ANALYSIS OF SCHOOL LEADERSHIP CAPACITY ON GOVERNMENT SECONDARY SCHOOLS OF ADDIS ABABA CITY ADMINISTRATION

BY

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Declarations

This is to certify that the thesis prepared by Gebrewahd Nirea, entitled; **Analysis of School leadership capacity on Government secondary schools in Addis Ababa city Administration** and submitted in partial fulfillment of the requirement for the degree of Masters of Arts in Educational Research and Development complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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Abbreviation and Acronym

ESDP; Education Sector Development program
ETP; Education and training policy
MOE; Ministry of education
NGO; Non-Government organization
NSDC; National Staff Development Council
PSTA; Parent, Student and Teachers association
Abstract

The purpose of the study was to Analysis school leadership capacity in some selected government secondary schools of Addis Ababa city Administration, especially in Akaki kality, Bole and Nifas Silk Lafto Sub Cities, to realize this purpose three basic questions related to major situational, institutional factors that affect the effectiveness and practices of educational leadership in secondary schools were raised. The study employed a descriptive survey design that involve the use of both qualitative and quantitative approaches in data gathering and analysis. Data was gathered from both primary and secondary sources. Primary sources were 173 teachers, 16 school v/ principals, 4 school main principals and 9 sub city supervisors and 20 PTA and student council members. Simple random sampling technique was employed to proportionally select teachers from five government secondary schools namely Fitewrari Lake Adgeh, Frehiwot NO 2 Fitewrary Abayneh,Beshale and Gelan secondary schools purposive sampling was employed to select school principals, sub city supervisors and PTA and student council members. To collect the relevant primary data, questioner with close and open ended questions, interviews and observation were employed. Interview and observation were conducted to triangulate the information obtained through questioner. The review of literature focused on leadership in education within this concept, the concept of leadership, theoretical background of leadership and leadership styles. On the other hand, document analysis charter indicated that, heads of Fitewrari Lake Adgeh, Frehiwot NO 2 and Gelan secondary schools were less committed in the supervision of Capacity teaching and learning related activities. Those three school heads of schools failed to articulate and involve teachers and students in realizing the school mission and goals. Based on the findings, the following recommendations were forwarded. Thus, it is advised to give awareness and encourage the stakeholders to increase their participation in decision making. Professionally, qualified leaders have to be assigned and given on job training by the concerned body. As school principals play an important role in improving student achievement through their facilitation, guidance and support of effective instructional strategies, they must be willing to collaborate with staff to providing appropriate activity planning and support teachers through active involvement, collaboration and effective leadership. In addition to that the school leaders should make the school secular and minimize the interferences of external bodies from school decision making.

Key Word: School, Leadership, Capacity, School Leadership
CHAPTER ONE

1. INTRODUCTION

The main purpose of the study is to analysis the school leadership capacity on government secondary schools in Addis Ababa city administration. It begins with a brief Background of the study and continues with statement of the problem, Objectives of the study, Significance of the study, Limitations of the Study, Delimitation/Scope of the study and Organization of the study.

1.1 Background of the study

The study of leadership capacity is a major and basic concern for all organization and institution in various countries. Different countries around the world like England and Nigeria have been attempting to highlight and stress the concept of efficient school leadership capacity in the various ways in their school daily activities, programs and performance. In Ethiopia there is rapid and increasing awareness in various sectors and fields in line with a sharp increase in the number of teachers, including the educational institutions such as university colleges, schools and others which are indirectly related to educational domain ESDP III (MOE,2011).

Education and training policy (ETP) set aim and objectives, on ways to produce skilled man power with the necessary quality and quantity to meet the national socio-economic development requirement meet to bring up citizens who understand, respect and defend the constitution, a citizen who respect democratic values and human rights, moreover with good work culture and ethics(MOE,1994). That is why currently the government of Ethiopia mode the education sectore its agenda to ensure the provision of quality education for all citizen, which was launched as a major nationwide reform program to improve the quality of the general education (MOE, 2010).

Thus, in fostering these aims and objectives the school principal plays an important roles include providing effective leadership at primary and secondary (Crum & Sherman,2008) stated that the principal needed to provide highly valued, in sight in to their daily style that foster on environment which supportive of high teachers’ performance.

According to Davis et.al (2005) in today's context, the roles of educational leaders are primary characterized as coping with changes and complexities. Accordingly, the educational leaders need professional skills and are expected to be competent in various dimensions. They need to be
educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarian, community builders, public relation and communication aspects, budget analysts, facility managers, special program administrators as well as guardians of various legal, contractual, and policy makers and initiatives. Smith (1996) gave emphasis, in which principal leadership can make a difference in student learning by influencing their schools” policies and norms, teachers” practices and other school processes. Principals indirectly affect student learning that is tied to student achievement and sustaining a school wide purpose focusing on student learning. In addition, according to Peterson (2002), they are expected to serve the often conflicting needs and interests of many stakeholders, including students, parents, teachers and officials at various levels. School has proposed path goal theory to explain leadership. According to (hose, 1968) in the goal theory leader does the following clarifies and sets goals together with subordinates according to their abilities, skills, knowledge, and experience. The leader further helps the subordinates to find the best path for achieving the desired goals. The main task of principal was to create a conducive atmosphere for the teacher to be able to achieve desired changes in students (Ibukan, 1997)

In the case of Ethiopia, an attempt has been made to make the educational management system decentralized and professional. As stated in the Education and Training Policy, it encompasses overall and specific objectives, implementation strategies, including formal and informal from kindergarten to higher and special education. Educational management have been decentralized to create the necessary condition to expand, enrich and improve the relevance of quality (TGE, 1994).

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

1.2 Statement of the Problem

Whenever capacitate is raised as an issue, the management development support for human resource become a critical target area. As the NSDC (2002) Principals, as instructional leader,
focus on helping teachers to the gap of the capacity and make academic instruction as their school top priority.

Principals need to have the theoretical knowledge, skill and adequate experiences in school leadership so as to play active and effective leadership role in the school. It is also stated that principals should have a profile of possession of various training on school leadership and management (MOE, 1999). Therefore, according to the Ministry of Education the principals who are assigned as principals of the school must have the necessary understanding, ability and significant preparation for school leadership.

According to Smith (1997), school leaders increase student learning by encouraging teachers’ growth. Administrators who invest time, expertise, and energy in staff members increase staff capacity and thus improve student learning. Besides working with staff to obtain these results take skill and patience.

As believed by Cruz (1995), effective principals should communicate with parents, teachers and students and be team builders by building coalitions between these stakeholders. Furthermore, effective principals are well aware that there is a turbulent environment and they should address the needs of the outside groups that are too plentiful. They should also encourage a risk taking environment by urging their employees to assume responsibility for a task. Besides, effective principals should possess certain skills in conflict management, active listening, problem solving and consensus building.

The essential role of leadership in any organization has been pointed out by Sharma (2005), all successful organizational activity is a result of the exercise of creative leadership towards some mutually accepted attainable objectives. Moreover, organizations are places of determining the future fate of the national and that of its attendants and produce skilled and trained human power that could solve the problem of a country.

On the other hand, the major cause of failures for organization including schools can be ineffective leadership. It is essential to provide effective leadership at the school level as schools are the scene of implementing educational programs. Based on her study McEwan (2003) has found out that lack of skills and training, teacher cooperation, vision and good will, and shortage of time are common impediments to educational leadership effectiveness. Inadequate leadership
at the school level is the one that adversely affects the progress of education because success in any educational institution depends significantly on effective and sound leadership.

Moreover, the principal personality, vision, extent of commitment, human relation skill's etc. can serve to constrain the exercise of leadership. Strengthening this idea, Gorten(1983) states that if the principal doesn't possess the appropriate personal qualities needed, the absence of these characteristics can be self–constrain out leadership responsibilities properly. In light of the above ideas, government secondary school principals in Akaki kality, Bole and Nifas Silk Lafto sub city are expected to perform well with educational leadership activities such as management of resources, public relation and involving and working with parents, working with school communities in different school affairs, student discipline, curriculum improvement, professional development and evaluation to meet needs of the educational objectives, supervision, research work, goal clarification, planning and provision of instructional materials (MOE, 1994).

However, from my own experience of secondary school as a customer for the past three years’ in Akaki kality, Bole and Nifas Silk Lafto Sub Cities are from observation at different educational conferences, annual educational evaluations and supervision reports, almost all secondary school principals in the sub city have been fulfilled the required educational level or first degree. But principals are not graduates of Educational Leadership. Rather they were drawn from different fields of study. The researcher has been taken the initiative to investigate the problem of leadership behind this achievement.

Therefore, the above situation and the ordinary experience in the secondary schools of the researcher to conduct a study on analysis of school leadership capacity. The purpose of this study was to investigate the capacity of school leadership on government secondary schools in Addis Ababa City Administration. In addressing this problem, the following research questions raised:

1) What leadership styles do leaders follow?

2) What are the roles of the government in improving the leadership capacity?

3) What are the challenges of school leadership capacity?
1.3. Objective the study

1.3.1. General objective

The general objective of the study is aimed to assess the analysis of school leadership capacity Government Secondary School of Addis Ababa.

1.3.2. Specific objective

More specifically the study aimed to:

1. To assess the leadership status of principals in their respective schools.

2. To examine the role of government in improving the school leadership capacity.

3. To identify the challenges of school leadership capacity.

1.4. Significance of the study

This study is expected to have the following importance. It may help the educational leaders of secondary school to be aware of the school leadership capacity of major practical problems they face, policy matters so that they may find ways and means to alleviate them and also for institutional development. It may throw light on the nature of the problem and initiated the concerned stockholders such as school teachers, school principals, education officials and others to undertake further research work. It may encourage the concerned bodies such as school principals, supervisors and education officials to take the necessary action to address those identified problems and help to improve the leadership effectiveness in secondary schools.
Hence, this study would be significant for the following reasons.

- It would have enabled the parents (PTA), the school principals, teachers and students to contribute their part through participatory decision making for the achievement of secondary Schools objectives.
- It might have initiated teacher, the community, School administrators and all the concerned bodies to participate in issues of school through participatory decision making.
- It would have increased awareness among concerned educational Office, school principals, and school stakeholders on school decision making.
- It would have provided alternative suggestions and recommendations to the concerned bodies so that they improve decision making in efficient and effective and increase quality control for future activities.
- The school principal who is in mount exposure to different pressures both internal and external has to constantly review own leadership capacity as effective guide in performing his/ her task.

1.5. Delimitation/Scope of the study

The area of this study would be focused on the government secondary schools of Addis Ababa administration. Specifically, in Akaki Kality, Bole and Nifas Silk Lafto government secondary schools. There were 23 secondary schools, out of them due to time and resource scarcity randomly the study and its conclusion would be confined in three of them

1.6 Limitation of the study

One of the main limitations in the study is the uncertainty and lack of awareness regarding the purpose of the research and its implication from five of the schools. The limitations of the study also include, some respondents were not willing to fill the questionnaire and even to be interviewed. There was also shortage of time and financial constraints may affect the results of this study. However, the result of the study is more meaningful if it incorporates all decision-making parties of all secondary schools.
1.7. Operational Definition of key Terms

School: - in this study school stands for government secondary schools only.

Leadership: - has long been seen as a key factor in organizational effectiveness, and the interest in educational leadership has increased over recent decades.

School leadership: - define leadership as the process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals (Koontz et al 1984).

Capacity: - in this study capacity stands for the skills and academic performance held by the school principals and vice principals.

1.8. Organization of the Study

This thesis is organized into five chapters. Chapter one deals with the introduction which encompasses background of the study, statement of the problem, objectives of the study, significance of the study, Limitation of the study, Delimitation /Scope of the study, Definition of key terms and organization of the study and. Chapter two deals with review of related literature. Chapter three discuss the research design and methodology, chapter four deals Presentation and Analysis of data and the 5th chapter contains, summary, conclusion and useful recommendation based on the findings for the research questions. At the end, a list of reading materials is attached as appendix.
CHAPTER TWO

Review of the Related Literature

2.1. The Concept of Leadership

There are several definitions given to leadership. The term leadership can be defined in different aspects by different scholars as they perceive what leadership means. Leadership is the art of influencing people to direct their will, abilities and efforts towards the accomplishment of common goals. Leadership is also defined as “process of encouraging and helping others to work enthusiastically towards objective” (Davis, 1967). On the other hand, (McGregor, 1966) defines leadership as a property of individuals, but a complex relationship among those variables. It follows that leadership is the natural and acquired property of an individual manifested in the process of influencing individuals or groups to attain a certain common ends through common grounds and on equal footing.

(Blanchard and Herssey 1982) define leadership as the activity of influencing people to strive for group objectives. Likewise, (Koontz et al 1984) define leadership as the process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals. It also implies making people perform up to their full capacity. Considering the basic principles and concepts of leadership the school leader’s role is therefore to encourage the teaching and non-teaching personnel to work together and to fully cooperate in the development and implementation of educational policies, directives and plan for effective and efficient management which ensure proper teaching learning process.

According to North use (2001), “leadership is a process whereby an individual influences a group of individuals to achieve a common goal.” Since leadership is a large part of the influence, the idea of power comes into play. Every instructional leader within the school system has this type of power. “Power is the capacity or potential to influence.

People have power when they have the ability to affect others” beliefs, attitudes, and courses of action”. School principals who possess the quality of guiding and directing their teachers towards the attainment of educational goals are leaders. The school principals at all levels have to perform the function of leaders because they lead teachers whose energies have to follow in a definite direction. Accordingly, effective school leaders establish effective groups, good
2.2. Leadership Styles

Leadership style is the patterns of behaviors which a leader adopts to influence the behaviors of his/her followers. Strengthening this idea, Kinard, (1988) wrote that “leadership style is a behavior pattern, which a leader exhibits in directing the behavior of the employees toward the attainment of personal or organizational goals.” Thus, effective principals use a wide range of leadership styles adopted by leaders. But many authors and researchers on leadership agreed that there are three major styles of leadership such as autocratic, democratic, and laissez-faire.

To manage successfully the teaching and learning program considered efforts was required of leaders to keep attention in their school focused on the core work of teaching and to ensure the alignment of both human and materials resources in their school (Christopher day, 2007). Leader also have the following influential power in the schooling teaching learning activity; to engage parents in school improvement efforts, to restructure their schools to facilitate the work of staff, to help clarity the reasons for the school’s improvement efforts and to ensure wide participation in the discussion about school improvement (Christopher day, Decenber, 2007).

Head teachers play a major role for inspiring the staff. Their leadership practice shapes the internal process and pedagogic practices that directly result in the school improvement especially for schools in challenging circumstances. The leadership and management of their teaching and learning practices which, indirectly influence students out comes (Christopher day, December, 2007). Definitions of leadership commonly focuses on working towards goals and exerting influence direction, strategies, motivation, and inspiring.

Leaders have long been seen as key factor in organization effectiveness, and the interest in educational leader ship has increased over recent decades due to a number of reasons, often related to change to educational system, such as the growth of school based managements in many countries over the past two decades, which has mean more influence for the school and therefore a greater role for the school manager, as powers, and responsibility have been individual role. And therefore, to a great interest in leader ship key factor in the school
effectiveness and student’s outcomes improvement (Haber mujwas, 2010). Every leader in every organization performs certain role or tasks for the smooth running of the organization.

As a result, Ezrues (2005) sees it as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. In the same manner, ukeji (1999) observed that leadership means influencing people willingly with zeal towards the achievement of cooperate goal. A leader cannot work alone; he/she must have people to influence, direct, carry along, and mobile towards the achievement of cooperate goals. The manner that leaders perform these role and affairs of the organization was referred to as his/her leader ship style, which means the way leader leads. Some leaders are more interested in the work while, others pay attention to their relationship with subordinates than the job whether leader emphases the task or human relation was usually considered central to leader ship style.

2.3. Types of leader ship style

2.3.1. Autocratic Style of Leadership

The leader relies much more on exercising power and punishment. The leader makes almost all decisions regarding the activities of a group. In this style of leadership, the Subordinates, do what they are told to do. This style is based on the assumption that the leader derives power from the position they occupy and that the people are naturally lazy and unreliable. Members of the group or the system are treated as if they are machines, with no considerations for their basic human problems and needs. Thus, leaders try to influence their subordinates through negative motivation by criticizing them and imposing penalty so as to hide their incompetency. The followers in this leadership style feel insecure and are usually afraid of the power position of their leader. Consequently, by the fear of different sanctions that range from scold to dismissal followers become silent when they face decision from above which they consider unfair and unwise. Studies found out that autocracy can create much hostility and aggression (Adane et. al., 2003 and Goel, 2009).
2.3.2. Democratic Style of Leadership

Refers to a situation where there is equal work among leaders and follows. According to Goldman (2002), democratic organizations typically have the following six characteristics; policies are determined by a group of organizations, technical and job performance measures are discussed so they are understood by all, leaders provide advice to members are free to choose with whom they work, the group determines the distribution of tasks and leaders group determine the distribution of tasks, leaders try to be objectives in giving praise and cretinism.

Golden man (2000) states that leaders using a democratic style leadership build consult through participation, but these leaders also expect a higher level of excellence and self-direction and have to listen and share ideas with their follows. They also tend to more flexible and are response to ones needs. They are able to motivate teachers to participate in decision making and are respectfully.

2.3.3. Laissez-faire Style of Leadership

A non-directive leader avoids exercising monopolistic power by delegating it to his subordinates. The leader refuses to make decision for other, uses silence until someone in the group speak put and gradually fades out of the group when others in the group show an ability and willingness to take over. Such a leader hates crisis situations. Hence, the leader tries to satisfy everybody in the system. In this type of leadership style the leader prefers to solve problems by him/her in rather than allowing the group to participate. The leader gives very little or no direction and allows his subordinates a great deal of freedom. It’s obvious that, this style cannot be useful in most of cases (Goel, 2009).

2.4. Characteristics of Effective Leadership

Schools are increasingly under public inspection, supervision at regional level are established for visiting schools to monitor the effectiveness of school management, teachers “performance and students” achievement and principals are becoming more accountable to expectations of school improvement (MOE, 2008). In addition, leadership cannot be separated from the socio political, cultural, historical, or ideological environments in which it exists. Now school leaders are facing the challenge of educating a growing diversity of students; of being responsive to the needs of
students and society; and are accountable for effective teaching and learning processes. Effective school leaders are able to utilize the skills of all in the schools to reach school goals within a minimal time.

Riley and Mac Beath (2003) describe effective leaders as follows: “Good school leaders are those who are able to maximize the diverse leadership qualities of others, enabling them to take on leadership within their areas of expertise. School principals are being effective when they are visionary and clear about their mission. Such principals can achieve school success by motivating teachers and creating a collaborative community in schools. If schools lack effective leadership, seldom they can reach their own articulated goals. Lack of effective leadership is a vital issue in education. Leadership must include positional leaders but it should also stimulate and comprise the leadership activities of others.

Harris (2004) study examines the essentials of effective leadership in schools facing challenging contexts in terms of achievement rates in public examination and socio economic status. This study explains that to be successful a range of leadership styles is needed; no one style is perfect for all situations.

Harris found that factors affecting success include the school’s vision and values, distributing leadership, investing in staff development, developing and maintaining relationships, and community building. This implies that successful leaders are people centered and those who give importance to human needs rather than to organizational needs according to personal and professional values. They also distribute their leadership to other teachers. They extend the boundaries of participatory leadership and are able to combine a moral purpose with a willingness to promote collaboration amongst colleagues through investing in teacher development. This study suggests that school leadership is a collective endeavor which succeeds by involving all teachers in leadership and tapping their skills. Under different challenging circumstances, leaders could be successful by building the community of the school through developing relationships and involving others, and providing best opportunities for teaching and learning. Harris believes that success cannot be achieved by the heroic leadership practices of a single principal alone (Salahuddin, 2011).

Effective leadership is developed through collaborative professional learning and aims at purposeful change in schools. All teachers have potential to contribute to leadership for school
improvement, but need scope for engaging themselves. The positional leader is designated to develop organizational procedures; build the cultural climate; and provide support for all teachers to be able to contribute their knowledge and skills to leadership that helps to build leadership capacity. This concept of leadership puts school leaders in a position where their leadership roles become more fluid and distributed than any other forms of leadership.

2.5. Educational Planning

Planning is a rational process of preparing a set of decision for future actions directed at achieving goals and objectives by optional means (Mussazi, 1982). Planning is also defined as a way of protecting our intentions, which is a method of deciding what we want to accomplish (Adesina, 1990). Planning deals essentially with concepts of the future; problems requiring imagination and choice, design and deliberate forethought. Culberston (1971) has noted that there are essentially two interrelated kinds of systematic planning, each of which has different purposes; strategic planning and management planning. Each of these may be utilized for both - long & short range planning with some aspects of education. Strategic planning which fosters and requires productive relation and linkages with public agencies and groups other than those directly responsible for education, should receive primary attention because it involves the determination of policies and the establishment of new or revised goals and objectives. This concept should be of specialized interest to educational leaders implementing plans, because if properly utilized, it will help to ensure the commitment and support that is essential to facilitate needed changes.

Management planning, on the other hand, is concerned with the effective and accepted managing of the organization members. It may, therefore, be conceptualized as after the basic decisions relating to goals and policies have been made. The planning process is different from one plan to another and one organization to another. According to Newman (1996:36), the steps in planning are analysis of the internal and external environment, determination of the objectives, determining planning premises and constraints, examination of alternative course of actions, weighing alternative course of actions, selection of the best alternative course of actions, implementation of the best alternative and follow-up. Therefore, principals should know that the participation of teachers and school community in formulating plan, since they are implementers, could bring success on the attainment of the school goals. Succession planning is essential to
expand the applicant pool for school leadership and increase the quantity and quality of future school leaders. Leadership succession cannot rely on self-selection by talented candidates. Proactive strategies are needed to identify and develop future leaders with high potential early in their careers. They then need to be supported in participating in leadership experiences and encouraged to develop their leadership skills.

2.6. Communication

Communication is central for every activities of the organization and it is essential for the survival of the system. According to Chandan (1987), “effective management is a function of effective communication.” This shows that communication is one of the duties of the leader to integrate organized activities and to change people's behavior by providing sufficient information useful to the achievement of the goal of the organization and the group as well. Luthans (1989) has suggested that effective communication is a basic prerequisite for the attainment of organizational goals, and yet it has remained one of the biggest problems facing modern management, however great an idea is, it is practically useless until it is transmitted and understood by others who are concerned with it. Communication is purposive and full of objectives. The first objective is to obtain the understanding when any message is passed from an individual or group to another. The second is to obtain the response that is required from the receiver. According to Haneryger and Heckmann (1967) communication has three dimensions. These are downward, upward and horizontal communications. Downward communication, which refers to the transmission from higher officials to the subordinates, is the most frequently used and relied upon in every dimension of communication. In school system, the principals give the staff orders and instructions that they are expected to do and to follow. Upward communication is sending of information from the subordinate to the top. Such communication is important to provide feedback to the leader. It is important for the principal to talk in detail with the teachers and students in different levels. The horizontal dimension is between department and people of the same level in an organization. Okumbe (1998) describes that horizontal dimension of communication is very important for the operation of any task. The term refers to the flow of information between departments or people of the same level in an organization. According to Robbins (1989), in a perfect communication a thought or an idea is transmitted fully so that the mental of the receiver perceived exactly what the sender transmitted,
receiver is exactly the same as that envisioned by the sender. In practice, however, perfect communication is never achieved due to communication barriers. Communication in organization is crucial for the management task of planning, organizing, staffing, leading, and controlling. An efficient and effective communication system establishes a high level of relationship between and among teachers, non-teaching staff, students and parents. It helps in interchanging thoughts and coordinating efforts for the attainment of organizational goal. Generally, the school leaders must be effective in facilitating communication in imparting directives and orders to the staff as well as receiving their ideas feelings and thoughts to maintain or change leadership.

2.7. Decision Making

The ability to make effective decision is vital to any individual success as a leader. The competence of the school principal depends on the leader's ability to make a correct choice out of the possible alternatives, and all, the implementation of the decision employing correct leadership style. According to Musaazi (1982), decision making is "a conscious choice from among a well-defined set of competing alternatives". A leader in any organization has to make the right decision at the right time; this shows that in the school system, the ability of effective decision making is useful to the principal in his instructional leadership. Some of the advantages of participative decision making are: self-reliance on the parts of teacher's professional development, high acceptance, smooth relationship, sense of ownership and better understanding on what problems exist (Donelly, 1990). In connection to this, Ezewu (1990) also points out that, the mere teachers are participated in the process of decision making, the more likely they are to make initiative in accomplishing their roles effectively and efficiently.

2.8 Leadership-capacity

Leadership-capacity is an institutional and not a personal concept. Any promising framework addresses learning for school-improvement on multiple levels - individuals and groups, adults and students, schools and districts, and its promises of sustainable results (Lambert 2003b:425-6). This study suggests that sustained school-improvement occurs where leaders build the capacity for change and development, where they invest in teachers and teaching and where they empower others to lead. Improving schools are learning communities ‘that nurture a culture of teaching and learning. Effective leadership for school-improvement works on building the
capacity and creating the conditions to build and sustain improvement over time (Harris 2003d:3).

### 2.8.1 Building leadership-capacity

There are various strands of literature around the notion of leadership as capacity among a wider group of people. Related concepts include leadership density through expansion of leadership capital (Sergiovanni 1992a); distributed-leadership (Harris 2003a); teacher leadership (Harris 2003b); post-heroic leadership (Sessa 2003); shared or dispersed leadership (Frost & Durrant 2003). The common idea is that leadership is no longer an individual matter, but is spread throughout an organization with leadership roles and functions performed by various people not holding formal leadership positions.

Lambert (1998:12) noted: Viewing leadership as a collective learning process leads to the recognition that the dispositions, knowledge, and skills of capacity-building are the same of those of leadership. Sustained school-improvement requires a school to build its own leadership-capacity if it is to assume internal responsibility for reform and maintain a momentum for self-renewal. Building leadership-capacity is defined as broad-based, skillful participation in the work of leadership (Lambert 1998:12) and a way of understanding sustainable school-improvement (Lambert 2006:239).

In order for leadership involvement to be broad-based, there must be many parties involved in leading: A significant number of teacher-leaders and leadership among students. This view of leading as a shared endeavor aligns capacity-building with democratic ideals, involving shared purpose, action and responsibility, and a realignment of power and authority (Apple & Beane 1999; Frost & Durrant 2003).

In Singe’s (1997:30) terms leadership in the future will be distributed among diverse individuals and teams who share responsibility for creating the organization ‘s future. Harris (2002b:22) agrees that school leadership is a function that needs to be distributed throughout the school. Building leadership-capacity is regarded as a worthwhile endeavor because it is a way for an organization.
2.8.2 Building capacity – issues of power

Teachers, students and parents in schools have access to some sources of power (Hoyle 1981). Power is the means by which people assert their preferred values and choices over those of other people, and the means by which they prevent other people making choices such as controlling the agenda for discussion (Lukes 1974). Power has two main forms: authority arising from formal positions which people hold, and influence which comes from people ‘s personal and professional skills and knowledge (Bacharach & Lawler 1980). Busher (1992) considers that power arises for teachers in various ways from and through: (a) personal qualities (b) professional knowledge (c) and institutional hierarchy.

Bennett (2001) considers that there are five sources of power: physical, economic, administrative and technical knowledge, and normative definition of acceptable actions. Power arises through the quality of interpersonal interactions in an organization (Busher 2006). Foucault (1986) perceives power as something which circulates … in the form of a chain ‘(p.234). Power cannot be accessed unless people engage in dialogue and action with other people and with their social and organizational systems (Busher 2006). Beside interactions of individuals, power also resides in the norms and values projected by collectivities of people in an organization, such as work-groups or departments in the formal school organization, or in informal factions. Leaders have to be aware of and negotiate with the expectations held of them by their colleagues and students, if they are to gain and retain the consent of the people with whom they are working (Busher 2006).

The notions of power, authority and influence, often used interchangeably, offer different understandings of which sources of power are closely linked to formal institutional systems. Bachrach & Lawler (1980) distinguish authority from influence by describing the former as legitimate power. Influence arises from people ‘s personal and professional qualities and the nature of the interpersonal relationships they construct (Busher 2006).

Equally important are the opportunities school leadership provides for teachers to influence decisions; teachers may choose not to exercise that influence. In organizational models that structure opportunities for teacher empowerment through school-wide decision-making, teachers are given significant access to power (Hallinger & Richardson 1988).
The implications of leadership-capacity for school members, in relation to issues of power are numerous. Building-capacity requires the principal to share leadership with others. Slater (2008:60) warns that involving any stakeholder group in school leadership poses several challenges. In particular, renegotiating the roles of stakeholders creates issues for participants in terms of authority and control. Leadership requires not only a redefinition of roles and relationships but also a redistribution of power (Bauch & Goldring 1998). Tensions can be created within the context of shifting power and relationships between teachers and administrators in deciding the extent of teacher participation and the delineation of who makes what decision (Schlechty 1991; Hallinger & Hausman 1993).

For principals, letting go of power may be as difficult as it is for others to assume power. Slater (2008:60) suggests that principals as leaders of increasingly complex organizations not only require a new set of skills such as those related to communication in order to build capacity in others, but also they need to adopt new mindsets related to self-identity and empowerment of others.

Principals need to let go of their own ego in valuing and honoring others. A principal ‘s inability to move beyond self-interest may be a barrier to developing capacity in others. When identity is not tied to position, leaders are able to build capacity within others by providing them with the opportunity and support to pursue complex tasks related directly to their personal aspirations. People in turn become empowered as they take initiative and risks; accept responsibility, and feel satisfied in their daily work. Staff and parents need to move beyond their tendency to look to and depend on the principal for decision-making and direction (Slater 2008:61).

According to Lambert (1998:25) such co-dependent behavior may be a barrier to building leadership-capacity. In order to break through the bonds of dependency staff need to develop adult-to-adult ‘relationships with each other. As schooling increase in complexity it has become more important for every school member, including students, to raise to the leadership challenges that are compatible with and expand their personal strengths, skills and knowledge. When evaluating the performance of principals, the ability to launch the energy hidden inside people by capitalizing on the varied leadership attributes of school members may become a key attribute of future leaders ‘success. Some principals have a need to be noticed for them decision. They feel that they have to have their name recognized, and their ego is wrapped up with who
they are and how they feel about themselves. Principals who get their ego wrapped up, it is about position. They consider that their position is who they are. This constitutes a major challenge to school leaders who are required to change their definition of school leadership and separate their identity from position. Their success depends on their ability to draw on the resources of others, in order to sustain breakthroughs and change in complex school systems and build human capacity and self-knowledge. Organization to achieve and maintain a momentum for self-renewal (Lambert 1998:3).

2.9. School leadership and student achievement

The evidence from school-improvement literature consistently highlights that effective leaders exercise an indirect influence on schools’ capacity to improve student achievement, though this influence does not necessarily derive from senior managers, but can at least partly lie in the strengths of middle-level leaders and teachers (Harris 2004). While the quality of teaching most strongly influences levels of student motivation and achievement, the quality of leadership matters in determining the motivation of teachers and the quality of teaching in the classroom (Sergiovanni 1999; Fullan 2001).

The effects of successful leadership on student learning demonstrates that leadership is second only to classroom instruction among all school-related factors that contribute to student learning (Sammons 2008; Leith wood et al. 2009). There is ample evidence in the body of research and in educational practice to confirm that the school principal is regarded as critical to school success and student achievement. Research on the topic has revealed positive relationships between the practice of school principals and student academic achievement (Cotton 2003). Leith wood et al. (2006:15) argue that one probable way in which leadership impacts on student achievement is that it acts as a catalyst for unleashing the potential capacities that already exist in the organization ‘. 
However, the causal relationship between principal behaviors and student achievement remains unclear (Hallinger et al. 1996; Witziers et al. 2003). The most robust impact that a principal can hope to have is via the mediated relationships within a school (Nettles & Harrington 2007:733). In fact, heads place particular emphasis on building both the teaching and leadership capacities of teachers to ensure they continued effectiveness of the school in raising student outcomes (Penlington et al. 2008:73). School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions (Sammons 2008:28).
CHAPTER THREE

The Research Design and Methodology

3.1. Introduction
This chapter describes the research methods and data sources of the study, it also describes and justifies the research sampling and the data collection instruments/ tools was used; describes sampling procedures and how was the data actually collects for both the quantitative and qualitative phases of the study; Finally, it describes the methods of data analysis was used in the study.

3.2. The Research Method
The main objective of this study was to investigate the school leadership capacity on government secondary schools of Addis Ababa city administration. The study employed descriptive was survey method, because it is appropriate in describing what is happening currently and to draw valid general conclusions from those facts discovered. Descriptive survey research design helps to describe and interpret the current condition (Best and Kahn 2003). As to the authors, it is also concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. Moreover, in order to collect all valuable data from respondents and to come up with valid findings, qualitative data gathering methods were used as supplementary to the descriptive survey method so as to enrich the data that was obtained through questionnaires. Accordingly, interview and FGD were used to obtain the qualitative information from participants regarding school leadership capacity.

3.3. Target populations, Sampling Techniques and Sample Size

3.3.1. Target population
The population of the study was taken from five government secondary schools of administration in Addis Ababa city, Specifically, in Akaki Kality, Nefas Silk Lafto and Bole sub cites secondary school named Fetawerari Lake Adgeh, Frehiyewot NO 2, Gelan, Beshale and Fetawerari Abayeneh. These school was selected due to it always raising complain by most of teachers about the school principal leadership problem. This problem during pilot observations from researcher schooling experience which is observed how principle infancies better leadership ability to coping up their schooling management. However, teachers, students, school vice
principal and principals, from five above listed government secondary schools was selected using convenient sampling in order to researcher give better evaluations how those school whom roamers have it blinking either of real principal leadership capacity in problem presented or not.

3.3.2. Sample and Sampling Techniques

Students, school vice principal and principals, from five above listed government secondary schools was selected using stratified sampling technique which is used to select appropriate key discussants to obtain qualitative data for the study. Every individual in the population have the same chance to being selected for the sample.

However, teachers were selected using random sampling technique. In line with this Kothari (2004) says simple random sampling provides each and every items of the population equal chance of inclusion in the sample. By using random sampling technique, for the building of school leadership capacity and quality of education focal persons are chosen in reference to their accountability to educational activity in their authority.

3.3.3. Sample Size

The numbers samples of teachers in each center are proportional to their population using formula Yamane (1967).

\[
n = \frac{N}{1+N(0.05)^2} = \frac{305}{1+305(0.05)^2} = 173
\]

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Target Population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>305</td>
<td>173</td>
</tr>
<tr>
<td>Principals and V /principal</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>supervisors</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>PTA members and Students council</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>members</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>354</strong></td>
<td><strong>222</strong></td>
</tr>
</tbody>
</table>
3.4. Data Gathering Tools

3.4.1. Questionnaire

In this study Questionnaires was administered as a major device to gather primary data using series of question that seek: personal information about the respondents themselves and their opinions, ideas and perceptions about the problems at hand. It was also employed as it could incorporate diverse item of question (close and open) in order to explore issues in-depth. The questionnaires have two parts with all items consisting of both close (to interpret and summarize their response at the end easily), and open ended (i.e. to provide their insight and share their experience to the study freely) types.

The first part of the questioner was given for 173 respondents in both cases design to seek personal information of respondents while the second part was prepared questions which are focused to response the basic questions of the study. The questioners are prepared in English for all respondents because in secondary schools they practice it this language in their daily school learning activities.

3.4.2. Interview

As Kothari (2004) describe that interview is necessary when we cannot observe behavior, feelings or how people interpret the world around them; such idea implies that attitudes of persons are possibly extracted by systematic approaches of the interviewer in coincidence with the interviewees with regard to the interview.

Hence, in this study the attitudes and way of interpret of the respondents on school leadership capacity and accountability in promoting quality education may be different. That’s why we use interview.

And in this study there was structured questions (which help to grasp some points on the study easily) and unstructured questions (to get additional experience and to provide tangible information about the issue at hand related to the study) for the respondents 20 school principals, 20 PTA and students council members and 9 sub city supervisors. In the study interviewees’ answers was written by the researcher on paper since the interviewees was reluctant for electronics.
3.5. Data collections Procedures

The procedures of the study undermine constraints of time, resources, and the size of population and the nature of study, so the study was used the following procedures. First the sample of the study is obtained from the target schools found in Addis Ababa city Administration. Concerning the sampling techniques, simple random sampling is used in four classifications to collect the primary data from respondent teachers, school principals, PTA and students council members and sub city supervisors of the three sub city. And according to the work plan’s activities the data obtained during the study was organized, sort, analyze and interpret by using percentage, table and text graph respectively.

3.6. Validity and Reliability

Validity concerns the degree to which a question measures what it was intended to measure. To assure the validity of the study, the researcher reflected with the advisor and other management staffs about the questionnaires before it persists to distributed. It was developed on the basis of previous studies and review of related literature. In addition, the researcher provided explanations concerning on the questions to the respondents. As per Khotari (2004) reliability refers to consistency, where internal consistency involves correlating the responses to each question in the questionnaire with those other questions in the questionnaire. The student researcher employed Cronbach’s alpha to calculate the internal consistency of the instrument.

Cronbach’s alpha coefficients range value during pilot study was used to describe the reliability of effect extracted from dichotomous and or multi-point formatted questionnaires or scales. However, there is no lower limit to the coefficient. The closer Cronbach’s coefficient alpha is to 0.65 the greater the internal consistency of the items of the scale during pilot test (Struwig& Stead, 2001).

Accordingly, the reliability of piloted test for the overall questionnaire was computed in constant Alpha was 79% integrate to adequate data as if (George & Mallery, 2003).
3.7. Methods of Data Analysis

Demographic of the respondents (frequency distributions and percentages) and mean scores of the principal leadership capacity are interpreted using descriptive statistics to find out the magnitude of principal leadership capacity towards explained by teacher as main source of outcome analysis via SPSS 20.

And qualitative data which is from interview was transcribed based conjugations between the quantitative data report using logical interpretations reasoning. This was achieved through summary statistics, which to enhance the truthiness of the mean values and percentages which were computed for each variable in this study.

3.8. Ethical Consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, the researcher was asked legally and smoothly. The purpose of the study is marked clear and understandable for all participants. Any communication with the concerned bodies were accomplished at their voluntarily agreement without harming and threatening the personal and institutional wellbeing.
CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

4.1. Introduction

This chapter deals with the analysis and presentation of the quantitative data collected through questionnaire. The questionnaires composed open and close-ended questions, which are summarized and presented quantitatively in tables using SPSS 20 software. The researcher used some secondary data from published and unpublished documents of the case organization. Out of 173 questionnaires distributed, 173 were collected which makes the response rate is 100% of the questionnaires the returned questionnaires were usable because they were filled properly. The researcher, as much as possible, made the questionnaire easy to read and answer without difficulties.

4.2 Presentation, analysis and interpretation of data

4.2.1. Socio-Demographic Characteristics of Respondents

The study analysed the demographic characteristics of respondents involved in the study. In this section the respondents profile is presented. It includes gender, age, level of educational, length of service; teaching load per week, obtains another post, and outcome to perform in the current position. Analysing these variables was meant to provide any evidence of association between these variables and the various responses.
Table 1: Socio Demographic Characteristics of Respondents (N=173)

<table>
<thead>
<tr>
<th>S.N</th>
<th>Variables</th>
<th>Type</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers</td>
<td>Gender</td>
<td>Male</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Female</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td>173</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>Age</td>
<td>21-25 Years</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>26-30 Years</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>31-35 Years</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>36-40 Years</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>41 ≤ Years</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td>173</td>
</tr>
<tr>
<td>3</td>
<td>Teachers</td>
<td>Average load per weak</td>
<td>max</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>mean</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Minimum</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td>173</td>
</tr>
<tr>
<td>4</td>
<td>Teachers</td>
<td>Level of Education</td>
<td>Bachelor degree</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Master degree</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td>173</td>
</tr>
</tbody>
</table>

Source: from school survey data, 2019

From above table 1: Result regarding to demographics of respondents Gender, 63.6% of them are Male and 36.4% Female.

In other hand, Age, 2.9% of respondents are at the age of 21-25 Years and 50.7% of the respondents were 26-30 Years, 17.9% of them are from 31-35 Years old, the other 18.5% 36-40 Years and the rest of 10.9% of them are from 41 ≤ Years old. The average load per weak is 12 and maximum load per weak is 16 subject.

It then levels of educations of respondent 68.2% of the respondents are Bachelor degree and the rest of 31.8% Master degree. In order for leadership involvement to be broad-based, there must be many parties involved in educational qualifications: the more qualified teacher, the higher crisis their leader based on their capacity of leadership. A significant number of teacher-leaders and leadership among students. This view of leading as a shared endeavor aligns capacity-building with democratic ideals, involving shared purpose, action and responsibility, and a realignment of power and authority.
4.3. Descriptive of Analysis of School Leadership Capacity in Government Secondary schools

4.3.1. The Activity of Planning

Table 2: Descriptive Statistics on The Activity of Planning

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The level to which the school leaders have knowledge on educational leadership to prepare plan and to lead the school</td>
<td>173</td>
<td>3.43</td>
<td>1.07</td>
</tr>
<tr>
<td>2. The extent to which schools facilitate stakeholders' participation in planning</td>
<td>173</td>
<td>3.94</td>
<td>1.10</td>
</tr>
<tr>
<td>3. The degree at which schools develop specific, measurable, achievable, realistic and time bounded Plan</td>
<td>173</td>
<td>1.97</td>
<td>.83</td>
</tr>
<tr>
<td>4. The level to which the school is made to use the school improvement plan as a basis for progress</td>
<td>173</td>
<td>2.54</td>
<td>.89</td>
</tr>
<tr>
<td>5. The extent to which the School head has a clear vision for the school.</td>
<td>173</td>
<td>2.23</td>
<td>.81</td>
</tr>
<tr>
<td>6. The level to which ability to communicate vision of the plan</td>
<td>173</td>
<td>3.38</td>
<td>1.13</td>
</tr>
<tr>
<td>7. The extent to which Implementation status depending on annual planning</td>
<td>173</td>
<td>2.84</td>
<td>1.30</td>
</tr>
<tr>
<td>Valid (Wight mean)</td>
<td>173</td>
<td>2.45</td>
<td>1.04</td>
</tr>
</tbody>
</table>

Source: from school survey data, 2019

Table 2: Descriptive Statistics on the Activity of Planning; the level to which the school leaders have knowledge on educational leadership to prepare plan and to lead the school shows in average mean difference of 3.43 which is indicated the change of variations by standard deviations 1.07 following to the extent to which schools facilitate stakeholders' participation in planning shows in average mean difference of 3.94 which is indicated the change of variations by standard deviations 1.10. The degree at which schools develop specific, measurable, achievable, realistic and time bounded Plan shows in average mean difference of 1.97 which is indicated the change of variations by standard deviations .83. The level to which the school is made to use the school improvement plan as a basis for progress shows in average mean
difference of 2.54 which is indicated the change of variations by standard deviations .89 which is lower.

To construct an account and an understanding of how school leadership was practiced in the lived school conducted semi-structured interviews with school principals, teacher leaders (heads of departments) differentiated Principals in higher performing schools, was discovered purposefully not gave prioritized the Activity of Planning masterly through clear and persistent communication of their expectations to the teachers and teacher leaders. On the contrary, no comparable personal commitment and regularity of emphasis and energy was reported by principals in lower performing schools.

Regrading to response in the extent to which the School head has a clear vision for the school shows in average mean difference of 2.23 which is indicated the change of variations by standard deviations.81, The level to which ability to communicate vision of the plan shows in average mean difference of 3.38 which is indicated the change of variations by standard deviations 1.13endear to low positions. The extent to which Implementation status depending on annual planning shows in average mean difference of 2.84 which is indicated the change of variations by standard deviations 1.30 which is not effective. During the interview with student stated that teachers in better performing schools had higher sensitivity to students’ needs and problems, and reported higher individual commitment to student achievement than them counterparts in lower performing schools. However, the school not emphasized differentiated needs of individual students, personal investment in effort as well as discouraging students to have multiple views of solving problems.

Lastly, the study results revealed activity related panning by principal was found lower performing schools fostering an environment conducive for learning was not gave an emphasizing a sense of community characterized by feedback and collaboration among school members. This environment, our results suggested, nurtured mindfulness among the school members, created supportive conditions, and raised teachers’ expectations of their students.

From above Descriptive Statistics on the Activity of Planning by principal in the school result in Valid (Wight mean) shows lower average mean difference of 2.45 which Activity of Planning by educational managers is lower anticipate problems and opportunities, to think forward and to contribute efficacy of other managerial functions.
Thus, principal is not provided better activity plan a basis for control in a school and set priorities to focus their emergencies on important things first. The effective principle also focuses the attention of the teachers on objectives that can give a performance oriented sense of direction to the school.

According to sub city supervisor during interview stated that the process of educational management consists of three basic functions, namely planning, implementing and controlling. A manager uses these functions to achieve educational organization goals and objectives.

One school v/principal in school said that:

*Articulating and planning for school development plan...is a pure school board function...but from what I have been experiencing for four years as head of school...the school board is only involved in planning for construction of school infrastructure or buying school materials in the meetings but rarely involving on activity planning communicate this to students or parents. (Interview, 2nd May 2019).*

In an interview with the heads of schools as to whether they articulate school mission and goals and how they involved teachers and students in realizing them so as to enhance effective teaching and learning process, the heads of schools revealed that they articulate and involve teachers and students in realizing the school mission and goals. In this respect, the school head in school A had this to say:

*In every beginning of academic year, I sit down with my teachers and students’ leaders whereby we set down and put clear about school goals and mission. These are the goals and mission everyone in this school is responsible for. (Interview, 5 May 2018).*

Similarly, Dettmer (2005) suggests that principals conduct surveys and use observations to determine which topics are appropriate in activity paining on meaningful and meet the identified needs of the school. The goal of professional development is to improve and enhance the good teaching practices that are already in place and provide information about other effective learning strategies that may be used. It is very seldom necessary for a campus to abandon all of their established teaching strategies and instructional practices. Current practices should be reviewed on an annual basis to determine if they have been successful.
Essential to this determination is whether the program or practices has been used with fidelity, monitoring of implementation has taken place, and student achievement has been positively impacted.

After the school staff has determined which practices are effective, the information should be shared with teachers to ensure the strategies are incorporated in their teaching practices. Meanwhile on-going professional development and monitoring of teacher implementation should continue. The practice of determining effective strategies annually and monitoring student achievement are essential for continuous improvement.

An additional responsibility of campus principals is to motivate and provide on-going support to their instructional teams. Teachers and paraprofessionals should feel valued. Teaching can be frustrating and lonely all teachers need the advice of other experienced professionals in order to overcome the daily challenges they face (Keefe et al., 2004). Motivated principal and teachers support student achievement and seek out additional learning opportunities to improve their teaching skills.

As school principals play an important role in improving student achievement through their facilitation, guidance and support of effective instructional strategies, they must be willing to collaborate with staff to providing appropriate activity planning and support teachers through active involvement, collaboration and effective leadership.
4.3.2. The level the school leaders have major qualities and skills of communication to teaching staffs /school community

Table 3: Descriptive Statistics on the level the school leaders have major qualities and skills of communication to teaching staffs /school community

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My principals send memos when he wants to communicate to me</td>
<td>173</td>
<td>3.50</td>
<td>1.28</td>
</tr>
<tr>
<td>2. My principals make telephone calls when he/she want to talk to me</td>
<td>173</td>
<td>3.73</td>
<td>.99</td>
</tr>
<tr>
<td>3. My principals organize meeting when he/she wants to talk to me</td>
<td>173</td>
<td>2.66</td>
<td>1.53</td>
</tr>
<tr>
<td>4. My principals write a note in the staff notice board when he/she wants to talk to me</td>
<td>173</td>
<td>2.69</td>
<td>1.32</td>
</tr>
<tr>
<td>5. Maintain positive and productive relationship with all the school community</td>
<td>173</td>
<td>3.91</td>
<td>1.10</td>
</tr>
<tr>
<td>6. Listen to and communicate with all academic and administrative staff</td>
<td>173</td>
<td>2.31</td>
<td>1.32</td>
</tr>
<tr>
<td>7. Communicate priorities to the upper level administration.</td>
<td>173</td>
<td>3.40</td>
<td>1.10</td>
</tr>
<tr>
<td>8. Insure that fair administration procedures are followed in the school equally</td>
<td>173</td>
<td>3.93</td>
<td>.80</td>
</tr>
<tr>
<td>9. Communicating with parents to obtain resources</td>
<td>173</td>
<td>3.91</td>
<td>.58</td>
</tr>
<tr>
<td>Valid (Wight mean)</td>
<td>173</td>
<td>2.76</td>
<td>1.08</td>
</tr>
</tbody>
</table>

Source: from school survey data, 2019

From above Table 2 result using Descriptive Statistics on the level the school leaders have major qualities and skills of communication to teaching staffs /school community, my principals send memos when he wants to communicate to me Low shows in average mean difference of 3.50 which is indicated the change of variations by standard deviations 1.28, My principals make telephone calls when he/she want to talk to me Low shows in average mean difference of 3.73 which is indicated the change of variations by standard deviations .99, My principals organize meeting when he/she wants to talk to me Low shows in average mean difference of 2.66 which is indicated the change of variations by standard deviations 1.53, My principals write a note in the staff notice board when he/she wants to talk to me Low shows in average mean difference of 2.69 which is indicated the change of variations by standard deviations 1.32 shows in moderate
response level. Maintain positive and productive relationship with all the school community Low shows in average mean difference of 3.91 which is indicated the change of variations by standard deviations 1.10, listen to and communicate with all academic and administrative staff Low shows in average mean difference of 2.31 which is indicated the change of variations by standard deviations 1.32, communicate priorities to the upper level administration Low shows in average mean difference of 3.40 which is indicated the change of variations by standard deviations 1.10, Insure that fair administration procedures are followed in the school equally Low shows in average mean difference of 3.93 which is indicated the change of variations by standard deviations .80, Communicating with parents to obtain resources Low shows in average mean difference of 3.91 which is indicated the change of variations by standard deviations .58. During interviews with teachers the study revealed that out of 20 PTA, 9 sub city supervisions (46.8%) of them were positive on the manner in which their school heads communicated the school mission and goals. One teacher from school of Friehiwot said that:

we always do staff meetings at the beginning of the year normally one week before opening the school, in the meetings we plan new strategies and set new goals and how to attain them. (Interview, 5 May 2018).

While 20 (52.3%) principal response was disgusted by the way their school heads were fulfilling this role. Most of the teachers indicated that heads of school were not doing enough to communicate school goals and expectations and to encourage teachers to attain these goals. A student secondary teacher of school A when asked about how head of school involve teachers in realizing the school mission had this to say:

of course we have staff meetings with the head of school but we mostly receive orders, after himself decide what to be done. We are not free to give out our views or even to ask how and why. He does not give clarifications on things especially money related issues. (Interview, 12 May 2019).

From the finding of the study regarding to the level the school leaders have major qualities and skills of communication to teaching staffs /school community Valid (Wight mean) difference is of 2.76 which is the finding confirmed that the school head encouraged students in moderate level to achieve and go along the set targets and academic communications. This was revealed in school after asking the question about articulation and clarification of school goals to students and how head of school involved them in realizing the school mission.
According to MANTEP Institute (1995), a head of school as a leader has is to instruct and advises on what and how to perform the teaching related activities to teachers and he/she has to ensure the work is performed as advised or instructed. But the findings above indicated that, heads of schools were less qualities and skills of communication to teaching staffs /school community related activities.

The findings indicated that, they withdrew from academic works whereby teaching and learning related activities were delegated to academic masters or mistress without proper supervision. Kibui (2013) holds that without proper supervision of curriculum related activities, it may be difficult to achieve goals with the expected standards hence poor academic performance.

This implies that there is a need to build strong leadership in schools to communications the supervision of teaching staffs /school community and the creation of a favorable school environment for effective teaching and learning.

4.3.3. Resource management of the school

Head teachers were also responsible for the administration of material resources in the school. As already discussed, the purchase of the education materials is carried out at the secondary school Addis Ababa level. But the actual utilization and administration of the school’s property is the responsibility of the head teachers, teachers and administrative staff in that school.
Table 4: Descriptive Statistics of school leaders on Resource management of the school

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The degree to which capacity of the school leaders to manage human, material, financial and technology in the school.</td>
<td>173</td>
<td>2.78</td>
<td>1.18</td>
</tr>
<tr>
<td>2. The level to which leader’s effort to create awareness on resource management in leading the school.</td>
<td>173</td>
<td>2.45</td>
<td>1.13</td>
</tr>
<tr>
<td>3. The ability of your school to use the allocated budget for its intended education purpose</td>
<td>173</td>
<td>4.28</td>
<td>.51</td>
</tr>
<tr>
<td>4. The school leader is capable to perform and utilize the allotted current budget and resources effectively</td>
<td>173</td>
<td>2.57</td>
<td>1.17</td>
</tr>
<tr>
<td>Valid (Weighted mean)</td>
<td>173</td>
<td>2.56</td>
<td>1.10</td>
</tr>
</tbody>
</table>

**Range Description**

Mean Difference:

- From 1.00-2.50 = Low
- 2.51-3.50 = Medium
- 3.51-5.00 = High

Source: from school survey data, 2019

From above table 3 result regarding to the Descriptive Statistics of school leaders on Resource management of the school response which is The degree to which capacity of the school leaders to manage human, material, financial and technology in the school Low shows in average mean difference of 2.78 which is indicated the change of variations by standard deviations 1.18, The level to which leader’s effort to create awareness on resource management in leading the school Low shows in average mean difference of 2.45 which is indicated the change of variations by standard deviations 1.13, The ability of your school to use the allocated budget for its intended education purpose Low shows in average mean difference of 4.28, .51 and response on the school leader is capable to perform and utilize the allotted current budget and resources effectively Low shows in average mean difference of 2.57 which is indicated the change of variations by standard deviations 1.17 which is relatively in progress.

School leaders on Resource management of the school response was found in Valid (Weighted mean) is 2.56 which is the area of school management and administration in which head teachers...
and teachers play key roles in managing the school resource in worsen conditions which is shows inappropriate use of school resource.

One student on PTA council from Fitewrari Lake Adgeh and Frehiwot No 2 school has serious shortages of equipment and teaching materials was very critical of this, saying that for teaching and learning to become more effective, education materials, including commuter, were needed. He added that having sufficient materials in schools motivated the teachers to teach better. When asked how schools could address the shortage of material resources, one head teacher in secondary school in study area said:

_But supervisor from Nifas Silk sub city school in Addis Ababa argued that the provision of education materials including books, computer, lab material and reference books was not the responsibly using to the student ease, adding that the school principle cooperatively with property managers provide all necessary materials to schools in a timely way is still inappropriate way._ (Interview headed may 16, 2019)

The recently approved school resource management had still not been allocated to the schools similarly, budget shortage is particularly challenging in rural primary schools where community contributions are small and students are exempted from paying school fees. Of course, secondary schools are in a better position, both in raising funds and management of financial resources, because they impose school fees on students and do various income-generating activities. Effective systems of school resource management teacher development, supervision, and monitoring and evaluation need critical decision-making at school level. The school is also responsible for arranging training for teachers and other education staff.

Interviews with principals indicate that the capacity-building activities are effective in most cases but sometimes the selection criteria for teacher development programmers are not clear. It is the head teacher’s responsibility to identify the teachers who are eligible for the various development and training program, but the responsibility for selecting the candidates and making the final decision lies with the sub city educations Breuer of supervision.

As a result, both teachers and head teachers are not clear about the procedure and the selection criteria reported that while some school supervisions others have only had a few chances.

As already discussed, the poor resource management leads to the poor motivation, lack of clarity about selection criteria for poor teacher management and control, and lack of appropriate
facilities for teachers, especially in rural areas, are the major challenges around teacher management as report by sub city educational supervisor. The overall effects of all of these are low teacher morale, high levels of teacher absenteeism and loss of desire to continue in the profession.

4.3.4. School leaders managing Internal and external condition of the school

Though in many school’s head teachers failed to improve critical decision-making at school and out school level, there were head teachers who performed well in certain respects. Moreover, teachers complained that although the appointment of teachers needs to be based on competency and efficiency, in practice the appointment of head teachers is often not based on purely professional criteria. Political affiliation, special social attachment and networking were suggested to be the main criteria used (worken, 2012).
Table 5: Descriptive Statistics on school leaders controlling Internal and external condition of the school

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learn new working methods to decline employee turnover</td>
<td>173</td>
<td>2.57</td>
<td>.92</td>
</tr>
<tr>
<td>2. The school leader is capable to perform and utilize the allotted current budget and resources effectively</td>
<td>173</td>
<td>2.60</td>
<td>.98</td>
</tr>
<tr>
<td>3. The extent to which school library is well organized</td>
<td>173</td>
<td>2.39</td>
<td>.94</td>
</tr>
<tr>
<td>4. The extent to which school library has subscribe necessary journals, magazines which are helpful to make you up to date</td>
<td>173</td>
<td>3.07</td>
<td>1.16</td>
</tr>
<tr>
<td>5. The level to which an equipped laboratory in your school</td>
<td>173</td>
<td>2.96</td>
<td>1.28</td>
</tr>
<tr>
<td>6. The degree to which the school has safe drink water facilities</td>
<td>173</td>
<td>3.32</td>
<td>1.30</td>
</tr>
<tr>
<td>7. The level to which school toilet facilities are availed by both for boys and girls</td>
<td>173</td>
<td>3.01</td>
<td>1.47</td>
</tr>
<tr>
<td>8. The extent to which school leaders communicate to the stakeholder’s benefits to be gained from the capacity</td>
<td>173</td>
<td>2.67</td>
<td>1.42</td>
</tr>
<tr>
<td>9. The degree to which convenient of the political environment to lead the school</td>
<td>173</td>
<td>3.20</td>
<td>1.17</td>
</tr>
<tr>
<td>10. The extent to which school leaders communicate to the stakeholder’s benefits to be gained from the capacity</td>
<td>173</td>
<td>3.72</td>
<td>1.15</td>
</tr>
</tbody>
</table>

Valid (weighted mean)                                               | 173  | 3.07 | 1.08

Source: from school survey data, 2019

From above table 4 result regarding to Descriptive Statistics on school leaders controlling Internal and external condition of the school response on Learn new working methods to decline employee turnover shows in average mean difference of 2.57 which is indicated the change of variations by standard deviations .92, The school leader is capable to perform and utilize the allotted current budget and resources effectively shows in average mean difference of 2.65 which is indicated the change of variations by standard deviations .98, The extent to which school library is well organized shows in average mean difference of 2.39 which is indicated the change of variations by standard deviations .94 which is relatively good progress.
The extent to which school library has subscribe necessary journals, magazines which are helpful to make you up to date shows in average mean difference of 3.07 which is indicated the change of variations by standard deviations 1.16. The level to which an equipped laboratory in your school shows in average mean difference of 2.96 which is indicated the change of variations by standard deviations 1.28. The degree to which the school has safe drink water facilities shows in average mean difference of 3.32 which is indicated the change of variations by standard deviations 1.30. The level to which school toilet facilities are availed by both for boys and girls shows in average mean difference of 3.01 which is indicated the change of variations by standard deviations 1.47 is in significance progress.

The extent to which school leaders communicate to the stakeholder’s benefits to be gained from the capacity shows in average mean difference of 2.67 which is indicated the change of variations by standard deviations 1.42. The degree to which convenient of the political environment to lead the school shows in average mean difference of 3.20 which is indicated the change of variations by standard deviations 1.17 and the response on the extent to which school leaders communicate to the stakeholder’s benefits to be gained from the capacity shows in average mean difference of 3.72 which is indicated the change of variations by standard deviations 1.15 is about a study of moderate level of leadership capacity schools has it in the process of becoming such a school which is selected for participation in the study based on the leadership capacity characteristics they possessed and evidence of improved and sustained student performance, professional cultures, and external school leadership dynamics response Valid (weighted mean) is 3.07.

In the pursuit of a deeper understanding of leadership capacity, a few startling insights about the nature of leadership were discovered. Together, these understandings and insights constitute major findings toward the establishment of sustainable improvement in schools. The discoveries began with the stories of 5 schools at all levels, located in different sub city of Addis Ababa that were serious about improving. Most of the schools in the study, through shared leadership and a professional culture, have made un improvements so that they no longer have the status of a high-performing school.
Through networking, strength and hope in their own conversations, and school assistance, the relatively Gelan schools achieved internal and external school controlling related performance of which they could be proud reported by sub city supervisor. This was a study of the journey of these schools toward high leadership capacity, as well as a story of other schools that already possessed and sustained high student performance and leadership capacity. The study magnified understandings of principal and teacher leadership in Friehioat, laeke-adage school as reported by PTA and school supervisors raising critical questions about the future of leadership in schools that sustain success.

This problem was mainly happening all the participants appeared to agree that government schools suffered from political influences during key informant interview bay school supervisions, Student council PTA stated; especially principal were often active in politics due to their affiliations with different political parties, especially after the beginning of revolutionary democracy following the restoration from dreg regime since 1994 in Ethiopian calendar. Statements from the interview transcripts from the lower performing participants strongly indicated that their teachers were divided by different political ideologies which impacted negatively on managing and directing which is highlighted by one of vice principal the following response from:

“We have teachers and school leaders mostly involved in politics. These political groups have created division among students itself which is not good and these activities have spoiled the academic environment. I know the leadership has to be effective to manage this kinds of situation. I try my best to manage all these but there comes a time when one is completely helpless... There was huge political pressure to recruit teachers recommended by the political parties. Political parties want someone who is their followers and one who advocates their ideology”. (Principal interview, May 16, 2019)

During the individual interview with principal and sub city supervisor, all the participants reported problems with the government’s school funding policy, teacher recruitment system, provision for forming autocratic leadership, and the lack of an efficient teacher appraisal system in sub-city secondary school. More specifically, all of the principals from higher performing schools stated in their interviews that the government did not provide a sufficient number of teachers. Although the higher performing schools had more government funded
teachers than the lower performing schools, participants from higher performing schools expressed their frustrations against the government policy during the discussion session, particularly with regard to how they were forced to recruit extra teachers and staff from their own internal resources. On the other hand, as a result of failures to properly allocate permanent teachers according to the number of students at each school, some principals from lower performing schools actually said they had more teachers than needed for their low student enrolments. A few even considered this to be a problem as stated by one of Fitewrari Lake Adgeh secondary school teacher: “We have more than enough teachers here at this school. This is one reason why teachers engage more on other activities than in teaching.” (Interviewed may, 15, 2019)

During the interview with some principals also suggested that not enough competent and smart people were joining the teaching profession because of government underfunding and a lack of employment benefits. The situation has been exacerbated by government policy restricting the number of permanent teaching positions, forcing schools to rely more heavily on temporary teacher.

This appeared to be a widely shared view since all the principals from higher performing schools had adopted their own internal school policies to attract parents and help students do better ignoring some of the government policies. For example, among others, all the principals from higher performing schools reported collecting tuition fees from their students to address their resource needs which was directly against the government policy.

4.3.5. The degree to which Capacity of the School Leadership in decisions making process

One of the key roles of school heads is to The degree to which Capacity of the School Leadership in decisions making process in school. This includes, among other things, the way in which school heads ensure that instructional time is effectively utilized, teachers and students prepare well for instructional program and attend all lessons, and students’ discipline and academic progress are constantly monitored.
### Table 6: Descriptive Statistics on The degree to which Capacity of the School Leadership in decisions making process

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The decisions satisfy the needs and interests of the school communities</td>
<td>173</td>
<td>2.80</td>
<td>1.42</td>
</tr>
<tr>
<td>2. The decisions made in the right priorities of the objectives of the school</td>
<td>173</td>
<td>3.08</td>
<td>1.32</td>
</tr>
<tr>
<td>3. They have knowledge how to formulate decision and seek it as inputs for decision making</td>
<td>173</td>
<td>3.50</td>
<td>1.05</td>
</tr>
<tr>
<td>4. They are professionalized in school based management, qualified, trained and expertise in leadership</td>
<td>173</td>
<td>3.57</td>
<td>.92</td>
</tr>
<tr>
<td>5. My view in Meeting of policy are considered in final decision-making of the school administration</td>
<td>173</td>
<td>2.59</td>
<td>.86</td>
</tr>
<tr>
<td>6. They have technical skill to formulate decisions</td>
<td>173</td>
<td>3.53</td>
<td>1.06</td>
</tr>
<tr>
<td>7. The formulated decisions maximize smooth communication among decision makers and decision implementers</td>
<td>173</td>
<td>3.98</td>
<td>1.11</td>
</tr>
<tr>
<td>8. The school leaders are effective in their leadership activities and lead the school by formulating effective decisions</td>
<td>173</td>
<td>1.98</td>
<td>.82</td>
</tr>
<tr>
<td>9. School leaders encourage teachers, students, parents and the whole community to make decisions</td>
<td>173</td>
<td>2.58</td>
<td>.92</td>
</tr>
<tr>
<td>Valid (weighted mean )</td>
<td>173</td>
<td>2.78</td>
<td>1.36</td>
</tr>
</tbody>
</table>

**Source: from school survey data, 2019**

From above Table 5 result regarding to Descriptive Statistics on the degree to which Capacity of the School Leadership in decisions making process response on the decisions satisfy the needs and interests of the school communities shows in average mean difference of 2.80 which is indicated the change of variations by standard deviations 1.42, The decisions made in the right priorities of the objectives of the school shows in average mean difference of 3.08 which is indicated the change of variations by standard deviations 1.32 which is relatively lower.

They have knowledge how to formulate decision and seek it as inputs for decision making shows in average mean difference of 3.50 which is indicated the change of variations by standard deviations 1.05, They are professionalized in school based management, qualified, trained and expertise in leadership shows in average mean difference of 3.57 which is indicated
the change of variations by standard deviations .92. My view in Meeting of policy are considered in final decision-making of the school administration shows in average mean difference of 2.59 which is indicated the change of variations by standard deviations .86 which is had moderate level of variations on established systems of supervising the teaching and learning related activities in their institution

They have technical skill to formulate decisions shows in average mean difference of 3.53 which is indicated the change of variations by standard deviations 1.06, The formulated decisions maximize smooth communication among decision makers and decision implementers shows in average mean difference of 3.98 which is indicated the change of variations by standard deviations 1.11, The school leaders are effective in their leadership activities and lead the school by formulating effective decisions shows in average mean difference of 1.98 which is indicated the change of variations by standard deviations .82 and School leaders encourage teachers, students, parents and the whole community to make decisions shows in average mean difference of 2.58 which is indicated the change of variations by standard deviations .92 active academic leaders whose responsibilities were not to ensure the smooth running of all academic activities and hand lining the management level in the schools.

The result finding on the degree to which Capacity of the School Leadership in decisions making process response Valid (weighted mean) shows in average lower mean difference of 2.78 which is implies that most of the teachers did not appreciate the way in which their heads of schools supervised the teaching and learning process in the schools. Therefore, these sampled government secondary schools lack proper supervision of curriculum implementation as well as lack of effective use of time for instructional purpose.

Also interviews with teachers revealed that PTA indicated that their heads of schools made sure that time for teaching and learning was effectively utilized and also heads of schools provided feedback to the teachers on academic and disciplinary matters occurring in the school.

On the other hand, majority sub city supervisions replied that teachers were of their view that their heads of schools rarely made sure that time for teaching and learning was effectively utilized and teachers were rarely provided with feedback on academic and disciplinary matters occurring in the school. It was also found that heads of schools rarely took strict measures against teachers’ absenteeism.
For example, one student from school *Fitawrari Lake-Adgeh* school had this to say; “…*sometimes some teachers miss their lessons even four consecutive periods but the head of school does nothing like follow up, even though we report this many times through class meetings and our class leaders*…” (Interview, 9, May 2019).

Another student from school *Frihiowt* school said that; “…*there is this manner in our school that we do tests or exams occasionally, apart from that even the few tests are not marked and if they mark then no correction or any simple discussion is done. Frankly speaking this makes us loose hopes in whatever we do*…” (Interview, 7, May 2019).

Likewise, one from PTA members and student council members expressed their satisfaction with the school leadership regarding this aspect of the degree to which Capacity of the School Leadership in decisions making process. This implies that majority of students in sampled government secondary schools thought that their heads of schools were not doing enough in accomplishing this educational role.

**Chart 4.1:** Sampling main stream document analysis which is in schooling supervisions appraisal report ranking, January, 2019

![Chart 4.1: School leaders encourage teachers, students, parents and the whole community to make decisions from five school rank](image-url)
However, the findings above document analysis charter indicated that, heads of *Fitewrari Lak Adgeh, Firehiwot* and *Gelan* secondary schools were less committed in the supervision of Capacity teaching and learning related activities. Those three school heads of schools failed to articulate and involve teachers and students in realizing the school mission and goals. It was found that, out of five heads of schools in sampled, only *Fetawrarie Abaynh* secondary schools shows an effective communication according to the school mission and goals to students and teachers in a capacity implementation.

Those school leaders show failure to articulate and involve teachers and students in realizing the school mission and goals in the sampled government secondary schools emanates from the absences of collaborative structure and appropriate leadership styles which provide a room for stakeholders to participate in decision making about school wide issues.

The findings indicated that, they withdrew from academic works whereby teaching and learning related activities were delegated to academic masters or mistress without proper the degree to which Capacity of the School Leadership in decisions making process in five secondary school. Kibui (2013) holds that without proper Capacity of the School Leadership in decisions making process related activities, it may be difficult to achieve goals with the expected standards hence poor academic performance.

According to MANTEP Institute (1995), a head of school as a leader has is to instruct and advices on what and how to perform the teaching related activities to teachers and he/she has to ensure the work is performed as advised or instructed.
CHAPTER FIVE

Summary, Conclusions and Recommendations

This chapter is concerning with the summery of the major findings, the conclusions drawn from the findings and recommendations that the researcher proposes and assumed which will go a long way to help improve effectiveness of school leadership capacity in some selected of secondary schools in Addis Ababa Administration.

5.1 Summary of Findings

The purpose of this study was to analysis the school leadership capacity in some selected government secondary schools of Akaki kalit, Bole and Nifas Silk Lafto sub cities in Addis Ababa city administration. To meet this purpose, research questions related to school leadership Capacity and situational factors that affect effectiveness of school principals were considered. To address these basic questions of the study, descriptive survey research design was employed. Regarding study population and the sample, currently, Akaki kalit, Bole and Nifas Silk Lafto sub city has five governmental secondary schools. The researcher included all these schools in the study and selected his samples from all schools. From the five schools the researcher selected of the teachers 173 using stratified random sampling, 20 school principals’ /v/principals and 9 sub city supervisors and 20 PTA and student council members using purposive sampling technique. To collect primary data, questionnaire with closed and open-ended questions and interview were used. Besides, necessary documents were consulted to obtain secondary data. The quantitative data obtained from close-ended questions were edited, organized, tabulated, and then analyzed by using frequency, percentage and mean value. Data collected through interview, open-ended questions were organized into meaningful theme and transcribed to support, triangulate, and crosscheck data gathered using other tools.

Based on the analysis the following findings were drawn.

- As it was understood from the analysis, school principal concerning to their qualification,80% of school principals in government secondary schools of Akaki kalit, Bole and Nifas Silk Lafto sub city are not qualified in educational planning and management or not trained in the area of educational leadership.
Based on the responses secured from teachers and interview of supervisors, principals’ capability to facilitate stakeholders’ participation in planning, ability to communicate vision of the plan and Implementation status depending on annual planning were moderate. On the other hand, from the interview of principals they put their performance as good in the area of facilitating stakeholder’s participation in planning and ability to communicate vision of the plan and Implementation status depending on annual planning.

Concerning the effectiveness of school leaders in making decisions, the study revealed on that the school leaders play a critical role in establishing and maintaining group decision making. The result on that the school leaders decided on what is to be done, when to be done and where to be done was showed poor result. But on the rest items that the school leaders effective in their leadership activities and lead the schools by formulating effective decisions, ensure the correct decision making process and make effective decisions, take care about the process of decisions, play their facilitator role, act as organizers, advisors and consensus builders of the group, formulate decisions based on the scientific and systematic analysis the study was revealed poor results. However, what the school leaders responded was that they are taking care for decisions, the decisions formulated based on systematic ways and the decision makers were effective, but the data gathered from supervisors, PTSA heads and students’ council members was in the contrary to this. It was revealed that since the decision makers did not follow the necessary decision making steps, they did not take care for the decisions. Also they formulated decisions based on their past practices rather than systematic and scientific way of decision making.
• With respect to the quality, acceptance and implementation of the school decisions, the result of the study revealed that such items as the school leaders explain the decisions to the group to gain acceptance, take care about the quality of decisions, the decision bring smooth relationship and trust among school community decision, and school community share ideas, analyzes and agrees up on the decisions to implement it was poor. In most cases the formulated decisions explained to the stakeholders. On the other hand, the data gathered from supervisors, PTA heads, students’ council members and open ended questions showed that only the decisions required responsibilities to be fulfilled by stakeholders explained to them. Since most decisions formulated without concrete evidence/real information/, being subjected, ignoring others ideas and suggestions decreased the quality and acceptance of decisions. As a result, their implementation was low. Most of the school principals also agreed on that some decisions remained without implementation because of different factors.

5.2. Conclusions

From above Descriptive Statistics was employed in order to analysis the magnitude of school leader’s capacity practice on some selected government secondary school of Addis Ababa. The result regarding to the Activity of Planning by principal in the school result in Valid (Wight mean) shows lower average mean difference of 2.45 which Activity of Planning by educational managers is lower anticipate problems and opportunities, to think forward and to contribute efficacy of other managerial functions. From the finding of the study regarding to the level the school leaders have major qualities and skills of communication to teaching staffs /school community Valid (Wight mean) difference is of 2.76 which is the finding confirmed that the school head encouraged students in moderate level to achieve and go along the set targets and academic communications. School leaders on resource management of the school response was found in Valid (Weighted mean) is 2.56 which is the area of school management and administration in which head teachers and teachers play key roles is managing the school resource in worsen conditions which is shows inappropriate use of school resource.

And it is a study found that regarding to school leaders controlling Internal and external condition of the school moderate level of leadership capacity schools has it in the process of becoming such a school which is selected for participation in the study based on the leadership capacity
characteristics they possessed and evidence of improved and sustained student performance, professional cultures, and external school leadership dynamics response Valid (weighted mean) is 3.07. Analysis of the data examines the features, underlying factors, relationships, and patterns that contribute to leadership capacity for lasting school improvement is still lower.

The result finding on the degree to which Capacity of the School Leadership in decisions making process response Valid (weighted mean) shows in average lower mean difference of 2.78 which is implies that most of the teachers did not appreciate the way in which their heads of schools supervised the teaching and learning process in the schools. Therefore, these sampled government secondary schools lack proper supervision of curriculum implementation as well as lack of effective use of time for instructional purpose.

However, the findings above document analysis charter indicated that, heads of Fatwari lak adge, Frihiowat and Gelan secondary schools were less committed in the supervision of Capacity teaching and learning related activities. Those three school heads of schools failed to articulate and involve teachers and students in realizing the school mission and goals. It was found that, out of four heads of schools in sampled community secondary schools; only one head of school communicated the school mission and goals to students and teachers. Those school leaders show failure to articulate and involve teachers and students in realizing the school mission and goals in the sampled community secondary schools emanates from the absences of collaborative structure and appropriate leadership styles which provide a room for stakeholders to participate in decision making about school wide issues.

The findings indicated that, they withdrew from academic works whereby teaching and learning related activities were delegated to academic masters or mistress without proper the degree to which Capacity of the School Leadership in decisions making process in five secondary school.
5.3 Recommendations

Researcher forward the following recommendations below:

- After the school staff has determined which practices are effective, the information should be shared with teachers to ensure the strategies are incorporated in their teaching practices. Meanwhile on-going professional development and monitoring of teacher implementation should continue. The practice of determining effective strategies annually and monitoring student achievement are essential for continuous improvement.

- As school principals play an important role in improving student achievement through their facilitation, guidance and support of effective instructional strategies, they must be willing to collaborate with staff to providing appropriate activity planning and support teachers through active involvement, collaboration and effective leadership.

- The community should have active participation to help the school in fulfilling material resources. The head teacher should work closely with the community in order to require management the school community resources.

- The head teacher, the teachers and the PTAs should also mobilize resources from non-governmental organizations (NGOs) and private organizations.

- The head teachers should lead and coordinate this activity effectively and efficiently by creating strong linkages with all stakeholders.

- This appeared to be a widely need shared view since all the principals from higher performing schools had adopted their own internal school policies to attract parents and help students do better ignoring some of the government policies.

- To strengthen school culture, heads of schools as leaders are supposed to adopt collaborative structure and leadership styles which provide a room for stakeholders to participate in decision making about school wide issues.

- Therefore, it is recommended that recruitment of school level leadership in the government secondary schools had to involve individuals who are charismatic, enabler, transformational and democratic leadership and avoiding them from political involvement.
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Lambert, L. (2006), Lasting leadership: *A study of high leadership-capacity schools* ‘, The Educational Forum, 70(3).


Sergiovanni, T. J. (1992a), Why we should seek substitutes for leadership ′, Educational Leadership, 49(5), 41-45.


Stoll, L. (1999), Realizing our potential: understanding and developing capacity for lasting improvement ‘, **School Effectiveness and School-improvement**, 10(4), 503532.


Dear Respondents:

The main purpose of this questionnaire is to collect relevant data on the topic “Analysis of School Leadership Capacity in Some Selected Government Secondary schools in Addis Ababa City Administration.”

So you are kindly requested to give genuine responses in order to make this study successful. And I would like to appreciate your genuine response to the questionnaire in advance.

Thank you!!

Note:

- You do not have to write your name.
- Make a tick mark (√) in the boxes provided.
- Write your brief and short response in the blank spaces
- Your answer should represent your thinking.
- Be sure to keep the statement in mind when deciding how you think about the aspect on your performance.

Please answer the following questions as honestly as possible by filling in the spaces provided or ticking the appropriate alternative.

PART I: Personal background of respondents

1.1. Name of the school: ____________________________

1.2. Sex: Male □ Female □

1.3. Age: 20 -25 □ 26-30 □ 31-35 □ 36-40 □ 41 and above □

1.4. Educational qualification: Diploma □ Degree □ Masters □ PhD □

1.5. Your Academic qualification -------------------------------
1.6. Field of specialization  

1.7. Your teaching load per week  

1.8. Responsibilities you are currently holding at school  

**PART II**: This part of the questionnaire containing close ended items that focused on the leadership capacity under investigation. Based on the concept of each item, please select the option that directly represent your opinion on leadership capacity and rate the following using a scales where; 1=very low (VL); 2=Low (L) 3=Medium (M); 4=High (H); 5=Very high (VH)

**Direction**: Put “√” mark in the box for the choice appropriate to it according to your degree of agreement based on current status.

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>1=VL</th>
<th>2=L</th>
<th>3=M</th>
<th>4=H</th>
<th>5=VH</th>
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<tbody>
<tr>
<td>1</td>
<td>The Activity of Planning</td>
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<td>1.1</td>
<td>The level to which the school leaders have knowledge on educational leadership to prepare plan and to lead the school.</td>
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<td>1.2</td>
<td>The extent to which schools facilitate stakeholders' participation in planning</td>
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<td>1.3</td>
<td>The degree at which schools develop specific, measurable, achievable, realistic and time bounded Plan</td>
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<td>1.4</td>
<td>The level to which the school is made to use the school improvement plan as a basis for progress</td>
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<td>1.5</td>
<td>The extent to which the School head has a clear vision for the school.</td>
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<td>1.6</td>
<td>The level to which ability to communicate vision of the plan</td>
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<td>1.7</td>
<td>The extent to which Implementation status depending on annual planning</td>
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<td>2</td>
<td>To what level the school leaders have major qualities and skills of communication to teaching staffs/school community</td>
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<td>2.1</td>
<td>My principals send memos when he wants to communicate to me</td>
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<td>2.2</td>
<td>My principals make telephone calls when he/she want to talk to me</td>
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<td>2.3</td>
<td>My principals organize meeting went he/she wants to talk to me</td>
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<td>2.4</td>
<td>My principals write a note in the staff notice board when he/she wants to talk to me</td>
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<td>2.5</td>
<td>Maintain positive and productive relationship with all the school</td>
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<td><strong>community</strong></td>
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<td><strong>2.6</strong></td>
<td>Listen to and communicate with all academic and administrative staff</td>
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<td><strong>2.6</strong></td>
<td>Communicate priorities to the upper level administration.</td>
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<td><strong>2.7</strong></td>
<td>Insure that fair administration procedures are followed in the school equally</td>
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<td><strong>2.8</strong></td>
<td>Communicating with parents to obtain resources</td>
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<td><strong>3</strong></td>
<td><strong>Resource management of the school</strong></td>
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<td><strong>3.1</strong></td>
<td>The degree to which capacity of the school leaders to manage human, material, financial and technology in the school.</td>
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<td><strong>3.2</strong></td>
<td>The level to which leader’s effort to create awareness on resource management in leading the school.</td>
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<td><strong>3.3</strong></td>
<td>The ability of your school to use the allocated budget for its intended education purpose</td>
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<td><strong>3.4</strong></td>
<td>The school leader is capable to perform and utilize the allotted current budget and resources effectively</td>
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<td><strong>4</strong></td>
<td><strong>Internal and external condition of the school</strong></td>
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<td><strong>4.1</strong></td>
<td>The school leader is capable to perform and utilize the allotted current budget and resources effectively</td>
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<td><strong>4.2</strong></td>
<td>The extent to which school library is well organized</td>
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<td><strong>4.3</strong></td>
<td>The extent to which school library has subscribe necessary journals, magazines which are helpful to make you up to date</td>
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<td><strong>4.4</strong></td>
<td>The level to which an equipped laboratory in your school</td>
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<td><strong>4.5</strong></td>
<td>The degree to which the school has safe drink water facilities</td>
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<td><strong>4.6</strong></td>
<td>The level to which school toilet facilities are availed by both for boys and girls</td>
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<td><strong>4.7</strong></td>
<td>The extent to which school leaders communicate to the stakeholder’s benefits to be gained from the capacity</td>
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<td><strong>4.8</strong></td>
<td>The degree to which convenient of the political environment to lead the school</td>
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<td><strong>4.9</strong></td>
<td>The extent to which school leaders communicate to the stakeholder’s benefits to be gained from the capacity</td>
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<td>The degree to which Capacity of the School Leadership in decisions making process</td>
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<td><strong>5.1</strong></td>
<td>School leaders /Decision Makers/ follow steps of decision making</td>
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<td><strong>5.2</strong></td>
<td>The decisions satisfy the needs and interests of the school communities</td>
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<td><strong>5.3</strong></td>
<td>The decisions made in the right priorities of the objectives of the school</td>
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<td><strong>5.4</strong></td>
<td>They have knowledge how to formulate decision and seek it as inputs for decision making</td>
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<td><strong>5.5</strong></td>
<td>They are professionalized in school based management, qualified, trained and expertise in leadership</td>
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<td><strong>5.6</strong></td>
<td>My view in Meeting of policy are considered in final decision-making of the school administration</td>
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<td><strong>5.7</strong></td>
<td>They have technical skill to formulate decisions</td>
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<td><strong>5.8</strong></td>
<td>The formulated decisions maximize smooth communication among decision makers and decision implementers</td>
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<td><strong>5.9</strong></td>
<td>The school leaders are effective in their leadership activities and lead the school by formulating effective decisions</td>
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<td><strong>5.10</strong></td>
<td>School leaders encourage teachers, students, parents and the whole community to make decisions</td>
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9. What is the possible source of education finance other than the government?

___________________________________________________________________________

10. What are the sources of internal income for the school?

___________________________________________________________________________

11. What problems are observed in school resource management?

___________________________________________________________________________

12. for what Purpose is used the additional source of educational finance

___________________________________________________________________________

Please, If you have any more comments and suggestions forward.

Thank you for your progress kindly cooperation!
Appendix-B
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT GRADUATE
STUDY

PART II Interview Questions designed to school Principals and Vice
Principals to Analysis of School Leadership Capacity in Some Selected
Government Secondary schools in Addis Ababa City Administration.

Interview Questions

1. How do you communicate to your teachers...?

2. What strategies do you/will you use to create conducive school environment as a
good leader in your respective schools?

3. Which leadership style are you exercising and which you think is appropriate in
the present school context.

4. What do you think the measures to be taken to tackle /avoid/ such hindering
factors of decision makers in the secondary schools?

5. What is the reason for delegating tasks in organizations? Do you accept you
have to delegate tasks in your school as a leader?

6. What elements of organizational structure exist in the school you work as
principal?

7. What is expected from teachers, students, parents and the whole community in
the making and implementing school decisions?

8. What is the possible source of education finance other than the government?

9. What are the sources of internal income for the school?

10. What problems are observed in school resource management?
11. for what Purpose is used the additional source of educational finance?

12. What do you think are the major obstacles that you face on leading school?

13. How politics affects a school capacity building interims of
   A. Time------------------------------------------------------------
   B. Financial Recourses -------------------------------------
   C. Polices ---------------------------------------------------

If you have any more comments, please suggest your comment.
__________________________________________________________________
__________________________________________________________________
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Thank you for your progress kindly cooperation!
PART I Interview Questions designed to sub city Supervisors to Analysis of School Leadership Capacity in Some Selected Government Secondary schools in Addis Ababa City Administration

Thank you for your progress kindly cooperation!

Interview Questions

1. How do you communicate to your principals?

2. What type of steps do secondary school leaders follow to make decision? Do they evaluate its implementation? How do you judge their follow up mechanism?

3. In your view, which government secondary school leader is effective in your Sub City? Why?

4. How do you judge the knowledge and perception of secondary school’s leaders toward decision making?

5. What can you say about the quality, capacity, acceptance and implementation of secondary school leaders’ decisions?

6. What is expected from teachers, students, parents and the whole community in the making and implementing school decisions?

7. What problems are observed in school resource management?

8. What do you think are the major obstacles that you face on leading school?
9. How politics affects a school capacity building in terms of
   
   A. Time
   
   B. Financial Recourses
   
   C. Polices

If you have any more comments, please suggest your comment.

Thank you. Thank you for your progress kindly cooperation!
Appendix-D

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT GRADUATE STUDY

Part I Interview Guided designed to school PTA members and student council members to Analysis of School Leadership Capacity in Some Selected Government Secondary schools in Addis Ababa City Administration.

Thank you for your progress kindly cooperation!

Interview Questions

1. How do you communicate to your principals?
2. What solution do you suggest to solve the encountered problems?
3. What do you think the measures to be taken to tackle /avoid/ such hindering factors of decision makers in the secondary schools?
4. Do you think that secondary school leaders implement their decisions effectively? If not what are the problems that affect their effectiveness?
5. What can you say about the quality, capacity, acceptance and implementation of secondary school leaders’ decisions?
6. What is expected from teachers, students and the whole community in the making and implementing school decisions?
7. What problems are observed in school resource management?
8. What do you think are the major obstacles that you face on leading school?
9. How politics affects a school capacity building interims of
   A. Time-----------------------------------------------
   B. Financial Recourses ---------------------------------
   C. Polices---------------------------------------------

If you have any more comments, please suggest your comment.

________________________________________________________________________
________________________________________________________________________

Thank you for your progress kindly cooperation!
DECLARATION

This is to certify that this thesis is my original work done under the guidance of: Hussen Kedir (Ph.D) and that it has not been presented for a degree in any other university. All relevant sources of information used in this thesis have been accordingly acknowledged.

Name of the student: Gebrewahd Nirea Tesfaye

Signature _________________________

Date ______________________________

This thesis has been submitted for examination with my approval as university advisor

Name: Hussen Kedir (Ph.D)

Signature: _______________________

Date__________________________