

THE ROLE OF SCHOOL LEADERS IN IMPLEMENTING THE SCHOOL IMPROVEMENT PROGRAM IN SELECTED SCHOOLS IN JIGJIGA CITY

DAHER MOHAMED MUHUMED,
Jigjiga University, Ethiopia
Email: Tatuluh@gmail.com
D.O.I: 10.5281/zenodo.15609838

ARTICLE INFORMATION

Received: 20th February, 2025
Accepted: 27th March, 2025
Published: 29th April, 2025

KEYWORDS: School Improvement Program, leadership roles, educational quality, mixed-method research, Jigjiga City, Ethiopia.

PUBLISHER: Empirical Research Institute of Nigeria

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).



<http://creativecommons.org/licenses/by/4.0/>

ABSTRACT

This study investigates the role of school leaders in implementing the School Improvement Program (SIP) in selected schools in Jigjiga City, Ethiopia. Recognizing the importance of education as a tool for societal development, the research aims to address the gaps in leadership roles related to SIP execution. Utilizing a mixed-method approach, data were collected through questionnaires, interviews, focus group discussions, document analysis, and observations involving teachers, principals, and educational experts. The findings reveal that the majority of respondents are young and possess first-degree qualifications, with a notable representation of male leaders. The study indicates that while school leaders demonstrate moderate involvement in planning and coordination during the preparation stage of SIP, their effectiveness in assessment procedures and instructional supervision is limited. Consequently, this inadequacy hampers the overall success of SIP implementation. Recommendations include enhancing stakeholder participation, prioritizing critical issues in SIP planning, and providing targeted training for school leaders to foster effective teaching methodologies. The study underscores the necessity for improved leadership practices to elevate educational quality and achieve the objectives of the School Improvement Program.

1. Introduction

For decades, education has functioned as a social mechanism for building capacity and sustaining societal development. It serves as a tool for acquiring skills, relevant knowledge, and habits necessary for adapting to a changing world. Since the 1990 World Conference on Education for All, “Education for All” has remained a global concern (Grover, 2002). Beyond improving access, enhancing the quality of education has become a global priority at all educational levels, particularly at the primary level (Gamage, 2006).

The importance of quality education has grown significantly within the strategic development agendas of developing nations. Although interpretations and priorities of quality differ across countries, it is widely acknowledged as a key factor in facilitating the success of education for all efforts (World Bank, 2006). Jellema (2002) describes a quality education system as one that achieves its intended goals, is relevant to children, communities, and society, and promotes children's capacity to gain knowledge and develop critical learning abilities. Despite varied definitions based on national contexts, UNICEF (2010) identifies five core dimensions of quality: the learner (health and parental support), learning environment (class size, facilities), content (student-focused and relevant curriculum), processes (teachers, assessments, and evaluation), and outcomes. In Ethiopia, there is widespread recognition—among stakeholders and the government—of the decline in educational quality across all levels (MOE, 2007). Despite significant progress in secondary school access—from a gross enrollment rate of 61.6% in 1999 to 91.3% in 2005/6 (MOE, 2005)—challenges remain.

The failure to ensure quality education is evident in the results of the National Learning Assessments conducted in 2000, 2004, and 2008. Grade 8 achievement dropped from 41.1% in 2000 to 39.7% in 2004. The 2008 results revealed that only 13.9% of students scored above 51%—the national passing standard—while 62.1% scored below 51% (MoE, 2007). In response, the Ethiopian government introduced the General Education Quality Improvement Program (GEQIP) to improve general education at primary and secondary levels nationwide (MoE, 2007). The program included six key components: curriculum, textbooks and assessment; teacher development; school improvement; management and administration; ICT; and civic and ethical education (Berry, 2009).

A crucial element in the drive for quality education is effective leadership at all levels of the school system. The launch of GEQIP signifies a shift in government focus towards improving educational quality. Accordingly, leadership is instrumental in bringing transformative change to school improvement efforts. Sergiovanni (1991) emphasized that principals play a vital role in school enhancement. Successful educational activities rely heavily on strong leadership to accomplish school objectives. Glover highlights school leadership as a key determinant in the functioning of educational institutions. Leaders serve as catalysts in effectively implementing school improvement programs (Glover, 2000).

The School Improvement Program (SIP), launched by the Ministry of Education in 1999, aims to enhance student performance in primary and secondary education. Since its inception, schools have developed and executed three-year strategic plans for improving student outcomes (MoE, 1999). The SIP's implementation utilized resources like the School Improvement Framework,

Implementation Manual, and Guidelines. The lessons drawn from SIP implementation prompted the Ministry to initiate a review to strengthen the program before starting its second strategic cycle (MOE, 1999). The review emphasized SIP's objectives: (I) enhancing school capacity to prioritize needs and develop improvement plans; (II) promoting school and community participation in resource allocation and mobilization; (III) boosting government ability to distribute school grants at the Woreda level; and (IV) improving learning environments through provision of essential resources (MOE, 1999).

In realizing SIP objectives, school leaders have indispensable roles and responsibilities (Tigist, 2014). They are expected to guide schools efficiently, ensuring that all activities align with and achieve school goals. Thus, the researcher identified a gap concerning the leadership role in SIP implementation, which has yet to be adequately explored. Therefore, this study aims to assess the leadership role in SIP implementation in Jigjiga High School and Wiwal Junior School.

1.2 Statement of the Problem

In Ethiopia, several studies have addressed SIP challenges, practices, and leadership effectiveness, yet none have specifically examined the leadership role. Frew Amsale (2010) investigated SIP practices and challenges in Jimma's primary schools and found that school leaders were key obstacles due to poor SIP planning. Jemal Haji (2013) studied SIP in Asosa's secondary schools and identified low performance and funding issues. Seyoum Ararso (2014) assessed leadership effectiveness in SIP execution in Illubabor Zone and noted that school leaders scored low in performance, averaging below <1.49. Tigistu Awelu (2014) analyzed leadership perception on SIP effectiveness in Addis Ababa and concluded that principals were ineffective leaders due to inadequate experience and qualifications. While these studies primarily focused on leadership performance and effectiveness, a research gap exists in understanding the specific roles school leaders play in SIP execution—a topic that remains underexplored. Therefore, this research intends to assess the role of school leadership in implementing SIP at selected schools in Jigjiga, given that school leaders bear primary responsibility and accountability for institutional success or failure (Tigist, 2014).

1.3 Objective of the Study

The general aim of this study is to evaluate the role of school leaders in implementing the School Improvement Program at selected junior and secondary schools in Jigjiga city administration. Specifically, the study seeks to:

1. Examine the role school leader's play in executing the SIP at Jigjiga Junior and Secondary Schools.

1.4 Research Questions

Accordingly, the study was designed to answer the following research questions:

1. What roles do school leaders play in implementing the School Improvement Program in Jigjiga's Junior and Secondary Schools?

1.5 Significance of the Study

The success of the School Improvement Program depends greatly on support from government, educational professionals, and especially school leaders. Their roles are vital in SIP implementation. This study is significant for the following reasons:

- It highlights school leaders' roles and major implementation challenges of SIP in Jigjiga Junior and Secondary Schools.
- It contributes to the long-term improvement of educational quality and the achievement of school goals by motivating school leaders.
- It provides insights into stakeholder participation in the SIP process.
- It supports the empowerment and capacity-building of school leaders to perform their duties effectively.
- It encourages a participatory leadership approach.
- It serves as a reference for future research on this subject.

2. Literature Review

The Concept of Leadership

Leadership has long been debated, though formal research into its nature only began in the 20th century (Yukl, 2008). Despite this, leadership has existed as long as human social organization. It is a universal phenomenon, found across all societies, regardless of social or economic structure. Although ancient, leadership remains a complex concept, continuously analyzed by researchers and scholars. One reason for this complexity is the abundance of definitions (Trottier et al., 2008). Various scholars define leadership differently. Yukl (2008) sees it as the behavior of an individual guiding a group's activities towards shared goals. Beare, Caldwell, and Millikan (1989) describe leadership as a process involving the influence over group tasks, strategy implementation, institutional identity, and organizational culture. Leadership also encompasses a complex interaction of values, skills, knowledge, and thinking among leaders and followers. Hersey and Blanchard (1984) explain it as a continuous connection between those who lead and those willing to follow.

Leadership Theories

Educational leadership involves understanding theories and applying them in practice (Tigistu, 2012). According to Tigistu, people's understanding of leadership has evolved, recognizing that leadership actions are shaped by followers' nature and the organizational culture. Numerous leadership theories have emerged, each with extensive literature and divided opinions. In modern times, the focus of leadership theory has largely shifted toward transformational and transactional leadership models (Tigistu, 2012).

Leadership Role in Education

Schools, as public institutions, have distinct goals and require competent leadership to achieve them. Today, school success is largely dependent on the capability of its leaders, with principals playing a key role in guiding school communities towards improvement. Recent research on school effectiveness emphasizes the principal's leadership role. Temesgen (2011) identifies principals as crucial in building consensus and institutional identity. Hence, principal behavior significantly impacts school progress. Effective leadership is central to organizational success and is often characterized by vision creation, high expectations, capacity-building, and moral leadership.

The Concept of School Improvement Program

School improvement emphasizes both developing a school's ability to change and implementing reforms to enhance student outcomes. Harris (2005) defines school improvement as a systematic and sustained effort targeting one or more schools to meet educational goals more effectively. School improvement can be interpreted in two ways: as general efforts to make schools better environments for learning, and as a change strategy aimed at enhancing both outcomes and schools' ability to manage change. Thus, school improvement entails reinforcing schools and implementing educational reforms. Frew (2010) warns that school improvement should not be mistaken for general educational change, as many imposed changes fail to enhance student outcomes. Instead, it should focus on the cultural and organizational aspects of schools. The Ministry of Education (2005) emphasizes that school improvement is a continuous process that involves input optimization, performance enhancement, and better learning outcomes at the school level.

Purpose of School Improvement Program

According to Firew (2010), the main objective of most school improvement policies is to enhance the educational process, which includes instruction and subject content. It assists schools in improving their organizational functioning—factors indirectly linked to students' achievement, such as school climate, staffing, and organizational structure. Furthermore, SIP promotes self-inquiry among schools regarding the strengths and weaknesses of their performance. It also facilitates collaborative efforts among various stakeholders across all levels of the education system, as the success of an improved policy significantly depends on the engagement of multiple participants.

Framework of School Improvement Program

The School Improvement Framework provides a structured guide for schools to enhance quality, attain excellence, and deliver better outcomes for the future. This framework fosters a dynamic relationship between research and planning that supports schools in conducting context-specific, evidence-informed, and outcome-focused self-assessments (ACT, 2009). All ACT public schools utilize the School Improvement Framework to critically evaluate their programs and practices. It offers a means for schools to determine how well they are fulfilling stakeholder expectations, meeting system priorities, and implementing strategic initiatives. As a result, the framework aids schools in effectively using evidence-informed processes and tools to assess their performance, identify priorities through self-assessment, prepare a four-year strategic plan and an annual

operational plan focused on continuous improvement, establish accountability indicators and targets for progress, and report regularly (ACT, 2009). Thus, the ACT framework closely resembles the SIP framework applied in Ethiopia, except that the ACT model follows a four-year strategic and annual plan, while Ethiopia's SIP framework follows a three-year strategic plan alongside an annual plan.

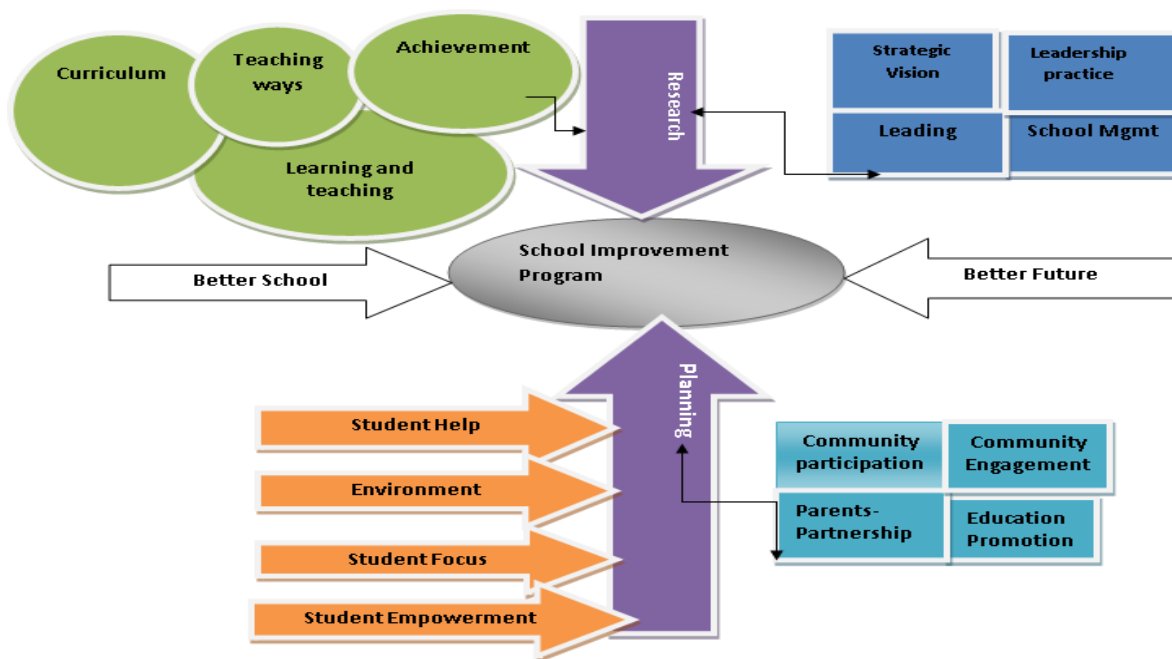


Figure 1. School Improvement Program Framework (Source: ACT Government 2009: School Improvement Framework)

Phases of School Improvement Program

The school improvement program proceeds through a series of stages, each with specific procedures and responsibilities involving various stakeholders essential for the program's success. MOE (2010) outlined four stages in the SIP cycle: stage 1 (self-assessment), stage 2 (planning), stage 3 (implementation), and stage 4 (monitoring).

Stage 1: Self-Assessment

The purpose of the first SIP cycle stage is to gather information related to the fifteen standards in the SIP framework. This information supports the development of a three-year School Improvement Strategic Plan and a one-year School Improvement Action Plan in Stage 2. Stage 1 involves six data collection activities, termed Self-Assessments: teacher interview self-assessment, teaching observation self-assessment, student tests self-assessment, parent self-assessment, student self-assessment, and school records self-assessment.

Stage 2: Planning

The second stage of the SIP cycle focuses on analyzing data from Stage 1 to determine annual priorities for the following three years. This information is then used to prepare a three-year School Improvement Strategic Plan and a one-year Action Plan, tasks carried out by the School Improvement Committee.

Stage 3: Implementation

In the third stage, the emphasis is on executing the Strategic Plan and the Annual Action Plan effectively. The School Improvement Committee ensures successful implementation of the action plan.

Stage 4: Monitoring

The fourth stage involves monitoring the execution of the Annual Action Plan. Woreda staff, School Cluster Supervisors, and members of the School Improvement Committee are all expected to oversee this implementation.

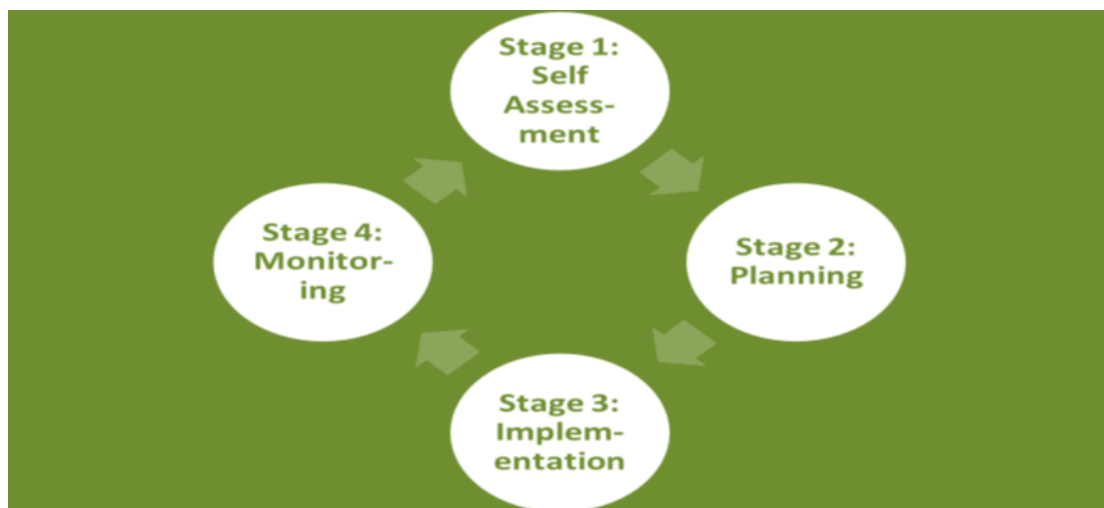


Figure 2. Stages of School Improvement Program (Source: MOE, 2010)

School Improvement Program Domains in Ethiopia

As stated by MOE (2007), Ethiopia's school improvement program was developed by examining best practices across the country. The SIP comprises four interlinked domains, all aiming to enhance student learning outcomes.

Teaching and Learning Domain: Quality teaching lies at the core of successful education (Sammons et al., in Harris, 2005). In effective schools, teachers are well-prepared, lessons are pre-planned, structured, and have clearly communicated objectives. Successful educators adjust their methods to accommodate various student learning styles.

Safe and Healthy School Environment Domain: According to Estyn (2001), a healthy school setting fosters trust, cooperation, and mutual respect among staff, students, parents, government, and the community. Effective leaders cultivate positive working relationships, establishing an

environment conducive to high achievement and meaningful progress.

School Leadership and Management Domain: Harris and Muijis (2005) define leadership as providing vision, direction, and support toward a desired state. Leadership in schools is now a priority in education policies due to its crucial role in improving classroom instruction, school policy, and external relationships. As intermediaries between classrooms and the broader education system, school leaders play a vital role in improving school performance (Pont et al., 2008).

Community Involvement Domain: Communities and schools are inherently interdependent. Communities can support education by participating in school construction, encouraging attendance, and promoting retention. As noted by Assefa (1991), a school should not operate in isolation from its community. When communities actively participate in school programs, the school's objectives are better achieved. A strong school-community partnership enhances the impact of formal education through complementary community support.

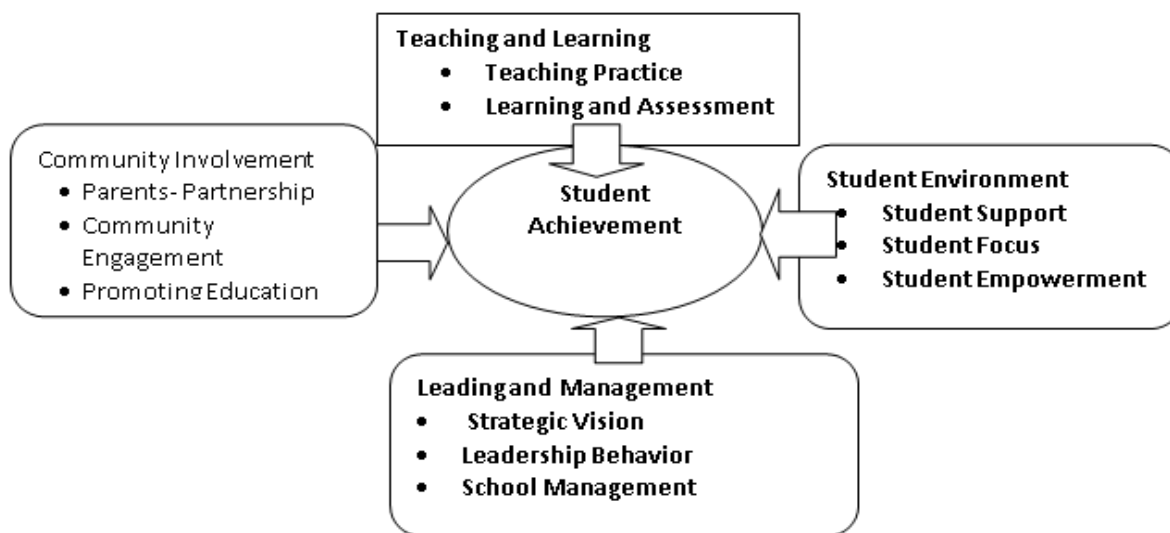


Figure 3. SIP Domains and its Elements in Ethiopia (Source: MoE 2007)

Rationale of School Improvement Program

According to Plan International (2004), school improvement supports government and external initiatives aimed at achieving Education for All by 2015. This program specifically targets: promoting school-based improvement strategies, enhancing basic education quality, meeting enrollment, attendance, and completion rates consistent with EFA goals, ensuring equal access for boys and girls, and increasing graduation prospects. To fulfill these objectives, Plan International (2004) outlines core elements that significantly influence the program. The program seeks to:

“Ensure teachers are competent and motivated, promote active learning supported by appropriate instructional materials, encourage student and parental participation in school governance, ensure a safe and effective learning environment, establish a relevant curriculum, support capable school leadership, and promote effective supervision” (p. 2).

Hence, school improvement is a critical component of the education system, contributing to both efficiency and quality in educational provision. As emphasized by MOE (2007), school improvement creates inclusive learning environments, helps teachers meet diverse student needs, and encourages community and parental involvement in school operations. It also enhances school management efficiency. Overall, school improvement supports the delivery of quality education for all children by aligning school operations with student needs. Accordingly, schools and education professionals collaborate to build capacity for change, support teaching, and ultimately, improve student achievement.

3. METHODOLOGY

3.1 Description of the study area

Jigjiga, the capital of the Somali Regional State in Ethiopia, has 18 primary and 4 secondary schools. The selected schools for this study are Wilwal, Jigjiga High School, ShekAbdisalam, and HussenGirre.

3.2 Research Design

This study employs a mixed-method approach, emphasizing quantitative data, to assess leadership roles in implementing the School Improvement Program (SIP). A descriptive survey effectively captures current practices.

3.3 Sources of Data

Both primary and secondary data sources were utilized.

3.3.1 Primary Source: Participants included teachers, principals, vice principals, student councils, supervisors, SIP focal persons, and education office experts from the selected schools.

3.3.2 Secondary Source: Secondary data were obtained from documents, reports, educational statistics, and policy documents produced by educational authorities.

3.3.3 The Study Population: The population consisted of teachers (311), principals (4), vice principals (4), supervisors (8), student council members (24), and education office experts.

3.4 Sample and Sampling Techniques

3.4.1 Sampling Technique: Both random and purposive sampling techniques were used. Four schools were randomly selected, and samples included 160 teachers (51% of the population), all principals and vice principals, and selected student council members and supervisors.

3.4.2 Sample: The sample comprised 160 teachers, 4 principals, 4 vice principals, 6 supervisors, 1 education office expert, 4 SIP focal persons, and 4 student council members.

3.5. Instruments of Data Gathering

Data were collected using questionnaires, interviews, focus group discussions, document analysis, and observations.

3.5.1. Questionnaire: A structured questionnaire with closed and open-ended items was distributed to teachers, achieving a 100% return rate.

3.5.2. Interview: Semi-structured interviews were conducted with key stakeholders to gather in-depth qualitative data.

3.5.3. Focus Group Discussion: Focus group discussions with supervisors provided qualitative insights into SIP implementation.

3.5.4. Document Analysis: Relevant documents, including SIP manuals and strategic plans, were analyzed to supplement primary data.

3.5.5. Observation: Observations of school facilities and environments were conducted using checklists.

3.6. Methods of Data Analysis

Quantitative data were analyzed using frequency counts and percentages, with the aid of the Statistical Package for the Social Sciences (SPSS) version 20, while qualitative data were thematically analyzed through narrative descriptions.

3.7. Ethical Consideration

The study ensured confidentiality and voluntary participation, with clear communication about the study's purpose to all participants.

3.8. Procedure of Data Collection

Data collection occurred in April 2015, following the selection of schools. Questionnaires were distributed, followed by interviews and focus group discussions. Observations were conducted to assess the physical environment of the schools.

4. Findings and Discussion

4.1. Backgrounds of Respondents

Overall, the chapter comprises of two major parts. The first part presents the characteristics of respondents in terms of sex, age, academic qualifications, position, name of the school and service year. The second part deals with the results of findings from the data which were gathered through the questionnaire, interview, document analysis, FGD and observation. This background examination of the study was important that leaders of schools should meet criteria set by the ministry of education to perform their function properly. Thus, the school leader's background, skill and knowledge about the field of leadership can create the ability in developing different

performances which lead to success and then achievement of SIP Implementation.

4.1.1. Socio- Demographic Description of the Teachers Respondents

Table 2: Socio-Demographic Description of the Teachers Respondents

Respondent Type	Description	Frequency	%
Teachers	Sex		
	1. Male	151	94.3
	2. Female	9	5.6
	Total	160	100
	Age		
	1. 20-30 years	86	53.75
	2. 31-40 years	62	38.75
	3. 41-50 years	10	6.25
	4. Above 50	2	1.25
	Total	160	100
	Qualification		
	1. Certificate	27	16.9
	2. Diploma	57	35.6
	3. Degree	74	46.2
	4. Master	2	1.25
Total	160	100	
Experience			
1. 1-4 years	39	24.3	
2. 5-8 years	104	65	
3. 9-12 years	9	5.6	
4. 13-16 years	7	4.3	
5. Above 16	1	0.65	
Total	160	100	

The characteristics of the teacher respondents in terms of sex revealed that 151 (94.3%) and nine (5.6%) teachers were males and females respectively and this indicates that there is low female participation.

As Table 2, item 2 above showed, 86 (53.75%), 62 (38.75%), 10 (6.25%) and two (1.25%) of teacher`s age fall in the range of 31-40 years, 20-30 years, 41-50 years and 51 and above years respectively.

In the above Table item 3 of the data tells about Certificate holders 27 (16.9%), Diploma holders 57 (35.6%), Degree holders 74 (46.2%) and Master holders of 2 (1.25).

As indicated in table 2, item 4, 39 (24.3%), 104 (65%), Nine (5.6%), Seven (4.3%) and One (0.65%) of teachers fell in the range of service year 1-4, 5-8, 9-12, 13-16 and above 16 years respectively. According to the career structure of teachers of our country, teachers are categorized into beginner teachers (1-4), Secondary teachers (5-8), higher level teachers (9-12), senior (leading) assistant (13-16) and senior (leading) teachers. Accordingly, as the data revealed the

majority of teacher 104 (65%) were fall in the range 5-8 years of experience.

In the literature on leadership role in schools, there is strong evidence that success is associated with a sense of identification and involvement of socio demography status of the school. This socio demography is important for the competency of the school as an entity to bring about effective change based on the: knowledge, skills, qualification and disposition of individuals' staff; a professional learning community in which staff work collaboratively; program coherence; technical recourses. Thus, this is designed to strengthen the schools ability to manage changes, to enhance the work of teachers, and ultimately to improve students achievements.

4.1.2 Socio- Demographic Characteristics of interviewees and FGD Respondents

Table 3: Socio- Demographic Characteristics of interview and FGD Respondents

Description	Principals		Vice Prin		Superviso		SIP Focal		Stud Leaders		EO Expert	
	F	%	F	%	F	%	F	%	F	%	F	%
Sex												
1. Male	3	75	2	50	6	100	4	100	4	100	1	100
2. Female	1	25	2	50	0	0	0	0	0	0	0	0
Total	4	100	4	100	6	100	4	100	4	100	1	100
Age												
1. 20-30 years	3	75	4	100	4	66.6	3	75	4	100	1	100
2. 31-40 years	1	25	0	0	2	33.3	1	25	0	0	0	0
3. 41-50 years	0	0	0	0	0	0	0	0	0	0	0	0
4. Above 50	0	0	0	0	0	0	0	0	0	0	0	0
Total	4	100	4	100	6	100	4	100	4	100	1	100
Qualification												
1. Certificate	0	0	0	0	0	0	0	0	0	0	0	0
2. Diploma	0	0	1	25	0	0	0	0	0	0	0	0
3. Degree	4	100	3	75	6	100	4	100	0	0	1	100
4. Master	0	0	0	0	0	0	0	0	0	0	0	0
Total	4	100	4	100	6	100	4	100	0	0	1	100
Experience												
1. 1-4 years	3	75	4	100	5	83.3	4	100	0	0	1	100
2. 5-8 years	1	25	0	0	1	16.6	0	0	0	0	0	0
3. 9-12 years	0	0	0	0	0	0	0	0	0	0	0	0
4. 13-16 years	0	0	0	0	0	0	0	0	0	0	0	0
5. Above 16	0	0	0	0	0	0	0	0	0	0	0	0
Total	4	100	4	100	6	100	4	100	0	0	1	100

In the sample of the above table, there were 75% male and 25% female. 75% younger (20-30 years) and 25% middle ages (30-40 years). All of them had first degree holder and 75% had experience of 1-4 years and 25% of 5-8 years. There were two male and female vice principals whose age was between 20 and 30 years of one degree holder and other of diploma holders with an experience of 1-4 years.

As data indicated in the above table, all the supervisors and SIP focal persons were male and possessed first degree with an age below 40 years.

In the sample, there were four students who were male and below 20 years of age. Further, the study included one male, degree holder, EO expert of younger age with an experience below 1-4

years. This data is pertinent to the study because the standard of the education Bureau of the Somali regional state is that any supervisor and principal should meet the first degree holder minimum requirement. So that to have school improvement, the minimum requirements of the principals and supervisors should be degree holder (MoE). Furthermore, the ministry of education revealed that the school leaders should have minimum 8 years of experience with an age of 30 and above. This study indicated that the sampled schools met the requirements for leadership criteria of principals and vice principals but not the experience and age.

4.2. Role of School Leaders

Teachers, principals, vice principals, supervisors, students and experts of the education office were asked to respond on the roles of their leadership in the preparation of the SIP in the sampled schools and answers were discussed below.

4.2.1. Preparation Stage of SIP

Table 4: The role of leadership in the preparation stage of SIP

NO	Roles	Rating Scale						Total F	Total %
		High		Medium		Low			
		F	%	F	%	F	%	TF	TP
1	Assessment procedure of SIP	7	4.4	71	44.4	82	51.3	160	100
2	Plan and select for most critical issues	19	11.9	79	49.4	62	38.8	160	100
3	The relationship of school leaders to SIPC	5	3.1	17	10.6	138	86.3	160	100
4	The use of the school budget	3	1.9	51	31.9	106	66.2	160	100
5	Preparation of well-organized action plan for future directions	4	2.5	142	88.8	14	8.8	160	100
6	Coordination with concerned bodies.	10	6.2	47	29.4	103	64.4	160	100
7	Collecting sufficient information of SIP Domains for SIP preparation	35	21.9	61	38.1	64	40.1	160	100

As data depicted in Table 4, Item1, teachers were asked to reflect on the role of school leaders to assessment procedure which school leaders made before planning School Improvement Program. Accordingly, the majority 82 (51.3%) of teachers revealed that the role of leadership in assessment procedure made with stakeholders was at low level and the rest 71 (44.4%) and seven (4.4%) of teachers agreed that school leaders made assessment procedure with stakeholders at moderate level and high respectively.

Item 2 of Table 4 above, the majority 79 (49.4%) and 62 (38.8) of the teachers were agreed that the role of leadership to select and plan for most critical issues was at moderate and low level respectively and the rest 19 (11.9) teachers supported that it is at high level. Supporting this idea, Hopkins et al., (in Harris 2005) explained that selecting priorities are some of the factors that help school improvement implementation.

In Table 4, item 3 above, the majority 138 (86.3%) of teachers respondents agreed that the role of school leader's relation and work with the school improvement committee during planning was at low level and the rest five (3.1%) and 17 (10.6%) of teachers agreed that school leader's work with the school improvement committee was at high and moderate level respectively. In an interview of one of the principals revealed that:

“The School Improvement Program Committee members and the school leaders were having very good relation, they were very active and cooperative in implementing the first phase of 3 year strategic plan of the SIP, but later on these relations slowly diminished, became inactive and they are cooperating each other, it has become name sake program” 2015J1

In addition one of the vice principals explained as:

“In the first year of the implementation of SIP, the education office was an instrument in exerting effort on school management and SIPC to establish strong link between them for work together, but this is not now, the bond between principals, vice principal and SIPC members becoming weak, which has resulted on overall performance of the school.”2016J2

So that this indicated low level of relationship and working in SIP planning stage.

In an interview with the EO expert, he explained as:

“Though the strategic plan defines that SIPC and school leaders should work together for school improvement but the major responsible on the shoulder of the principal in establishing relationship with SIPC for the school improvement.” 2016

Regarding this idea, literature revealed that the school improvement committee is responsible and should be participating in planning, implementing and monitoring of SIP (MoE 2010). In the questionnaire of open ended, it was indicated that the successful implementation of the SIP is by the role of the SIPC and SIP focal persons but they are not in a position to do so. In early begging of the 3 year strategic plan it was good relationship together in all SIPC. Thus low level indicated in the planning stage. Item 4 of Table 4, the majority 106 (66.2%) of teachers respondents agreed that the leadership role of usage of school budget for SIP was at low level and the rest 51 (31.9%) and three of them (1.9%) told as moderate and high level respectively.

Supporting this idea one school principal in an interview informed that:

“Currently, there is an increment of the school budget compare to the previous years because of the increment of school grant per each student; this would help the school for the further improvement.”2016

In an interview of the EO expert also explained that:

*“Even though problems are still remaining with block grant budgets of the school, currently there is a slight increase in financial resource due to an increment in school grant better than the previous few years”
2016*

In document analysis the MOE 3 year strategic plan indicated that schools should get enough school grants to manage and implement the quality of the school improvement program.

Regarding resource, literature revealed that school improvement planning can only lead to genuine and profound change if schools have at least a minimum level of resources to work with and without such resources, the SIP implementation could become de- motivating (MoE, 2010).

According to the data in Table 4 item 5 above, the majority 142 (88.8%) of teacher respondents believed that the role of school leaders in preparation of well-organized action plans for future directions was at moderate level. Whereas four (2.5%) and 14 (8.8%) of teachers believed that school leaders role in this aspect was at high and low level respectively. Supporting this idea, Sergiovanni (cited in Temesgen, 2011) explained that a school system is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders and nowadays, the SIP implementation depends largely on the ability and role of the leaders.

In table 4 item 6, the majority 103 (64.4 %) and 47 (29.4%) of teachers agreed that the role of school leaders in development of SIP plans collectively with all concerned bodies was at low and moderate level respectively and the rest 10 (6.2%) was at high level.

In FGD the supervisors revealed that:

“..... education office representatives or supervisors from REB or Wereda collectively prepares the SIP plan with the school leaders.”

In an interview of the EO expert explained as:

“Education office of the city administration prepared a joint plan for the school principals, parents, students and the donors like UNICEF to have a collective SIP plan to involve the stakeholders.”2016

Regarding this idea, literature revealed that school plan must be democratically oriented and should involve every leadership concerned: teachers, students, parents, and community. Therefore, effective plans are those that require participation collaboratively (Talesra et.al, 2002). Schools need the participation of all stakeholders in the school plan (strategic and annual plan), but most of the time school plan is prepared by school principals.

Item 7 of table 4, the respondents were asked to respond the role of school leaders in collecting sufficient information of SIP Domains for SIP preparation. Accordingly, 64 (40.1%) and 61 (38.1%) agreed that the role of school leaders for collection of this information was low and moderate level respectively.

The information obtained from interview conducted in one vice principals revealed that:

“The major activities performed during preparation phase of SIP were forming SIPC, creating awareness for stakeholders, providing the financial and material support, and technical training. But in practice these were done inadequately.....” 2016

In FGD of the supervisors, however, they responded that the status of forming SIPC members to collect this information of SIP was not performed.”

In supporting the GEQIP community mobilization manual, 2011 which stated that information collection in line with the domains is important for the implementation of the SIP so that due to this low level collection of information by the school leadership has an effect in the implementation stage (page 18).

In document of the school 2007 report showed that not much awareness was given to the stakeholders. It was planned to do creation of awareness for the stakeholders and the school leaders as a whole but not implemented. Thus, one of the success implementation of the SIP program manual is the awareness creation mechanism.

In the observation of the school environment, 95 % of the SIPC were not present and this indicated low participation of the SIPC members in the implementation and achievement of SIP.

4.2.2. Teaching and Learning Domain

Table 5: The role of leadership in relation to Teaching learning Domain

NO	Roles	Rating Scale						Total F	Total %
		High		Medium		Low			
		F	%	F	%	F	%		
1	On Teaching practice	10	6.2	69	43.1	81	50.7	160	100
2	Teaching and learning process	20	12.6	78	48.8	62	38.8	160	100
3	Instructional supervision	11	6.9	15	9.4	134	83.8	160	100
4	On curriculum and knowledge of the instruction	8	5.1	49	30.6	103	64.4	160	100
5	Upgrading in knowledge and skill in a varied teaching methodologies	10	6.3	136	85	14	8.8	160	100
6	Modification on teaching and learning approaches as result of reflection	15	9.4	47	29.4	98	61.3	160	100
7	Implementation a strategy of learning environment	40	25.1	61	38.1	59	36.9	160	100
8	Teaching according to their planed schedule	9	5.6	113	70.6	38	23.8	160	100

TF= Total Frequency; TP= Total Percentage

Item 1 of Table 5 above, the majority 81(50.7%) of teachers respondents agreed that the role of school leaders in relation to teaching practice was at a low level and the rest 69 (43.1%) and 10 (6.2%) of teachers agreed that school leaders encourage at moderate and high level respectively.

The interview of one of the principals explained as:

“The role that supports and guides in relation to teaching practice in our school is more practical and effective, we gained rich experience in implementing and make successful in teaching practice.”2016

The interview of one SIP focal person stated as:

“The strengthened relation with school principal will encourage the teachers to make success of teaching practice.....”2016

The result from the document analysis SIP evaluation the majority of sampled schools were using the oldest (teachers centered) assessment method than continuous assessment method and this affects the pupil’s achievement (SIP Evaluation format, p 2)

Item 2 of the same table above, 78 (48.8%) of teachers revealed that the role of school leaders in teaching and learning process was at moderate level and the rest 62 (38.8%) and 20 (12.6%) of teachers agreed that was at low and high level respectively. Supporting this idea, Sergiovanni (cited in Temesgen, 2011) explained that effective school leaders provide motivation and encouragement that lead to teaching and learning success and they manage effectively in a changing educational environment.

In the observation except Hussen Girre and Wilwal, the other two schools have laboratories. 97% in the observation, all the furniture of the schools were available except shortage of Hussen Girre School.

In an interview of one of the principals told as:

“In our school teaching and learning process was conducted as our plan and the strategic plan of the SIP, we encourage the teaching and learning process and we did as high level.”2016

The FGD of the supervisors of the study concluded that:

“The teaching and learning process and performance of the schools is high in the last one year and is mainly because of the commitment of the school leaders.”2016

From item 3 of the same Table, the majority 134 (83.8%) of teachers agreed that the role of school leaders in supervising the instruction was at low level and the rest 15 (9.4%) and 11 (6.9%) of teachers agreed that was at moderate and high level respectively.

The conclusion of the focus group discussion in supervisors indicated that:

“Instructional supervision plays a key role in school development; and principals, supervisors and education office together work on supervision and accommodated in the SIP plan, so instructional supervision is considered as a main element by the SIPC.”

The interview of one SIP focal person explained as:

“We supervise the instruction every semester and support the principals, vice principals and heads to practice the instructional supervision effectively, this practice is being increasing, expanding and enriching the quality and quantity of instructional supervision as compared the previous years.”2016

E.C Report (2007) also stated that the school annual reports give high importance to the instructional supervision.

Table 5 Item 4 above, 49 (30.6%) of teachers agreed that the role of school leaders in encouraging the teachers to understand the curriculum and increasing the knowledge of the instruction was at a moderate level and the rest eight (5.1%) and 103 (64.4%) of teachers revealed that school leaders encourage teachers to understand the curriculum was at high and low level respectively. Regarding this idea, MoE (2007) in GEQIP curriculum development document revealed that teachers should understand the curriculum and develop and use additional materials in the classroom to improve student learning. One of the key responsibilities of teachers is to study the curriculum and develop supplementary materials for use in the classroom and it is important for schools to provide the time and support that teachers need to develop these supplementary materials (MoE, 2007).

One of the SIP focal person`s interview explained as:

“School principals are the main key involvers in the curriculum development and have a main responsibility or task for this issue but still not implemented as the guideline of the education office plan.”2016

In an interview of the EO expert explained as:

“To encourage school leaders, our office has a department of curriculum development but the school leaders are not implementing the curriculum as per the guidelines of our office”2016

In item 5 of the same Table, the majority 136 (85%) of teachers revealed that the role of school leaders in upgrading knowledge and skill of teachers in a varied teaching methodologies was at moderate level and the rest 14 (8.8 %) and 10 (6.3%) of teachers agreed at low and high level respectively.

But, the result of interview of the EO expert revealed as:

“There is upgrading plan for school leaders in various teaching methodologies but this was not cover all the principals and vice principals due to financial constraints, and we send some selected teachers, principals and vice principals to Haramaya and Jigjiga universities every year to upgrade their knowledge and skill. Furthermore, we give some training for them and it was at medium level”.2016

Regarding this issue, principal of one secondary school informed that:

“Varied teaching methodologies” have a great contribution in enhancing the teacher's knowledge and skill, but most Junior and secondary school teachers are still resistant to follow and practice the program.”2016

In FGD discussion all the supervisors told that they were not employing varied methodologies in classrooms and not so satisfactory.

As illustrated in table 5 item 6 of the same Table, 98 (61.3%), of teachers revealed that the role of school leaders ability in modifying teaching and learning approaches of teachers as result of reflection was at low level and the rest 47 (29.4%) and 15 (9.4%) of teachers revealed as moderate and high level respectively.

Item 7 of the Table 5, the majority 61 (38.1%) of teachers agreed that the role to which school leaders implement a strategy of learning environment was at moderate level and the rest 59 (36.9%) and 40 (25.1%) of teachers agreed that was at low and high level respectively.

The results obtained from FGD supported this idea and concluded as their role is at moderate level.

The interview of one of the vice principals explained as:

“Implementing the SIP strategic plan in our school was effective at the planning phase but now it seems to be at very low level in implementing this strategy for learning and teaching process to handle viable school environment is high.”2016

Supporting this idea, literature revealed that teachers need to have the three year SIP strategic plan and also they are required to apply appropriate teaching methods that help in teaching large and diversified classroom (MoE, 2007).

As can be observed from item 8 of the same Table, 113 (67.9%) of teachers revealed that the role of school leaders in ensuring that teachers were teaching according to their lesson plan or not, in response they agreed it was at a moderate level and the rest 38 (23.8%) and nine (5.6%) revealed was at low and high level respectively.

In an interview of one of the principals explained as:

“Teachers prepare their lesson every class day and they teach as their lesson plan correctly”.2016

In FGD discussion of supervisors were concluded that all said that 100 % the teachers teach according their lesson plan.

In this regard, literature revealed that in successful schools, teachers should be well organized and lessons are planned in advance, which are communicated to the students in their lesson plan (Sammons et al., in Harris, 2005). So that in the findings indicated the lesson preparation is as per the schedule.

4.2.3. Safe and Healthy School Environment Domain

Table 6: The role of leadership in safe and Healthy Environment Domain

NO	Roles	Rating Scale							
		High		Medium		Low		TF	Total %
		F	%	F	%	F	%	TF	TP
1	Encouraging working relationship on developing positive environment	156	97.5	4	2.5	0	0	160	100
2	Play role in student focus and progress	147	91.9	3	1.9	10	6.3	160	100
3	On student`s security	158	98.8	1	0.6	1	0.6	160	100
4	On student`s safety	14	8.8	132	82.5	14	8.8	160	100
5	On cleaning of the school	19	11.9	51	31.9	90	56.3	160	100
6	On student empowerment	64	40	55	34.4	41	25.6	160	100
7	Concerning school facilities	141	88.2	15	9.4	4	2.5	160	100

Item 1 of Table 6, 156 (97.5%) of teacher respondents agreed that the role to which school leaders in encouraging working relationship on developing positive environment was at a high level and the rest four (2.5%) of teachers agreed that as moderate. Regarding this idea literature revealed that effective schools share a set of characteristics that add up to an environment that raises student achievement. By setting goals to improve a schools environment, principals, teachers, school councils, parents, and other community members can make their schools more effective places in which to learn (EIC, 2000).

In school environment observation, 99% all the schools have toilets separated male and female but their sanitation is weak.

As depicted in item 2 of the same Table above, 147 (91.9%) of teacher respondents revealed that the role to which school leaders focus on student and then progress was at high level while the rest three (1.9%) of teachers agreed that school leaders enable parents to play a role in improving

and maintaining school was at moderate level .

As shown in item 3 of the same Table above, the majority 158 (98.8%) of teacher respondents revealed that the role to which school leaders support the student for their security was at a high level and the rest 1 (0.6%) of teachers revealed that school leaders was at moderate level.

As can be observed from item 4 of the same Table above, the majority 132 (82.5%) of teachers agreed that the role of leaders to on safety of the student was at high level. Whereas 14 (8.8%) and 14 (8.8%) of teacher respondents revealed that school leaders give attention to students safety was at low and moderate level respectively. In relation to this idea, literature revealed that effective schools share the following characteristics. These are: a clear and focused vision; a safe and orderly environment; a climate of high expectations for student success; a focus on high levels of student achievement that emphasizes activities related to learning (EIC, 2000).

As can be observed from item 5 of the same Table above, the majority 90 (56.3%) of teacher respondents agreed that the role of school leader in giving attention cleaning the environment of the school was at low level. Whereas 51 (31.9%) and 19 (46.1%) of teacher respondents revealed that school leaders give attention to students safety were at moderate and low level respectively. In relation to this idea, literature revealed that, effective schools share the following characteristics. These are: safe and orderly environment that emphasizes activities related to learning (EIC, 2000).

In the observation of the classes 86 % are not clean though last month some classes of the Shek Abdislam were painted. Though Jigjiga high school and Shek Abdislam are much better for class cleanness but Hussen Girre and Wilwal are poor in class romm cleanness

As can be observed from item 6 of the same Table above, the majority 64 (46.1%) of teacher respondents responded that the role of school leaders in empowering the students in class rooms was at a high level and the rest 55 (34.4%) and 41 (25.6%) of teacher respondents agreed was at moderate and low level respectively. The result from observation revealed that almost all secondary schools of sample schools students were learning in classes built of concrete having more or less sufficient furniture.

In addition to this, the open ended questions indicated that the role in achieving the results of the students through empowerment of different teaching mechanisms like make up and continuous revision of the lessons is very high.

Moreover, as the one of the student leader, explained in his interview:

“Ethiopian Somali Development Association, Charity Organization also played a great role in building a lot of additional classes for Junior and secondary schools in Wiwal, and Sheik Abdislam”. 2016

In the observation of the classes, 98% there were blackboards and each student were having text books but scarce in Hussen Girre and Shek Abdislam. It has been observed two students with one text book specially science books.

As indicated in item 7 of the same Table above, the majority 141 (88.2%) of teacher respondents agreed that the role of school leaders provide school facilities was at a high level and the rest 15

(9.4%) and four (2.5%) were at moderate and low level respectively. But, the result from observation also revealed that four of the sample schools have no enough playground but schools did not have water access or tap water in their school compound.

Regarding the interview result of one of the school principals mentioned that:

“School has no adequate playground, drinking water and laboratory chemicals and apparatus. Frequent disconnection of electric power is also another problem which inhibits sustained plasma TV transmission in the school”. 2016

In observation all schools have play grounds but not adequate except Shek Abdislam who has no play ground. So that 97% of the schools have play grounds. In electric power, no Generators are available but they use only government electric power and this may switch off every time facing a great problem. 99% all the schools have power supply. In addition to this, 85% of the schools were facing a problem of water supply.

An interview of one school vice principals also informed that:

“Most plasma TVs in the school are out of function due to missing of some spare parts. The JCEO are obligating and forcing the schools to buy the spare parts and also to maintain the plasmas. But, the school can't buy the spare parts as they are very expensive and also not easily found in the market. On the other hand the school cannot easily get skilled manpower to maintain the plasma in time”. 2016

Regarding this idea, MoE (2010) suggested that, schools should provide quality school facilities. These school facilities are: a teachers room with desks and storage; a playing area for students; adequate teaching materials; reference materials; a fence; tea rooms; one desk and chair per child; a library; a pedagogical center; toilets for teachers, girl and boys; clean, safe water for drinking and hand washing; soap and water at all toilets; daily cleaning of toilets; and for high schools a laboratory and ICT center.

5. Summary of Findings

It was found in the questionnaire that the teachers of the sampled schools were male (94.3%) of young age (53.75) having a qualification of first degree (65%) and experience of 5-8 years (65%). In the interview and FGD, it was found that the principals, vice principals and supervisors were male (75%), with a young age having most of them first degree and an experience of 1- 4 years.

The role of leadership in the preparation stage of SIP was moderate and low level. In moderate level, planning, selecting and prioritizing most critical issue (49.4%) and 88.8% in the preparation of well-organized action plan. In the low level, in assessment procedure (51.3%), in the relationship of school leaders to SIPC (86.3%), in the coordination with concerned bodies (64.4%) and collecting sufficient information for SIP domains (40.1%).

The role of leadership in the teaching and learning domain of SIP was moderate and low level. In the moderate level, the teaching and learning process (48.8%), the upgrading system of knowledge and skill (85%), the implementing strategy (38.1%) and the teaching according to the lesson plan

(70.6%). In the low level, the teaching practice (50.7%), the instructional supervision (83.8%), the curriculum development (64.4%) and the modification and teaching and learning approach (61.3%).

6. Conclusions

In the preparation stage of SIP, school leadership's role in assessment and data gathering was inadequate. This limits the success of SIP execution. The moderate efforts in teaching and learning primarily focused on teachers but lacked instructional support and innovation, risking lower student outcomes and education quality.

7. Recommendations

- It is recommended to do assessment before SIP plan and effectively prioritize the most critical issues through participating the concerned bodies.
- It is advisable to schools, SIPC, cluster supervisors, school management body, and Woreda and Zone education office to promote practical involvement of all stakeholders by mobilizing resources through fund raising activities which enable them to generate their own schools income rather than waiting for only external supports.
- It is advisable that school leaders need to use the scarce resources of the school economically and selectively. Moreover, Jigjiga City Education Office need to discuss on the budget allocation of Junior and secondary schools and should allocate the Block grant budgets properly as it is clearly addressed in the blue print of Ministry of education.
- The school leaders should implement the strategic plan of the SIP sufficiently, as the finding revealed school leaders didn't sufficiently implement a strategy through which teachers can acquire appropriate teaching methods. Therefore, it is advisable that secondary school leaders and external supervisors need to encourage teachers to use active learning methods in the classroom to promote improved learning results in a practical way.
- It is advisable that the REB better to promote the qualification of secondary school leaders (principals and vice principals) from 1st degree to 2nd degree in line with the needs of the policy.
- It is advisable to recommend that principals should get adequate educational training leadership for effective implementation of SIP.

REFERENCES

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

Addis Ababa (2002). *Education sector Development program (ESDP – II)*. Addis Ababa

- Assefa, B. (1991). *Female Participation and Performance in Rural Primary School in Ethiopia*. Addis Ababa: UNICEF and SIDA.
- Beare, H., Caldwell, B., & Millikan, R. (1989). *Creating an Excellent School*. London: Routledge.
- Berry, C., & Workiye, T. (2009). *General education quality improvement packages: Promoting inclusive, quality general education in Ethiopia*. Addis Ababa: Addis Ababa University Press.
- EIC (2000). *School Improvement Planning a Handbook for Principals, Teachers, and School Councils*. Retrieved from: <http://www.edu.gov.on.ca/eng/document/reports/sihend.pdf>
- Estyn (2001). *Good Practice in Leadership and Management of School*. Anchor Court: UK
- Frew, A. (2010). *Practices and Challenges of Implementing School Improvement Program in Primary Schools of Jimma City Administration*. Unpublished Senior Essay. Addis Ababa University.
- Gamage, D. (2006). School based management: shared responsibility and quality in education. *Education and society*, 24(1), 27-43.
- Glover, D. & Lae, S. (2000). *Educational Leadership and learning*. London: Open University Press
- Grover, S., & Singh, N. (2002). *The quality of primary education: A Case study of Madurai & Villupuram Districts in Tamilnadu*. India. Retrieved from: www.earthinstitute.columbia.edu/cgsd.
- Harris, A. & Muijs, D. (2005). *Improving Schools through Teacher Leadership*. London: Open University Presses McGraw-Hill Education.
- Harris, A. (2005). Teacher Leadership and School Improvement. In Harris, A. et al. (Eds.), *Effective Leadership for School Improvement*. London:
- Hersey, P., & Blanchard, K. (1984). *Management of organizational behavior* (4thed.). Englewood Cliffs: NJ: Prentice-Hall.
- Jellema, A. (2002). *A Quality education for All*. Brussels: Global Campaign for Education. Retrieved from: www.oxfam.org.uk/resources/issues/education.
- Jemal, H. (2013). *Practice and Challenges of School Improvement Program in Secondary schools of Asosa zone*. (Unpublished master`s Thesis). Jimma University
- MoE (1999). *General Education Quality Assurance package*.
- MOE (2005). *Education Sector Development Program III*. Addis Ababa: MOE.
- MOE (2007). *General Education Quality Improvement Program*. Program Document. Addis Ababa.
- MOE (2007). *The school improvement program* (Blue Print). Addis Ababa: Ministry of Education.

-
- MOE (2010). *Education Sector Development Program IV (ESDP IV)*. Addis Ababa Ministry of Education.
- MOE (2010). *School Improvement Program Guidelines Final Draft*. Improving the quality of Education and Student Results for All Children at primary and Secondary Schools.
- Plan international (2004). *The School Improvement Program*. Retrieved from: <http://www.plan.international.org>.
- Pont, B., Nusche, D. & Moorman, H. (2008). *Improving School Leadership Volume 1: Policy and Practice*. Paris: Organization for Economic Cooperation and Development OECD).
- Sergiovanni, T.J. (1991). *The principal ship: A reflective practice perspective* (2nd ed.). Boston: Allyn & Bacon publishing
- Seyoum Ararso (2014). *Leadership effectiveness of school leaders in implementing school Improvement program in ilubabor zone government secondary* (Unpublished MA Thesis). Jimma Ababa University.
- Talesra, H. (2002). *Managing Educational Challenges*. Global view Delhi: Tarum Offset press.
- Temesgen, T. (2011). *The relationship between Leadership Style and Employee commitment in Private Higher Education Institution of Addis Ababa City* (Master`s Thesis). Addis Ababa.
- Tigistu, A. (2012). *Perception of Leadership in Effectiveness of school Improvement Program: The Case of Selected High Schools in Addis Ababa City Administration* (Unpublished MA Thesis). Addis Ababa University.
- Trottier, T., Van Wart, M., & Wang, X. (2008). Examining the Nature and Significance of Leadership in Government Organizations. *Public Administration Review*, 319-333
- United Nations Children Funds in Ethiopia (2010). *Child friendly schools, Case study in Ethiopia*. Education Section Program Division. Retrieved from: www.unicef.org/education
- World Bank (2006). *From Schooling Access to Learning Outcomes: An Unfinished Agenda. An Evaluation of World Bank Support to Primary Education*. World Bank: Washington DC
- Yukl, G. (2008). *Leadership in Organizations* (7th Ed.). New York: Lehigh- Poerix.