



The Practices and Challenges of Educational Material Management in Secondary Schools of Wolaita Zone, Snnpr.

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Abstract

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

Introduction

Education systems in many developed countries like USA are being devolved to school level, and this is putting unprecedented pressure on school principals to be accountable for the quality of education provided by their school. The level of responsibility principals are expected to assume is further compounded by the amount of pressure exerted by the demands of the improved education quality that already exists. In today's

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educational climate of heightened expectations, principals are in the “hot seat” when it comes to improving the quality of teaching and learning in schools. School principals need to be educational visionaries, instructional and curriculum leaders, assessment experts, community builders and educational experts (Chapman, 2008).

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

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

Blasé and Blase (2000) conducted a study into how the role of a school principal promotes teaching and learning improvement in schools. The primary aim of their study is to determine teachers’ perspectives on effective instructional leadership that impacts on classroom teaching. A school principals behavior and his or her role has a significant impact on the creation of a more effective school, and leads to higher levels of student achievement. It is therefore reasonable to expect principals of secondary schools to manage their schools by giving instructions that are sound, balanced, and fair, to their staff members.

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

Generally extensive activities have been undertaken to provide quality and proper education at school and institutional levels. However, it was found impossible to achieve success merely through the above efforts. Surveys conducted at different intervals indicate that the achievement of students at varies level is low (e.g Esayas, 2010). It is common knowledge that school undertakes the teaching process with in routine practice rather than following a properly analyzed and systematic approach that focuses on increasing the learning condition of students and improving the learning outcomes. Therefore, improving the practices of schools has no alternatives considering the basic role they play in realizing the quality of education (MoE, 2007).

The government of Ethiopia gives great attention to education with firm belief that the long term development of the country rests up on the expansion and provision of education (Moe, 2005). The realization of the contribution of schools towards development, however, is strongly linked with various factors like curriculum, teaching learning process, and teaching methods, use of the technology and resource management that in turn are linked to each other and to leadership (Burdett, Strake, & Lambert, 2003).

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In supporting this idea, Pont, Nusche and Moorman (2008) states that school leaders plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Thus, individuals who lead schools are the most important role players in enabling schools to be effective and then to bring a rapid and sustainable development of a given community as well as the entire country. Availability of efficient and effective educational leaders seriously affects the improvement of school effectiveness as well as the realizations of the objectives of entire education system of a country.

For instance, according to the 1994 Education and Training Policy the cultivation of citizens who are capable of playing conscious and active roles in the economic, social and political life is one of the major aims of the country's education system (TGE, 1994). However, the realization of this big educational aim has been somehow challenged due to lack of adequate and effective educational leaders as indicated in General Education Quality Improvement Package (GEQIP) document of ministry of education (MoE,2007). This document further states that educational leaders like school principals lack expected degree of leadership skills to promote transparency, accountability and participatory decision-making. This research seeks to investigate the practices of school leadership and factors affecting effectiveness of the leadership styles of school principals in Wolaita zone of secondary school in SIP implementation.

Statement of the Problem

The School principal has the vital role of providing the leadership for the school and its wider community. Review of research on the principal's role in school effectiveness concluded that "strong administrative leadership is among those factors within a school that make a difference in student learning" (Poirier, 2009). The principal's role is a complex one, which includes being accountable to the public, building community relations, dealing with crises and political issues, overseeing discipline, enhancing instruction, resolving managerial problems and creating school culture.

The principal's role in the school is that they have an influence on SIP implementation (Poirier, 2009). Since head teachers play a significant role in school due to their varied tasks and roles, their tactful fulfillment of their roles together with their constant supervision of the teachers determines the level of teacher input and academic performance of the students.

Accordingly, Oakland (1993) states that effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization through planning, organizing and allowing participation of all members at the appropriate level. Effective school leadership is essential to improve the efficiency and equity of schooling for right implementation of SIP.

Therefore effective instructional leadership required to active improvement in SIP implementation. The education system in Ethiopia has been suffering from quality, relevance and efficiency. This is due to several changing's including challenges in political and social institutions of the countries paradigm shift the complexity of the nature of the risk and other human and non human factors (MOE, 2011).

According to Areayas (2006) as cited in Berhane, (2009) secondary school principals in Ethiopia, are less effective in accomplishing school leadership roles. Moreover, teachers did not properly supported by school

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principals in tackling instructional problems as well as in implementation of SIP approaches. Additionally, many research findings related to the past school leadership also indicated that there are some problems with its practice. To list some: opportunities that help to improve teaching and learning process were in adequate, training programs were not relevant to real professional development of teachers, there was no systematic follow up and the school principals were also fail in designing proper supporting systems. (Demoz,2007; MOE: 2005; Reta,2008), also revealed that poor culture and skill and knowledge gap on the side of the leadership and of the professionals, particularly those at lower administrative level to use information for planning, monitoring and evaluation activities and making informed decisions are the school leadership problem that hinders SIP implementation.

In a time, when schools are being held accountable to the highest level of standards, strong leadership is critical for the schools' success. These standards are reminiscent of the Reading First days, when schools were being asked to progress monitor their students and set high goals for every individual. There were several key factors noted in Reading First schools who demonstrated success, despite having challenging student populations (Crawford & Torgesen, 2006). These factors can be applied to these similar times in order to create a school environment that is open and supportive, and where strong leadership is demonstrated not solely by the principal, but rather it is established based on a shared vision with coaches and teachers. Numerous studies on the topic of effective school leadership focus our attention on four key factors. Those are: Organizational knowledge, use of effective leadership begins with extensive knowledge of the instructional environment:

Individual student needs strengths and weaknesses of staff members, aspects of the instructional programs, student data, and schedules. It is the manner in which school leaders weave these data sources together that they lay the foundation for effective school leadership.

Experience shows that numerous administrative and managerial roles of educational leader don't play their roles (Wolaita Zone educational department 2017/18 annual report) due to, the principals in the study area does not play their role effectively to improve school program, due to in adequate provision of instructional materials, infrequent evaluation of curriculum and instruction, classroom observation and not giving professional support of teachers are the major problems that initiates the researcher to conduct the research in the topic assess the effectiveness of school principals' leadership in sip implementation in secondary school in Wolaita zone selected schools.

So this situation impressed the current investigator of this research study to investigate to assess school principals in school improving program (SIP) in Wolaita zone government secondary schools.

Therefore, the main purpose of the study was to assess the school principal's leadership effectiveness in implementing school improvement programs in secondary schools of study area.

Objectives of the Study

General Objective.

The general objective of the study is to assess leadership effectiveness in SIP implementation and its practices in Wolaita zone secondary school principals.

Specific objectives

More specifically, the specific objectives of the study are:

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

Significance of the study

In spite of the fact that education has significant roles in the wellbeing of human kind, quality education is a result of various activities taking place in the education system. Effective implementation of school improvement program is the key. This study therefore; is aimed at assessing leadership effectiveness in the implementation of school improvement program in secondary schools of Wolaita zone. The Significance of the study hoped that it would:

Provide valuable information regarding school improvement programs as to propose the ways that contributes to quality education for school leaders, and other stake holders.

Identify the potential shortfalls that hinder effective implementation of school improvement program in such a way that it serves as a spring board for further studies in the area.

May acquaint educational managers and other stakeholders with the challenges in effective implementation of school improvement program, with the aim of addressing the problem. The results of this study would be added to and enhance the body of literature currently available on implementation of school improvement program as well as to make use of this information to gain insights of best practices and impact the educational program in a positive manner.

Delimitation of the Study

Isaac and Michael (2005) defined delimitation as "arbitrarily narrowing the scope of the study and focusing only on selected aspects of the problem, certain areas of interest, a limited range of subjects and level of sophistication involved". In order to make the study more manageable, the study was delimited in geography, concepts or issues, sampling techniques, data collecting instruments and statistical tools.

Geographically, the study will delimitate in Wolaita Zone. But because of its vastness the research will not be done on all government secondary schools of the Wolaita Zone.

Currently there are sixty (60) secondary schools in the zone. To conduct a study that includes all schools in the area under study as a whole would be beyond the scope of the study due to factors of expense, time, and accessibility.

Operational Definition of key terms

Effectiveness of school Leadership: Effective leadership is vital to the success of school by creating and sustaining high-quality learning environments without a skilled and committed leader to help shape teaching and learning.

Leadership: Leadership is defined as an influence process relationship among leaders and followers to perform in such a way to reach a defined goal or goals.

Leadership Style: - Leaders typical way of behaving group members or subordinates.

Principal: Instructional leader is appointed at the top position in a school to manage, operate, and lead all the activities of the school.

Role: is a part played by someone in an organization. In this study, role is defined as a function of the principal in promoting academic performance of students.

School leader: is guiding, empowering, encouraging a diversified groups to achieve intended organizational goal.

School Improvement Committee (SIC): it is a committee which established from the school community, parents and Woreda executive (urban administrative executive) to support implementation of SIP in the school.

School improvement program (SIP): It is a school program anchored on teaching learning, school environment, leadership and management, Community participation domains to conduct implementation and self-evaluation to improve the educational inputs and process that enable students to score excellent results.

School leadership practice: The best schools will have continently appropriate as practicing strategies that assists schools facilitate a warmer and healthier school environment.

Secondary schools: In Ethiopian context, secondary school refers to the formal category of school level that offers education to grades 9 and 10 learners.

Woreda: - Is an 'Amharic' word: which refers to an administrative division in between the 'Zone' and 'Kebele' level with identified geographical boundary.

Research Design and Methodology

Research Design

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

The research methods

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

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

Data Source

In this study data gathered from different respondents who have adequate information about the Effectiveness of Principal's Leadership in School Improvement Program in Wolaita zone sampled secondary schools. The data were generated from both primary and secondary source of data. Primary data collected from selected secondary school teachers, school main principals and vice principals, supervisors, PTA, KEB, Woreda SIP directorate and students. The secondary source of data was various books written in areas of SIP, school leadership and other published and unpublished written material.

Population, Sample and Sampling Techniques

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

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

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

The formula is:

$$n = \frac{N}{1+N(e)^2}$$

n = total sample size

N = total population of sampled schools

$$e = 0.05$$

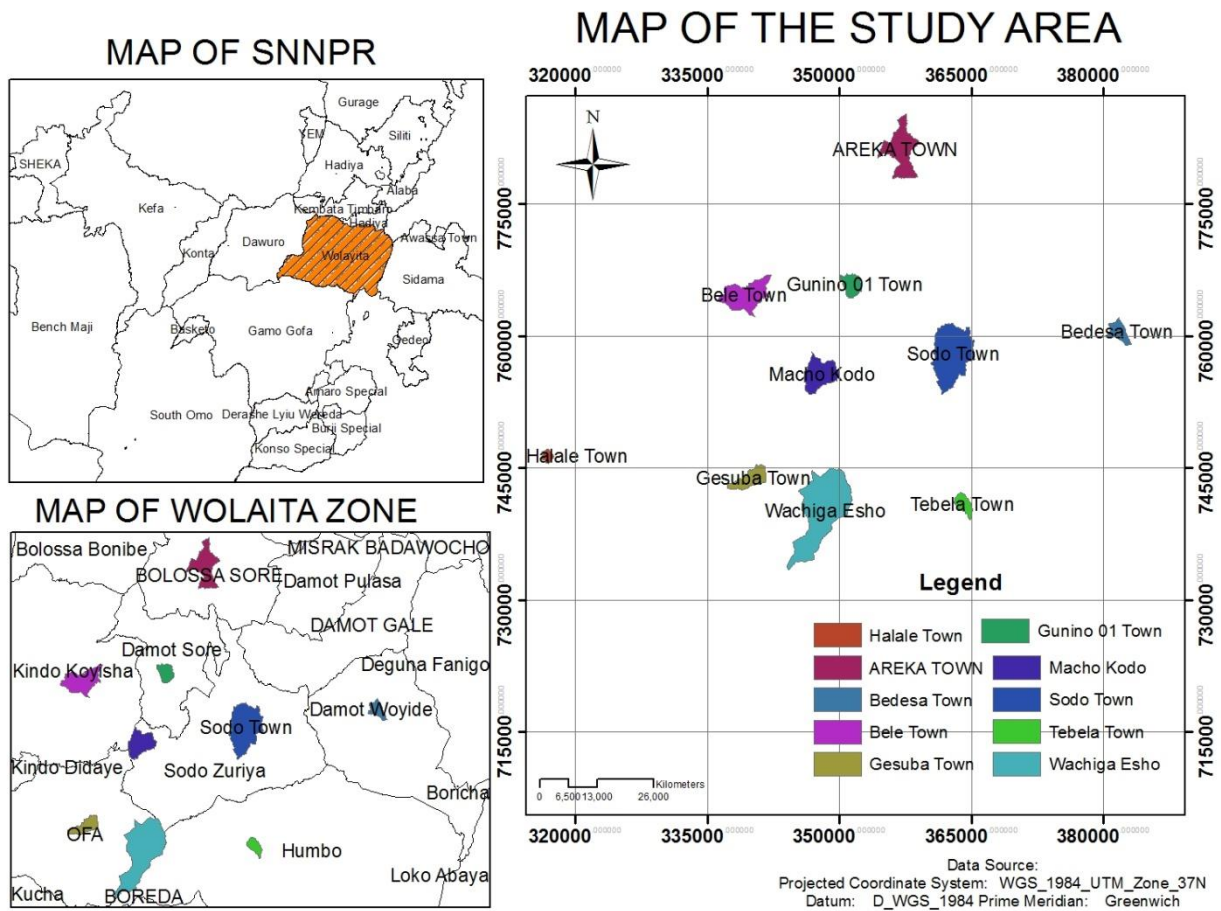
The researcher believed that these are representative sample, manageable and sufficient to the study. Therefore, the sample size for this study is 154 teachers.

Data Collection Procedures

After the data gathering tools developed, pilot test was carried out in Yakima secondary school, other than the target schools to test validity and reliability of the instruments. This helped the researcher to check whether or not the items are clear and understandable by the respondents (Best & Kahn, 2006:163).

After this the respondents were identified. The teachers, principals, and vice principals in each school are invited by the respective principals for an orientation. A briefing on how to fill the questionnaire is then given by the researcher and the questionnaires are immediately distributed to the respondents in each school. After the respondents complete filling their responses to the questions, the duly completed questionnaires are collected by the researcher.

The second type of the data gathering tool is the interview. The school principal in each school called supervisors, store keepers, laboratory technicians, librarians and accountants to the school. Then orientation is similarly given by the researcher on how to give response to each interview questions. Finally all the respondents are interviewed one by one by the researcher and then their response is recorded on sheets of paper.



Instruments of data collection

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

Questionnaire

Questionnaires was used as the major instrument to collect sufficient information from the data sources of the study. Questionnaires are chosen and considered appropriate because they can cover a large sample of respondents, thereby allowing a reasonable degree of generalization of the findings. They are also economical both in time and cost and ensure anonymity. Regarding this, Schermerhorn (2000) state that a questionnaire is relatively economical, has the same questions for all subjects, can ensure ambiguity and contains questions written for specific purposes.

Questionnaires are written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007). The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Hence, questionnaires are prepared in English Language and administered to all teachers and principals with the supposition that

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they can understand the language. Both closed and open-ended types of questionnaires were constructed. The five rank responses (5= strongly agree (SA), 4= agree (A), 3= undecided (UD), 2= disagree (D), 1= strongly disagree (SD) of Likert scale questionnaires were constructed for data collection.

Interview

The interviews were semi- structured that will be conducted especially with 4 education office experts. The responses were written for further explanation during the report of the study. To support and cross check the findings from the questionnaire, the researcher conducted interview with the above participants.

This will be done as the numbers population was manageable for interview and also to avoid effect of size” during data analysis.

Focus Group Discussion

A Focus Group Discussion (FGD) is a qualitative research method and data collection technique in which a selected group of people discusses on a given topic or issue in-depth, facilitated by a professional, external moderator (Khan & Manderson 1992; Barbour 2006, 2014). Focus group discussions were held with grade 9-10 secondary school student representatives for present research in one center Soto secondary school. According to Babbie (2008), focus group is a group of subjects discussed together prompting a discussion. This reason tallies with the opinion of care Morise, (1994) that focus group discussion could be meaningful in the case of a new topic, or when one is trying to take a new topic to a population, or if one wants to explore thoughts and feelings and not just behavior. It provides a base for interpreting qualitative findings from parallel qualitative study. Subject definitions (qualitative) of with a view of comparing them (Flick, 2009).

Document Analysis

School documents that are relevant, namely lesson books, schemes of work, registers, records of work covered, and attendance records were examined. This was done with a view to obtaining the principals’ supervisory role in curriculum implementation in the selected schools. In examining the records the researcher used a document analysis performance.

Data Collection Procedures

After the approval of the research by Hawassa University advisor, the researcher obtained permission to carry out the study. The researcher personally visited the sample schools and introduced himself to the principal, explaining his mission. The researcher then administered the questionnaires to the principal and the teachers. He then arranged an appropriate day with the school leader on which to focus group discussion held with grade 10 student representatives from secondary schools. The respondents assured of strict confidentiality in dealing with the responses. The school leader and the teachers given about one hour to fill-in the questionnaires. The researcher the teachers against discussing the questionnaire so as to get honest and objective responses that reflect the respondent’s own feelings, attitudes, perceptions, views and opinions.

Validity and reliability

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

Method of Data Analysis

The data gathered through primary and secondary sources were analyzed by using both quantitative and qualitative approach. Quantitative data was analyzed in the course of questionnaire gathered from respondents by using SPSS software for windows version 20. Then based on the five point Likert rating scales from very high to very low or strongly agree to strongly disagree were used. According to Kothari, (2004) descriptive analysis is largely the study of distribution of one variable and it concerns the development of certain indices from raw data which were tabulated in terms of descriptive statistics such as frequency, percentage used for personal information, whereas, mean value and standard deviation used for basic question two and three. According to Straw, (2000). Inferential statistics of Pearson product moment correlation coefficient which is used for basic question one to determine the degree of relationship between two sets of variables. Furthermore, Persons product moment correlation statistic was also used to establish the significance of the correlation between the role of school principals in improving students' academic performance.

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

Result and Discussion

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

Table 4. Returns on questionnaires

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

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

Pearson Correlation between the school principals’ activities to improve SIP implementation.

The relationship between the school principals’ activities to improve SIP implementation was determined by performing Pearson correlation coefficient test. The principal’s roles mean score and students’ academic performance overall mean secondary schools of Wolaita zone were correlated using the Pearson correlation. This gave a correlation coefficient (r) which showed the direction of association between the variables as summarized in Table 3.4. Pearson Correlation Coefficient was used to establish the relationship between school principals’ activities to improve students’ academic performance. In order to answer our first research question concerning possible correlation between in the school principals’ activities to improve students’ academic performance, the Pearson correlation was used.

Table 4 Test of Significance of Correlation and descriptive statistics for Provision of principal effectiveness and improvement of SIP implementation.

Variable	Respondents	Mean	SD
principal effectiveness	127	3.95	0.39
Provision of instructional materials	127	3.95	0.39
principal effectiveness	Pearson	1	.785
principal effectiveness	correlation		.000
	Sig(2tailed)		127
	N		
Provision of instructional materials	Pearson	.785	
	correlation		
	Sig(2tailed)	.000	
	N		
		127	

CORRELATION

** . Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 4. Correlations were statistically significant, with the exception of correlation between improvement of SIP implementation and principal effectiveness ($r=.785, p<0.05$). More specifically, provision of instructional materials was significantly and strong positively related to principal effectiveness and to dependent variable provision of instructional materials. A significant and positive relationship was found between provision of instructional materials and SIP implementation ($r=0.785, p<0.01$). This shows that there is a significant relationship between provision of instructional materials and improvement of students' academic performance.

These findings supported by Adewale (2014) who points out that teaching and learning materials are determinants of quality of education, thus it is essential for quality teaching materials to be made available to teachers and students in adequate quantity to support teaching and learning processes.

Table 5. Test of Significance of Correlation and descriptive statistics for the curriculum monitoring and evaluation and principal effectiveness

Variable	respondents	Mean	SD
Curriculum monitoring and evaluation	127	3.66	0.69
Principal's effectiveness	127	3.95	0.39

CORRELATION

principal effectiveness	curriculum monitoring and evaluation		
	Pearson	1	.746
principal effectiveness	correlation		.000
	Sig(2tailed)		127
	N		
curriculum monitoring and evaluation	Pearson		.746
	correlation		
	Sig(2tailed)	.000	
	N		
		127	

** . Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 5 the relationships between the related to curriculum monitoring and evaluation and improve students' academic performance. The results showed that the related to curriculum monitoring and evaluation had a statistically significant and positive relationship with rational ($r= 0.746, p<0.01$), the null hypothesis was rejected. Strong relationship was found between curriculum monitoring and evaluation to improve SIP implementation.

Table 6. Test of Significance of Correlation and descriptive statistics for school Conducive environment

and principal effectiveness

Variable	Population	Mean	SD
Provision of instructional materials	127	3.68	0.71
principal effectiveness	127	3.95	0.394

CORRELATION

principal effectiveness	Conducive environment
Pearson correlation	1
Sig(2tailed)	.718
N	127

Conducive environment	principal effectiveness
Pearson correlation	.718
Sig(2tailed)	.000
N	127

** . Correlation is significant at the 0.01 level (2-tailed).

Pearson’s r parametric test of correlation revealed that there is a significant and positive relationship between related to conducive environment and improve principal effectiveness Page | 25($r = .718, p < 0.01$). Moreover, related to conducive environment was significantly and positively related to improve students’ academic performance ($r = 0.718, p < 0.01$).

Table 7. Test of Significance of Correlation and descriptive statistics for observe classroom practice and Improve SIP

Variable	Population	Mean	SD
observe classroom practice	127	3.84	0.40
principal effectiveness	127	3.95	0.39

CORRELATION

principal effectiveness	Observe classroom practice
Pearson correlation	1
Sig(2tailed)	.676
N	.000

Observe classroom practice	Pearson		
	correlation	127	
	Sig(2tailed)		.676
	N		
		.000	
		127	

** . Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 7 Item 4 Pearson’s r parametric test of correlation revealed that there is a significant and positive relationship between observe classroom practice and improve students’ academic performance ($r=0.676$, $p<0.001$). Moreover, observe classroom practice was significantly and positively related to improve students’ academic performance in secondary schools of study areas.

Table 8. Test of Significance of Correlation and descriptive statistics for the improvement of stakeholder participation and principal effectiveness

Variable	Population	Mean	SD
Improvement of stakeholder participation	127	3.79	0.43
principal effectiveness	127	3.95	0.39
CORRELATION			
principal effectiveness	Improvement of stakeholder participation		
	Pearson	1	.804
principal effectiveness	correlation		.000
	Sig(2tailed)		127
	N		
Improvement of stakeholder participation	Pearson	.804	
	correlation		.000
	Sig(2tailed)		.000
	N		
		127	

** . Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 8, Item 5 Pearson’s r parametric test of correlation revealed that there is a significant and positive relationship between the related to improvement of stakeholder participation and improve principal effectiveness ($r=0.804$, $p<0.001$). Moreover, the related to improvement of stakeholder participation was significantly and positively related to improve students’ academic performance in secondary schools of study

areas.

Focus group discussion held with students reveals that majority of the respondents said that there is sufficient instructional materials to support student learning like, Providing textbooks and other teaching/learning materials, Creating a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources, but some of them said that principals not motivates students to work hard by rewarding top performers ,and not recognizes stake holders and teachers to impart instruction by using local available materials to improve SIP.

Responses of FGD related about principals monitor curriculum and evaluation students' academic performance, the group said principals evaluates instruction, coordinates the curriculum and monitors students but they do not focus attention on improving the curriculum.

The relationship between principal’s leadership effectiveness and SIP implementation

Table 9. The relationship between principal’s leadership effectiveness and SIP implementation

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

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

As depicted in item 1 of Table 9, teachers and school principals with X= 2.97, SD=1.35 and X= 2.18, SD=.68) respectively. To generalize that, the average mean of both group were 2.57 which found to be in undecided. This shows that the degree to which the principal holds a classroom visit to observe a teachers were not practiced well as expected in secondary schools under study areas. The findings of this study are supported by the findings of Jared (2009) who found that majority of interviewed teachers reported that they have never seen their head teachers come to supervise them in classroom, apart from checking their pedagogic documents. As shown in Table 9, (item 2), the respondents were asked whether the principal holds productive discussion

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with the teachers after classroom visit or not. Accordingly, teachers and school principals with ($X= 3.39$, $SD=1.17$ and $X= 2.48$, $SD=1.01$) respectively reported that, teachers undecided on the point with 3.39 mean score but school principals mean which is 2.48 indicate that the principal holds not productive discussion with the teachers after classroom visit. The average mean score of respondents is 2.94 which indicate undecided on the point. This shows that the principal holds productive discussion with the teachers after classroom visit was not practiced well as expected under study areas. The findings of this study contradict the findings of Blaise&Blaise,2004, who found that visitation to classroom assist in boosting teachers morale, put teachers on alert to make good use of instructional time, and feedback from such visitation help to implement new ideas, planning and achieving better goals and objectives of teaching and learning.

As it can be seen from the above item 3 table 9, teachers and school principals were asked whether or not the principal ensure that teachers have lesson notes. So, the data obtained shows that there were significant differences between teachers and school principals on the stated issue. This means that, teachers with the mean value rated as ($X= 2.22$, $SD=.96$) this fall under the designation of disagreement and school principals with mean value rated ($X= 4.66$, $SD=.62$) which fall strongly agreement on the issues. The average mean scores 3.44 indicated the undecided on the point. However, the practices of secondary school principals ensure that teachers have lesson notes sample of study areas. The finding is also in line with the views of Ada (2010) who stated that the schemes of work and lesson notes exerts some impact on the academic performance of students in school.

As shown in Table 9, (item 4), the respondents asked whether the principal coach the class to mark the teachers who attend lessons or not. Accordingly teachers and school principals with mean value rated as disagreement ($X= 2.25$, $SD=1.10$ and $X= 1.96$, $SD=.58$) respectively. This revels that, school principals did not coach the class to mark the teachers who attend lessons in secondary schools. The average mean score of respondents $X= 2.10$ shows that, the disagreement of respondents with this point. According to Nike (2013) who found that approaches of principals’ frequent visitations of teachers in the classrooms during lesson significantly impact on student’s academic performance.

Table 10. Classroom observation to support teachers

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

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head of departments on syllabus Principals 2.22 .69
coverage.

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

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

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

As shown in Table 10, (item 3), the respondents were asked whether the principal ask reports from head of departments on syllabus coverage or not. Accordingly, teachers and school principals with (X= 2.96, SD=1.35 and X= 2.22, SD=.69) respectively reported that, teachers undecided on the point with 2.96 mean score but principals mean which is 2.22 indicate that school principals are the reports from head of departments on syllabus coverage. The total mean score of respondents is 2.59 which indicate disagreement on the point. This shows that school principals are reports not well in departments on syllabus coverage.

Table 11. The Principals Monitoring SIP for leadership effectiveness

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

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

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As it can be seen from the above table item 1, teachers and school principals were asked whether or not, the principal give advice to students in different disciplinary issues. So, the data obtained shows that there were significant differences between teachers and school principals on the stated issue. This means, teachers with ($X= 3.39$, $SD=1.17$) fall under the agreement whereas school principals mean value rated as ($X= 2.44$, $SD=0.97$) fall disagreement on the issues. The overall mean value 2.91 indicated the undecided on the point. From the result obtained, it is possible to conclude that, the principal give advice to students in different disciplinary issues was not practiced well as expected level. The results are in line with the views of Fadipe in Bua & Ada (2013) who posited that principals being instructional leaders are in a good position to supervise, visit, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them.

As shown in Table 11 (item 2), the respondents asked whether the principal frequently visit classrooms to check students activities or not. Accordingly teachers and school principals with ($X= 2.23$, $SD=.97$ and $X= 4.62$, $SD=.68$) disagreement and strongly agreement on the point. This reveals that, principal did not frequently visit classrooms to check students' activities in secondary schools. The total mean score of respondents $X= 3.42$ shows that, the agreement of respondents with this point. This is unsatisfactory implementation. These findings agree with the ides of Sabitu and Ayandoja (2012) who revealed that there was a significant impact of class visitations by principals effectiveness in improving SIP implementation in Secondary Schools in Wolaita zone.

Regarding to FGD and document analysis reveals that there was no frequent classroom observations; supervision; effective feedback to teachers and involvement of staff in school-based activities in the study area. Based on this principals should design different approaches to improve students achievement like classroom observation, supervision, giving immediate feedback for high achieved students and reward according to their results, but the principals are not did as expected. Also literature review support that principals as school principals improving supervision of instruction is of great concern to educational authorities worldwide. Effective instructional supervision is considered vital for school effectiveness. Yunas (2013) says that supervision is one of the roles of principal, which is concerned with the improvement of instructional effectiveness. This means that to have effective teaching and learning within the school; the principal needs to supervise the process. The role of the principal is characterized by frequent classroom observations; supervision; effective feedback to teachers and involvement of staff in school-based activities. Principal is instrumental in successful curriculum implementation in school. The instructional supervision also takes cognized of the timely implementation of curriculum, improvement of program me and monitoring of the planned objectives of the school.

The challenges that face school principals to improve SIP implementation

Table12. The school principal’s challenges that face school leaders to improve SIP implementation

	Items	Respondents	X=mean	A/X=m	SD
1	Teachers not attending lessons	Teachers	3.82	3.53	1.04
		Principals	3.25		.44
2	Lack of budget/income at school level	Teachers	3.77	3.94	.93
		Principals	4.11		.32
3	Involvement of respective stakeholders in school affaires	Teachers	3.57	3.87	1.09
		Principals	4.18		.48
4	Inadequate number of trained teachers	Teachers	3.87	3.82	.89
		Principals	3.77		.97
5	Teachers not completing syllabus in time	Teachers	3.84	3.44	.92
		Principals	3.03		1.05
6	Admission of students with low marks.	Teachers	3.89	4.07	.90
		Principals	4.25		.81
7	Strikes or high students’ indiscipline	Teachers	3.81	3.73	1.06
		Principals	3.66		1.27
8	Inadequate textbooks and revision books.	Teachers	3.87	3.63	.83
		Principals	3.40		.50
9	Inadequate science laboratories	Teachers	3.58	4.12	1.15
		Principals	4.66		.62
10	Lack of time to check teachers’ schemes of works, lesson plans, records of work and lesson attendance.	Teachers	3.41	3.16	1.34
		Principals	2.92		.26
11	Lack of time to check student’s notes, assignments.	Teachers	3.77	3.49	.93
		Principals	3.22		.69
12	Lack of parents’ commitment to their children’s education	Teachers	3.67	3.52	.89
		Principals	3.37		.49

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

As shown in Table 12, item 1 there was no significant difference in the scores for the mean of teachers rate (M=3.82, SD=1.04) this shows agreement on the issues and principals with mean values rated as undecided (M=3.25, SD=0.44); which stated that, there were significant mean among teachers and principals about teachers attending lessons in secondary schools in Wolaita zone secondary schools”, were not as expected. The average mean score of respondents is 3.53 which indicate agreement on the point. This result indicates that school principals did not attending lessons.

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As shown in Table 12, item 2 the lack of budget/income at school level in teachers had a mean of $X=3.77$, $SD=.93$ which shows agreement on the issues that means teachers agree that there lack of budget in their school. While the principals had a mean of ($X=4.11$, $SD=.32$) in above table. The average mean value 3.92 respondents indicate agreement of the points. This indicated there was a average mean difference between the teachers and principals secondary schools with the role of principal in improving students' academic performance.

As presents the above table item 3 the involvement of respective stakeholders in school affaires in teachers had a mean of $X=3.57$, $SD=1.09$ while the principals had a mean of $X=4.18$, $SD=.48$. But from the mean of total respondents' i.e. 3.87, it is possible to realize that, there was agreement on the necessity of respective stake holder's involvement in school affairs. This revels that the effectiveness of principal in SIP implementation as not as expected. The results shows that the role of principal in improving students' academic performance necessity no respective stake holders involvement in school affairs between teachers and principals.

As shown in Table 12, item 4, the Inadequate number of trained teachers had a mean of teachers $X=3.87$, $SD=.89$ while the school principals had a mean of $X=3.77$, $SD=.97$ which shows agreement on the point respectively. The average mean score of respondents is 3.82 which indicated agreement on the point. This concluded that inadequate number of trained specialized teachers in secondary schools. This indicates that there is no significant difference between the responses of school principals and teachers.

As shown in Table 12, item 5, the respondents were asked whether teachers not completing syllabus in time or not. As we can observe from the data, teachers and principals with ($X=3.84$, $SD=0.92$ and $X=3.03$, $SD=1.05$) agree on the part of teachers and undecided on the part of principals. The average mean score of respondents is 3.44 which indicated undecided on the point. This means that the mean rating of teachers and schools principals in the role of principal in improving students' academic performance was in completing syllabus in time secondary schools in Wolaita zone for the given items.

As shown in Table 12, item 6, there was no significant difference in the scores for teachers ($M=3.89$, $SD=.90$) and principals ($M=4.25$, $SD=.81$) agree respectively. The averages mean score fall agreement to the point 4.07. This shows respondents agree there was no admission of students with marks in secondary schools of study areas. These results suggest that teachers and school principals difference does not have admission of students with marks. Specifically, our results suggest that admission of students with low marks difference, the role of principal in improving students' academic performance. Similarly, in a study to determine the practice of principals with low marks. According to Anumaka and Semugenyi (2013) used null hypothesis of accept significant difference of the practice of principals with low marks.

Item 7 of table 12 exposed that strikes or high students' indiscipline or not. So, the data obtained show there were significant differences between teachers and school principals on the stated issue. This means, teachers and school principals with ($X=3.81$, $SD=1.06$ and $X=3.66$, $SD=1.27$) agree respectively. The average mean score of respondents is 3.73 which indicate agreement on the point. It concludes that there is no significant mean difference in the Study strikes or high students' indiscipline.

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As shown in Table 12, (item 8), the respondents were asked whether inadequate textbooks and revision books or not. As we can observe from the data, teachers and principals with ($X= 3.87, SD=.83$ and $X= 3.40, SD=0.50$) shows agreement on the part of teachers and undecided on the part of principals. The average mean score of respondents is 3.63 which indicated agreement on the point. This shows that, inadequate textbooks in school the major challenge to improve students' academic performance, it needs great attention. The above item concluded that inadequate textbooks and revision books in secondary schools of study areas.

As shown in Table 12, (item 9), the respondents were asked whether or not. As we can observe from the data, teachers and principals with ($X= 3.58, SD=1.15$ and $X= 4.66, SD=0.62$) agreed on the issues respectively. The total mean score of respondents is 4.12 which indicated agreement on the point. From the result obtained, it is possible to conclude that, there inadequate science laboratories found on the school affect academic activities of the school

As shown in Table 12, (item 10), the respondents were asked whether lack of time to check teachers' schemes of works, lesson plans, records of work and lesson attendance or not. As we can observe from the data, teachers and school principals with ($X= 3.41, SD=1.34$ and $X= 2.92, SD=0.26$) respectively. The average mean score of respondents is 3.16 which indicated undecided on the point. This reveals that there is lack of time to check teachers' schemes of works, lesson plans, and records of work and lesson attendance. It concludes that there is a significant difference in the study involvement of secondary school lack of time to check teachers' schemes of works, lesson plans, and records of work and lesson attendance.

As shown in Table 12, (item 11), the respondents were asked whether lack of time to check students notes, assignments or not. As we can observe from the data, teachers and principals with ($X= 3.77, SD=.93$ and $X= 3.22, SD=0.69$) respectively. The average mean score of respondents is 3.49 which indicated undecided on the point. From the result obtained, it is possible to conclude that, the school leader's effectiveness regarding check students notes on time, assignments so as to improve students' academic achievements were not practiced well as intended.

As indicated in table 12, (item 12), the respondents were asked whether lack of parents' commitment to their children's education or not. As we can observe from the data, teachers and school based supervisors with ($X= 3.67, SD=.89$ and $X= 3.37, SD=0.49$) respectively. The average mean score of respondents is 3.52 which indicated that agreement on the point. This revealed that there is significant difference among the two groups of respondents regarding the issue of from the result obtained; it is possible to conclude that in secondary schools sample study areas lack of parents' commitment to their children's education.

The findings on the main challenges faced by principals in promoting students' performance succinctly concur with the findings of Wakoli (2014) who found that the major challenges faced by Principals in managing schools for improved performance were; inadequate teaching staff, lack of parental cooperation in fees collection, inadequate teaching and learning facilities and teacher lateness in reporting to school for duty.

Summary, Conclusions and Recommendations

Therefore, based on the analysis of data, the findings of the study summarized as follows;

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

B. Based on the Finding of Related to Approaches do School Principals use to relate between principal's leadership effectiveness and SIP implementing

➤ Views of respondents on related to Approaches classroom observation

1. The practices of school related to approaches classroom observation in the academic performance were not as expected secondary schools of study areas. The principal holds a classroom visit to observe a teachers at school level were not practiced with mean score fall on($x=2.58$); school principals did not the principal holds productive discussion with the teachers after classroom visit with total mean score fall on($x=2.94$); they have provided the principal ensure that teachers have lesson notes with total mean score ($x=3.44$) and they did not The principal coach the class to mark the teachers who attend lessons and those who not sample secondary schools.

➤ **Views of respondents on related to classroom observation to support teachers**

2. On the other hand they did not make the principal advise teachers on issues related to school curriculum and teaching methods with total mean score fall on ($x=2.42$); they did not principal request head of departments to check if teachers attend lessons with total mean score fall on($x=2.37$) and they did not The principal ask reports from head of departments on syllabus coverage. With total mean score fall on ($x=2.59$).

➤ **Views of respondents on related to monitoring students**

3. However; they did not the principal give advice to students in different disciplinary issues with total mean score fall on($x=2.91$); they did the principal frequently visit classrooms to check students activities with total mean score fall on($x=2.37$) and they did not principal allowing students to participate in different Co-curricular activities.

C. Based on the findings related to the challenges that face school leaders improve

SIP implementation

4. The finding revealed that there was a significant relationship between initiatives structure of principal school leaders and improve students' academic performance in the relationship was in favor of student's academic performance. The findings of the study revealed that, the implementation of school principal's activities academic performance improvement was affected by a number of problems. As the total mean scores fall high on ($x=3.16$ and 4.12). However, teachers not attending lessons in class mean values rate as undecided ($x=3.16$); they were lack of budget/income at school level mean value rated high ($x=3.94$); there was involvement of respective stakeholders in school affaires ($x=3.87$) and inadequate number of trained teachers ($x=3.82$). Similarly, teachers not completing syllabus in time ($x=3.44$); admission of students with low marks ($x=4.07$) ; strikes or high students' indiscipline ($x=3.73$) and inadequate textbooks and revision books ($x=3.63$).

Conclusion

Based on the major findings the following conclusions were drawn

1. The study concludes that there was a statistically significant relationship between the school principals' effectiveness practice to improve SIP implementation. The correlation coefficient indicated a strong SIP implementation positive relationship between the school principals' activities to improve students' academic performance. There was significant relationship between the school principals' activities to improve SIP implementation The correlation coefficient indicated a significant positive relationship. The results of the study showed that a significant relationship exist between the school principals' activities to improve SIP implementation. The students taught by teachers with high principals abilities tend to perform better in their academic work. A strong association existed between principal's role and students' academic performance and that an outstanding leadership was a key characteristic of schools that perform well in examinations. The principals roles is critical for provision of instructional materials, curriculum monitoring and evaluation, conducive environment and observe classroom practice / supervision aspects

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that lead to higher students' academic performances. In order to improve learning and students' performance, focus should be on the development of qualified and experienced teachers with strong principal's roles abilities.

2. The result indicated that school principals didn't advise teachers on issues related to school curriculum and teaching methods in secondary schools. The result indicates that there is significant difference between the responses of school principals and teachers of the principal request head of departments to check if teachers attend lessons. However, the finding shows that school principals are not reports well in departments to cover syllabus.
3. The study concludes that principals use several approaches in supervising teaching and learning processes. Some of these approaches are frequent class visits to students work, ensuring that teachers have professional documents such as schemes of work, lesson notes and records of work, asking for syllabus coverage to supervise class attendance by teachers when the principal is absent. However some approaches such as asking class prefects to monitor teacher lesson attendance and visiting classrooms to observe a teacher is practiced by very few principals. The study also concludes that most principals make decisions about the school's key aspects such as selecting teaching/learning materials, setting school rules and regulations and budgeting with close consultation with their stake holders.
4. As the result of the study revealed, school-principals was negatively affected by many problems; such as - school teachers did not attending lessons, lack of budget/income at school level; inadequate number of trained specialized teachers in secondary schools; teachers and school principals difference does not have, admission of students with marks were the identified problems. So, it is better to conclude that concerned body not given value by providing input and trained personnel to improve SIP implementation
5. Hence, inadequate textbooks in school the major challenge to improve students' academic performance, they did not the issue of adequate science laboratories in secondary schools of study areas; that there is a significant difference in the study involvement of secondary school lack of time to check teachers' schemes of works lesson plans, records of work and lesson attendance. ; the school leader's effectiveness regarding check students notes on time, assignments so as to improve students' academic achievements were not practiced well as intended and lack of parents' commitment to their children's education. From this it is suggested as the major challenges in the study area.

Recommendations

Based on the findings of the study and conclusions drawn, the following recommendations were forwarded

1. The schools and other stake holders have better to undertake development projects that empowers schools by availing learning materials for example text books and facilities like science laboratories and libraries for principals' effectiveness practice to improve SIP implementation
2. From the results of the study the researcher recommends that principal's activities to improve SIP implementation, the school have better to provide adequate instructional materials, create conducive learning environment for teaching and learning and follow class room practice of teachers teaching methodology by providing incentives like letter recognition, promotion, design training program for teachers based on their performance in relation to improve SIP implementation.
3. The teachers have better to be encouraged and provided with financial support by attend in workshops, seminars and conferences. School administration has better also create an environment conducive for the growth of principal's roles.
4. Teachers should be encouraged to continuously acquire principal's roles skills within and outside school systems through training, workshops and seminars. Principals have better to improve their instructional supervisory approach through attending management courses such as those organized and other professional development workshops as a way of ensuring that teaching and learning processes take place smoothly in order to improve students' performance.
5. Principals should delegate more duties to their deputies and department heads in order to save time to assess both the students and teachers commitment to their work. Secondary school principals should employ more teachers to the secondary schools in Wolaita zone in order to reduce the current teacher of the work load and ensure timely syllabus coverage as this will significantly impact on SIP implementation. Principals should delegate more duties to their department heads in order to save time to assess both the students and teachers commitment to their work.

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