Teachers’ perception of the Effectiveness of Leadership in Cheha Woreda Secondary and Preparatory Schools of Guraghe Zone

M.A- Thesis

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Acronyms

AAU: Addis Ababa University

ESDP: Educational Sector and Development Program

Edpm: Educational Planning and Management

MD: Master’s Degree

MOE: Ministry of Education

SNNPR: South Nation Nationality and People Region

WEO: Woreda Education Office

ZED: Zonal Education Department
ABSTRACT

The objective of this study was to investigate teachers’ perception towards school leaders’ leadership effectiveness in secondary and preparatory schools of Cheha Woreda. Basic questions were raised regarding the school leaders’ leadership effectiveness and factors affecting the schools leaders’ leadership effectiveness. The study employed descriptive survey design under which both qualitative and quantitative research were used. Out of 8 secondary and preparatory schools, 6(75%) secondary and preparatory schools selected by simple random sampling and out of 168 teachers 84(50%) were selected through simple random sampling technique. Out of 15 principals 15(100%) principals and 2 interanl school supervisors were included in the study by using available sampling techniques respectively. Data for the study were collected through questionnaire, Interview, and focus group discussions. The data collected were analyzed by percentage, frequency, mean value, average of means and standard deviation. The findings of this study revealed that the leadership effectiveness was the most common problems of secondary and preparatory schools principals in the Cheha Woreda. On the other hand, school leaders’ effectiveness to discharge their ability to lead teachers and uphold responsibility to perform school activities in order to achieve the intended school goals was minimal in the school improvement program. Specially school leaders’ lack of skill in redefining their responsibilities and distributing school leadership tasks among teachers, woreda and zonal education office low provision of stable expertise support for school leaders were prominent factors. Therefore, unless school leaders are well equipped with the knowledge and skills in management and leadership, they would not be able to improve school performance accordingly and significantly. Moreover, school leaders in collaboration with stakeholders should provide motivators such as praises, consultations, encouragements or active support, trust and respect by acknowledging particular effort in order to raise positive perception of teachers and school improvement as well. The findings of this study gives recommendations for better stand to: the REB, WEO, ZED in collaboration with MoE, are advised to organize professional trainings, seminars and workshops for school leaders on how to use the leadership effective.
CHAPTER ONE
INTRODUCTION

This chapter deals with the background, statement of the problem, basic research questions, objectives of the study, significance of the study, and delimitation of the study operational definition of the terms.

1.1. Background of the study

Leadership is the process of directing the behavior of others towards the accomplishment of some common objectives. It is the way of influencing people to get things done to a standard and quality above their norm and doing it willingly. Biddle and Saha (2006) defined leadership as “the ability to influence others to pursue the goals the leader thinks is important and desirable. Leadership also involves many specific activities such as creating a vision which motivates followers to action.” According to MOE (2004), leadership is “the art or process of influencing people so that they would strive willingly and enthusiastically towards the achievement of group goals” and state that the source of influence may be the position a person has in a formal organizational structure or recognition and respect given to a person due to his/her professional or social acceptance in a group. Terry and Franklin (2003), mention that a leader influences subordinates based on one or more of five source of power: coercive, reward, legitimate, expert and referent. Whereas the first three are formal organizational factors the last two are personal elements that contribute to the strength of a leader. Leaders the ability and perspective to clearly define the goals and objectives of the school need effective leadership that promote, celebrate and enhance the importance of teaching and learning that contributes directly to school instructional improvements. They also knowledge and skill for effective communication so that they communicate the interests, attitudes, and values of teachers, working with them formally and informally motivate them accordingly (Hopkins, 2003). According to Gary (2006) leadership effectiveness is measured in terms of consequences of the leaders action for the followers and other organization stakeholders. Many different types of outcomes have been the performance and growth of the leaders, groups or organization, its preparedness including to deal with challenges or crises, followers
satisfaction with the leader, follower commitment to the grouped objectives, the psychological well-being and leaders advancement to higher position of authority in the organization. Perceptions are fundamental to our forming opinion about ourselves, others and reality which involves the interaction of the outer world with our inner world. For instance, negative attitudes towards others in work place influence both self-perceptions and the perception of others (Manas, 2013). Similarly, the effective educational leader is one who has the ability to develop a school’s capacity to enhance students learning through the motivation of teachers, staff and students (Daley et al., 2006). Therefore, it may be claimed that student’s academic achievement is affected by the teacher’s perception of school leadership. The success of any school is critically linked to the leadership of the school. Working in partnership with staff, parents, pupils and the community, the principals articulate a vision and give direction to schools, which would lead them to effective educating. The principals’ effectiveness could be described their strong instructional leadership to support the staff in improving instructions for best and high academic achievement of the students. The school leaders should work on continuous and regular monitoring of performance and attendance for positive school climate and development (Harris, 2005). Effective instructional leadership is generally recognized as the most important characteristic of school principals. It is believed that the principals are the key to a good school. Thus, the school principal’s role as a leader, administrator and change agent is far reaching. Principals are responsible for helping their schools to develop visions that embody the best thinking about teaching and learning, help the school to become a professional learning community to support the performance of all key workers including teachers and students in highly diverse contexts implement forms of teaching and learning that are appropriate and effective for the population they serve, enhance school work performance and using resources efficiently and effectively, control the workers in order to achieve the ultimate goal of the school (MOE, 2007:2734).

1.2 Statements of the problem
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, school system is one of the public’s and instructions having its own specific goal and objective and achieve such task is given to school leaders.
Leadership is the process of influencing the behaviour and work of others in group effort towards the realization of specific goal in a given situation.

Bellamy, Fulmer, Murphy, and Muth (2007) stated, “Principals are expected to overcome barriers to learning, show reliable achievement, and do both in an environment of resource constraints and political conflict about the role of schools” (p. 3). “Principals may have the most complex job in education” (Bellamy et al., 2007, p. 1). Regarding the requirements of the principal ship, Davis, Darling-Hammond, LaPointe, and Meyerson (2005) shared the following view: More than ever in today’s climate of heightened expectations, principals are in the hot seat to improve teaching and learning. They need to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communications experts, budget analysts, facility managers, special programs administrators, as well as guardians of various legal, contractual, and policy mandates and initiatives. They are expected to serve the often-conflicting needs and interests of parents, teachers, students, district office officials, unions, and state and federal agencies, and they need to be sensitive to the widening range of student needs. (p. 5) Davis et al. (2005) reiterated the extraordinary requirements of the principal ship, concluding that practitioners and scholars agreed that the job requirements are Unreasonable for any one person. Though principals may view themselves as effective leaders, Gimbel (2003) believed “principals cannot survive if teachers and staff do not believe in their leadership” (p. viii). According to Rooney (2008), principals were often unaware of teachers’ perceptions of their behaviours, and their behaviours sometimes had unintended effects on staff members. Rooney (2008), who at the time her article was published was Co-Director of the Midwest Principals’ Center, offered the following advice to principals: Reflect often and deeply about your effectiveness as a principal. View your work through the eyes of those you serve. If those you work with see no congruity between their core values and yours, they will simply wait out your tenure in the building. Teachers stay, but principals move on. . . . Teachers have different perspectives on our effectiveness. (p. 83) Kouzes and Posner (2006) stated that leaders could gain valuable insight into others’ perceptions through soliciting feedback, but they do not ask for it. They believed the lack of feedback from the follower to the leader was one of the most apparent leadership shortcomings, and one that desperately needs to be overcome. The role of
leadership in school improvement is unquestionable. Principals should also be competent in establishing safe and positive school climate. The main problematic issue of schools nowadays is the inappropriate leadership effectiveness that school leaders practice which affect school improvement and student learning. Moreover, teachers’ perception is also highly influenced by the leadership effectiveness that the school leaders practice over time. That is why School leadership has become a top priority in Ethiopian Education policy (MOE, 1994). This study tries to examine how school leadership effectiveness, as perceived by teachers, impacted student academic achievement. Leithwood (2005) concluded that among school-related factors that are associated with students’ academic achievement, perception of teachers towards their leaders’ leadership effectiveness is significant. This indicates that the leadership effectiveness school leaders are practicing has a direct influence on school improvement and student academic achievement as well. Therefore, leaders have to be selecting the leadership’s effectiveness which positively influences their effective practices, role modeling and high expectations to enhance school improvement. A research by Tigistu Awelu, (2012). On the title “Perception of leadership in effectiveness of school improvement program” mainly focuses on the main role of school leaders to address school improvement program and neglects teachers role and contribution. The finding of the study by Sushanta, (2012) also reveals, principals were expected to practice different leadership effectiveness to increase teachers’ job performance. In addition, the finding of the research which was conducted by (Animut, 2014) suggest that ability of principals enable them to act and improve school performance is critical for smooth and effective operation of a school. There are no further researches conducted on the perception of teachers towards school leaders’ leadership effectiveness and its influence on student academic achievement. It is the process of inspiring and empowering others to voluntary commitment themselves to achieving the leader’s vision. Therefore, effective leadership is at the core of every success within the school; it is collegial; student center and teacher focus; promoting collective responsibility for improvement (1990). Perception is the result of perceiving, observation a mental image, concept consciousness the act or faculty of perceiving and apprehending by means of the senses or the mind cognition. It is organization, identification; it may be translation in to multiple precepts’ experience randomly one at a time. In general the ability to see, hear or
become aware of something through the senses. There for the purpose of this study would be to distinguish teacher’s perceptions of effectiveness of leadership in secondary school in Cheha Woreda. It would also identify the factors that influence the effectiveness of leadership and it would help determine possible solution for the effectiveness of school leadership in secondary schools in Cheha Woreda. Accordingly, the research was designed to answer the following research questions.

1.3. Basic research questions

1. How do teachers perceive the effectiveness of leadership in secondary and preparatory schools of Cheha Woreda?

2. What are the major factors that affect the effectiveness of school leadership in secondary and preparatory schools of Cheha Woreda?

3. Do teachers’ perceptions of the leader’s effectiveness differ across secondary and preparatory schools in Cheha Woreda?

1.4 Objective of the study

1.4.1 General objective
The overall objective of this study is to distinguish about the teacher’s perception of the effectiveness of leadership in secondary and preparatory schools in Cheha Woreda.

4.1.2. Specific objectives
To identify how the teachers perceive the effectiveness of leaders in secondary and preparatory schools in Cheha Woreda

To identify factors that affect effectiveness of leaders in secondary and preparatory schools of Cheha Woreda

To differentiate teacher’s perception across secondary and preparatory schools in cheha Woreda

1.5. Significance of the study
The output of this research would be expressed in various ways. First the findings of the study would help school leaders, identify common teachers’ perception towards their effectiveness in
school leadership, find out problems and build team spirit and good working environment in schools. Second, the result of the study would help cluster and Woreda educational office to solve existing leadership problems in the secondary and preparatory schools and build capacity of school leaders. Finally, the outcome of the study may serve as a good input for policy makers to set strategy of school leadership effectiveness.

1.6. Delimitation of the study
In Cheha Woreda there are eight secondary and preparatory schools. This study focused on teachers’ perception of effectiveness of school leadership in Cheha Woreda. Perception of teachers for the effectiveness of leadership would be manifested in Cheha Woreda secondary and preparatory schools. Because of limited time, financial constraints and very scattered nature of schools, out of eight governmental secondary and preparatory schools (grade 9-12) the study was conducted on six secondary and preparatory schools. The findings of the study, therefore, generalized to only the selected secondary and preparatory schools. To get sufficient information about the research for reality of data

1.7. Limitation of the Study
The limitation of this study can be seen from two basic dimensions. First, the novice research knowledge of the researcher could be one limitation of the study. Due to lack of experience the researcher could not analyze the findings in advanced level. Second, financial limitation and shortage of time hindered field duration while collecting data. Therefore, the researcher confesses that the findings of this research are shallow and it points further advanced study in the same problem in the study site.

1.8. Key Definition of Terms
Effectiveness: would be measured by the degree to which she/he achieves individual; group and organizational goals. In this research effectiveness would be measured in terms of the school and supervisor’s ability to achieve individual, group and organizational goals.

Leadership: - The art or process of influencing people so that they would strive willingly and enthusiastically towards the achievement of group goals. Under this research leadership such as school principals and supervisor would be measured how to influencing followers positively or not.
Leadership effectiveness: would be measured in terms of consequences of the leaders’ action for the followers and other organization stakeholders. Effective leadership makes one feel that even the most difficult problems can be tackled productively; effective leaders are optimistic and hopeful, with contagious enthusiasm (Fullan, 2001).

Perception: - awareness or mental image of an individual towards leadership along with his or her judgment. Under this research perceptions would be measured teachers perceptions’ of effectiveness of leadership (school principal and supervisor).

1.9. Organization of the Study
This paper is organized into five chapters. The first deals with the background of the study, statement of the problem, objective, basic question, significance, delimitation, limitation of the study, and definition of key terms. The second chapter is review of related literatures. The research methodology and procedures employed to collected and analyzed the data were also included in chapter three. The fourth chapter is meant for presentation and analysis of the collected data. Fifth chapter includes summary of the findings, conclusions and recommendations.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. The review focuses on issues like, concept and nature of leadership, perceptions of teachers towards school leader’s effectiveness leadership in education, building school capacity through leadership effectiveness, effective instructional leadership, and factors that affect secondary and preparatory school leadership effectiveness.

2.1. Concept and nature of leadership

A simple and general definition of leadership includes the capacity to influence, inspire, rally, direct encourage, motivate, induce, move, mobilize, and activate others to pursue a common goal or purpose, the ability to influence a group toward the achievement of goals (Robbins, 2005). The source of this influence may be formal such as that provided by the possession of managerial rank in an organization. But (Farhbakhsh, 2007) opposes Robbins ideas. He said that leadership must be earned, even after appointment to a managerial position. He further points out that leadership is not based on position or status but on authority and prestige.

In similar manner (Hunt and Obsornm, 2000) define “leadership as a case of interpersonal influence that get individuals, or groups of people to do what the leader wants to be done.” This implies that the leader’s focus is on what he or she wants from people therefore, followers input is not encouraged with regard to what is to be done. Similarly, (Dubrin 2007) defines leadership as the ability to inspire confidence and support among the people who are needed to achieve organizational goals. This has to do with inspiration change and motivation. It can be concluded that the leader’s practice is to build followers confidence in their job so as to be effective on their job. According to (Yukl, 2006) leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objective. This definition of Yukl includes efforts not only to influence and facilitate the current work of the group or organization but also to ensure that it is prepared to meet future challenges. According to (Kumar and Mittial.R,2001) defines “ leadership is the most crucial concept in the organization and process of influencing, constitutes organizational change ,
promotes visions, creating, forward-looking, strategic thinker, honest, fair minded, courage’s, supportive and knowledgeable as to attain the organizational goals. To sum up, the definition of leadership is much diversified and multi meaning. However, most writers have one thing in common that leadership is about influencing a group of people towards desired organizational objectives. The nature of leadership has been concern of scholars who specialized in managerial areas. Regarding to this, Dean (2005:89) states that the topic of leadership has facilitated people through the age varies much organization has given a tremendous attention to the study of nature of leadership in and outside their organization. It is because leadership is not only the concern of one or two organization but also the business of many institutions. Elaborating this Hurdy, (1995:353) write that leadership covers the vast area of the various sector of a society. He keeps on saying the assumptions about the nature of leadership dose not only affect particular organization but it affects the whole design of the community system of nations that is political, educational, social and economic. Therefore, since leadership has this vehement and direct impact on the wellbeing of the society, of organization and of institution, its nature has to be extensively studied.

2.2. Perceptions of teachers towards school leaders
Different study revealed that teachers perceived their principals positively, moderately and negatively.
According to, Chang, et al., (2008) reasoned that strong principals were rated more positively than average and weak; and average principals were rated more positive than weak. Parkinson, (2008) also forwarded that, one most factor teachers’ indicated to positively effect on their job satisfaction are principals’ “warm and caring” .Several studies also found that there were positive relations between principals and teachers. This is due to the relationship between principals and teachers motivation (McGhee and Lew, 2007), principals’ leadership styles and teachers’ performance (Evan, 2001; Matsumura et al., 2009 and Moreland, 2009), principals’ styles and job satisfaction (Bogler, 2001), and between principals’ styles and school learning culture. As stated by the above scholar teachers’ motivation, performance and job satisfactions are the basic issues which establish positive relations between principals and teachers. In some studies, principals were perceived negatively by their teachers. According to Keiser and Sheen (2000) teachers had less influence on decision-makings in terms of “school budget, hiring new teachers and evaluating teachers”. In addition, Khan and Fatima (2009) also found that “the
aspect of instructional behaviour was weaker among the head teachers”. These scholars argued that principals had problems of implementing their role in the context of leadership decision making especially exemplified “budget transparency, staff development, and teachers evaluation

2.3. Leadership effectiveness

Fiedler has developed a contingency model of leadership effectiveness that attempts to explain the fact that both autocratic and democratic leadership’s can be effective.

Fiedler’s contingency models say that leadership effectiveness is the result of an interaction between the style of the leader and the characteristics of the environment in which the leader works. Drawing on the contingency theory of the Fiedler, leadership effectiveness framework bases on notion that no single style effective in all situation but rather the situation determines the style that will most likely be effective (Sutcliffe, 1997:1). Ayalew, (2000) also stresses that different situation require different style and effectiveness of style depends on the situation in which it is used. Therefore, effectiveness in context based because it dependents on the situation in which the leader acts. According to (Gary, 2006) leadership effectiveness is measured interns of consequences of the leaders’ action for the followers and other organization stakeholder.

Many different types of outcomes have been the performance and growth of the leaders, groups or organization, its preparedness including to deals with challenges or crises, follower satisfaction with the leader, follower commitment to the grouped objectives, the psychological well-being and leaders advancement to higher position of authority in the organization.

Attributes of leadership fail into three categories: mental, physical, and emotional. Effective leader must be able to bear frustration and pressure. Overall, they must be well adjusted and have the emotional maturity to deal with anything they are required to face. This emotional maturity or stability qualities indicates good quality of leader. Effective leaders are a times spirited and crucial and usually enjoy overcoming obstacles. They are confident in their thinking style as well as their positive attitudes in dealing with others. They dominate others by showing their capability in every respectively area leaders were very enthusiastic. They are fore quaintly seen as energetic, expressive and active. They are often very hopeful, confident and open to change. They are generally fast and watchful and tend to be not reserved. Effective
leaders are always conquered by a sense of excellence and an in word desire to do one’s most excellences. They also have need for order and tend to be very ascetic. Leaders used to be spontaneous risk takes. They are very practical, logical and straight forwards. They often is low in sentimental attachments and comfortable with criticism. Effective leader tell the people the needs to be done and how to perform it without getting their suggestions or ideas to achieve the organizational goals of organization. Ultimately, leader’s effectiveness is the performances of many individuals that culminate in the performance of the organization or in the achievement organizational goals (Sweet1999). The above ideas imply that, effective leadership is instrumental, in ensuring organizational performance and the most potent contributor to employee’s performance as well as it creates a situation where by employees benefit from their leadership. In educational institute, particularly in secondary school leader effectiveness is defined in terms of the extent to which strategic constituencies are satisfied is consistent with a cultural and interpretive view of the organization. (Birnbaum,1992) contends that a leader who is able to command support constituent has met the need of multiple and conflicting stake holders and has a clime to be considered a good leader and thus effective. Though the leader cannot be effective without the support of his/her superiors and subordinate, it’s in his/her own hand that other can be made to contribute. Likewise, Sergiovanni (2001) observes that successful managers must achieve the results valued by the people who have a stake in their organization accomplishments. Thus an effective leader commands the support of his/her superiors and subordinates for boosting employee morale and successful attainment of organization goals. The educational leader today focuses on instruction, culture, management, strategies, and community with many areas demanding immediate attention. Because student progress is always has been, and will continue to be in the future, the reason school exists, educators must demonstrate leadership that promote the success of all students by managing the learning environment and by collaborating with families and community members. With a shared vision to guide, a various culture to embrace, technology to explore, data to assess, leader’s effective’s school recognize the value of and promote positive educational environments that are framed with the health variety of research based educational practices. Without a strong collegial commitment for improvement that operates on affording effective teacher the education leaders trying to promote student success will only be met with disappointment, frustration, and ultimately, failures. Thus the above ideas indicate good
leaders create a vision, articulate the vision, passionately own the vision and relentlessly drive it to completion.

2.4. Functions of effective instructional leadership

Instructional leadership differs from the other models because it focuses on the direction of influence, rather than its nature and source (Bush, 2007). Southworth (cited in Bush, 2007) stated that instructional leadership is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth. Bush and Glover’s (cited in Bush, 2007) definition stresses the direction of the influence process: Accordingly, instructional leadership focuses on teaching and learning and on the behaviour of teachers in working with students. The instructional leadership framework designed by Hallinger (2009:142) consists of five main components, namely: building and sustaining a school vision, hiring leadership, leading a learning community, using data to make instructional decisions, and monitoring curriculum and instruction. According to Mausbach and Mooney (2008), when strong principals become instructional leaders for their staff, they create strong schools with high achievement. The principal must be smart about teaching and learning. Instructional leadership is the process by which principals immerse themselves in the actual teaching and learning programs of the school in order to identify the instructional and general problems that teachers and learners may be experiencing at school. In this regard, the principals offer guidance and support to teachers and students so that effective teaching and learning process is achieved (Mcewan, 2001). The principals as instructional leader have a crucial role to affect the performance of individual teachers and the functioning system of the school as general. According to Mcewan, (2001) principals as instructional leaders play role in giving directions, allocating resources, supporting teachers, create conducive school climate, set high expectations of student achievement and improving school performance in learning out comes. In the following section we will discuss the main functions of instructional leadership.

2.4.1. Establishing staff development

According to Elliott and Capp, (2001) staff development is defined as any experience that expands a teacher's skill, understanding or knowledge. Supported by the school principals this staff development for teachers must be on going and systematic because there is a possibility of circumstances change, curriculum and standards change and also practice change in
government and in society at large. Due to this fact teachers must continue to learn and informed (Lunenburg and Ornstein, 2004). Snyder (1983) in (Belay2009:59) states that the best way to help staff members is updating them with outdate practices, new skills and functions through school based training and development.

The Ministry of education of Ethiopia asserts that in order to familiarize teachers with new circumstances, findings and new teaching and learning methods, schools principals should facilitate school based short term training and experience sharing programs. Generally, teachers basically seek the leaders' assistance to accomplish the desired teaching learning outcomes. Principals who help teachers to boost up their professional development may increase their performance and the school can easily achieve its goals.

2.4. 2. Creating positive school climate
Freiberg and Stein, (1999) asserts that school climate is the heart and soul of a school. It is the feature of the school that motivates pupils and teachers. In this perspective school climate is the most vital aspect of the school that gives life to it and reveals valves that school cherishes. Cooper, (2003) describes school climate as perception of school community of their working environment with regard to caring and friendliness. In other words, school climate refers to more or less school community’s understanding of the amount of kindness and hospitality they receive while interacts with principals. According to Olwulatoyin, (2006) explains that where there is healthy school climate, teachers are committed to accomplish the intended teaching and learning process. Thus principals with high trust can highly influence the school community to achieve the desired mission and goals of the school (Elliott and Capp, 2000).

2.4.3. Managing students’ progress and academic performance
Students are part and parcel of a school. They are the life blood of a school and therefore, the centre of all activities that take place in a school is achieving students’ progress in their academic performance. The major standards to measure a good school is through the result obtained by the students’ performance. In relation to this, Glickman states that the litmus test for a good school is not its innovations but rather the solid, purposeful and enduring results it tries to obtain for its students. Furthermore, in schools the students' personal records and reports should be kept orderly. One of the practical areas of school management is to keep records of individual student that can adequately reveal his growth and development (in
Mcewan, 2003:14). In the same manner Mcewan, (2003) articulates that effective school leaders use test results, grade reports, attendance records and other information to spot out major problems. The school principals are responsible to disclose the results and performances of students to the parents and community at large. In line with this idea Mcewan, (2003) has precisely pointed out that effective instructional leaders communicate students’ progress to parent through published documents, parent conferences, narratives and portfolios that give a holistic picture of student strengths and weaknesses. The Ministry of education of Ethiopian context asserts similar ideas. It says that school principals have to follow up the students’ results by recording properly and report to the concerned bodies. Therefore, school principals can enhance the students’ progress by keeping their achievement records and in subject areas. And they can also enhance students’ progress by following their ethical excellences and good moral progress.

2.4.4. Curriculum development
According to Orinstein, (2004) curriculum development is a task of supervising, directing, designing or redesigning the guide lines of instructional material that includes development of specification indicating what is to be taught, by whom, when, where, and what sequence or pattern. Curriculum provides teachers and students with lived experiences that ideally foster deep understanding, sophisticated skills, appropriate skills, appropriate attitudes and social constrictive values. Therefore, school principals must take responsibility for implementation, designing and redesigning of curriculum that is being implemented. An essential aspect of good curriculum is the involvement of teachers in its improvement. Skilled and experienced teachers bring to a curriculum team an essential practical knowledge of learner, the school environment, and the teaching-learning process. When the new curriculum is ready for implementation, teachers may also be the first people who demonstrate and promote the innovation among their co-workers (Pratt, 1980:121). Teachers who have an opportunity to participate regularly and actively in cooperative manner with supervisory leaders on curriculum improvements are more likely to be enthusiastic and supportive of their school systems. Then those who report limited opportunity to participate. This means that teachers are being encouraged to work with administrative and supervisory leaders on a study of the problems that arise from their teaching, to change their own practices and to tryout a new and better way of improving the curriculum. Moreover, several curriculum development studies
have clearly indicated that significant improvement has taken place where participation of teachers was both extensive and more inclusive and where more teachers were involved in decision making and in the production of materials (Agawam, 1993:196). By the same token, Giroux (1981:21) confirms that a very critical attention be given to teachers’ presence when making detailed examination of things in the curriculum. To any curriculum to be successfully implemented, according to Giroux, teachers should get involved in the selection of the content and learning experience. Agawam (1993:196) points out that, “individual and cooperative efforts by teachers to decide when, how, what to teach, to revise courses, select content, plan units and produce teaching aids has become a comment practice.” Moreover, Moore (1995:81) maintains that teachers should be free to comment on the content and organization of teaching materials. This author adds that, textbooks, audio visual materials, supplementary reading materials and supplies and equipment for group and individual projects should be coordinated by teachers. Concerning teacher’s participation in methodology selection, Moore (1995:93) has the following to say: Every teacher has a unique set of personal experience, background knowledge, Teaching skills and personality traits that make him or her more comfortable and Effective with certain methodologies... most teachers select the methods that have proved most successful in the past. According to Dimmock (1993:6), increased teachers participation in curriculum development may also generate commitment improve educational outcomes. According to Bush and Glover (2009) said that school principals oversee the curriculum across the school, evaluate learner performance through analysing internal continual assessments and examination results. Hallinger (2005) and Hoy (2009) assert that many school principals experience great difficulty in balancing their diverse administrative duties with their curriculum leadership function.

2.5. Supervision

According to Dull (1981) supervision is a common practice for school principals. They work democratically with teaching staff members while solving problems. The work of school principals will be with group of teachers and also with individual teachers. They are expected to work closely with supervisors for improvement of instructional guidance. In other ways supervision is professional service and a core function of instructional leaders. Supervision plays a key role in the improvement of teaching learning process. Hence, carrying out effective supervision at school level is necessary to improve the teaching learning process at the spot.
According to Charles Kadushin (1992) explained that supervision role is help the worker manage that stress more effectively, provide reassurance and emotional support. The promotion and maintenance of good standard of work co-ordination of practice with policies of administration the assurance of an efficient and smooth-running office.

2.6. Evaluation

Evaluation is a cooperative activity involving teachers, administrators, evaluator, and even students and parents Bezeeau, (1998). According to Aspinwla, (1992) evaluation is part of decision making process. It involves making judgment about the worth of an activity through systematically and openly collecting and analyzing information about it and relating this to explicitly objective criteria and value. From this definition, there is a common understanding in that it is the process of determining to what extent the educational objectives are actually being reached on. When applied to principals as instructional leadership, evaluation is used to assess whether instructional goals have been achieved or not. Thus, instructional principals should develop culture of good supervision technique to see the achievement of the desired goals and objectives of the schools.

2.7. Research work

Bezeeau, (1998:345) indicates that action research is important to a continual modification and adjustment of the overall educational experience. Thus, principals should encourage teachers to undertake research on problems that hinder effective teaching and learning process. Without research effectiveness and improvement of educational process would be difficult because research brings forth new insight and understanding Dimmock, (2000). School principals are, therefore expected to mobilize teachers to study on the problems that impede instructional process so that they apply the new insights and findings to improve the teaching learning process (Kemmis, 1994).

2.8. Building school capacity through leadership effectiveness

School leaders are called upon to use school-based decision making to increase student learning gains through school capacity Burke, (2009).Schools leadership has a direct effect on teacher behavior and classroom practices (Basom and Frase, 2004).Leaders build teacher capacity by involving teachers in school improvement decisions. School success through
school capacity involves leadership decisions that include teachers in the process of problem-solving. The schools in which teachers collaborate in problem-solving to aid student success have an influence on student outcomes and how teachers meet student needs (King and Newman, 2001). Blasé, (2002), provided an argument for the importance of principals to gain the teachers to build school capacity successful leader creates a problem solving school culture to achieve educational goal. There is broad perspective that principals have a powerful influence on teacher actions and student academic achievement (Darling-Hammond, 2003).

The first element that builds teacher capacity through teacher-focused leadership is the establishment of a positive school culture. School leaders are responsible for creating a work culture without roadblocks to student engagement and without interference in the building of teacher capacity (Bason and Frase, 2004). Second, the modeling of expectations by school leadership builds teacher capacity (Jemes, 2002). The last element builds teacher capacity through the impact of the teacher’s perception of leadership decisions (O’Donnell and White, 2005).

2.8.1. School and teacher capacity
School leaders are the driving force of sustainable education reforms (Fullan, 2001). School capacity is the first element of building teacher capacity through leadership style. Principals who make teacher support, and not authority, a center of their campus culture build leadership capacity among the instructional staff resulting in eventual student learning gains (Williams, 2006). An improving school with quality leadership exhibit traits that include good communication, high expectations of staff and students, plus a focus on raising student achievement (Bruner, 1997). Culture of leadership support influences school capacity. School culture is not accidental, but intentionally developed by the leadership (Schermherhorn et al., 2000). Using a nested case study design of multi-levels; the principals in the study identified four effective strategies. First, the staffs were appreciated through an award ceremony. Second, a hospitality committee honoured the birthday and significant event of each staff member. Third, classroom management systems were created to give student discipline to the administrative team. Last, teachers were given common planning times to integrate instruction. This qualitative study found that teachers met leadership expectations when they perceived that they worked in a culture of support and value (Rice and Roelike, 2008). Teachers in a culture established by a teacher-focused leader participate in the school wide decisions as
expected under a transactional style of leadership. The literature suggested that teachers perceive their leaders as supportive when they are given opportunities to collaborate. Professional learning communities created a culture of trust by offering a chance to consult with other teachers. These purposeful meetings were most effective when there was an established routine of collaborative discussion (Chris, 1992). Conversely, teachers who considered themselves abused by the administration had a low overall involvement in collaborative opportunities Blase, (2002)

2.8.2. Principal role modeling to build school capacity
As the second element of building school capacity through leadership style, recent studies explored the impact of professional role modeling. Fullan, (2001) claims principals who affect change see the big picture and model energy, enthusiasm, and hope. Leadership role modeling provides staff and students with motivation to continue to support leadership initiatives (Bush, 2007). Principals are committed to raising school improvement through their actions (Leithwood, 2005). A principal’s daily actions impact staff perspectives of the school’s leadership. A study found the modeling of effective actions that reflected instructional leadership knowledge had an influence on the teachers overall perspective of the school culture. An effective principal creates an environment that stimulates enthusiasm for student learning. This implies that if the principal is role model and uses an appropriate leadership effectiveness he/she would be created a positive learning atmosphere and inspire the staff to give off their best. The principal should involve learners in developing a reasonable code of discipline. The focus of leadership on academic standards in the school would depend on the school leaders’ dedication and commitment to effect academic changes in respect of the demands on the learners and the community at large. Focusing on teacher perception is one of the ways in which academic standards can be maintained. Successful implementation of these functions of the principals would depend on the form of leadership and leadership style, the principals adopt. In terms of the form of leadership, the principals can decide to distribute leadership to his deputies as well as promoting participatory leadership by empowering his teachers. The principals manage tasks professionally, which include setting achievable objectives for education, maintaining a committed staff and managing effective teams, developing an effective communication system and allocating and managing resources effectively.
2.8.3. Leadership decisions and building school capacity
As the third element of building school capacity through leadership style, this section reviews literature which ties leadership choices with the leadership styles within the framework of school capacity. The focus is primarily on studies and articles related to the teachers’ reactions to the principals’ leadership choices. Success in motivating teachers depends on how leaders gauge the magnitude of their requests and if they can adapt their leadership strategies appropriately (Gray and Ross, 2006). Teacher self-efficacy within the school culture has a direct relationship to the principal’s actions. Teacher resources include time, administrative information, teaching assignment, duty assignment, acknowledgement, and materials. Effective principals, like experts in business-related fields, take time to distribute resources through a pragmatic process that is perceived as equitable Bush, (2007). School leaders who align their resource priorities through a teacher-focused lens know which policies, practices, resources, and incentives to promote among their staff to raise overall school capacity. A study addressing the principal’s selection of teacher models to drive their instructional leadership programs suggested teachers thought such practices were detrimental to teachers and school culture leader’s leadership effectiveness is a powerful agent of change that influences school capacity and impacts student learning gains Marks and Printy, (2003). The studies included in this section of the literature review provide evidence of critical principal decisions made by the principals who build school capacity through the inclusion of the three elements of school culture, leadership role modeling, and leadership decisions.

2.9. Factors that influence school leadership effectiveness

2.9.1. Personal factors
The school principals have their own duties and responsibilities to carry out which is given them in a written from by federal and regional education bureau. However, due to various reasons they may fail to discharge their responsibilities as expected. Most others, even, effective leaders show limited progress in their leading roles, because of various personal and situational factors or other factors that may affect the effectiveness of their performances. The following are some impediments that obstruct the achievement of school leaders.
2.9.1.1 Lack of adequate training and experience
According to Fiedler and Chemers, (1993) without adequate training and experience, leaders’
task structuring ability will be lower. However, relevant training and adequate experience
enable the leaders to practice how to handle various situations in trying to accomplish their
duties effectively (Connaughton, 2003). According to these authors, training shows the
leaders alternative way doing their job or preparing them to handle specific complications of
the new job they are going to resume in the future. Generally, lack of training and experience
in the areas of leadership can hinder and negatively affect the effectiveness of educational
leaders in general and school leadership in particular.

2.9.1.2. Educational back ground
High school principals certainly expected to possess a master’s degree or equivalent in
educational leadership or specifically management of academic education. It is believed that
this formal education gives the school leadership various skills and understanding of
leadership roles (Rose, B. 2003 and Doh, 2003). Of course as many scholars suggest, due to
continues changes in the speed of the economy and technology , as well as the speed of
change, mangers and leaders who lead modern establishments needs to be engaged in a
constant learning and education process once they have their formal education (Elmuti,
et.al,2005). Otherwise, once acquires knowledge can be worn out and resulted in poor
leadership performance. Hence, educational back ground can be considered as a major
influencing factor on the leadership performance of the school effectiveness.

2.9.2. Situational and organizational factors
The situational and organizational factors that influence leadership effectiveness of the school
include, resource availability (human, material, and financial). In similarity the size, location,
topography, climate of the school district, the legal structure of education are all human and
non-human situational and organizational factors that influence the effectiveness of leadership
(Corbally, 1961). In instructional leadership process, the availability of the teaching staff, the
non-instructional staff, students, text books, equipment supplies and finance are crucial for its
success. Mibit, 1984:113Suggests that “just as well trained personnel are important for the
success of the school curricula, so are equipment and supplies.” Hence, leader’s instructional
leadership functions may be constrained or facilitated by the extent of resources available in
their school and principals’ time allotment to their work. The variety of roles that principals
assumed made them unable to devote enough time to matters that concern instruction (Jacobson, and et.al 1973:135). Seymour, (1976:89) also point out that instructional leadership role of the principal is always dwarfed by the long list of administrative duties so the multiplicity of roles and expectations by parents, students, and teachers tend to fragment whatever vision the principal may be attempting to shape in the school. Professional norm is also another factor that influences instructional leadership effectiveness. Such professional norm makes the relationship between teachers and school principals on the matters of instruction loosely coupled and leave educational decisions to teachers.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

This chapter explains the research design and methodology. In particular it describes the study area, research design, and source of data, sampling technique, sample population and instruments of data collection.

3.1. Description of study area
The study was conducted in Woreda .Cheha Woreda is one of the Woreda in Guraghe Zone in SNNPR of Ethiopia. Cheha Woreda has39 Keble is found among these Keble Emdeber is the center of Keble. Emdeber is 30km far from Wolkite, 185km far from Addis Ababa and 510km far from Hawassa. The study focused on six different secondary and preparatory schools (Yegoka, Aweytey,Emdeber, YefekTerek, Jato and Dakuna) the research would be intended to carry out the study on Cheha Woreda. This Woreda has three kinds of weather condition; these are Dega, Kola and Weyenadega. Among selected schools Aweytsey, Dakuna and Yegoka are found in Dega area where as Emdeber and Yefekterek are Weyenadega the rest Jato is in Kola area. The productions of in Cheha Woreda are enset, chat, coffee; barley, teff and wheat. Cheha Woreda boarder of East part Gumer; West part Gunchera, Northern part Ezha and Southern part is Abeshga Woreda.

The 1999 E.C national census reported a total population for this Woreda was 127000 whom 64500 were men 62500 women. Estimate populations’ was 145000 of whom70500 are men and 74500 women.

3.2. Research design
Both quantitative and qualitative approach would be used. Research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009). In this study a descriptive survey was employed with the intention to get the general picture of the current status of school leaders’ effectiveness in secondary school of Cheha Woreda. In supporting this idea, Abiy et al., (2009) suggested that descriptive survey is used to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationships that exist between
specific events. Moreover, the descriptive survey is more effective in assessing the current practices in its natural setting. The main purpose of this study was to assess teachers’ perception of effectiveness of leadership in public secondary and preparatory schools of Cheha Woreda. Descriptive survey was used because this design was important to collect data from relatively large sample for the purpose of describing the nature of the existing condition (e.g., Best and Kahn, 2002: 1).

3.3. Source of data
Both primary and secondary sources of data would be used in order to achieve the objectives of the study. In this study, both primary and secondary data sources were employed to obtain reliable information about teacher’s perception of effectiveness of leadership in secondary schools in Cheha Woreda. The major sources of primary data were teachers, principals, and external supervisors. Sources of secondary data were document analysis, books and journals.

3.4. Population, sample size, and sampling techniques

3.4.1. Target population
Secondary schools teachers, internal supervisors and school principals of Cheha Woreda would be the focus of this study. This study would be contributed the research by examining teachers’ perception of effectiveness of leadership in secondary school in Cheha Woreda.

3.4.2. Sample size and sampling techniques
The sample size was determined from the given population which the researcher considered appropriate to get sufficient information. To determine target population conducted in this research 50% of teacher’s were selected by simple random techniques and all of the school leaders and internal school supervisors were selected by available sampling there were 168 teachers in all selected secondary and preparatory schools. Out of this parent population 84 (50%) teachers were selected using simple random sampling techniques. The sample size of teachers for each sample school would be allocated proportionally. In addition, (9) Vive principals, (6) principals and (2) supervisors from all the six school (totally 17 individuals) would be selected by available sampling techniques would be included in the sample. Generally (101) individuals would be included in the study.
Table 1. Distribution of target population and sample size

<table>
<thead>
<tr>
<th>No</th>
<th>Respondent</th>
<th>Population</th>
<th>Sample</th>
<th>%</th>
<th>Sampling technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers</td>
<td>168</td>
<td>84</td>
<td>50</td>
<td>Simple random</td>
</tr>
<tr>
<td>2</td>
<td>Principals</td>
<td>6</td>
<td>6</td>
<td>100</td>
<td>Available sampling</td>
</tr>
<tr>
<td>3</td>
<td>Vice Principals</td>
<td>9</td>
<td>9</td>
<td>100</td>
<td>Available sampling</td>
</tr>
<tr>
<td>4</td>
<td>Supervisors</td>
<td>2</td>
<td>2</td>
<td>100</td>
<td>Available sampling</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>185</td>
<td>101</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2. Target population and sample used

<table>
<thead>
<tr>
<th>No</th>
<th>Name of secondary schools</th>
<th>Teachers</th>
<th>Principals and Vice Principals</th>
<th>Internal supervisor</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>Pop</td>
<td>Samp</td>
<td>Techn</td>
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<tr>
<td>1</td>
<td>Emdeber</td>
<td>60</td>
<td>30</td>
<td>S.R.S</td>
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<tr>
<td>2</td>
<td>Awerty</td>
<td>26</td>
<td>13</td>
<td>S.R.S</td>
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<tr>
<td>3</td>
<td>Dakuna</td>
<td>18</td>
<td>9</td>
<td>S.R.S</td>
</tr>
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<tr>
<td>4</td>
<td>Jato</td>
<td>14</td>
<td>7</td>
<td>S.R.S</td>
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<tr>
<td>5</td>
<td>Yejoka</td>
<td>27</td>
<td>14</td>
<td>S.R.S</td>
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<tr>
<td>6</td>
<td>Yefek Ter ek</td>
<td>22</td>
<td>11</td>
<td>S.R.S</td>
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<td>T</td>
<td></td>
<td>168</td>
<td>84</td>
<td>S.R.S</td>
</tr>
</tbody>
</table>

The sample taken for each school could be calculated as: \( \text{Sample} = \frac{n}{N} \times \text{popn} \)

\( \text{S.R.S} = \text{simple random sampling} \)

According to staff size the entire population was small in the number which found each school except Emdeber secondary and preparatory schools the rest of secondary and preparatory school total population was small number because the school open at recent time as this result to conduct this research would be selected six schools. When the researcher would be selected
the larger sample more participant would be representative of the entire populations and reflect their attitudes, believes, practise and trends of the populations.

3.5. Instruments of data collection

Data would be collected in this research questionnaire and interview

3.5.1. Questionnaire

3.5.1. Questionnaire

This data collecting instruments was used to obtain information about feelings, personality and behavioural intentions of research respondents. Both close and open ended questionnaire related to basic questions and objective of the study were constructed. The researcher prepared 39 close ended and 3 open ended questions. It was given for the proposed respondent teachers and principals as the same time. This was due to securing the validity and reliability of the items while carrying out the study. Two items of questionnaire were constructed for the selected respondents and it was not different questionnaire for both respondents (teachers and principals) for the reason that to investigate and answer the research questions. The response categories set as a Likert scale rating five points from very low to very high. Before, the questionnaires were administered to research participants pilot test was conducted in order to see whether the questionnaire is self-explanatory and the contents are valid and relevant at Entegagn (Moche) secondary school in Gurage Zone.

3.5.2. Interview guide

In addition to the questionnaire, semi-structured interview would be used to supplement the information gathered by the questionnaire from the principals, teachers and supervisors. The interview would be conducted to get in depth information and ideas with internal supervisors and mainly focuses on the teacher’s perception of effectiveness of school leadership in secondary schools.
3.5.3. Focus group discussion
Focus group discussion was conducted after using the interview and questionnaire stated above. The purpose of focus group discussion was developing a detailed and deep understanding about the topic under study. In addition to this, it was highly effective method for listening to the responses and opinions of the respondents. Focus group discussion was organized in Amharic language so that detail ideas, opinions, feelings and experiences of teacher were generated and finally translated in to English language. This focus group discussion was conducted for a group of (3) teachers from each (6) school leaders for being the sample size were (18) teachers and 6 school leaders in meeting time. They were totally (24) teachers to capture their views regarding their perceptions towards their school leadership effectiveness and its relation to school performance in secondary and preparatory schools of Cheha Woreda was involved.

3.6. Data collecting Procedure
Data would be collected by the following procedures. First, the questionnaire would be prepared based on basic questions and the research objectives. Second, the prepared questionnaire would be commented and modified by advisor. Third, constructive comments and corrections would be made based on inputs gained from the advisor. Finally, data would be collected by administrating the final draft of the questionnaire to the research participants.

3.7. Method of data analysis
For this study, both quantitative and qualitative methods of data analysis were employed. Thus, the data obtained through a questionnaire were analyzed by using percentage, mean and standard deviation and was followed by discussion of the most important points.

Quantitative data: - With regard to the quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency counts were used to analyze Characteristics of the population as they help to determine the relative standing of the respondents. The items in the questionnaires were presented in tables according to their conceptual similarities. Five in liker scale was employed to identify what extent the respondents never to almost, note important at all to very important and very low to vey high of in the base on basic research questions.
Qualitative data: The data collected from interviews, open ended question of the questionnaire, document analysis and observation were analysed and interpreted qualitatively. The handwritten notes were transcribed; categorized and compiled together into themes. The result of open-ended questions; document analysis and observation were also summarized and organized by related category. Finally, the overall course of the study was summarized with findings, conclusions, and some possible recommendations.

3.9. Ethical consideration
Research ethics refers to the type of agreement that the researcher entered into with his or her research participants. Ethical considerations played a role in all research studies and all researchers must be aware of and attended to the ethical considerations related to their studies. Therefore the student researcher has communicated all secondary schools legally and smoothly. The study was making clear and understandable for all participants. Any communication with the concerned bodies are accomplished at their voluntarily agreement without harming and threatening the personal and institutional wellbeing. The identity of the respondents” was kept confidential.
CHAPTER FOUR
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of data obtained from teachers, principals and supervisors. The study employed questionnaires for teachers, principals and supervisors. A total of 100 copies were distributed to 100 teachers and school principals. The returned questionnaires were 100 (100%). Moreover, 6 school principals and 2 external supervisors were interviewed. The data were analyzed in terms of frequency, percentage, mean scores and standard deviation. The items require the respondents to rate each item on a five point scale. The range of rating scales was never, note important at all and very low, rarely = 1 to 1.49, least important and low = 2 to 2.49, some time, moderate and medium = 3 to 3.49, most of the time, important and high = 4 to 4.49, almost, very important and very high = 5 to 5.49.

4.1 Characteristics of respondents

To determine the teacher’s perception toward school leadership effectiveness in the secondary school of Cheha Woreda an average point of decision was set.

Items involved in the questionnaires were classified into two major categories.

The first category dealt with general background information of the respondents, while the second part has treated specific issues of the study. Hence, this leads to use different approaches in treating or analyzing the data from the two categories. Therefore, frequency and percentages were used for the analysis of characteristics of respondents. On the other hand, mean, was used for the analysis of specific items. Therefore, in the first part of the analysis, the characteristics of the respondents in relation to their age, sex, education level, qualification, work experience and the position they hold currently were tabulated and analyzed as indicated under table 3.
The result study in table 3 above reveals that 64.4% of teacher respondents were males while 26.6% female. This tells us both at teaching and leadership positions, the males are much more favoured than female professionals.
Thus, this indicates that the majority of teachers and principals at selected secondary schools were male. With particular regard to leadership position, almost 87.6% of the principals were males; while females made up only (13.3%).

Regarding academic qualification of principals for secondary schools, according MOE (1994) all principals are expected to be holding a master’s degree. In addition, Rose, (2003) and Doh (2003) state that high school principals certainly are expected to possess a master’s degree or equivalent in educational leadership or specifically management of academic education. But still there are teachers and principals in the system with low level qualification than projected. To this end low level academic qualification of teachers and principals may affect the quality of teaching-learning process and the respective leaders’ effectiveness. In terms of academic qualification, 2(2.4%) of the teachers were diploma holders, 80(94.1%) teachers were first degree holders and 3(3.5%) master’s degree graduated in their highest qualification. In terms of academic qualification, 13 (86.7%) of the principals were first degree holders and 2 (13.3%) master’s degree graduated in their highest qualification and 1(50%) of the supervisor were first degree and 1(50%) of supervisors were master’s degree graduates in their highest qualification. As the policy of MOE (2004:7) teachers expected to be first degree holders for grade level (9-10) and master’s degree for (11-12) level. The actual implementation of this policy is deviating first, by employing two diploma holder teachers at grade level of (9 – 12) at Yejoka secondary and preparatory school and secondly, having only three masters’ degree holder academicians at preparatory schools Emdeber preparatory school) while other schools have no any masters’ degree holders. As the work experience of the respondents were work experience 1-5 were 39 (45.9%), 6-10years were 22 (25.9), 11-15year were 15 (17.5%), 16-20year were 6 (7.1%), 21-25 years were 3(3.5%) were teacher experiences respectively. The majority of the teachers respondents had less than 10 years and with regard to principals experience 6-10 years, 5 (33.3%) of the principals and internal supervisors had experience of between 6-10 years; 1 (50%) of the principals 11-15years 4(26.7%) and the rest were experiences of internal supervisors had experience of between 21--25 years 1(50%)

4.2 Teachers Perception towards the assign of school leader position
Teachers were responded that, “most school leaders in now a days are qualified with leadership profession, assigned for the position by computation and effort. They know
how to lead their school, know qualities of good leader and uphold the values of good leader. School leaders are depending on the existed rules and regulations; they maintain peaceful teaching-learning environment and these all things made to establish friendly relationship between school leaders and teachers which are positive.

Table 4 indicate that the way and method of school leader’s selection

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Category</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>f</td>
</tr>
<tr>
<td>1</td>
<td>Would you accept if you were your school leader assigned?</td>
<td>Yes</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unsure</td>
<td>3</td>
</tr>
</tbody>
</table>

2  | How were assigned to be a school leaders?                  | By competitions   | 4       | 4.7   |
|    |                                                           | By election       | 50      | 58.8  |
|    |                                                           | By placement      |         |       |
|    |                                                           | By promotion      | 21      | 25.88 |
|    |                                                           | By demotion       | 9       | 10.59 |

As indicated in table 4 item 1 implies that acceptances of selection of their leader’s 48(56.47%) were agree (yes) the ways of selection others were implies 34(40%) were disagree the ways of selection methods and the rest one 3(3.5%) was responded unsure the ways of selection methods in their leader’s.

Regarding to table 4 in item 2 indicate that the types of selection methods in the school leaders were 4(4.7%) were responds teachers types of selection methods were by competition the others majority selection types for teachers 50(58.8%) were responded by teachers elections
and 22(25.5%) & 9(10.59%) were teachers responded that by promotion and by demotion respectively

4.3. Perceptions of teachers towards their school leadership effectiveness

Perceptions are fundamental to our forming opinions about us, others and reality which involves the interaction of the outer world with our inner world (Moreland, 2009). The following open ended questionnaire of teachers and principals as well as interviews of supervisors response related to perceptions towards school leaders’ leadership effectiveness had been identified by the respondents in the study and the responses of respondents were presented, analyzed and interpreted below. On the other hand teachers were responded that, parent and community participation most of the time is not initiated by school leaders and this affects leadership effectiveness. School leaders’ practice they have said. In additional school leaders’ reluctances and effectiveness to discharge their ability to lead teachers and uphold effectiveness responsibility to perform school activities in order to achieve the intended school goals in the school improvement program is low. Especially school leaders’ lack of skill in redefining their responsibilities and distributing school leadership tasks among teachers and Woreda education office low provision of stable expertise support for school leaders were a prominent factors. The principals responded that, although it was somewhat difficult to say perfect 100% positive, it had been good so far school leaders decided issues related teaching-learning with the teacher after having hot staff debate on it. Hence democratic leadership which characterized by active staff members participation. In addition, with respect to the teachers’ perception, the principals’ and supervisors’ response shown that “teachers in sample schools had moderate level of perception towards their school leaders. The interview of supervisors strengthened this idea that teachers have good subject matter proficiency, they have good ability in lesson planning/instructional planning.” From this finding, we understood that the teaching-learning process and its product was unquestionably influencing positive teachers’ perception. School performance entails; teaching consistently with diligence, honesty and regularity orchestrated by increased good results from student; setting adequate written and practical exercises, ensuring effective marking, evaluating all exercises promptly and carefully and observing academic regulations and instructions. Thus, teachers have to perform a wide range of roles and responsibilities that may relate to teaching, school management, curriculum changes, educational innovations,
teacher education, working with parents, and community. Teachers were responded that, most school leaders in now a days are qualified with leadership profession, assigned for the position by computation and effort. They know how to lead their school, know qualities of good leader and uphold the values of good leader. School leaders are depending on the existed rules and regulations; they maintain peaceful teaching-learning environment and these all things made to establish friendly relationship between school leaders and teachers which are positive. “Under this research 12 item with 85 teachers participated.

Table 5 how teachers perceive the effectiveness of schools leadership in secondary and preparatory schools in Cheha Woreda.

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>never f</th>
<th>rarely f</th>
<th>Some time f</th>
<th>Most of time f</th>
<th>always f</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The school leader’s ability give decision for staff member</td>
<td>29</td>
<td>21</td>
<td>19</td>
<td>9</td>
<td>7</td>
<td>2.3</td>
<td>1.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>34.1%</td>
<td>24%</td>
<td>22.4%</td>
<td>10.6%</td>
<td>8.2%</td>
<td>1.2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The school leader set priorities of the activities to be accomplished</td>
<td>14</td>
<td>34</td>
<td>19</td>
<td>13</td>
<td>5</td>
<td>2.5</td>
<td>1.1</td>
</tr>
<tr>
<td></td>
<td>according to the capacity of the budget allocated</td>
<td>16.8%</td>
<td>40%</td>
<td>22.4%</td>
<td>15.3%</td>
<td>5.9%</td>
<td>1.1</td>
<td>1</td>
</tr>
</tbody>
</table>

Never=1to1.49 rarely2 to 2.49 sometime= 3to3.49  most of time=4to 4.49 Almost= 5 to5.49

As depicted in item 1 of table 5, respondents were asked to indicate that school leader’s ability to give decision for staff member. The teachers respondents were 29(34.1%) never, 21 (24.7%) rarely, 19 (22.4%) sometime, 9(10.6%) most of the time and the rest were teachers respondent replied (8.2%) as almost respectively. The majority of teachers implied that school leader’s perception of rarely. Every human activity be its managerial or individual decision making is a
common activity which in systematic approach. In this item was indicate that school leaders were the problem for decision 58.8% (X=2.34) most respondents response never and rarely

Regarding item 2 of table 5, 14(16.8%) never, 34(40%) rarely, 19(22.4%) sometime, 13(15.3%) most of the time and 5 (5.9%) were responds were almost the school leaders set priorities of the activities to be accomplished according to the capacity of budget allocation never, rarely and sometime respectively.

**Table 6 how teachers perceive the effectiveness of schools leadership in secondary and preparatory schools in Cheha Woreda**

<table>
<thead>
<tr>
<th></th>
<th>The schools leaders’ relationship to staff member.</th>
<th>7</th>
<th>8.2</th>
<th>24</th>
<th>28.2</th>
<th>17</th>
<th>20</th>
<th>25</th>
<th>29.4</th>
<th>13</th>
<th>15.3</th>
<th>3.19</th>
<th>1.09</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>7</td>
<td>8.2</td>
<td>24</td>
<td>28.2</td>
<td>17</td>
<td>20</td>
<td>25</td>
<td>29.4</td>
<td>13</td>
<td>15.3</td>
<td>3.19</td>
<td>1.09</td>
</tr>
<tr>
<td>4</td>
<td>The school leaders has high ability to express the work of organization</td>
<td>2</td>
<td>24.1</td>
<td>7</td>
<td>27</td>
<td>31.8</td>
<td>12</td>
<td>14.1</td>
<td>14</td>
<td>16.5</td>
<td>11</td>
<td>12.9</td>
<td>2.61</td>
</tr>
<tr>
<td>5</td>
<td>The school leader has the capacity to create favourable condition for teaching and learning.</td>
<td>1</td>
<td>18.6</td>
<td>8</td>
<td>31</td>
<td>36.5</td>
<td>20</td>
<td>23.5</td>
<td>11</td>
<td>12.9</td>
<td>7</td>
<td>8.23</td>
<td>2.56</td>
</tr>
<tr>
<td>6</td>
<td>The school leader give short training in staff member at school</td>
<td>2</td>
<td>24.7</td>
<td>17</td>
<td>20</td>
<td>10</td>
<td>12.9</td>
<td>5</td>
<td>5.9</td>
<td>2.60</td>
<td>1.21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown item 3 of table 5 respondents were asked to about the school leaders relation to staff member was strong indicated that responded to never 7 (8.2%) responded to rarely 24 (28.2%) responded sometime 17(20%) responded to most of the time 25(29.4%) and to responds almost the time 13(15.3%) were given response.

As it is revealed in item 4 of table 5, respondents were requested to the school leaders has high ability to express the work of organization. The majority to given responses were 27(31.8%) the rest were 21(24.7%), 12(14.1%), 14(16.5%) & 11(12.9%) teachers responded never,
sometime, most of the time and almost respectively. The item implies that school leaders lack of express of organizational work (problem of selling the organization) 56.47% (X=2.61). Concerning item 5 of table 5, respondents were school leaders has the capacity to create favourable condition for teaching and learning process were 16(18.8%) teachers never, 31(836.5%) were responded rarely, 20(23.5%) were responded sometime, 11(12.9%) were most of the time and 7(8.2%) were teachers responds almost the time. According to Mausbach and Mooney (2008), when strong principals become instructional leaders for their staff, they create strong schools with high achievement.

In this item school leaders was less active role for teaching and learning 55.29% (X=2.56). As see item 6 of table 5, the school leaders give short training in staff member at school the respondent given as 17(20%), 2(25.9%), 17(20%), 7(4.7%) & 5(5.9%) teachers responded never, rarely, sometime, most of the time almost respectively. The table shows that school principals did not provide short training and seminars for teachers at school level. 55.29% (X=2.60) of teachers responded that principals were not engaged in such duties to build the capacity of the staff member. According to Gurthie and Reed (1999:346) principals that did not provide opportunities for staff development jeopardize their ability to meet organizational goals.
Table 7 how teachers perceive the effectiveness of schools leadership in secondary and preparatory schools in Cheha Woreda

<table>
<thead>
<tr>
<th></th>
<th>Teacher’s perception of School leaders’ leadership style provides coherence and improved school culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>School leaders take an active role in establishing positive teachers’ perception to the leadership style they practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>The communication skill of school leader is strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>School leaders to give chance for teachers during preparation of school planning and implementing</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>The school leaders have the ability to accept others’ ideas in school meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Talent considers as important as considered as important as seniority in considering candidates for school leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

For the case of item 7 of table 5 teachers perception of school leaders leadership style provides coherence and improved school culture respond that 24(28.2%) of never, 19(22.3. %) of rarely, 15(17.7%) of sometime 16(18.8%) of most of time and 10 (10.6%) teachers’ responds almost respective. This table show that school leadership style was problem in which create positive school culture50.59 % (X=2.85). In the item 8 of table 5 indicated that school leaders take an active role in establish positive teachers perception to the leadership style they practise that responds 18(21.2%) of never the rest were responded 26(30.4%), 20(23.5%), 11(12.9%) & 10(11.8%) were responded teachers rarely, sometime, some time, most of the time almost respectively. (Darling-Hammond, 2003), the first element that builds teacher capacity through teacher-focused leadership is the establishment of a positive school culture. This item
indicated that school leadership to be given less chance to practices leadership style in the school 51.77 % (X=2.64). In the item 9 of table 5 respondents were asked to indicate that the communication skill of school leader is strong majority responds the teachers 30(35.3%) were responds some time the rest were responded 3(3.5%), 20(23.5%),15(17.7%) & 17(16.3%) teachers responded rarely, never, most of the time and almost respectively. As seen item 10 of table 5 indicated that school leaders to give chance for teachers during preparation of school planning and implementing responded teachers majority 31(36.5%) of responded some time the rest implied that 14(16.5%), 27(31.8%), 10(11.8%) &3(3.5%) were responded never, rarely most of the time and almost respectively. This item shows that school principal was less participation during school improvements 52.94 % (X=2.64). As shown item 11 of table 5 the school leaders has the ability to accept others ideas in school meeting responds that 8(9.4%), 15(17.6%), 19(22.4%) 23(27%) & 20(23.5%) were never, rarely, sometime most of time and almost teachers responds respective. In case of item 12 of table 5 the talent is considered as important as seniority in considering for school responded teachers that majority of 5(5.9%) responds never the rest were 19(22.2%),20(23.5%) ,19(22.4%) and 25(29.4%) were responded rarely, never, sometime, most of the time and almost teachers response respectively. Different scholar said that the perception of the school leaders must have or be able to develop the capacity to work with staff to focus on curriculum, interactional leadership and students learning gains (Fullen, 2001).The leaders daily activities and decision reflects the pervasive focused and style of the school leadership (Noonanandwolker,2008). Teachers focused leaders works toward the development of school capacity which builds up on positive teachers capacity which the end result increasing students achievements.

The response of respondents in open-ended and interview question in response of how teacher’s perception of the leadership of effectiveness in secondary school in Cheha Woreda were. Teachers perceive in terms of

✓ Relation of staff members with school leader
✓ The ability to solve the problem
✓ The ability to setting of school vision and implement of vision
✓ The ability to overcome resistant’s for change
✓ The ability to tolerate accept others ideas
The style of leaders that use school leaders to perform the work of organization
The communication skill of school
The decision of the school leader’s performances to perceive teacher’s toward school leadership.
Teachers perceive in terms of outcome of organization
The ability to measures staff members
Teachers perceive in terms in the activities of the leaders

4.4 Factors that affect school leadership effectiveness.
There are different factors that affect school leadership effectiveness this were

4.1. Personal factors

The school principals have their own duties and responsibilities to carry out which is given them in a written from by federal and regional education bureau. However, due to various reasons they may fail to discharge their responsibilities as expected. Most others, even, effective leaders show limited progress in their leading roles, because of various personal and situational factors or other factors that may affect the effectiveness of their performances. The following are some impediments that obstruct the achievement of school leaders.

4.4.1 Lack of adequate training and experience.
According to Fiedler and Chemers, (1993) without adequate training and experience, leaders’ task structuring ability would be lower. However, relevant training and adequate experiences enable the leaders to practice how to handle various situations in trying to accomplish their duties effectively (Connaughton, 2003).

According to these authors, training shows the leaders alternative way doing their job or preparing them to handle specific complications of the new job they are going to resume in the future. Generally, lack of training and experience in the areas of leadership can hinder and negatively affect the effectiveness of educational leaders in general and school leadership in particular.
4.4.2. Educational background

High school principals certainly expected to possess a master’s degree or equivalent in educational leadership or specifically management of academic education. It is believed that this formal education gives the school leadership various skills and understanding of leadership roles (Rose, B. 2003 and Doh, 2003). Of course as many scholars suggest, due to continues changes in the speed of the economy and technology, as well as the speed of change, managers and leaders who lead modern establishments needs to be engaged in a constant learning and education process once they have their formal education (Elmuti, et.al, 2005).

4.5. Situational and organizational factors

The situational and organizational factors that influence leadership effectiveness of the school include, resource availability (human, material, and financial). In similarity the size, location, topography, climate of the school district, the legal structure of education are all human and non-human situational and organizational factors that influence the effectiveness of leadership (Corbally, 1961). In instructional leadership process, the availability of the teaching staff, the non-instructional staff, students, text books, equipment supplies and finance are crucial for its success. Mibit, 1984:113 Suggests that “just as well trained personnel are important for the success of the school curricula, so are equipment and supplies.” Hence, leader’s instructional leadership functions may be constrained or facilitated by the extent of resources available in their school and principals’ time allotment to their work. The variety of roles that principals assumed made them unable to devote enough time to matters that concern instruction (Jacobson, and et.al 1973:135). Seymour, (1976:89) also points out that instructional leadership role of the principal is always dwarfed by the long list of administrative duties. To identify these factors, the researcher prepared 11-items for 15 principals and 85 teachers and in addtion to interview  for 6 school principals and 2 interanal school supervisor. They were asked to rate their level of agreement to which these factors really hinder their participation in their schools using a five point likert scales rang from note important at all to very important.
### Table 8: Factors that affect school leadership effectiveness

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>T</th>
<th>Note important at all</th>
<th>Least important</th>
<th>Moderately important</th>
<th>Very important</th>
<th>SD</th>
<th>A.V</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personal qualification level of the leader in that job</td>
<td>T</td>
<td>7</td>
<td>10</td>
<td>16</td>
<td>21</td>
<td>42</td>
<td>61.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>2</td>
<td>13.3</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Ability and interest of teacher for teaching and learning</td>
<td>T</td>
<td>2</td>
<td>2.4</td>
<td>13</td>
<td>16</td>
<td>48</td>
<td>56.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>1</td>
<td>6.7</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>46.7</td>
</tr>
</tbody>
</table>

- Note important 1 to 1.49
- Least important 2 to 2.49
- Moderately important 3 to 3.49
- Very important 4 to 4.6 and very important 5 to 5.49

In item 1, Table 8 indicated that personal qualification level of the leaders in that job majority of respondent response that 42(61.2%) & 6(40%) were very important teachers and school principals and other implies that 7(8.2%) & 2(13.3%) of respond not important factor for teachers and school principals respectively again 10(11.7%) & 1(6.7%) response least important, 16(18.8%) & 2(13.3%) were moderate and 21(24.7%) & 4(13.3%) of response high important for teachers and school principal respectively. The total average means of this item was 3.41% this was the least factor compare to the listed item. Regard to item 2, Table 6 indicated that ability and interest of teachers for teaching and learning process implied the same table 2(2.4%) & 1(6.7%) were responds note important at all, 6(7.1%), (2.7%) were respondent that least importance, 13(15.3%) & 3(20%) were responded moderate, 16(18.8%)
& 3(20%) were responded high important and the rest majority of response teachers and school principals were responded 48(56.4%) & 7(46.7%) implied very important. The total average mean of this item 3.51 this was indicated the 3rd factor compare to the listed item.

### Table 9 factors that affect school leadership effectiveness

<table>
<thead>
<tr>
<th></th>
<th>Challenge to manage large number of staff</th>
<th>Teachers and staff readiness to assume responsibility and cooperate with leaders at work</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>L</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>T</td>
<td>5</td>
<td>5.9</td>
</tr>
<tr>
<td>L</td>
<td>1</td>
<td>6.7</td>
</tr>
</tbody>
</table>

In case item 3 table 6 implied that challenge to manage large number of staff 3(3.5%) & 3(20%) were teachers and school principals responded note importance at all respectively and in the same table 7(8.2%) & 1(6.7%) were implied that least importance respectively and again the same table and the same item implied that 10(11.8%) & 2(13%) were responds moderate and teachers and school principal and the rest were 22(25.9%) 5(33%) were teachers and school principals replied importance respectively and majority implies in this item were 38(44.7%) & (26.7%). The total average mean of this item was 3.61% this was indicated that the 4th factor that compare to listed item. In item 4 table 6 indicated that teachers and staff readiness to assume responsibility and cooperate with leaders at work implied that 5(5.9%) & 1(6.7%) were responded that note importance at all, the same item and table indicate that 13(15.3%) & 2(13.7%) were responds least important for teachers and school principals and while 9(10.6%) & 2(13.3%) were responds moderate for teachers and school principals and the rest one teachers responds 22(25.9%), 36(42.4%), 5(33.3%) & (33.3% were high
important and very important respectively. The total average mean of this item was 3.79% this was indicated 7\textsuperscript{th} factor of school leadership effectiveness in this item.

### Table 10 factors that affect school leadership effectiveness

<table>
<thead>
<tr>
<th>5</th>
<th>Lack adequate leadership training on the lead’s part</th>
<th>T</th>
<th>2</th>
<th>2.4</th>
<th>8</th>
<th>3.5</th>
<th>17</th>
<th>20</th>
<th>30</th>
<th>35.3</th>
<th>28</th>
<th>32.8</th>
<th>3.99</th>
<th>1.06</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>1</td>
<td>6.7</td>
<td>3</td>
<td>20</td>
<td>5</td>
<td>33.3</td>
<td>6</td>
<td>53.3</td>
<td>3.47</td>
<td>1.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Low community participation in secondary school.</td>
<td>T</td>
<td>3</td>
<td>3.5</td>
<td>9</td>
<td>5.9</td>
<td>11</td>
<td>12.9</td>
<td>26</td>
<td>30.5</td>
<td>36</td>
<td>58.8</td>
<td>3.98</td>
<td>1.11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>1</td>
<td>6.7</td>
<td>1</td>
<td>6.7</td>
<td>3</td>
<td>20</td>
<td>4</td>
<td>26.7</td>
<td>6</td>
<td>40</td>
<td>3.87</td>
<td>1.20</td>
</tr>
<tr>
<td>7</td>
<td>Interference of higher authorities in the secondary school activities</td>
<td>T</td>
<td>4</td>
<td>4.7</td>
<td>8</td>
<td>9.4</td>
<td>13</td>
<td>15.3</td>
<td>21</td>
<td>24.7</td>
<td>38</td>
<td>44.7</td>
<td>3.92</td>
<td>1.34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>2</td>
<td>13.3</td>
<td>1</td>
<td>6.7</td>
<td>2</td>
<td>13.3</td>
<td>3</td>
<td>20</td>
<td>7</td>
<td>46.7</td>
<td>3.80</td>
<td>1.40</td>
</tr>
</tbody>
</table>

Item 5 table 10 implied that lack of adequate leadership training on the in lead’s part responded that majority 30(35.3\%) and 5(33.3\%) were teachers and school principle important and 2(2.4\%) were response note important for teachers and again 8(3.5\%) & 1(6.7\%) were responded least important respectively the others one 17(20\%) and 3(20\%) were responded moderate for teachers and school principals and the last one is 28(32.8\%) & 6(53.3\%) were respond very important. The total average mean of this item was 3.73\% this indicate that 5\textsuperscript{th} factor of secondary school principal in leadership effectiveness. In case of item6 in table 10 responds indicated that low community participation in the secondary and preparatory school
were responds majority of 36(58.8%) & 6(40%) were responded very important and the others implies that 3(3.5%) & 1(6.7%) were responded note important and 9(10.6%) & 1(6.7%) were responded least importance and again 11(12.9%) & 3(20%) were implied teachers and school principal were responded moderate and the rest 26(30.6%) & 4(26.6%) were implied high important respectively. The total average mean of this item was 3.92% this indicated that 9th factor item compare to the listed factors. The last item 11 for table 6 indicated that implies the leaders encourage in built supervision with in school 5(5.9%) & 1(6.7%) were responded note important the others. Regard to item 7 and table 6 indicated that interferences of higher authorities in secondary and preparatory school activities responded that 4(4.7%) and 72(13.%) were responded that note important at all and 8(9.4%) & 1(6.7%) were responded least important respectively and again others were 13(15.3%) & 2(13.3%) were teachers and school principal implied that moderate while the others 21(24.1%), 3(20%) & 38(44.7%), 7(46.7%) teachers and school principal were responded high and very important.
### Table 11 factors that affect school leadership effectiveness

<table>
<thead>
<tr>
<th></th>
<th>Shortage of resources (human, financial and material)</th>
<th>T</th>
<th>3</th>
<th>3.5</th>
<th>14</th>
<th>17.7</th>
<th>19</th>
<th>22.4</th>
<th>14</th>
<th>16.5</th>
<th>34</th>
<th>40</th>
<th>3.7</th>
<th>2</th>
<th>1.2</th>
<th>3.5</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>1</td>
<td>6.7</td>
<td>2</td>
<td>13.3</td>
<td>4</td>
<td>26.7</td>
<td>5</td>
<td>33.3</td>
<td>3</td>
<td>20</td>
<td>3.4</td>
<td>7</td>
<td>1.0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Styles of leadership that the leaders use</td>
<td>T</td>
<td>4</td>
<td>4.7</td>
<td>7</td>
<td>8.2</td>
<td>11</td>
<td>12.9</td>
<td>14</td>
<td>16.5</td>
<td>53</td>
<td>62.4</td>
<td>4.3</td>
<td>8</td>
<td>1.2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>L</td>
<td>1</td>
<td>6.7</td>
<td>2</td>
<td>13.3</td>
<td>4</td>
<td>26.7</td>
<td>3</td>
<td>20</td>
<td>5</td>
<td>33.3</td>
<td>3.6</td>
<td>1.2</td>
<td>3.9</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The leader’s ability to evaluate activity (work) on time</td>
<td>T</td>
<td>6</td>
<td>7.1</td>
<td>4</td>
<td>3.5</td>
<td>7</td>
<td>8.2</td>
<td>27</td>
<td>21.2</td>
<td>41</td>
<td>48.2</td>
<td>4.0</td>
<td>9</td>
<td>1.1</td>
<td>3.7</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>L</td>
<td>1</td>
<td>6.7</td>
<td>2</td>
<td>13.3</td>
<td>3</td>
<td>20</td>
<td>6</td>
<td>40</td>
<td>4</td>
<td>26.7</td>
<td>3.4</td>
<td>7</td>
<td>1.2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leaders encourage inbuilt supervisors.</td>
<td>T</td>
<td>5</td>
<td>5.9</td>
<td>6</td>
<td>7.1</td>
<td>20</td>
<td>5.9</td>
<td>27</td>
<td>31.8</td>
<td>30</td>
<td>35.3</td>
<td>3.9</td>
<td>4</td>
<td>1.1</td>
<td>3.9</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>L</td>
<td>1</td>
<td>6.7</td>
<td>2</td>
<td>13.3</td>
<td>2</td>
<td>13.3</td>
<td>3</td>
<td>20</td>
<td>7</td>
<td>46.7</td>
<td>3.8</td>
<td>7</td>
<td>1.3</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

In items 8 table 6 shortage of resources (human, financial and material) indicate that 4(17.7%) &1(6.7%) were responds note important for teachers and school principals and again 15(17.7%), 2(13.3%) &19(22.4%),4(26.7%) were responds the least important and moderate important respectively and the rest one were 14(16.5%),5(33.3%) & 34(40%),3(20%) were teachers and school principal were responds high important and very important respectively.
The total average mean of this item was 3.50% this implies that the 2\textsuperscript{nd} factor of secondary school principals compare to listed item.

Regarding of item 9 table 6 indicated that styles of leadership that the leaders use the majority were under this item implied that 34(40%) teachers replied that very important factors were as in the same table 5(33.3%) were responded school principals were high important. The others were 3(3.5%), 1(6.7%), 15(17.7%), 2(13.3%), 19(22.4%), 4(26.7) were responded note important, least important and moderate important respectively and the rest were 14(16.5%) were respond teachers implied important and 3(20%) were school leaders implied that very important. The total mean of this item was 3.99% this indicated that 11\textsuperscript{th} factor (the major factor of secondary and preparatory school principal leadership effectiveness in Cheha Woreda. In case of items 10 table 6 implied that the leaders lack of ability to evaluate activity the (work) on time responds that the majority of respondents replied 41 (48.2%) were teachers implied that very important factor for effective leaders in the same table 6(40%) were school leader implies important factors. The others were 6(7.1%), 1(6.7%) & 4(4.7%), 2(13.3%) were responded note important and least important. And the rest were 7(8.2%) & 3(20%) implied were responds moderate important and again others responds that 27(31.8%) were teachers implied high important and 4(26.7%) wee leaders implied very important. The total mean of this item was 3.78% this was indicated 6\textsuperscript{th} factor for compare to the listed item. Were in the same table were 6(7.1%) & 2(13.3%) were responds least important 20(23.5%) & 2(13.3%) were responded moderates and the rest 27(31.8%), 3(20%) &30(35.3%) were high important and very high important factors respectively. The total mean of this item was 3.93% this indicated that 10\textsuperscript{th} factor compare to the listed item.

Response of respondents on open-ended questionnaires and interview for this basic question

1. The questions that were asked the principals, teachers and internal school supervisor’s factors that affect school leadership effectiveness of secondary and preparatory school in Cheha Woreda

Lack of principal’s educational background and students disciplinary problems in schools

Lack of educational background, low experience and skill of principal managing the overall activities of the school
The principals are under pressure (pressure in and out) and great interferences in their leadership.

Lack of quarterly and annually evaluation trend regarding to their leadership performance in the school.

Most of principals are forced to spend most of their time to managerial activities and meetings rather than instructional improvement.

Lack of skill for efficiently and effectively use of the materials and resources (budget) needed in the schools.

In reality, principals combine elements of instructional, transformational and distributed leadership in response to the contextual and developmental needs of their school community (Gurr 2015) in all contexts, effective leaders focus on

- establishing goals and high expectations
- planning, coordinating and evaluating teaching and the curriculum, including systematic use of assessment data to monitor learning and adjust provision
- leading teacher professional development
- ensuring a supportive and orderly environment
- Resource strategically developing and maintaining an evaluative mindset for ongoing improvement.

5. Do teacher’s perception of the leader’s effectiveness differs across the secondary and preparatory school s of Cheha Woreda

Different scholars said that teacher’s perception of the lead’s effectiveness differs across in school to school perception of teachers differ in the school climate is teachers perception work place or set of internal characters that distinguish one school from others and influences the behaviours of it members (Hay, Hoitman, Sabo & Bliss, 1996). This implies that teacher’s effectiveness measure the school leaders in create the positive climate in the organization. Other school differs from others in organizational culture developments from its leadership
while the culture of an organization can also affect the developments of leadership (boss & Avolio, 194). Others one is differs in leadership style had an influences on teachers perception of progress with implementing retain initiatives and increase in students learning. The school community members influenced teacher’s perception effectiveness of leadership. The school community differs for in terms of income for community when school community participation high the school facility fulfilment we know that school facility are factor for teaching and learning process as this result high participation of school community is influencing of leaders. Although the participation of school community participation differs from school to school as this result perception of teachers in effectiveness of school leaders differs in secondary and preparatory schools of Cheha Woreda. The others different were potential and community level of education when the parents well educate the participation of school high for the students result (awareness of school) as the same time for educate community more participation of the school problems to solve for this reason the teachers perception to school leaders effectiveness differs across the secondary and preparatory schools of the Cheha Woreda. In others way is the environmental factor differs across the Woreda this implies that an area which conducive environments it can get experience human resources we know that in an organization had well experienced staff presents it enhance the productivity of organization as this result productivity increase effectiveness would be increase for this reason that school leadership effectiveness increase.

The leadership of the school principals was a key contributing factor in explaining successful change, school improvements and school effectiveness (Hailinger, 2003). Under this table there were two respondents were participate these were 85 teachers and 15 secondary school principals were participates in 7 items with five linker scale from very low to very high.
### Table 12 Do teacher’s perceptions of the leader’s effectiveness differ across the schools in ChehaWoreda

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Score</th>
<th>Respondent</th>
<th>Score</th>
<th>Respondent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Very low</td>
<td>low</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>The school leadership effectiveness differs in other school leader in use the style of leadership in across the Woreda.</td>
<td>T</td>
<td>4</td>
<td>4.7</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>1</td>
<td>6.7</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>The situation of leadership compare to other school leader influenced by environmental condition in the Woreda.</td>
<td>T</td>
<td>3</td>
<td>3.5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>1</td>
<td>6.7</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>In school leadership effectiveness differ in other school leader in the environmental factors.</td>
<td>T</td>
<td>12</td>
<td>14.1</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>1</td>
<td>6.7</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>The fulfillments of standard in school facility influence on school leadership effectiveness in the Woreda.</td>
<td>T</td>
<td>6</td>
<td>7.1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>1</td>
<td>6.7</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Ability of human resource influenced by the school leadership effectiveness differs in school to other school in the Woreda</td>
<td>T</td>
<td>8</td>
<td>9.4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>2</td>
<td>13.3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>The community participation influenced by the school leadership effectiveness differs across in Woreda</td>
<td>T</td>
<td>7</td>
<td>7.1</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>2</td>
<td>13.3</td>
<td>4</td>
</tr>
</tbody>
</table>

Very Low =1to1.49  Low= 2to 2.49 medium=3to3.499high=4 to4.49 very high=5to5.49 S.D =STANDARED DEVION  X=AVERAGE MEAN
If no equally variation as the above mentioned item for school leadership effectiveness differ across the Woreda the respondents also gave a considerable attention for the following were the effectiveness of school leadership differs in one secondary school to other secondary school in Cheha Woreda. These were rated with the average total mean scores ranging from 3.92 to 3.15 in ascending order.

Regards to item 6 table 7 indicated that implied that the community participations influenced by school leadership 7(7.1%), 2(13.3%) were responded very low for teachers and school principals 10(11.8%), 4(26.7%) & 21(24.7%), 6(40%) were responded low and medium respectively and the rest were 28(32.9%), 1(6.7%) & 19(22.9%), 2(13.3%) were responded high and very high. The total average mean of this item was 3.15% this indicated that school leader effectiveness is less different in community participation compare to the others secondary and preparatory schools of Cheha Woreda.

In the item7 and table7 indicate that teachers experience and motivation is influenced by school leadership effectiveness across the Woreda indicated 8(9.4%) & 2(13.3%) were responded very low for teachers and school principals respectively. Again the others were 24(28.2%) & 4(26.7%) were responded low for teachers and school principals respectively and in the same table implies that1 5(17.7%), & 5(33.3%) were responds medium. And the rest 17(20%), 5(33.3%) & 22(25.9%), 1(6.7%) were responded high and very high for teachers and school principal respectively. The total mean of this item was 3.23% the 2nd less differ in school leadership effectiveness in the Woreda.

Regarding item3 table 7 indicated that school leadership effectiveness differ in others school leaders in use the style of leadership of 12(14.1%) & 1(6.7%) were responded very low for teachers and school principals and respectively. Again17 (20%), 3 (20%) &10(11.8%), 4(26.7%) were responded low medium for teachers and school principals respectively. The rest were 25(29.4%), 2(13.3%) & 21(24.7%), 5(33.3%) were responded high and very high for teachers and school principals respectively. The total mean of his item was the 3rd variation of the use style of leadership for effectiveness of secondary and preparatory school principals.

In item 1 in table 7 indicated that the school leadership effectiveness differs in others school leaders in use the style of leadership in across the Woreda implied that 4(4.7%) & 1(6.7%)
were responded very low and others were 6(7.1%) & 2(13.3%) were responded low for teachers and school principal were responded respectively. And 21(24.7%), 3(20%) & 26(30.6%), 4(26.7%) were responded medium and high respectively and the rest were implied majority of 28 (32.9%) & 5(33.3%) were implied that very high for teachers and school principal respectively. The total mean of this was 3.42% this indicated that 4th variation of in us style the style of leadership. In a case of items 2 tables 7 indicated that replied the situation of leadership compare to others school leader influenced by environmental condition in the Woreda. In the same responds replied that under this item majority of 31(36.5%) of teachers implied medium and 7(46.7 %%) were responded high for school leaders. The others were 3(3.5%), 1(6.7%) &10(11.8%), 3(20) for teachers, school principals were implies that very low and low respectively. And again 24(28.2%) were high and 17(20%) & 2(13.3%) were responded for teachers and school principals implies very high. The total average mean of this item was 3.45% this indicates that 5th variation in the above listed item for school leadership effectiveness. In case item 4 in table 7 indicate that implied that fulfilments of standard in school facility influence on school leadership effectiveness in the Woreda implies majority of respondents were 27(31.8%) were responds very high for teachers and 7(46.7%) were respond school leader. 6(7.1%) 1(6.7%) were implied very low for teachers and school principals respectively and in the same item 5(5.6%), 2(13.3%), 20(23.3%) & 2(13.3%) were responded medium for teachers and school principal. Others were 24(28.2%) were responded high and 3(20%) were respond very high for school principals respectively. The total average mean of this item was 3.60 this indicated that 6th variation in school leadership effectiveness in above listed item. In item 5 table 7 indicated that ability of humans resource influenced by the school leadership effectiveness in school to others school in the Woreda implied that 8(9.4%) were respond response very low, 6(7.1%) & 2(13.3%) were respond for teachers and school principal implied low. 20 (23.5%), 4(26.7%) & 32(37.7%), 7(26.7%) were implies high. medium and high respond response and the rest one 19(22.4%) & 4(26.7 %) very high for teachers and school principal were responded respectively. The total average of mean of this was 3.92% this indicate that major variation of secondary school in Cheha Woreda in the listed item.
Responses of respondents on the interview of this basic question

The questions that were asked the principals, teachers and internal school supervisor their school leadership effectiveness differ across secondary school of Cheha Woreda there are various differs among secondary school of Cheha Woreda leaders effectiveness. These were as followin the participatory approach this a mechanisms for school leaders participate in different way in the preparation of school planning and implementing as this result school leaders effectiveness differ from schools to schools. Role model of school leaders when school leaders in role model for the activities follower perform each and every activity well preformed. In ability to mobilization school community in terms of fulfillments of teaching and learning material in kind or in money. Create conducive and positive atmosphere for teaching and learning. By handling of teachers when school leader’s good relation of teachers the teaching and learning was positive interaction as this result school leadership effectiveness being increase. In wise use of resources in school leaders must be in human and material resource effectively and efficiently. In the work on the setting plan in effective school leaders can perform on the plans that means reduces the wastage. Criteria that measure the performance of teachers in school activities in effective school leadership measure for first setting plans.

In general to improve school leadership effectiveness in the secondary and preparatory schools of Cheha Woreda respondent replied that. Respondent said that shows distribution of leadership task can strengthen management and succession planning. Distributin leadership tasks across different people and school organizational structures can help to meet the challenges facing contemporary schools and improve school effectiveness. School leaders are expected of effectively leading human resource and management of other resources which have to be effectively aligned on the basis of pedagogical priorities, monitoring and reviewing the school accountability by providing feedback and evaluation of instructional performances as well as designing strategies for school change and innovations that contribute for building school learning successful. Principals should also be always accessible, ready and willing to attend co-curricular activities so as to whip up support and team work from all members of staff because this will go a long way in improving teacher and student motivation.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter of the study presents the major findings of the study, the conclusion and the recommendation.

5.1. Summary of findings
The main purpose of this study was aimed at investigating the teachers’ perception of school leadership effectiveness in government secondary and preparatory schools of Cheha Woreda.

To this end, the study was conducted to look for possible answers of the following research questions.

The questions were designed to assess:

a. How do teachers’ perceive school leadership effectiveness in secondary and preparatory schools of Cheha Woreda?

b. What are the major factors that affect school leadership effectiveness in secondary and preparatory schools of Cheha Woreda?

C. Do teachers’ perception of the leader’s effectiveness differs in across the Woreda in secondary and preparatory schools?

The study employed descriptive survey method which encompasses both quantitative and qualitative method in the study. The subjects of the study were total of 101 respondents which out of them were 85 (teachers) and were 15 (leaders) respondents in the 6 sampled secondary and preparatory schools that include Grade 9-12 level. Out of 85, 85(100%) teachers and 15, 15(100%) leaders’ respondents returned the questionnaires filling out appropriately.

**Findings: teachers’ perceive leadership effectiveness**

The school leader ability to give decision for staff member show that problem 58.8 % (X=2.34)

The school leader set priorities of the activities to be accomplished according to the capacity of the budget allocated school leaders weakly for priorities activities 56.47% (X=2.55)
The school leaders have high ability to express the work of organization 61.18% (X=2.82) this was implied that school leaders had the problems to express work of the organization.

The school leader has the capacity to create favourable condition for teaching and learning process 55.29%(X=2.56)

Teacher’s perception of school leaders’ leadership style provides coherence and improved school culture very less 50.58%(X=2.56)

Principals in their leadership couldn’t arrange different programs in school, by providing short training and seminars at school to enhance the capacity of teachers, 58.8% (X=2.60) of respondents rated as low and interviewees said almost no.

School leaders to give chance for teachers during preparation of school planning and implementing was a problem of school leaders 52.94% (X=2.64) respondents response were never and rarely.

**Findings:** Major problems that affect principals’ leadership effectiveness ranked table 6. There are so many factors those made school leaders fail to discharge their ability to lead teachers and uphold responsibility and perform school activities respectively to achieve the intended school goals.

Personal characteristics related to work experience, organizational characteristics related to availability of human, material, and financial resource, interferences of external pressure and wereda education office related to proving stable expertise support for school leaders. Accordingly to treat these factors redefining school leadership responsibilities, distributing school leadership tasks, developing skills for effective leadership and making school leadership an attractive profession were discussed and analyzed.

**Findings** - The major were teachers’ perception of the leader’s effectiveness differs across the secondary school of Cheha Woreda as follow

Teaches perception of the leaders differs from one school to others in terms of leaders by itself by use of leadership style (democratic autocrat participatory or laissez-faire style) expiries of
leaders, academic performances of leaders, creativity of leadership and decision of leaders in focused group desiccation.

Community participation of the school to fulfilments of resource for teaching and learning to increase student achievements

Teachers experience and motivation that differs from one school to others school because of teachers had not getting about infrastructure house, electric city transport access as these factors the teachers is note motivate as this result experienced teachers note found it influenced by school leadership effectiveness said interviews.

5.2. Conclusion

Based on the major findings the following conclusions were drawn.

The majority of school principals do not have educational leadership background. Moreover, the short term leadership training that was offered to some of them was not enough to make them successive in their leadership practice.

Unless principals are well equipped with knowledge and skills in management and leadership, they would not be able to improve school performance significantly.

No objective and reliable selection criteria were set for the leaders’ assign. This might have contributed to the observed leader lower achievement in their leadership activities.

It is crucial that the school principals progress various skills for their practice and efficient leaders must have clear ideas and knowledge on leadership styles, which could contribute to their leadership effectiveness to apply them according to the existing conditions and the maturity levels of their staff. School leaders are more effective in their leadership, if and only if they are visionary and instructional leaders. The leaders’ relation with the stakeholder plays a pivotal role to improve or worsen the situations in the school environment.

It is obvious that effective and strong school leaders should conduct continuous and regular classroom supervision and hence discuss the feedback with teachers. Furthermore, they should help and follow-up teachers in lesson preparation. However, as the findings revealed the
secondary school leaders do not conduct classroom supervision and they do not help and follow up teachers to prepare and utilize lesson plans all the time.

As the findings revealed that, even though the principals perceive themselves effective and efficient in all the school leaders’ performance, teachers who are daily working with the leaders rated them moderately and under low.

Therefore, most likely because of the leaders’ routine works, the styles they exhibit, lack of adequate knowledge and instructional leadership and including other influencing factors discussed earlier, the school leaders’ performance in executing. Most of the leadership activities are unset factory. Hence what has come out clearly and conclusively from this study is that the overall leadership activities in the school are not fully effective and efficient.

Lack of confidence and commitment demonstrated during leading and unwillingness to exercise shared school leadership that resulted exclusion of majority of teachers in schools from crucial activities of school leaders.

It was reveal that lack of adequate school community support and participation was another serious impediment to the effectiveness of school leaders in the school level of the tone under study. It was understood that community members were contributing least and did not take an active part in the recess of school leadership. Nevertheless, the results of this study clearly reveal that there was in efficiency and less effectiveness due to lack of skills, experience and lack of instructional leadership are among the prominent problem of school leaders in the selected secondary school. Lack of recognition of good worker which makes less interaction among teachers and principals

The principals have lack of managerial skill for efficiently and effectively use of the materials and resources (budget)needed in the schools. Because of delay and scarcity of budgets, lack of skilled man power to maintain science equipment (computers, plasma, etc.) and no auditing system regarding to school finance.

Some principals lack the skill of communication. This creates misunderstanding and unequal treatment and unnecessary relationship with some of the selected staff members, which leads teachers to dissatisfaction.
The principals are under pressure (pressure in and out) and great interferences in their leadership. This creates lack of confidence in making decisions, lack of freedom to take an action, lack of acceptance and respect in their school because of fear of being kicked out from their leadership position.

5.3. Recommendations

The leadership in school is a crucial and incomparable with regard to the importance of the school principals. Even some authors had been stated that “successive school principals are a corner stone of good schools.” On the basis of the findings and conclusion drawn, the following recommendation was sited:

School principals have different field of educational qualification. Therefore, recognizing the vital of secondary and preparatory school for the overall development of the country, zone education department should give adequate quota to principals and send to universities to certify in educational development planning program (EDPM) so as to produce qualified and adequate number of educational leaders. Besides on the job training should be facilitated for those who are currently teaching with diploma qualifications.

It is true that successful school and educational institutions in general were mainly the results of competent and well qualified principals. Hence, the placement of the secondary and preparatory school principals have to set a mechanism whereby competent and qualified secondary and preparatory school principals may be assigned to the leadership positions. Principals ought to have the competence and capacity in producing school visions. They must be able to work collaboratively with their subordinates in setting school goals and objectives and applicable strategies that enable to improve and bring effective efficiency in the teaching learning process.

School principals should be capable and influential to realize common culture and shared values among the subordinates, to communicate their staff properly, to get their ideas and opinions were respected, and encourage them to take part in establishing and periodically reviewing the schools goals... in the due course, they should organize adequate settings such as regular staff meetings, educational conferences, and panel discussions where teachers share their views, sort out problems observed during process of goal achievement, reveals the ways...
forward and taken an active part in school leadership that ultimately guarantees sustained utilization of the talents of staff members.

The principals should work in developing to strengthen the potential of the staff members in order to allow for effective involvement in executing the school goals and objectives. Furthermore, principals should work with subordinates in setting and articulating high and achievable standards of students.

Principals should delegate some activities to the vice principals, department heads and for other stakeholders in order to get enough time to monitor instructional practices and other school activities since delegation enables the leaders to become effective and influential via full capitalization of the talents of his/her staff members. In monitoring student progress principals should work with teachers and mobilize the teachers in order to get the expected result. School leadership should create conducive atmosphere and development effective leaders take their responsibilities in organizing parents, students and teachers, who assist them to contribute their parts. School principals should be empowered with academic and financial decisions so that all related activities should be carried out effectively and efficiently. Therefore, the Woreda office should be worked jointly and collaboratively with school principals on school affairs in particular.
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Appendix

Questionnaires and interview guides prepared for the teachers, school leaders, and supervisors.

Introduction: the main purpose of this questionnaire is to assess teachers’ perception of effectiveness of school leadership, identify the major problems of school leadership effectiveness, teachers perception of effectiveness differ across the Woreda and ways of improving school leadership in secondary schools of Cheha Woreda. The study concentrates on government secondary schools in SNNP regional state of Gurage zone in Cheha Woreda. Information obtained from this data will be utilized for academic purposes only. You are requested fill the questionnaire with honest and frank responses. Please check also whether you have answered all the questions and pages accordingly.

Part I: Background Directions

_No need to write your name?

_Put a tick (√) mark in the box where alternatives are not provided with the title “specify if any__________”

_Give precise and detailed responses to open-ended and please follow instruction provided for each part.

_Your urgent reply for all questions is highly appreciated.

“Thank you in an advance for scarifying your precious time

1. Name of the school____________________________

2. Your current position (responsibility)
   A. Principal  □  B. Vic principal.  □  C. Teacher  □
   D Supervisor  □

3. Sex A. Male  □  B. Female  □

4. Age ____
5. Your level of education
   A. Certificate □
   B. Diploma □
   C. Degree □
   D. M.A □

6. Service year

7. Would you accept, if you were assigned to be a school leader?
   A. Yes □     B. No □     C. Unsure □

8. How was your leader assigned?
   A. By competition □
   B. By teacher election □
   C. By placement □
   D. By promotion □
   E. Demotion □

PART II The following questions are designed to analyze how the teachers perceive the leadership effectiveness of secondary school leaders in Cheha Woreda. You are kindly requested to make a tick (✓) mark corresponding to your suggestion.

**KEY**
1=Never      2=rarely      3=Sometimes      4=most of time      5=Always. Teachers perceive the leadership effectiveness. (For only teachers)

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The school leader ability to give decision for staff member</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The school leader set priorities of the activities to be accomplished according to the capacity of the budget allocated</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The school leader's relationship to staff member is strong</td>
<td></td>
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<tr>
<td>4</td>
<td>The school leader has high ability to express the work of organization</td>
<td></td>
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<tr>
<td>5</td>
<td>The school leader has the capacity to create favourable condition for teaching and learning process.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The school leader give short training in staff member at school</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Teacher’s perception of school leaders’ leadership style provides coherence and improved school culture</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>School leaders take an active role in establishing positive teachers’ perception to the leadership style they practice.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The communication skill of school leader is strong</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>School leaders to give chance for teachers during preparation of school planning and implementing</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The school leader has the ability to accept others’ ideas in school meeting</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Talent is considered as important as seniority in considering candidates for school leadership</td>
<td></td>
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</tbody>
</table>
PART III: - the following questionnaire refers to factors that influence school leaders’ effectiveness please, read carefully each item and mark a (√) under your response in the Colum provided using the following scales.  Note important at all (1) least important (2) moderately important (3) important (4) very important (5)

2. Factors that affect school leadership effectiveness. (For teachers, school leaders and supervisors)

<table>
<thead>
<tr>
<th>No</th>
<th>Statements:</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personal qualification level of the leader in that job</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ability and interest of teachers for teaching and learning</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Challenge to manage large number of staff</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teachers and staff readiness to assume responsibility and cooperate with leaders at work</td>
<td></td>
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<tr>
<td>5</td>
<td>Lack of adequate leadership training on the lead’s part</td>
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<tr>
<td>6</td>
<td>Low community participation in the secondary school</td>
<td></td>
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<tr>
<td>7</td>
<td>Interference of higher authorities in the secondary school activities</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Shortage of resources (human, financial and material)</td>
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</tr>
<tr>
<td>9</td>
<td>Styles of leadership that the leaders use</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The leader’s lack of ability to evaluate activity(work)on time</td>
<td></td>
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<tr>
<td>11</td>
<td>The leader encourages in built supervision with in school</td>
<td></td>
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</tbody>
</table>

Please answer the following open ended questions briefly. (For teachers, school leaders’ and supervisors)

3. According to your opinion, what are the major problems that leaders’ face which affects their effectiveness of a leader?

..................................................................................................................................................................................
Parte IV the following questions are designed to teacher’s perception of the leader’s effectiveness differs across the Woreda. You are kindly requested to make atic (mark corresponding your suggestion.  1=very low 2=low 3=moderate 4=High 5=Very high

3. Teacher perception differ across the Woreda (For teacher; school leaders and supervisor)

<table>
<thead>
<tr>
<th>NO</th>
<th>STATEMENT</th>
<th>Very low</th>
<th>low</th>
<th>moderate</th>
<th>high</th>
<th>very low</th>
<th>high</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The school leadership effectiveness differs in other school leader in use the style of leadership in across the Woreda.</td>
<td></td>
<td></td>
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<td>2</td>
<td>The situation of leadership compare to other school leader influenced by environmental condition in the Woreda</td>
<td></td>
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<tr>
<td>3</td>
<td>In school leadership effectiveness differ in other school leader in use the style of leadership</td>
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<tr>
<td>4</td>
<td>The fulfillments of standard in school facility influence on school leadership effectiveness in the Woreda.</td>
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<tr>
<td>5</td>
<td>Ability of human resource influenced by the school leadership effectiveness differs in school to other school in the Woreda.</td>
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<td></td>
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<tr>
<td>6</td>
<td>The community participation influenced by the school leadership effectiveness differs across in Woreda.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
**Interview guide (for principals and supervisors)**

1. How do teachers perceive the leadership effectiveness of secondary school leaders in Cheha Woreda?

2. What are the major problems that leaders face during their school leadership effectiveness?

3. What do effective leaders focus on?

4. What does function of effective instructional leadership in secondary school in Cheha Woreda?

5. How do building school capacity through leadership effectiveness?

6. How to measure effectiveness of school leadership?

7. In your opinion talent is considered as important as senior is considers?

8. Do teacher’s perceptions of the leader’s effectiveness differ across the schools in Woreda?

9. How can we improve the leadership effectiveness of principals in Cheha Woreda Secondary school?