenges while they are calling students' parents for the meeting because they went and trade to lead this life.

In supporting the above views of the interviewees, Brown, Beardslee, and Prothrow-Stith (2002) said family's socioeconomic status is strongly related to student learning and behavior. They also added that socioeconomic status (SES) of families explains more than half of the difference in student achievement across schools; it is also highly related to violence, dropping out of school, entry to postsecondary education and levels of both adult employment and income. Low SES families are more likely to have low expectations for their children's performance at school. Impoverished economic conditions increase the chances of families struggling to survive in communities living in high-density housing and their members suffering from malnutrition, other health problems and substance abuse (OCED 2009).

4.3.1.2. Challenges of School Leadership in Related to Shortage of Finance

Finance is an indispensable resource for educational activities. Finance is, in fact, one of the most important resources which through a process and mechanism of budgeting are converted into real instructional resources (Melaku 2010). According to Addis Ketema preparatory school 2017 report, the budget for the operating their tasks came from GEQIP (school grant), block grant (governmental budget) and internal school budget (by renting different shops). With regard to these, interview with the Addis Ketema Preparatory School Teachers' Development Program (TDP) vice principal stated that:

According to our school, there are different budgets that come from different sources. The sources are budget released from World Bank for improving general education quality (school grant budget); block grant budget released from government and internal school budget earn from renting shops.

However, these budgets are not enough for promoting a quality of education at the school. The reasons are (i) in order to give makeup and tutorial class at after school and on Saturday, the teachers seek a payment. Because of this reason they couldn't give a tutorial, makeup, and Saturday school. But a few volunteer teachers give these classes. (ii) To purchase teaching and learning materials such as a printer, computer, chalk, board, and chemicals for laboratory, chair etc. the budgets are not enough (interview with the main principal of the school). ICT department head of the school from FGD with teachers also said:

In the ICT laboratory classes, there are shortage of different laboratory materials like a divider, enough computers, tables. Again the existing tables are not suitable for students. The number of computers per student is one-to-five. Due to this reason only one student can touch and move a mouse, but the remaining number of students is an audience. Besides, because of the floor of the lab class is ceramic and it is full of dust particles, the existed computers do not work properly and sometimes they become busy and died. Because of these reasons a quality of delivering ICT lesson at lab and class is not good.

To strengthen the ICT department head's response, the department head of Amharic from FGD also said that there was a shortage of instructional materials especially at listening and writing lessons. There was no laboratory and tape recorder for listening and speaking class. In addition, the budget that came from government took a time due to its bureaucracy. In supporting the above views of interviewee Pont (2008) argued lack of financial resources devoted to education can be evidenced in many ways: lack of schools and other facilities, insufficient class rooms, insufficiently trained teachers, lack of management and supervision, poor quality of teaching materials, insufficient attention to standards and quality assurance, are major reasons that decrease a quality of education. Therefore, from the above responses of the respondents we can conclude that shortage of finance at the school is a chronic problem to give tutorial and makeup classes, fulfill instructional materials, extra classes, and laboratory equipment. Due to these facts, the school leadership incurred challenges in promoting a quality education at the school.

4.3.1.3. Challenges Related to External Environment of the School

The external environment can contribute to successful student outcomes and build resilience among students by improving the community's economy and employment opportunities, through caring and supportive adult relationships, opportunities for meaningful student participation in their communities, and high parent expectations regarding student learning (Westbrook 2013). But, with regard to Addis Ketema Preparatory school, there are many external factors that affect the school leadership in promoting a quality of education. In line with this idea, interview with the Addis Ketema sub city education office expertise said that:

Most of the time, non-institutional factors that greatly affect school leadership of Addis Ketema preparatory are (i) sound released from plank and mill homes; generator from telecommunication and different hotels; smaller and bigger stages (bus station), train. (ii) Bad smell from sewages of hotels. In addition to these, the school is surrounded by cocaine, chat, bar and restaurant, tavern, kiosks, illegal traders, street children, peddler, and prostitutions. So, these factors contributed their role to reduce efforts of school leadership in promoting a quality of education at Addis Ketema preparatory school.

From the views of the expert above, it is possible to infer that the school is surrounded by full of problems such as addicting drug shops, chat, illegal traders, bar and restaurant, tavern, kiosks, illegal traders, street children, peddler, and prostitutions. Also, organization and management vice principal of the school added different students went to chat and cocaine homes, bar and restaurant to drink alcoholic beverage especially afternoon school. The school principals get both male and female students at the aforementioned homes at different times. Besides to this idea, another teacher from FGD strengthened the above statement by stating, "The location is where the school is found exposed to trading than learning. Because of this reason many students, most of the time select to go to market especially afternoon class instead of learning." Furthermore, another teacher from FGD added that most of the students look today other than tomorrow. Because of this, so many times students request permission not come to school at afternoon class. Similarly, (OCED 2002) revealed that external school climate affects students 'academic achievement and their well-being and personal and social development.

Moreover, main principal of the school said,

Absenteeism is high at afternoon class than morning class because of above-mentioned reasons, the school leaders couldn't achieve what they planned i.e. a quality of education at the school. Due to these facts, the academic achievements of the student became low because they missed afternoon classes and exams. Therefore, the school leaderships are challenged by the external school environment.

In supporting the above data obtained from different interviewees, contingency theory of leadership shows that a number of competing factors (suppliers and regulators of the school, legal/political, social and cultural elements from the institution) challenges school leaderships from their environment, including accesses, improving quality, increasing efficiency and effectiveness. Furthermore, as Newton (2007) argued, any quality of education will always be affected by situational factors and by context.

4.3.2. Institutional Challenges of School Leadership of the School

In this part, the researcher tried to present and discuss the institutional factors that affect the school leadership in promoting a quality of education. The input (raw materials), process (the strategy) and output (quality education) indicators of a quality of education also are examined. Based upon the finding of the interview, FGD and document the

institutional factors that challenged school leadership of the study area are (i) learners characteristics; (ii) mode of assessment; (iii) teachers professional development; (iv) class size and standard; (v) school management.

4.3.2.1. Challenges of School Leadership Related to Learners Characteristics

With regard to Addis Ketema preparatory school, there are different problems related to students' characteristics. In relation to this, one respondent from FGD with students said that he has the motivation to learn but what he missed hates reading forthrightly. In addition, another student from FGD with students said that he hasn't interest and motivation to read; to come to tutorial class and asking difficult questions even if he incurs. Because of this reason his academic achievement becomes low. To strengthen the above statement, from FGD with students, one respondent said, "I haven't interest to learn, but I come to school because I am enforced by my parents. But, my interest is art and sport instead of learning. So, my academic achievement becomes less." Similarly, OECD (2009b) argue students' actions such as classroom disturbances, student absenteeism, students arriving late at school, profanity, and swearing, and intimidation or verbal abuse of other students, theft, and use or possession of drugs and alcohol were considered problems to the same extent hinder quality education to a greater degree than teachers' actions.

Moreover, data obtained FGD with teachers argue that:

In our school, learners characteristics highly challenged the school leadership through lack of (i) interests of the learners, (ii) they are tensioned at exam room, (iii) lack of understanding about what really the question requests' many students at this school exaggerate themselves and give upper position to them as being of grade eleven and twelve, (iv) they consider themselves as knowledgeable (v) they don't want to be advised by their teachers (vi) they don't come to tutorial class. Even though, they come to class rather than giving more attention to their learning, they are influenced by peer pressure and joke, (vii) they considered learning as pass time, (viii) they haven't knowledge about the objective of education and (ix), they select subject i.e. to give more emphasis to a few subjects and less emphasis on more subjects.

To strengthen the above responses, OECD (2009b) argues student lack of students' motivation to learning affects every aspect of school life, from attendance to academic performance, to extra-curricular activities. Promoting the greatest student motivation possible is extremely important for every teacher in grades K-12, especially in today's educational climate, where schools are continuously under pressure to improve test scores, responsibility, and accountability (Ibid)

From the above suggestions of the teachers, we can conclude that the students of Addis Ketema preparatory school have low motivation and interest to learning, they don't have interest in a tutorial, makeup, and Saturday classes. Even, they are absent especially afternoon classes in general and after they fulfill university entrance exam form for grade 12 students in particular. In supporting the above responses, Liethwood (2004) argued that the quality of students' motivation for education greatly influences their academic results. Many elements, therefore, go into making a quality learner, including interest, future salary, follow-up and support from their family, school environment and early grade level experiences and home support (UNICEF 2000). So, the school leadership of the school greatly challenged by these students characteristics while they are in the journey to promote a quality of education at Addis Ketema preparatory.

4.3.2.2 Challenges of School Leadership Related to Mode of Assessment

Assessment is defined as the process of obtaining information that is used to make educational decisions about students, to give feed back to the student about his or her progress, strengths and weaknesses, to judge instructional effectiveness and curricular adequacy and to inform policy (UNESCO 2000b). Assessing students' learning how to learn is viewed as an essential ingredient in effective and motivating instruction (MoE 2008)

As of Addis Ketema Preparatory School, there are assessment methods to evaluate and assess students' academic performance. These assessment methods are exams (mid and final), group work, assignment, project work, lab work, Sports teams especially, football and athletics competitions. Interview with Addis Ketema Sub City education office expert claim:

In the school, there is a great disparity between school-based assessment score and national exams score. The reasons are (i) at school assessment methods of the school is not related to students' knowledge, (ii) group works that are given by teachers are done only by one student and the remaining students became passive. If the question which is given by assignment comes at exam, the only a student who did that assignment could answer that question and the remaining students become failing, (iii) the students who score a high result at school-based assessment s/ he may fail at national exam because questions of school-based lack validity,

In the views of the expert above it is possible to say, mode of assessment in the school lacks depending on learning minimum requirements domains, assignments are not cross checked among who do and not to do. Besides, as of the school, academic vice principal revealed

In our school, there are plenty problems regarding a mode of assessment. For instance, each and every teacher takes their own assessment methods. The given assessments are not evaluated by departments. Even there are different teachers who take exercise books of the students with a value of 20%. Besides, assignments which are given to students aren't evaluated by the department.

Moreover, FGD with teachers described:

In this school, many teachers don't evaluate their students at the end of each chapter and lesson, there is no uniform mode of assessment, don't aware their students about the aim and objectives of continuous assessment, and lack of understanding about what is and how continuous assessment has been given.

To strengthen the above views, OECD (2009b) stated the poor quality assessment practice and the factors that contributed to: educators lacking a shared understanding of the purposes and intent of assessment, little or no collaboration between educators about assessment and children's learning, high staff turnover and had many new or unqualified educators on the team resulting in little consistency in assessment, only one or two educators having any knowledge of the purpose of assessment, educators not being involved in professional learning and development activities to increase their knowledge of effective assessment practice, poorly written assessments, mostly describing participation and activities and with little analysis of children's learning, a lack of strategies and systems to support assessment practice and children being assessed as a group rather than as individuals

Therefore, from the above views of the respondents we can conclude that the mode of assessment in the school does not depend on minimum learning domains, lacks uniform mode of assessment among different departments, assessments are not evaluated by departments before exam, assignments are not correctly evaluated, and teachers and students have lack of awareness about continuous assessment. So that the school leadership faced challenges how to control the reliability and validity of each and every assessments. Therefore, the students' academic result became fail, and the school leadership also fails to achieve the intended goal i.e. promoting a quality of education at the school.

4.3.2.3. Challenges of School Leadership Related to Teachers' Professional Development Program

The Teacher Development Program is focused on continued improvement of quality teaching and learning through targeted interventions which bring about lasting complete change. It aims to improve the quality of instruction and therefore student learning by enhancing the capacity of teachers in primary and secondary education (MoE 2008& Ahmed 2016). With regard to Addis Ketema Preparatory School, interviewed with teachers' professional developmental program vice principal said,

As of our school at the major challenges of the school leadership are highly related to teachers' professional development. Teachers' development program at this school has done the following activities. These are a follow-up, support, and monitor teachers. Moreover, according to this vice principal, there are 136 (one hundred thirty-four teachers). Among them 32 (29 male & 3 female) had MA; 100 first degree (91 male & 9 female); and 4 contract teachers (technical drawing teachers). But, there is a gap between the quantity and quality of teachers at this school.

In supporting the view of the above interviewee, the school's academic vice principal claim:

According to our school, there is a gap between number and quality of teachers to promote quality of education at this school because there are different factors related to low level of quality of teachers at this school. These are: no teachers have licensed and relicensed at teaching profession, lack of training for teachers to update English language other than English subject teachers, lack of pedagogical centers at the school, lack of motivation to conduct problem solving action researches at the school, except 5 teachers who attempted, lack of experience sharing scheme, except CPD and to some extent lesson planning, lack of motivation to use laboratory and instructional materials.

In similar to above responses, FGD with teachers suggested that:

As of Addis Ketema preparatory school, many teachers have no subject matter problems but have the problem of satisfying students by teaching methodology. For instance, the basic subject teachers like Chemistry, Math, Physics, Geography, History, and others have the problem of satisfying students of the school. These show that lack of teachers' preparation, motivation, and interest, lack of interest to share the experience with those who have a very good teaching methodology and using instructional aid. In order to solve these problems, we face variations of the problems of each and every teacher.

In addition, FGD with students argue:

For many teachers' teaching methodology and their mode of assessment is different. Again, many teachers want only what they said (demanded) rather than understand students' concept, and they are reluctant to understand students' viewpoints and solve students' academic problems even they insult students. Moreover, after they divide and give the portions of the text books to the students for presentation by the students, many teachers don't revise the lesson.

In addition to above concepts, Addis Ketema preparatory school (2017) report, teachers based factors are divided into: (i) Teachers' attitudinal problems such as lack of commitment to promoting students' academic performance' and they enumerate different unacceptable reasons for low level of a quality education of the students, they think that evaluating and assessing students continuously as tiresome, lack of motivation to follow-up and correct students miss behavior, absenteeism, lack of interest to identify and solve class room's problems; they consider using instructional technology as difficult and tiresome, lack of motivation to participate at experience sharing stages like CPD, in built supervision, 1-to-5 association; lack of interest to be home room teacher; and lack of motivation to give tutorial to female, medium and slow learners separately. The (ii) challenges that related to teachers' skill-based problems. These are: low level of subject matter preparation and class room management, low level of computer skill, low level of skill at how to assess and follow-up students, low level of skill to transfer students' academic results with quality and quantity within expected time; low level of skill on how to use instructional technological materials. The (iii) challenges relation to teachers' resource input usage related problems. These problems included: lack of proper utilization of teaching materials like labs, library, and lack of proper utilization of teaching- learning time.

In supporting the above responses (OCED 2009b), has shown, lack of teachers quality have typically included factors such as certification, type of qualification, degrees earned, or years of experience, the pedagogical knowledge of

teachers. Pedagogical knowledge refers to the specialized. Consequently, the aforementioned challenges greatly challenged the school leadership at their journey of promoting a quality of education at the school. Without teachers' active involvement, achieving a quality of education is unthinkable. Finally, these challenges are a chronic problem for the school leadership.

4.3.2.4. Challenges of School Leadership Related to Managerial Leadership Efforts

The school leadership and management have a key role in improving the quality of education. Without the meaningful practices and activities of the leadership and management of the school the quality of education is unthinkable (MoE, 2006&UNESCO 2010).

But, Addis Ketema Preparatory School leadership faced different problems in promoting a quality of education at the school. According to (2017) Addis Ketema Preparatory school report, there are different problems that emanated from the school leadership. These are: (i) attitudinal problems such as: lack of trust and commitment to convince all departments' heads and their teachers to assure the vision of quality education at the school; lack of commitment to use school inputs that ensure students' academic result; lack of cooperation with school society to implement school's objective; lack of confidence to take a measure on absentee teachers; lack of fair support to all school's departments and giving less emphasis to action research. The (ii) challenges of the school leadership related to managerial leadership efforts are skill related Problems. These are lack of preparing a good school plan which can promote quality education at the school, lack of skill to translate the prepared plan into action and they don't re-evaluate that plan, minimum follow-up and support teachers, lack of skill to support teachers to prepare action research, and lack of investigating and sharing a good experiences from inter and intra schools. The (iii) challenge of school leadership in relation to managerial leadership skill is input related problems. These included lack of budget allocation according to intended plan, lack of commitment to fulfill laboratory expertise, lack of appropriate using of learning time.

In supporting these views, Liethwood (2008) argue ineffective leadership can result in lack of experience to solve different school problems; they are not well informed about what constitutes effective practice. Often, they do not seek or have access to opportunities to engage in relevant professional learning and development. Therefore, these factors affect students' academic performance.

Similarly, a respondent from FGD with teachers said,

As of our leadership, so many times they are (i) rigid to accept teachers' viewpoints, (ii) they are keeper of their authority, (iii) they are intervening at teachers' decision, (iv) they are too much focusing on reporting system instead of focusing on what is really happen in the promoting quality of education at the school. Unless teachers' had reported each activity, principals would have made zero. (v) they have knowledge problem to rule the school, (vi) the school principals' mission to facilitate and prepare different training to teachers is very low (vii) they do not focus on evidence and not give fair work efficiency according to teachers' ability, (viii) they don't support teachers morally and even they insulate teachers.

In general speaking, due to the school managerial leadership skill problems, a quality of education at Addis Ketema Preparatory School became low, and they also challenged by their own action and personal attributes.

4.3.2.5. Challenges Related To Lack Of Sufficient Classrooms

Students in smaller classes should have better learning outcomes than students in larger classes—for example, the teacher can provide more individualized attention in smaller classes, and classroom discipline is easier with fewer students (UNESCO 2008&Ahmed 2016). In smaller classes, individual pupils are the focus of a teacher's attention for more time, there is a more active interaction between pupils and teachers, and more pupil engagement (UNESCO 2000a).

Wilson (2003) found that teachers felt that with smaller classes as they will better be able to encourage positive behaviors and attitudes in their pupils. In addition, they felt the workload was more manageable and the experience less stressful with smaller classes. The detrimental effects of increasing class size on pupil behavior seemed to be related to overcrowding, either pupil getting 'lost in the crowd' and teachers ability to focus on less motivated pupils.

According to MoE (2010) Standardized Class size: 1:51 at primary level and 1:40 at the secondary level and Standardized pupils-teachers ratio: 1:51 at primary level and 1:31 at the secondary level. But at Addis Ketema preparatory school, the teacher-student ratio is 1-to- 60. This is out of minister of education's standard. Due to this problem, the school leaderships faced challenges at the school in promoting a quality of education. A respondent from FGD with teachers said;

There are different reasons for this problem (large class size). The teachers are enforced to deliver their subjects with teacher monitoring strategy instead of student centered because of the number of the students.

In supporting this view, Blatchford et al (2008) stated when a number of students in a class room exceed more than the standard (1:40) number, all conditions of teaching and learning process become beyond the managing capacity of the teacher and school principal. It is also difficult to facilitate and create a favorable environment to learn in and outside the classroom. So that, teachers and school leadership are forced to depend on one method of teaching that was lecture method which probably discourages students' participation in the instructional process. To develop the participation of the student in group work, problem-solving, co-operating learning, and matching exercise and in co-curricular activities limiting the number of student in the class room is appreciated. Another respondent from FGD with teachers said

Even when teachers made an effort to make student centered method providing sufficient numbers with class sizes of over 60 is simply not possible. So that, having large numbers of students in cramped classrooms, often with immovable desks, mitigated against group work, with even pair work creating unacceptable and unworkable noise levels and reducing the number of time teachers had for marking work.

In support of the above concept, Blatchford et al (2008) argue that in larger classes, there is generally more time spent by teachers directly teaching the substantive content of the subject knowledge, e.g. communicating concepts facts or ideas. A likely reason for this is that a whole class teaching occurs in larger classes. While in larger classes pupils might be getting more educational input, this is at the expense of being largely passive and as part of a large group (Ibid).

From the above responses, it is possible to conclude Addis Ketema preparatory school has a shortage of class size and standard. Due to these facts most of the time teachers used teacher-centered teaching methods, it is impossible to evaluate each and every student individually, giving an assignment and its presentation is very difficult because it consumes time. Hence these factors are major challenges for school leadership.

5. Conclusion and Recommendations

Education and quality are the two sides of a coin. Based on the findings, the following conclusions were drawn. In this chapter, the researcher presents the conclusion and recommendation of the findings.

5.1. Conclusion

The main objective of this study was to explore the role and challenges of school leadership to promote a quality of education at Addis Ketema preparatory school in Addis Ababa city administration

The role and challenges of school leadership in promoting a quality of education at the Addis Ketema preparatory school are discussed as follows. The major roles what the school leadership of the school played is they improved: school management and leadership, organization, directing, supervision, teaching and learning; external school improvement and parents, PTAS, governmental and non-governmental organizations. While they have been performing their duties, the school leadership incurred different challenges. These are non-institutional and institutional challenges that challenged to school leadership of the school. The non-institutional factors are (i) shortage of school financing,(ii) external school environment, and (iii) students' house hold socio-economic conditions. The institutional factors are also (i) learners characteristics (students' lack of motivation), (ii) poor mode of assessment, (iii) teachers development, (iv) class size and (v) school leadership skill.

Based on the analysis made in the preceding section of the findings of the study the following conclusions have been deduced.

From the findings of this study, the researcher can conclude that the school leadership performs the following activities to promote a quality of education in the study area. Among these:

The school leadership prepared the school's vision, mission, goal, and values in collaboration with education stakeholders. In addition, at the beginning of every year the annual plan of school is adopted and ratified by the school communities after it is drafted by the school administrators, and the school's plan of actions are open to students, students' parents, PTAS, teachers and sounds, and transit hotel was changed into transit pension. (ii) They built a temporary police station in order to control that area from illegal traders, street children, and prostitutions.

The last but not the least the findings of this study revealed that the school leadership has been attempting to promote a quality of education of the school by taking the following measures. Strengthened laboratories and plasma televisions, pedagogical centers, improved classes' standards, improved staffs' department, created conducive environments for peer teaching, strengthened ways of students' competition like a question and answering, sports team, drama, and literature, music, technological creativity.

Where they are promoting a quality of education in the study area, the school leadership is challenged by the following major factors. The findings of this study revealed that the socioeconomic conditions of students' household challenge the school leadership because most of the families of the students' lead their livelihood by renting bed, selling local beverages, chat, merchandise and etc. therefore, rather than giving more emphasis to the quality of education for their child, they concentrate on how to win their life. Moreover, they couldn't provide enough educating materials; hire home tutor, advice and payment for Saturday school.

The findings of the study indicated that school finances are not enough for promoting a quality of education at the school and these are a headache for school leadership. The reasons are (i) in order to give makeup and tutorial class at after school and on Saturday, the teachers seek a payment. (ii) To purchase teaching and learning materials such as a printer, computer, chalk, board, chemicals for laboratory, chair etc. the budgets are not enough. In addition, the budget that comes from government takes a time due to its bureaucracy.

From this finding, it can be concluded that most of the time, non-institutional factors greatly affect the role of school leadership in promoting a quality of education in the study area. The factors are (i) sound released from hotels, train, and telecommunication and mill houses. In addition to these, the school is fenced by cocaine, chat, bar and restaurant, tavern, kiosks, illegal traders, street children, peddler, and prostitutions. So, these factors contributed their role in reducing school leadership's role in promoting a quality of education of the school. Because of these reasons different students go to chat and cocaine homes; bar and restaurant to drink alcoholic beverage especially afternoon school.

The findings of this study revealed that the school's students have characteristics of becoming tension at exam room, lack of understanding about what exams request, exaggerate themselves and give the upper position to them as being of grade eleven and twelve, and they don't come to tutorial class. Even though they come to class rather than giving more attention to their learning, they are influenced by peer pressure and joke. Many of students have less attention towards their learning. They considered learning as a pass time. They haven't known about the objective of education. In addition, they select subject i.e. gave more emphasis to a few subjects and less emphasis on more subjects. These factors also affect school leadership in the study area.

The findings of this study stated that as of the school, there are plenty of problems regarding mode of assessment. For instance, each and every teacher takes their own assessment methods, the given assessments are not evaluated by departments, teachers don't evaluate students at the end of each chapter and lesson, there is no uniform mode of assessment, teachers don't aware their students about the aim and objectives of continuous assessment, lack of understanding about what is and how continuous assessment is proceeded by teachers and students model of the school assessment is not related to students' knowledge, and group works that are given by teachers are done only by one student because of absence of cross-checking by teachers.

The findings of this study revealed that with regard to quality of teachers to promote quality of education at this school is minimum because there are different factors related to low level of quality of teachers at this school. These are: (i) no teachers have license and relicense at teaching profession, (ii) lack of training for teachers to update English language other than English subject teachers, (iii) lack of pedagogical centers, (iv) and lack of motivation to conduct problem-solving action researches, except 5 teachers who had attempted. Moreover, teachers related factors in the school are divided into attitudinal, skill and input problems.

The findings of this study revealed that there are different leadership skill problems that affect school leadership in promoting a quality of education in the study area. These are (i) they are rigid to accept teachers' viewpoints, (ii) they are the keeper of their authority (iii) they are intervening at teachers' decision, (iv) they are too much focusing on reporting instead focusing on what is really happening in promoting quality of education at the school. Unless teachers' had reported each activity, principals would have made zero. As a general, they are the keeper of their boundary. Moreover, management problems are many and are related to attitudinal, skill and input-based problems.

From the findings of this study we concluded that the Addis Ketema Preparatory school, the teacher-student ratio is 1-to- 60. This is out of minister of education's standard. Due to this problem teachers are enforced to deliver their subjects with teacher monitoring strategy instead of student centered of teaching and learning process becomes beyond the managing capacity of the teacher, it is also difficult to facilitate and create conducive environment to learn in and outside the class room, and to develop the participation of the student in group work, problem-solving, co-operating learning, matching exercise and in co-curricular activities.

5.2. Recommendations

From the findings of the study, it has been noted that there is a need to recommend a remedial needs to mitigate the significant factors affecting the school leadership in promoting a quality of education in the study area. The recommendations are also helpful for an attempt that the school to establish the new qualification frame work levels for the school.

The recommendations forwarded in this particular study include:

- The work of quality is best achieved when it is practiced collaboratively. Thus, all the school's teachers have to share what they have learned one from the other through in-built supervision, experience sharing schemes, and laboratory works , and work for hand in hand to achieve better in the future than in the present.
- To minimize shortage of resources in the school, the school leadership in the study area must properly assess and utilizes the existing materials of the school with plan, even if there are broken materials, they have to repair them timely (use Keison principle), to enhance their finance they have to search alternative ways of getting additional finance like asking sponsorship from NGOs and the like.
- As the finding of this study revealed that the non-institutional factors are a chronic problem for school leadership. Therefore, the school in collaboration with woreda and sub-city administrator and education offices should build a permanent a police station in front of the school to make the area safe and healthy.
- As the finding revealed that there are different teachers who have teaching methodology gap. Thus, the school leadership of the school should prepare continuous training and workshops by the right persons that mean that have good skill, have knowledge better than other, or invite academicians or expertise from outside of the school if it is necessary
- As the finding discovered that there was a shortage of finance for giving tutorial, makeup, and Saturday classes. Accordingly, school leaders, supervisors, teachers, and PTAs need to search mechanisms which enable them to generate their own school's income rather than waiting for only external supports.
- As finding revealed that there is no uniform mode of continuous assessment at the school. Hence, it is advisable that school leadership should prepare and discuss with teachers to use the continuous assessment method in the school. Besides, external supervisors and sub city Education experts are also advised to support the schools and make sure of its realization.
- Motivation is a driving force which may lead the teachers to more success. Therefore, the school leaders and PTAs in collaboration with sub city education office ought to emphasize on teachers' motivation and providing incentives or other rewards (recognition) by allocating budgets in the school yearly plan for this purpose.
- As the finding revealed, school leadership don't sufficiently implement a strategy through which teachers can acquire appropriate teaching methods. Therefore, it is advisable that the school leadership needs to encourage teachers by discussing and come to consensus on the advantages of it, to use active learning methods in the classroom to promote improved learning results.
- As the finding revealed, the leaders seem to lack adequate leadership skills which enable them to lead the school properly. But, school leadership should be competent enough and skill full and also needs to be flexible and able to

use different leadership styles in different situations. Therefore, it is advisable that the sub city better to promote the school leadership's administrative capacity by giving different training.

- Finally, the researcher would like to recommend further studies with a wide scope at a regional and national level in order to gain in depth understanding of the major factors affecting the quality of education at input and process level which are the basic area to determine the quality of output.

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Acronyms

BPR	: Business Processing Re-engineering
BSC	: Balanced Score Card
CPD	: Continuous Professional Development
EDU	: Education
EFA	: Education for All
EIC	: Education Improvement Commission
ENLA	: Ethiopian National Learning Assessment
ESDP	: Education Sector Development Program
ETP	: Education and Training Policy
FDRE	: Federal Democratic Republic of Ethiopia
FGD	: Focus Group Discussion
GEQIP	: General Education Quality Improvement Program
GER	: Gross Enrolment Rate
ICT	: Information and Communication Technology
MAP	: Management and Administration Program
MCDP	: Mission for Community Development Program
MDGs	: Millennium Development Goals
MOE	: Minister of Education
NER	: Net Enrollment Rate
OECD	: Organization for Economic Cooperation and Development
PASDEP	: Plan for Accelerated and Sustained Development to End Poverty
SDPRP	: Sustainable Development and Poverty Reduction Program
SIP	: School Improvement Program
TDP	: Teachers Development Program
UN	: United Nations
USAID	: United States of Agency for International Development
UNICEF	: United Nations International Children's Emergency Fund
UNESCO	: United Nations Educational, Scientific and Cultural Organization
WB	: World Bank
:	

Appendix*Background of Research Participants*

No	Name of Informant	Age	Stream	Grade Level
1	Informant 1	18	Natural science	12
2	Informant 2	18	Natural science	12
3	Informant 3	18	Natural science	12
4	Informant 4	18	Natural science	12
5	Informant 5	19	Natural science	12
6	Informant 6	18	Natural science	11
7	Informant 7	20	Natural science	11
8	Informant 8	17	Natural science	11
9	Informant 9	18	Natural science	11
10	Informant 10	19	Natural science	11
11	Informant 11	19	Social science	12
12	Informant 12	19	Social science	12
13	Informant 13	18	Social science	12
14	Informant 14	18	Social science	12
15	Informant 15	17	Social science	12
16	Informant 16	18	Social science	11
17	Informant 17	17	Social science	11
18	Informant 18	19	Social science	11
19	Informant 19	18	Social science	11
20	Informant20	18	Social science	11

Table 1: Background of the Respondent (From Students' Council Union)

No	Name of Informant	Age	Service Year At Principal	Position
1	Informant 1	50	22	The school's main principal
2	Informant 2	45	16	Academic vice principal
3	Informant 3	40	4	TDP vice principal
4	Informant 4	41	3	Management administration vice principal

Table 2: Background of Respondent (School Principals)

No	Name of Informant	Age	Service	Position and Responsibility
1	Informant 1	28	7	Amharic teacher and department head
2	Informant 2	46	28	Biology teacher and department head
3	Informant 3	40	30	Chemistry teacher and department head
4	Informant 4	36	10	Physics teacher and department head
5	Informant 5	32	4	ICT teacher and department head
6	Informant 6	28	5	Civics teacher and department head
7	Informant 7	48	32	Geography teacher and department head
8	Informant 8	50	34	History teacher and department head
9	Informant 9	47	35	English teacher and department head

Table 3: Background of Respondent (Teachers)

No	Name of Informant	Age	Service	Responsibility
1	Informant 1	40	12	The sub city's education office quality assurance department chairperson
2	Informant 2	45	20	The sub city's education office chair person

Table 4: Background of Respondent (Addis Ketema Sub City Education Experts)

No	Name of Informant	Age	Service	Responsibility
1	Informant 1	40	12	Chairperson of PTAS
2	Informant 2	45	20	Deputy chairperson of PTAS

Table 5: Background of Respondent (PTAS Representatives)

The Participants Research Information Sheet

Thank you so much for your consent and time to participate in this study. This Participant Information Sheet will help you decide if you'd like to take part in the study or not. It sets out with the purpose of the study, the benefits of your participation, and the end results of the research. We will go through this information with you and answer any questions you may have. It is not mandatory to decide today whether or not you want to participate in this study. Before you decide you may talk with family and friends about the study. You will be given a copy of both the Participant Information Sheet and the Consent Form.

The purpose of the study is to explore the role of school leadership in the promoting quality of education at the Addis Ketema preparatory school. In order to achieve the purpose of the study, interviews will be primarily used. Consequently, the experiences and ideas provided by you will be used only for this research. If you decide to participate in the research, the interview session will be recorded with your consent and the interview will last approximately one hour. For you to take part in the study, the consent form should be signed. All information which will be collected from you during the course of the research will be kept strictly confidential. The detail of how the research will go about, you will be informed orally by the researcher.

Once again, I would like to thank you for agreeing to take part in the study. If you have any question regarding the study, don't hesitate to ask.

Endale Asrat Dendir

Phone: +251911997056

Mail: endalema2009@gmail.com

Interview Consent Form

I, the undersigned person, have read and understood the research information sheet provided by the researcher. I also have given the opportunity by the researcher to ask any questions related to the study. I also understood that taking part in the stay may include audio recorded, but I was assured by the researcher that my name and address will not be revealed. I also understand that my views, ideas or personal experiences will be quoted in the research. The researcher also clearly informed me that I have a right to withdraw from the study at any time without explaining the reasons.

Signature of the respondent: _____ Date: _____

Interview Guideline*Interview Guidelines for School Principals*

Dear interviewee,

The main purpose of this interview is to explore the role of school Leadership in improving quality of education at Addis Ketema preparatory school, Addis Ababa City Administration. Through this interview, the researcher likes to get your view regarding the role of school leadership in improving quality of education at your school. Since the information you provide to the researcher will serve as a basis to identify the role of school Leadership in improving quality of education, your genuine responses to the questions that follow are highly valued and taken as essential assets to the success of this study. The researcher would like to make sure that all the information you provide will remain confidential and will be used for research purpose only. So please be confident and frank to give your responses to the best of your knowledge.

Thank you in advance for all your cooperation.

A. Name of the school _____

B. Sex 1. Male 2. Female

C. Age
 1. 25 years and below 3. 36-45 years
 2. 26 -35 years 4. 46-55 years 5. Above 55 years

D. Level of education
 1. Diploma 2. BA/BED/BSC
 3. MA/MSc 4. Other

E. Total years of service as a principal at the end of this school year.
 1. 5 years and below 2. 6-10 years
 3. 11-15 years 4. 16-20 years 5. Above 20 years

Place _____

Date _____

Position 1.Principal 2.Vice-Principal

- How do you understand the quality of education at your school?
- Do you have a framework for understanding, monitoring and improving education quality at your school? If any please provide the answer in relation to (i) learner characteristics dimension; (ii) contextual dimension; (iii) enabling (resource) inputs dimension; and (iv) teaching and learning dimension; quality of education at the

school? Please give the answer based on the following assessment, teacher development program (TDP and (v) outcomes dimension.

- According to your opinion, what seems your role in promoting a), labs works, civics and ethical education, Management& Administration Program (MAP), Program and staff coordination & monitoring/evaluation.
- What do you think about school leadership?
- Have you ever have the opportunity to set goals and vision of your school in relation to improving quality of education at the school? If so to what degree has a shared vision have been developed within your school? And what are your major roles?
- As you are the principals of Addis Ketema preparatory school, what do you say about the role of school principals to improve quality of education?
- Do you have the elements of management like planning, organizing, directing, supervision, controlling, staffing, reporting, motivation, and evaluation to improve the quality of education at the school?
- How would the relationship between you and all school community be described to enhance quality of education at the school?
- How do you judge your leadership skill? Can you support your response with practical evidence how to improve quality education at the school?
- Do you think that your leadership style is good on areas like delegation of work, handling the human capital, solving problems collaboratively to enhance quality of education at the school? Can you give me examples for this?
- How best practices are shared amongst the staff members to enhance quality of education at the school?
- How do you judge your endeavor in encouraging teachers to carry out action research in your school to improve quality of education at the school? Why did you say that?
- Do you believe that you have encouraged teachers to use different instructional strategies and skills to improve quality of education at the school?
- Do you believe that you have arranged experience sharing program regarding how to improve the quality of education at the school between/among departments in general and at teachers in particular?
- Do you support practice of new skills, innovation and Creativity of teachers and students to improve quality of education at the school?
- It is obvious that the principals encounter a lot of problems in carrying out leadership functions. Please specify some of the major problems that negatively affect leadership while you are trying to improve quality of education at the school, and the possible solutions you thinks
- As you are principals of Addis Ketema preparatory school, what are the challenges that you face in improve quality of education at the school?
- What do you think about your solutions to solve these challenges?

Guide Questions for Interview with Parent, Teacher (and Student Association PTSA)

The main purpose of this focused group discussion is to gather relevant information regarding the role of school leadership in improving quality of education at the Addis Ketema preparatory school. Therefore, as you are the participant of the interview the researcher kindly requested you to provide the necessary information. All the information that you provided will be confidential and used only for this research purposes.

Part I. Background Information

A. Name of the school _____

B. Total parents that participated in FGD: Male _____ Female _____

C. Level of education

A) High School Education _____

B) College Diploma _____

C) First Degree _____

D) Master's Degree _____

D. Place _____

E. Date _____

- Do you think that you as parent, teacher and student association chairperson are actively involved in designing and planning the school strategic and yearly plan?
- Do you think that your principal has been successful in setting your school vision and goals in relation to improving quality of education at the Addis Ketema preparatory school? How?
- What support do you receive from the principals as to work together regarding quality of education at the Addis Ketemapreparatory School?
- How do you as PTSA's contribute to enhance the quality of education at the Addis Ketema preparatory school?
- Do you think that your principal has interpersonal communication and relationship with all school community? Can you describe the relationship? How do you judge your principal interpersonal skill? Can you support your response with practical evidence?
- Do you think that your principal is effective on areas like delegation of work, handling the human capital, solving problems collaboratively? Can you give me examples for this?
- Has your principal prepared any opportunity for students who need extra time to learn? Please describe.

- Do you think that as PTSAs you have a leadership role in relation to improving quality of education at the school? What role do you play to influence the climate of the school in an informal way?
- What problems does your school principal face in performing his/her tasks as school leader pertaining to improving quality of education at the school?
- As you are active participants of the school, can you describe the factors affecting quality of education at the school? If you say yes please describe them.
- What solutions do you propose to solve the encountered problems?
- How do you understand the implementation of GEQIP and ESDP programs at the school?

Interview Questions for Sub City Education Office Head and the Quality Education Inspection and Supervision Department Head

Part I: Background information

1. Gender 1. Male 2 Female
2. Age 1. 25 years and below 2. 26-35 years 3. 36-45 years 4. 46-55 years
5. Above 55
3. Level of education
 1. 12+2 (diploma) First degree Master degree
4. Qualification _____
5. Total service years in different position _____

Part II. Interview Questions

- How do you understand quality of education in your own term?
- Do you have a framework for understanding, monitoring and improving education quality at the school? If any please provide the answer in relation to (i) learner characteristics dimension; (ii) contextual dimension; (iii) enabling (resource) inputs dimension; (iv) teaching and learning dimension; and (v) outcomes dimension.
- According to your opinion, what seems like the role of school leadership implementation of GEQIP package and ESDP program at Addis Ketemapreparatory school? Please give the answer based on the following assessment, Teacher Development Program (TDP); Management & Administration Program (MAP); Program coordination & monitoring/evaluation.
- What do you think about your solutions to solve these challenges?
- Have you ever have an opportunity to set goals and vision of the school in relation to improving quality of education at the school? If so to what degree has a shared vision have been developed within the school? And what are your major roles?
- As you are expertise of this office, what do you say about the role of school leadership to improve quality of education in the study area?
- How would the relationship between you, school principals of Addis Ketema preparatory school; and all school community be described to enhance quality of education at the school?
- How do you express the best practices shared amongst the staff to enhance quality of education at the school?
- How do you judge your endeavor in encouraging school leadership of Addis Ketemapreparatory school; teachers to carry out action research at the school to improve quality of education at the school? Why did you say that?
- Do you believe that you have encouraged school leadership to use different instructional strategies and skills to improve quality of education at the school?
- Do you believe that you have arranged experience sharing program regarding how to improve the quality of education at the school between/among departments in general and at teachers in particular?
- Do you support practice of new skills, innovation and Creativity of teachers and students to improve quality of education at the school?
- It is obvious that the school leadership encounter a lot of problems in carrying out leadership functions. Please specify some of the major problems that negatively affect leadership while they are trying to improve quality of education, and the possible solutions you think.
- As you are expertise of Addis Ketema sub city education office, what are the challenges that you faced at promoting quality of education at the school?
- What do you think about school leadership?

Guideline Questions for Focus Group Discussion with Teachers and Students

The main purpose of this focused group discussion is to gather relevant and pertinent information regarding the role of school leadership in improving quality of education at the Addis Ketema preparatory school. Therefore, you as the participant of the discussion are kindly requested to provide the necessary information. All the information you provided will be confidential and used only for this research purposes.

Part I. Background information

- A. Name of the school _____
- B. Sex _____
 - a) Total students participated in FGD male _____ female _____

b) Total number of teachers participated in FGD male_____ female_____

C. Level of Education

a) High school education_____

b) College diploma_____

c) First degree_____

d) Master degree_____

D. Place_____

E. Date_____

- How do you understand quality of education in your own term?
- What do you think about school leadership?
- Do you believe that there are frameworks for understanding, monitoring and improving education quality at the school? If any please provide the answer in relation to (i) learner characteristics dimension; (ii) contextual dimension; (iii) enabling (resource) inputs dimension; (iv) teaching and learning dimension; and (v) outcomes dimension.
- According to your opinion, what seems like the implementation of GEQIP package and ESDP program at Addis Ketemapreparatory school? Please give the answer based on the following assessment, Teacher Development Program (TDP), Management & Administration Program (MAP) and Program coordination & monitoring/evaluation.
- Have you ever have an opportunity to set goals and visions of the school in relation to improving quality of education at the school? If so to what degree has a shared vision have been developed within the school? And what are your major roles?
- As you are the teachers and students of Addis Ketemapreparatory school, what do you say about the role of school principals to improve quality of education?
- How would the relationship between you, school principals of Addis Ketemapreparatory school; and all school community be described to enhance quality of education at the school?
- How do you express the best practices shared amongst the staff and students to enhance quality of education at the school?
- How do you judge your endeavor as teachers to carry out action research at the school to improve quality of education at the school? Why did you say that?
- Do you believe that you have used different instructional strategies and skills to improve quality of education at the school?
- Do you believe that you have arranged experience sharing program regarding how to improve the quality of education at the school between/among departments in general and at teachers in particular?
- Do you support practice of new skills, innovation and Creativity of other teachers and students to improve quality of education at the school?
- It is obvious that the principals encounter a lot of problems in carrying out leadership functions. Please specify some of the major problems that negatively affect leadership while they are trying to improve quality of education, and the possible solutions you think.
- As you are staffs and students of Addis Ketema preparatory school, what are the challenges that you faced in improve quality of education at the school?
- What do you think about the solutions to solve these challenges?