

**THE PRACTICE AND CHALLENGES OF SCHOOL LEADERSHIP  
IN SECONDARY SCHOOLS OF ILU ABA BOR ZONE OF OROMIA  
REGION**

**ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND  
BEHAVIORAL STUDIES DEPARTMENTEN OF EDUCATIONA  
PLANNING AND MANAGEMENT**

**BY**

**ADUGNA AMENTE**

**ADDIS ABABA  
AUGUST, 2014**

**THE PRACTICE AND CHALLENGES OF SCHOOL LEADERSHIP  
IN SECONDARY SCHOOLS OF ILU ABA BOR ZONE OF OROMIA  
REGION**

**ATHESIS SUBMITTED TO COLLEGE OF EDUCATION AND  
BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAG  
EMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND  
MANAGEMENT**

**BY ADUGNA AMENTE**

**ADDIS ABABA**

**AUGUST, 2014**

**ADDISABABA UNIVERSITY COLLEGE OF EDUCATION AND  
BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL  
PLANNING AND MANAGEMENT.**

**THE PRACTICE AND CHALLENGES OF SCHOOL LEADERSHIP IN  
SECONDARY SCHOOLS OF ILUABABOR ZONE OF OROMIA  
REGION**

**BY ADUGNA AMENTE  
APPROVED BY BOARD EXAMINERS**

----- <b>CHAIR MAN, DEPARTMENTS</b>	----- <b>SIGNATURE</b>	----- <b>DATE</b>
----- <b>ADVISOR</b>	----- <b>SIGNATURE</b>	----- <b>DATE</b>
----- <b>INTERNAL EXAMINER</b>	----- <b>SIGNATURE</b>	----- <b>DATE</b>
----- <b>EXTERNAL EXAMINER</b>	----- <b>SIGNATURE</b>	----- <b>DATE</b>

## **ACKNOWLEDGMENTS**

With deep appreciation, I am highly grateful to Dr. Jeilu Omer for his constrictive criticism, and helpful corrections throughout the manuscript, and enthusiastic encouragement, and assistance through the research work.

I have also acknowledged to Bedele secondary and preparatory school principals and vice principals for their kind cooperation in providing me with writing materials and moral support. I am deeply indebted particularly to my colleague Bayisa Gadafa and Bogale Kebede for their providing immeasurable equipments and moral support for my research work. Moreover, I would like to convey my sincere gratitude to Abdela Adem, Kumilachew Deneke, Daniel Marga and Dessalgen Muleta for their financial support and indispensable encouragement.

My appreciation also extends to my colleague, Mulune Gudeta (2<sup>n</sup> Year EDPM student) in Addis Ababa University for his precious time in facilitating my research work.

Besides, I have to express my sincere appreciation to my beloved friend Ato Angesa Ofgaa for his unreserved support and encouragement. My appreciation also goes to my staff –members, principals' and woreda Education office leaders and PTAs' chairmen who helped me to conduct my survey and interviews at their respective Office.

Finally, I would like to extend my heartfelt thanks to all my colleagues, family and friends for giving me moral support in my course of study.

## Table of content

	<b>Page</b>
Acknowledgments .....	I
Table of content .....	II
List of table .....	V
Acronyms and abbreviations.....	VI
Abstract .....	VII
 <b>CHAPTER ONE</b>	
1. INTRODUCTION .....	1
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	3
1.3 Basic Research Questions .....	6
1.4 General Objectives of the Study .....	7
1.5. Significance of the Study .....	7
1.6 Delimitation of the Study .....	8
1.7 Limitation of the Study .....	8
1.8 .Operational Definitions of Key Terms .....	9
 <b>CHAPTER TWO</b>	
<b>2. REVIEW OF RELATED LITERATURE.....</b>	<b>11</b>
2.1. Introduction .....	11
2.2. An Overview of the leader-ship concept and beliefs.....	11

2.3. Leadership practice and management processes in schools .....	13
2.4 School leadership .....	15
2.5 Characteristics of strategic leadership in school.....	26
2.6 School leadership qualities .....	30
2.7 Professional Knowledge .....	32
2.8 Attributes.....	33

**CHAPTER THREE**

<b>3. RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>41</b>
3.1 Research Methodology .....	41
3.2 The study site and population. ....	41
<b>3.3</b> Sample Size and Sampling Techniques.....	<b>42</b>
<b>3.4</b> Data Collection Instruments .....	<b>43</b>
<b>3.5</b> Questionnaires .....	<b>44</b>
<b>3.6</b> Interview.....	<b>45</b>
<b>3.7</b> Document Analysis .....	<b>45</b>
<b>3.8</b> Procedures of Data Collection.....	<b>45</b>
<b>3.9</b> Ethical Consideration .....	<b>46</b>
3.10 Method of Data Analysis .....	46
3.11 Validity and Reliability Checks .....	47

**CHAPTER FOUR**

**PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA .....48**

4.1 Characteristics of Respondent.....48

4.2. The analysis and interpretation of the main data .....51

**CHAPTER FIVE**

**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....69**

SUMMARY .....69

5.2 Conclusions.....73

5.3 Recommendation .....76

**REFERENCES**

**Appendix 1**

**Appendix 2**

**Appendix 3**

## List of Tables

<b>Tables</b>	<b>Page</b>
Table-1: Summary of population and sample size .....	43
Table 1: Characteristics of respondents in terms of Sex, Age, Experience and Level of Education .....	49
Table 2: School leadership capacity .....	51
Table 3: : The Leadership practice in the school .....	55
Table 4: the teachers and others involving in collaborative work decision .....	58
Table 5: the major qualities and skills of the leadership as instructional leadership .....	61
Table 6: the major challenges of the school leadership encountered in leading school .....	64
Table 7: the school planning and the changes on the student achievement .....	66

## **Acronyms and Abbreviations**

- ASTs- Advanced Skills Teachers
- DCSF- Department for Children, Schools and Families
- DfES - Department for Education and Skills
- ESDP – Education Sector Development Program
- LAMP - Leadership and Management Program
- LEAs- Local Education Authorities
- MBO- Management by Objectives
- McREL –Mid-content Research for Education and learning
- MOE – Ministry of Education
- NAGs - National Administration Guidelines
- NCSL- National College for School Leadership
- NSA- Netherlands School Leaders Academy
- OECD- Organization for Economic Co-Operation and Development
- PTA – Parent Teacher Association
- REB – Regional Education Bureau
- SDPRP- Sustainable Development and Poverty Reduction Program
- SPSS- Statistical Package for Social Science
- WEO- Woreda Education Office

## ***Abstract***

*The purpose of the study was to assess the practices of school leadership and the challenges that school leaders face in performing their duties in Secondary Schools of Ilu Aba Bor Zone .The study employed a descriptive survey design .The study was carried out in seven secondary high schools of Ilu Aba bor zone Selected using simple random sampling technique. Same teachers were selected using purposive sampling techniques. Department heads, principals, woreda education officers and PTA coordinators were selected using purposive sampling. Semi structured interview was also utilized to substantiate the data gained through the questionnaires. Both primary and secondary sources were used. The primary sources of this study were principals, Assistant principals, teachers, WEO, PTA members of the selected schools. On the other hand secondary sources were relevant documents of the schools in the study area. To gather the necessary data three types of data collection instruments namely questionnaire consisting of both closed and open ended items, structured interview and document analysis were used Descriptive approach such as percentage, frequency and chi-square were utilized to analyze the data .The qualitative data obtained through interview was analyzed. The results of the study reveals that school leaders involved in leading and managing the school without having prior qualification in school leadership and trainings .Furthermore, the study reveals that lack of qualified and well trained school leaders, lack of training and experience sharing with surrounding schools shortage of budget and inadequate communication skill of leaders hinder leadership activities. The study concluded that principals are less effective in their leadership due to lack of experience and qualification in their professions. Finally, the point of the recommendation is providing opportunities of training for unqualified school leaderships to build their professional skills to alleviate /solve /the factors that hindered proper implementation of school leadership practice.*

## **CHAPTER ONE**

# 1. INTRODUCTION

This chapter presents the background, statement of the problem, objective of the study, significance of the study, delimitation, and operational definition of key terms.

## 1.1 Background of the Study

Leadership is the ability to inspire confidence in and support among the people who are needed to achieve organizational force. Leadership is said to deal with change, inspiration, motivation and influence. The ways teacher can be lead are as varied as teacher themselves. The following ten roles are a sampling of the many ways teacher can contribute to their school successes. Therefore, the ten roles for teacher leaders as follow:-Resource provider, Class room supporters, Instructional specialist, learning facilitator, and Curriculum specialist, Mentor, School leader, Data coach, Catalyst for change leader are the major roles of school leadership (Arrison & Killion, 2007, p.74-77)

One of a strong feature of the school leader is strong links with the school's wider community, parent body, was clearly a high policy priority for all the schools and was effectively seen as essential. Community links were not a nicety that could be developed if resources were available. Rather such links were perceived as central, and were resourced accordingly. Working beyond the school was seen as pre-requisite if the students were to achieve within the school. School leaders will need to ensure that their schools engage cultural diversity through the curriculum, in teaching and learning and in the social, spiritual and aesthetic life of the school (Buth, 1990).

The principal is perceived as the single most important person in a school. It is the principals' leadership practice that sets the nature of the school, the climate for teaching, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. The leadership is the main link between the community and the school, and the way he or she performs in this capacity largely determines the attitudes of parents and students about the school.

If a school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability, one can almost always point to the school leadership practice as the key to success ( United State Congress, Senate Committee,

1970). The school improvement research by Stoll (1996) emphasizes the need for leaders to focus on these educational issues rather than the generic tasks of managing staff, finance and marketing (Bush 1998). The researcher supports the above concept that school leaders to determine the aims and purpose of education in particular schools. The key issues here are the extent to which school leaders are able to modify government policy and develop alternative approaches based on school level values and vision. In addition to this educational leadership is more knowledgeable about new forms of learning assessment and pedagogy and will have to lead the change process from where learning and teaching and currently are in their schools. Educational leadership influence on classroom practices and student learning outcomes and may help us to avoid the challenges.

This study is focused on school leadership; this type of leadership has a particular importance in educational management because of its influential effects on the accomplishment of school programmes, objectives, and the achievement of educational goals and its key responsibility in the success or failure of school organization. School leadership as the school chief educational leader plays a most important role in shaping the nature of the school organization (Day and others, 2010). Leadership is a process through which an individual, resources, the cooperation of others, towards the achievement of goals in particular setting. Fayal put forward seven administrative functions: Planning, organizing, staffing, directing, coordinating, reporting and budgeting (Holy and Meskel, 1978:5)

The Ministry of Education, Government of Ethiopia (2005:16) commented that: Principals as educational leader play a pivotal role in the success of the school. In the successful school, leaders; create a strong sense of vision and mission, build a strong culture of teamwork and creative problem solving, plan to facilitate work, set appropriate curriculum implementation mechanism, and have an instructional leadership quality that takes accountability for students achievement, develop and communicate plans for effective teaching, and cultivate cooperative relationship among all staff members: supervise students learning progress and closely work with parents, and community members. Research by Price Water House Coopers LLP (2007) indicates that due to the depth of roles and responsibilities of the school leadership, there are a set of key challenges at school leadership practice: ensuring consistently good teaching and learning; integrating a sound grasp of basic knowledge and skills within a broad and balanced

curriculum strategically, managing resources and the environment the school professional learning community; developing partnership to encourage parental support for learning and new learning opportunities. To sum up, Ilu Aba Bor Zone is one of the Oromia Regional states with 24 Woredas and 2 towns which are found in the south-western part of Ethiopia. Agriculture is the back bone for the communities of the Zone. There are 28 secondary schools, 835 male and 180 females totally 1015 high school teachers, 28 principals, 33 vice principals, 184 department heads of high schools in the study area. In addition to this, there are 13,078 males and 12,356 females totally 25,434 students and 26 woreda Education offices .

## **1.2 Statement of the Problem**

Principals need to have the theoretical knowledge, skill and adequate experiences in School leadership .So as to play active and effective leadership role in school development programs. It is also stated that principals should have a profile of possession of various trainings on school leadership and management (MoE, 1999/10)

Hayes (2004) stated that research has demonstrated the importance of administration and management skills, which are essential for any effective school leader. These skills include: An ability to articulate school mission; maintaining a observable presence in classrooms; high expectations for teachers and students; spending a major portion of the day working with teachers to improve instruction; actively involved in diagnosing instructional problems; creating a positive school climate; recognizing teaching and learning as the main business of a school; spending time in classrooms and listening to teachers; promoting an atmosphere of trust and sharing; building competent staff and making professional development a top concern; and not tolerating terrible teachers.

Similarly, Day and others (2010) suggested that the most successful school leaders are open minded, ready to learn from others, flexible, have a system of core values and high expectations others, and emotionally resilient and optimistic .They assert that these traits enable successful leaders to make progress in schools facing challenging circumstances. The study by Day et al in particular found out that successful school leaders share certain attributes, such as strong sense of moral responsibility and belief in equal opportunities, belief that each student deserve equal opportunity to succeed, respect and value for all people in and connected with the school,

passion for learning achievement, and commitment to pupils and staff. These key attributes are common to almost all effective school leaders. Research by Price Water House Coopers LLP (2007) indicates that due to the breadth and responsibilities of the school leadership, there are a set of key challenges at school leadership practice: ensuring consistently good teaching and learning; integrating a sound grasp of basic knowledge and skills within a broad and balanced curriculum; strategically managing resources and the environment the school professional learning community; developing the Partnership to encourage parental support for learning and new learning opportunities.

Technical criteria and professional experience are not taken into account when selecting principal. Training program for educational leaders and managers are not closely linked to the planning process and they lack practical orientation (IIEP, 2005). Also, the capacity development of educational leaders and managers is the fact that “personnel incentives are weak” (Watson, 2005) School leaders, in particular leaderships are strategically positioned to ensure that their schools provide quality education by creating conditions for effective teaching and learning in their schools. Leaders that are educated well use their leadership skills to work together with staff in a manner that enables them to build and sustainable schools. In line with this view, Offlong (2002) points out that ensuring effective discipline in schools depends on the ability of the school leadership to intelligently utilize the various approaches of staff discipline in order to ensure compliance and good behavior. The paramount concern of every school leader is to ensure that teachers are disciplined for the achievement of schools goals through effective management. This requires the knowledge and application of good strategies.

The workload of school leader is becoming more and more unmanageable, and many principals (especially in secondary schools) lack of the time managements and less awareness about their leadership task (Caldwell, 2002; Edwards, 2002; Budhal, 2000). Today, most school leaders seek a balance in their role as manager-administrator and instructional leadership.

Sergiovani (2001) also noted that one of the primary challenges confronted by school leader is the ever expanding number of duties that require a tremendous investment of time and effort. Similarly, according to the experiences of the researcher of this study most of the schools' principals in secondary schools are not qualified in the area of leadership and management.

As criteria a blue print of teacher development program (MoE, 2008, P-30-31) has stated that the academic qualification required for the secondary school principal ship is a master's degree. Regarding the area of specialization of principals a blue print of teacher's development program (M oE, 2007, P.60) has stated that the school principles need to have adequate knowledge, skills and attitude in the area of educational administration. The researcher support the statement stated above, however, there are no specialized principals in the study area. Therefore there is a gap of policy Implementation in selected sampling schools.

The ability to perform technical management; building school culture an attractiveness of school compound; ability to create participatory decision making and school management for teachers and students; ability to create Orderly school environment by clarifying duties and responsibilities; selection and recruitment skills and ability to communicate with different stakeholders. Likewise, Wudu (2003p; 5) in his study also noted that unqualified secondary school leaders do not create facilitative condition in arranging for staff development. Other studies of effective and excellent leaders reveal that the major reason for leader's failure is an inability to deal with people. Thus, the above factors have a negative impact on principals themselves, the school and other communities to support this idea, Blasé (2004) states that a lack of effective leadership frequently resulted in a loss of teachers respect for the principal and sub performances by teachers.

Mulugeta and others (2005) also explained that due to the existence of unqualified school leadership, schools instructional process remains ineffective, curriculum implementation become poor, and collaborative working behavior do not exercise in the school..In supporting this idea the problems also appeared in this current study area,

According, MoE (2010) in ESDP IV one of main challenges focused to improve is leadership and management capacities at institutional level remained weak. Additionally, MoE (2006) stated that due to shortage of qualified school leader's appointment of secondary school leaders in Ethiopia is very much based on experience. So it was found that, there are challenges in performing technical management; building school culture and attractive school compound; participatory decision making and school management for teachers and students; creating orderly school environment by clarifying duties and responsibilities; being skillful in human relations and communicating with different stakeholders by those school leaders assigned based on

experience without qualification .Additional demanding forces magnify the unique complexity and uncertainty confronting leaders schools facing challenge circumstances .Among these forces are poor management ,budget deficit, unsatisfactory buildings ,staffing problems, low levels of pupil attainment on entry ,behavior management problems, high rates of pupil exclusion and unauthorized absence, low levels of parent involvement ,falling rolls and high pupil turn over ,and lack of pupil confidence in the school,( Keys and others, 2003;2).

Moreover, Due to this reason the writer of this paper felt that there is a gap that needs to be assessed comprehensively about the practice of school leadership in secondary schools of Ilu Aba Bor Zone. Most of school leaders in Ilu Aba Bor zone were selected from subject specialist teachers and they lack basic leadership professional qualification. Due to this unqualified school leaders and turnover school leader ship was seen under this study area. Moreover, the researcher is interested to investigate the challenges that may hinder the school leaders in performing their activities. Thus, the study attempts to answer the following basic questions.

### **1.3 Basic Research Questions**

In order to attain the objective, the following basic research questions are raised to be answered in the course of the study.

1. To what extent the skills of leaders to influence the school community?
2. To what extent leadership practice contribute to school in the Zone?
3. To what level the teachers involved in collaborative work in Decision making?
4. To what extent the major personal qualities and skills that leader ship as instructional
  - i. Leader should have in their school?
5. What are the major challenges that the school leader ship encountered in leading
  - i. Schools?
6. To what extent the school planning practice involves the school community?

### **1.4 General Objectives of the Study**

The general objective of this study is to assess leadership practice and challenges of school leaders that face in selected secondary schools of Ilu Aba Bor zone

### **Specific objectives**

1. Examine the extent to which leadership is practiced in the schools under study
2. Explore the contribution of leadership practice to school effectiveness
3. To what extent do school leaders manage and support teaching learning process
4. To discover the challenges of leadership practice
5. Identify efforts made by schools to alleviate challenges faced in leadership practices.

### **1.5. Significance of the Study**

The findings of the study may have the following significance:

1. It may provide information to zonal and Woreda educational office on practice and challenges of leadership help them take appropriate measure to improve leadership practices in secondary schools using the findings.
2. It may aware pertinent and timely information for school leaders, teachers and supervisors in Ilu Aba Bor Zone concerning the existing practice of school leadership and the challenges against improving and promoting school success to manage and take an action.
3. It may show the contribution of effective school leadership practice for the success of secondary schools in Ilu Aba Bor Zone. It may serve as a foundation for other researchers who are interested to do their research in this area.

### **1.6 Delimitation of the Study**

The research study has been delimited to seven randomly selected government secondary schools in Ilu Aba Bor zone to get reliable data and information that used for the study and to make the

study area. The Zone is selected because the researcher can easily collect information about the schools in Ilu Aba Bor zone since he has been living for many years. At the same time he has a long year service in teaching and supervision in most of the schools. These selected schools are: Qumbabe, Bedele, Haro-Kamise, Chora, Gechi, Engibi, and Dabo secondary schools. The sampling schools and Woredas were selected based on the reason that: they are found in different geographical locations, and they serve as sub-zones or cluster schools. In addition to this site were more suitable conditions for the researcher to conduct the study on cluster schools and Woredas. Therefore, as the knowledge of the researcher, in recent time's school leadership practice and the challenges that hinder the school leaders in performing school success is not assessed to the level needed in the Zone. Thus, the researcher is paying attention to assess, address and recommend solutions that would enrich the study.

### **1.7 Limitation of the Study**

It is obvious that research work cannot be totally free from limitation. The following some limitations were also observed in this study. One apparent limitation was that most of secondary school principals, vice principals, teachers and woreda supervisors were busy and had no enough time to respond to questionnaires and interview. Some of them who have enough time were also reluctant to fill in and return the questionnaire as per the required time. Another limitation was lack of recent and relevant literature on the topic, especially on Ethiopian condition. There is shortage of books or lack of updated related literature in the area. This might have affected the richness of the study in scope and depth. However the researcher over came those limitations by devoting his time , consuming his finance and searching materials from neighboring universities.

### **1.8 .Operational Definitions of Key Terms**

**Leadership Practice:** Educational leader's activities of influence based on a clear values and beliefs and leading to a vision for the school.

**Leadership:** A process whereby an individual influences his/her subordinates to achieve common goals

**Effectiveness:** Concerned with the ability to produce a desired result or Goa (Sergovanni, 2006).

**Practice:** - activities that are carried in the school by the school leaders to improve school success.

**Challenge:** - any condition or phenomena that hinders school leaders' activities in the school.

**School Leaders:** In this study context defined as persons that are principals, vice Principals, department head and PTA those coordinate the administrative and academic activities and providing direction in order to achieve School goals successfully and make decision.

**Secondary School:** In the study context defined as structure of educational system that includes general secondary education (9-10) and preparatory education (11-12)

**Effective School Leadership:** Within the study context defined as the extent those Schools were deal with the variables collaboration and involvement of teachers and others in school management, developing mission and shared vision, motivation in schools, communication ability, principal approaches to decision making, conducting staff development, monitoring and evaluation.

**Collaboration:** In the study situation defined as diversity of people's talents or Perspectives valued at the school, teachers, staff, and leaders work together to achieve both school and personal goals.

**Monitoring and Evaluating:** In the study context defined as look at both formative and Summative assessments in relation to the improvement of pupil and school performance. Conduct classroom walk-through related to innovation.

**Vision:** In the study context defined as link between today and tomorrow, serves to energize and motivate employees toward the future, provides meaning for People's work, and sets a standard of excellence in the organization.

**Instructional leadership refers** to leadership that is directly related to the teaching process, involving the interaction between teachers, and the curriculum.

### **Organization of the Study**

This research paper is organized into five chapters. The first chapter holds the introductory part of the study which consists of background of the research, statement of the problem, significance scope and limitation of the study. The second chapter deals with review of literature pertinent to the research. The third chapter discussed about research methodology. The collected data from the subject of the study are carefully analyzed and interpreted under the fourth chapter. The fifth chapter is concerned with summary of major findings, conclusions and recommendations.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

## **2.1. Introduction**

This chapter provides a review of literature to school leadership, the practice and challenges of school leadership. This review comprises, an overview of leadership; leadership and management processes in schools, school leadership, school leadership qualities, strategic leadership in the school, challenges of school leadership and the school leadership in Ethiopia.

## **2.2. An Overview of the leadership concept and beliefs.**

The traditional and beliefs about leadership in the school are no different from those regarding leadership in any other instruction. Leadership is considered to be the most essential to the successful functioning of many aspects of school. Given the perceived importance of leadership, it is a wonder that an effective principal is thought to be necessary pre-condition for an effective school. Traditionally, school leadership had more managerial and administrative tasks, and less teaching duties. The role of the school principal in the traditional school was viewed as that of manager or administrators (preforius cited in Botha,2004).

Leadership functions are basic elements that could create development and change within a given institution. To keep in a better way, a leader maintain high moral among the members leader is of the group being led by him Manz and Sims (2002) argued that the leader is one who has power, authority, or charisma enough to command others. As Moshal (1998) stated the common function or practice of leaders may be enumerated as follows; a) motivating members, b) moral boasting c) support function, d) satisfying needs of members e) accomplishing common goals, f) representing members, g) creating confidence e) implementing change and resolving conflicts Bass (1981),stated that the study of leadership is an ancient art, which appears in the works of Plato, Caesar, and Plutarch, He further reveals that leadership is a robust concept that “occurs universally among all people regardless of culture, whether they are isolated Indian villagers, Eurasian steppe nomads, or Polynesian fisher folk. It includes approaches such as “great man “theory, which suggests that, for example, without Moses the Jewish nation would have remained in Egypt and without Churchill the British would have acquiesced to the Germans in 1940, trait theories, which contend that leaders are endowed with superior qualities that differentiate them from followers, and environmental theories, which assert that leaders emerge as a result time, place, and circumstance, Regardless of the theory used to explain it

,leadership has been intimately linked to the effective functioning of organizations throughout the centuries.

The significance of effective leadership and management for successful operation of schools and colleges has been increasingly acknowledged during the 1990s and into the twenty-first century. The trend towards self-management in the United Kingdom, and in many other parts of the world, has led to an enhanced appreciation of the importance of managerial competence for educational leaders. More recently, there has been a growing recognition of the difference between leadership and management and an understanding that school principals and senior staff need to be good leaders as well as effective managers. The leadership dimension embraces concept of vision, values, and transformational leadership. Managing capably is an important requirement but leadership is perceived to be more significant in England and in some other countries (Tony Bush, 2003).

In many ways the school principal is the most important and influential individuals in any school. He or she is the person responsible for all activities that occur in and around the school building. It is the principal's leadership that the tone of the school, the climate for teaching, the level of professionalism and morale of teachers, and the degree of concern for what students or may not become. The principal is the main link between the community and the school, and the way he or she performs in this capacity that largely determines the attitudes of parents and students about the school. If a school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success (U.S. Congress, 1970). Leadership is a broader concept where authority to lead does not reside only in one person.

But can be distributed among different people within and beyond the school. School leadership can encompass people occupying various roles and functions such as principals, deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont and others., 2008). As Bush and Glover (cited in Pont and others, 2008) depending on country contexts, the term school leadership is often used interchangeably with school management and school administration. Although the three concepts overlap, they are used with a difference in emphasis. While leadership involves steering organizations by shaping other people attitudes, motivations and behaviors, management is more closely associated with

maintenances of current operations. Dim mock provides one of the few distinctions amongst these concepts whilst also acknowledging that there are competing definitions:

School leaders (experience) tensions between competing elements of leadership, management and administration. Irrespective of how these terms are defined, school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership), and routine maintenance of present operations (management) and lower order duties (administration), (Dim mock, 1999: 442).

### **2.3. Leadership practice and management processes in schools**

School leader ship practice is containing eight elements as indicated in educational leader ship culture and diversity by Clive Dim mock and Allan walker are; The first group of processes relate to the extent to which teachers and others are involved collaboratively in school (pouder,1998;Telford ,1996),Different between principals in different cultures may be compared according to the degree of participation they foster among others ,achieving the optimal balance between the exercise of ‘power over’ and’ power through ‘colleagues ( Day and others,2000).

When teachers and administrators work together, the level of commitment ,energy, and motivation is likely to be higher and challenge efforts are more easily implemented Schools with professional collaboration exhibit relationships and behaviors that support quality work and effective instruction ,including the following;

More complex problem solving and extensive sharing knowledge; Strong professional net works to share information, Greater risk taking and experimentation because colleagues offer support and feed back; A richer technical language shared by educators in the school that can transmit professional knowledge quickly; Increased job satisfaction and identification with the school and more continuous and comprehensive attempts to improve the school, When combined with school-level improvement efforts (Full an and Hargreaves 1991).

Effective teaching in modern and other related materials will be part of the document. The community at large toward education .By effectively managing this aspect of a school's cultures, principals can increase both student and teacher motivation and indirectly impact learning gains. The third group of leadership practice relates to planning, a phenomenon which has become increasingly important in school systems around the world over the last decade, especially in managing both the increased pace and complexity of educational change. School planning considers the need for more flexible and creative strategies. How principals approach planning, who they involve in the process and what they intend to achieve by it, may be of cultural significance (Quong, Walker and Stott, 1998). How principals approach decision making may also reveal cultural differences. For example, comparisons may be drawn by identifying the existence and form of decisions criteria and the methods by which decisions are made.

Another set of leadership practices concerns communication .Gold ring and Rollins,(1993) Culture differences, as well as similarities, may exist in the ways in which principals use written and modes of communication. For example regarding degrees of openness Ginsberg and Gray Davies, (2003) and the exercise of 'persuasive communication 'Grint (2003),as well as in the extent to which they rely on different forms of communication inside and outside the school to ensure that institutional objectives are realized in practice ( Morrison 20002).

The effective leader must have the quality of being a good communicator. He must be able to put forth his ideas clearly and concisely. If he fails in this, he will most likely fail in everything. A further basis for comparison targets the different ways in which conflicts within the school community are approached and resolved. Maurer (1991).

Such comparisons may be useful in highlighting differences and similarities in leader ship processes and in developing typologies for the effective management of both destructive and constructive aspects of internal conflict within schools.( Dipaola 2003).Yet another increasingly facet of life for both principals and teacher s are evaluated or appraised (.Cardno and Piggot – Irvin 1997).The ways principals structure and conduct and view appraisal systems may offer instructive cultural comparisons ,building on the comparative approach to the study of teacher appraisal and performance management (Middle wood and Cardno2001).

The eighth and final element relates to comparison between how principals view the importance and conduct staff development. Darling Hammond (1997). Including managing the inter face between staff development and teacher assessment/appraisal. Jacobson and Battaaglia, (2001). and the fostering of teacher leadership development through promotion of shared decision making. Leithwood, Jantzi and Steinbach (2003). Providing, promoting and participating in teacher development that is relevant to the local school context and aligned both with over all school improvement goals and teachers' needs is a key responsibility for school leaders.

## **2.4 School leadership**

The clear purpose of leadership is common to all organizations. This purpose is organizing and influencing every stake holder of the organization towards the achievement of goals .school leadership offered that the school's mission must be achieved with in boundaries of law and professional competence. Judgments of the effectiveness of school leaders should include information regarding compliance, professional competence and the achievement of desired learning outcomes (Duke, 1992). Similarly, effective school leadership tend to believe that the purpose of the school is to meet the instructional needs of all students; expected an academic emphasis and task orientations in classrooms built encouraged teachers to implement a broad curriculum and implemented a more narrowly defined curriculum and allocated more time for basic skill instruction (Hallinger & Murphy 1986).

This study is focused on school leadership; this type of leadership has a particular importance in educational administration because of its far-reaching effects on the accomplishment of school programmers, objectives, and the attainment of educational goals and its key role in the success or failure of school organization. Principals as the school chief educational leader play a major role in shaping the nature of the school organization..

### **Change agency**

Sosik and Dionne (1997) defined change agency as the leader's ability to stimulate change in an organization. The leader does so by analyzing the organization's need for change, isolating and eliminating structures and routines that work against change, creating shared vision and sense of urgency, implanting plans and structures that enable change, and fostering open communication.

## **Team work**

One of the distinguishing features of total quality management is the importance of teams within an organization. Sosik and Dionne (1997) define teams in the following way; Teams consist of two or more individuals with complementary skills who interact with each other toward a common task-oriented purpose. Team members consider themselves to be collectively accountable for the attainment of their goals. Teams are formed to serve organizational interests within departments, and across departments and divisions. The effective leader is not only involved in establishing teams, but also sees to their viability by providing necessary resources and support.

## **Continuous Improvement**

This concept is derived from the Japanese term Kaizen, which means the continual and incremental improvement of the critical aspects of the organization by all members of the organization. Masaki (1986). According to Deming (1986), a leader must invite continuous improvement into the organization and keep it alive by keeping the goals of the organization to the front in the minds of employees.

## **Trust Building**

Trustful relations among school communities is very important for success. Robbins (2003) defined trust as a positive expectation that another will not through words, actions or decisions – act opportunistically. As the term implies, trust building involves creating an atmosphere in which employer and employees perceive the organization as a ‘win-win’ environment. Covey (1991), Sosik and Dionne (1997) describe trust building as the process of establishing respect and instilling faith into followers based on leader integrity, honesty, and openness. Leaders establish an atmosphere of trust by their daily actions. Specific actions leaders must exhibit include knowing the concerns of employees, knowing what motivates employees, and knowing the necessary for employees to operate at levels of maximum effectiveness.

## **Eradication of short-term goals**

Within an MBO (management by objectives) model as articulated by Peter Ducker (1974). Specifically, this means the elimination of goals that are based on quota, are highly numerical, and are short-term. According to Sosik and Dionne (1997), Deming had a particular disdain for such goals and their emphasis on short-term quantitative result. The term instructional leadership has been vague for decades as the desired model for educational leaders, especially for principals. Leithwood and others, (2004) yet the term is often more a slogan than a well defined set of leadership practices. It certainly conveys the importance of the teaching and learning at the forefront of decision making. The focus is on the improvement of the teaching-learning process (Elliot and Capp, 2001; 250).

We can treat the three dimensions of leadership which may be identical as a basis for developing a working definition. Leadership as influence, leadership value and leadership vision. (Yukl, 2002). Leadership is the process that influences the behavior and daily activities of others 'effort towards the achievement of goals in a given situation. As to Hemphill, (1949), leadership is the ignition of a new structure of procedure for accomplishing the organizations' goals and objectives. According to Halpin, (1956), a successful leader contributes to group objectives and their relationship.

Davis (1995) also states that leadership is the ability to persuade others to seek defined objectives enthusiastically; the human factor binds a group together and motivates it towards its goals. It certainly conveys the importance of the teaching and learning at the forefront of decision making. The focus is on the improvement of the teaching-learning process (Elliot and Capp, 2001; 250). We can treat the three dimensions of leadership which may be identified as a basis for developing a working definition. Leadership as influence, leadership value and leadership vision. (Yukl, 2002).

Leadership is the process that influences the behavior and daily activities of others 'effort towards the achievement of goals in a given situation .As to Hemphill ,(1949),leadership is the ignitions of a new structure of procedure for accomplishing the organizations' goals and objectives .According to *Halpin* ,(1956),a successful leader contributes to group objectives and their relationship .Davis (1995)also states that leadership is the ability to persuade others to seek defined objectives enthusiastically; the human factor binds a group together and motivates it towards its goals..Leith Wood and Riehl ,(cited in Wosseenu,2006) noted that at the core of most definitions of leaderships are two functions; these are providing direction and exercising influence .Wosseenu ,(200 ) on his part stated that leaders mobilize and work with others in order to achievement the common goals .To this end, leadership is an influential process in supporting others to work enthusiastically at the aim of shared goals . Principals are supposed to have the capacity and skills of managing the staff member's and available resources to academic achievements and they should also use interchangeably, their leadership power and managerial skill to cover their irreplaceable and importance in educational leadership

### **Leadership as Influence**

A central element in many definitions of leadership is that there is a process of influence. Leithwood and others (1999) say that, "influence seems to be a necessary part of most conceptions of leadership" Yukl, (2002) explains this influence process: Most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person [or group] over other people (or groups) to structure the activities and relationships in a group or organization.

Yukl's use of 'person' or 'group' serves to emphasize that leadership may be exercised by teams as well as individuals. Ogawa and Bossert (1995) also state that leadership involves influence and agree that it may be exercised by anyone in an organization. "It is something that flows throughout an organization, spanning levels and flowing both up and down hierarchies." Cuban, (1988) also refers to leadership as an influence process. "Leadership then refers to people who bend the motivations and actions of others to achieving certain goals; it implies taking initiatives and lead to specific outcomes.

Stoll and Fink, (1996) also use the similar concept of ‘invitational’ leadership to explain how leaders operate in schools. “Leadership is about communicating invitational messages to individuals and groups with whom leaders interact in order to build and act on a shared and evolving vision of enhanced educational experiences for pupils. A central element in definition of leadership is that there is a process of influence, most definitions of leadership reflects the assumption that it involves a social influence process whereby intentional influence is exerted by one person or group over other people or to structure the activities and relationship in group or organization (Yukl, 2002 P: 3).

### **Leadership and values**

Leadership may understood as ‘influence’ but this notion is neutral in that it does not explain or recommend what goals or actions should be sought through this process. However certain alternative constructs of leadership focus on the leadership to be grounded in firm personal and professional values, as we noted earlier.

Westerberg, (2000, p.158) Claims that the primary role of any leadership is the unification of people around key values. Similarly, Greenfield and Ribbins, (1993) added that leadership begins with the character of leaders, expressed in terms of personal values, self-awareness and emotional and moral capability.

### **Leadership and vision**

Vision is increasingly regarded as an essential component of leadership .In line with this view, Beare, Caldwell and Millikan (1989) draw on to articulate ten ”emerging generalizations’ about leadership ,four of which relate directly to vision.

These four areas are indicated as; outstanding leaders have a vision for their organization Vision must be communicated in a way which secures commitment among members of the organization .Communication of vision requires communication of meaning Attention should be given to institutionalizing vision if leadership is to be successful. Cover their irreplaceable and importance in educational leadership.

The school leadership is demonstrated in all aspects of the general duties of the school administration. Leadership has to do with the intonation, organization, motivation and direction of the actions of the members of a group in a specific situation towards the achievement of the objectives of the group. These roles must concern with the quality of instruction as well as the students' welfare, the moral and spiritual tone of the school and the maintaining of discipline. The Institute of Educational Leadership, (2000) after citing a long list of the principals' traditional managerial responsibilities went on to add, principals today must also serve as a leader for students learning. They must know academic content and pedagogical techniques. They must work with teachers to strengthen skills. They must collect, analyze and use data in ways that increase excellence. They must rally students, teachers, parents, local and health and family service agencies, youth development group, local businesses and other community residents and partners around the common goal of student performance. And they have the leadership skills and knowledge schools are collegial and transparent, cooperative and collaborative, and conducive in teams and larger professional learning communities (Ribbins 1993)

### **(1) Planning and policy making**

Planning is the first and perhaps the most important role of a school leadership. The essence of planning is to prepare for and predict future events. Planning goes beyond attempting to attain stated organizational objectives. It involves the development of strategy and procedure for effective realization of the entire plan. It entails determination of control, direction and methods of accomplishing the overall organizational objectives. It involves the establishment of objectives, strategies to achieve the objectives and a step by step determination of the activities and resources necessary to achieve them.

Planning is said to be pervasive and primary. Its pervasiveness originates from the fact that it is necessary for performing other key management functions—organizing, directing, staffing and controlling. Planning helps to identify the organization's philosophy, policies, program, procedures, practices and problems. On policy making, the school administrator contributes in different capacities and at different levels in the system in the formation of policies for specific aspects of the education and school systems. The school administrator also helps in the interpretation and implementation of educational policies at the state, local and school levels (Yukl, 2002)

## **(2) Improving the Educational program.**

One of the important roles of the principal is that of improving the educational program. The principal should provide climate efficiency, cooperation; service and stimulation within which the school program, as it exists can operate most effectively. Also the school administrator should provide leadership leadership and coordination. In periodic and continuing evaluations of the effectiveness of the total school program in meeting the needs of the students and lastly, the school principals should provide leadership and coordination in continuing revisions of the total school program to meet the needs of the students This means that the principal will provide efficient schedules workloads for employees, and the best utilization of a available professional and material resources.

The principal works with teachers in allocating students among classes to form the best learning groups' he endeavors to minimize necessary interruption and inconveniences which interfere with the teaching –learning process.

## **(3) Provision and Maintenance of fund and Facilities.**

This also referred to as school business administration is one of the most crucial roles of the school principal .Though ,most educational leaders have limited control over the source of funds for the schools, many of them, of course ,influence the provision of funds and facilities by careful and studied budgetary system ,accounting ,reporting and effective negotiations. The school principal must ensure that the funds and facilities are effectively used and well maintained to achieve a desired goals and objectives It must be emphasized here that the school budget is the central focus. Budget is a planning and a control tool that is a financial statement that deals with revenue. The schools administrators' have to prepare the budget because a comprehensive budget allows for maintenance of-not merely assuming that expenditures are limited in total amount The school head must be prudent in making use of the fund provided.

#### **(4) Curriculum Development**

Another important role of a school leader is that of curriculum development .Curriculum as the name indicates is not a record of what has happen but a plan for what will happen ,It concerned with what students will do in learning situation. It deals with the learning out comes intended to be achieved through the experience or opportunities the learner is expected to be exposed. The school curriculum is therefore, all the learning experiences or opportunities designed for the learner. Curriculum development usually starts with the establishment of educational goals.

#### **(5) Instructional Improvement**

School program management constitutes one the most important roles of the educational leaders. The ultimate goal of educational leader is the improvement of learning and learning opportunities. The school leader works with the classroom teachers students and super visors in the selection curricular or school activities ,choice of subject ,work scheduling ,use of teaching aids and facilities teaching methods and of evaluating school and student progress.

#### **(6)Student personnel Services**

This role is also very important in the school. Orientation, guidance and counseling of students should constitute important aspects of the school leaders. The ideal educational leaders ensure that every student is given adequate opportunities and motivation to learn. The schools encourages extra–curricular activities clubs games, student councils as well as ensuring that adequate school health services, moral and civic orientations discipline and adequate inter persona relations are maintained.

#### **(7) This is one of the most important functions of the school leaders.**

The school leader must be able to define duties responsibilities power and authority in that best realizes the purpose of the school .He must develop an internal staff organization with clear lines of authority and responsibility.Also the school leadership must work with the staff to determine which supplies and facilities are needed for the best job .He also plans with the staff for effective use and maintenance of existing and facilities.

### **(8) Maintenance of effective Interrelationship with the community and external Agencies.**

This role make it necessary that the principal must know the community, take an active part in the growth and improvement of the community and encourage the staff to do likewise .He also should facilitate community participation the life of the school and provide interpretation of the school to the community. The educational system as a n open system and a social organization thrives on effective interrelationship within it and with its relevant publics. The school principal is endeavoring to promote school community relation through the participation of the school in community activities and projects. This could be achieved by means of organized visits to places of interest in the community. The principal should maintain regular contact with some outside institutions, Industries and educational bodies. The above roles revealed that the educational leaders are involved with totality of the enterprises of education.

### **(9)Educational Evaluation**

An import ant role a school leader should play in a school setting is the result of teaching. The school leader should arrange for all period of self-evaluation of the school program through commonly accepted survey guides, standardized test, results and action research projects. Valuation of teaching results helps to measure the student's ability and it's also used to diagnose student's weakness. Finally evaluation helps to measure the school activities that are whether the school is meeting the developmental and educational needs of the students.

### **(10) Reports**

Rendering report is another role of the school leadership. Periodically he writes reports on his own performances and that of his staff, such report are accounts of their stewardship. He also writes reports of events happening in the school or official discussion.

## **(11) Record keeping and Management**

The keeping of records is one of the most rules of the school leadership the principal from time to time important information is being demanded by educational authorities and bodies from school .These pieces of information either in from data returns evaluation or reports are expected to be factual and reliable such information can be got from record keeping .Therefore record keeping is not only desirable it is also imperative to a school principal. As a matter of fact a school principal who fails to keep desirable record may only perform like a rambler who is purposeless and blind to the real essence of the this job. On the other hand records management is the application of systematic and scientific control of record information that is required for the operation of the school .Such control is exercised over the creation distribution, retention storage retrieval protection preservation and final disposition of all types of records within the school (Bass, 1985)

The aim of records management is to achieve the best retrieval and exploitation of the data held in these media and systems and incidentally to reduce the and improve the efficiency of record making and record –keeping processes And that a well organized records management program saves a lot of money for the administration of the school. Also that records management helps to control the quality and quantity of information that is created where in a manner that effectively serves the need of the school.

### **Principal supervisory leadership**

Murphy and Amanda (2003) assert that, there is no question over the supervision of infrastructure facilities which they say is the important role of a principal which he must play. School infrastructural facilities include classroom, play grounds, laboratories, libraries, workshops, instructional equipments and school buses. These facilities are provided by the government and communities. Indeed school plant is viewed as a controlled environment that facilitates the teaching learning process while it protects the physical well being of students. The principal can also enrich the class room in way using bulletin board with display of the school principal to management these facilities .That is taking care of the buildings and ensuring that the facilities are fully utilized .he does not enrich the classroom only, the other environment must receive adequate attention too.

## **The School leaders hips in Ethiopia.**

School leadership in schools is one of the influential administrative positions in the success of school plans. In the history of the Ethiopian education system, principalship traces its origin to the introduction of Christianity in the ruling era of King Ezana of Aksumite Kingdom, around the fourth century A.D. Teshome, (cited in Ahmed, 2006) stated that Ethiopia for a long time had found schools for children of their adherents. However, the Western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II school. According to Ahmed, (2006) the history of school leadership in Ethiopia was at its early age was dominated by foreign principals. In all government schools which were opened before and after Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt and India, were assigned as school principals. Throughout Africa, there is no formal requirement for principals to be trained managers. They are appointed on the basis of a successful record as teachers with an implicit assumption that this provides a sufficient starting point for school leadership. In Kenya, for example, deputy principals as well as good assistant teachers are appointed to the leadership without leadership training. But good teaching abilities are not necessarily an indication that the person appointed will be a capable educational leader, (Kitavi and Vander Westhuizen, 1997). Successful school leadership offered that the school's mission must be achieved within boundaries of law and professional competence. Judgments of the effectiveness of school leaders should include information regarding compliance, professional competence and the achievement of desired learning outcomes. (Duke, 1992).

Effective school leadership tends to believe that the purpose of the school is to meet the instructional needs of all students; expected an educational importance and task orientations in classrooms built encouraged teachers to implement abroad curriculum and implemented a more narrowly defined curriculum and allocated more time for basic skill instruction (Hallinger & development of school staff focus on two groups practicing).

The conception of leadership in any organization including school leadership has long history and dates back to ancient times. According to Bass (1981), the study of leadership is an ancient art. It appeared in the works of Plato, Caesar, and Plutarch. Additionally, Bass (1981) suggested that leadership is a robust concept that occurs universally among all people regardless of culture. Leadership has been intimately linked to the effective functioning of complex organizations throughout the centuries. The traditions and beliefs about leadership in schools are no different from those regarding leadership in other institutions. Leadership is considered to be vital to the successful functioning of many aspects of a school. To illustrate, the list below depicts only a few of the aspects of schooling that have been linked to leadership in a school building: These are, a school has a clear mission and goals, the overall climate of the school and the climate in individual classrooms, the attitudes of teachers, the classroom practices of teachers, the organization of curriculum and instruction and students opportunity to learn.

In his study on implication for reforming school leadership in Ethiopia Tekelselassie ,(2002) reports on a change in the 'placement' process for new principals in Ethiopia. Before 1994, 'the assignment of principals was largely conducted on the basis of applicants 'degree or diploma in educational administration'. The new process involves teachers electing principals from among the teachers at the school .Initially, this is for two years and a reelection must be proceeding by' performance evaluation. Colleagues, students, parents and the district office will assess the principal biannually to determine re-election for the second term. Then the district office must approve the election..He concludes that 'elected school principals are the once who are their outstanding in their teaching assignments, or those who are popular among colleagues or their superiors'. These processes appear to include, bureaucratic, democratic and political aspects, leading to unpredictable outcomes.

## **2.5 Characteristics of strategic leadership in school**

Leaders need the skills on planning, inspiring, communicating, decision making evaluating, approaching conflict problems, conducting staff development and others to be able to influence people and their actions. People and their actions and they need to direct those actions through setting goals and creating meanings .This has resonance with the perspective of transformational leadership, where leader is proactive about the vision and mission, shaping members believes, values and attitudes while developing options for future (Pietersen, W.2002).

Similarly, Bass,(1985) identified that transformational leaders ,in educational facilitating ,motivate people to do more than they are originally expected to in any of the following ways ;Raising their level of awareness about the importance and value of designated outcomes ;getting them to transcend their own self-interest for the sake of the team, organization or large polity; expanding their portfolio of needs and wants from low level. For example: Physiological or safety needs to high level of appreciate or self actualization wishes. Strategic orientation is the ability to link long-range visions and concepts to daily work. korackakabadse and kakabadse,(1998)suggested that visionary leadership is transformational by nature as such, quite .different from planning, which is a managerial or a transactional process.

Javidon, (1991) quoted in korae-kakabadse and kakabadse, (1998) suggests that visionary depends on understanding existing realities and developing a clear sense of direction for the organization. However, it is necessary to treat the concept of vision or visioning with caution .seeking to analyze trends and their meaning for the future of the organization can be seen as a good thing if it engenders debate and if future scenarios become the basis for strategic conversations.

The importance of creating the strategy with others, and not just communicating it to others, may be the critical skills that strategic leaders deploy in determining the strategic direction of the organization. As of Boal and Hooijberg ,(2001), Kakabadse and others,1998, Strategic orientation can be considered to be the establishment of an outward-looking organization, which builds an understanding of possible future directions and involves engaging in strategic conversations and debate to focus on the most appropriate direction and approach. Strategic leaders have the ability to translate strategy into action .In addition to strategic leaders the creation of an appropriate strategy for the organization is the need to translate strategy into action by converting into operational terms. Leaders need the skills on planning, motivating, communicating, decision making, evaluating or appraising, approaching conflicts problems, conducting staff development and others to influence people and their actions and they need to direct those actions through setting goals and creating meanings. This has resonance with the perspective of transformational leadership, where a leader is proactive about the vision and mission, shaping members 'beliefs, values and attitudes while developing options for the future.

Strategic leaders have the ability to develop strategic capabilities. In line with this view, Prahalad and Hamel (1990) use the term 'core competencies' while Stalk and others (1992) use the term 'strategic capabilities'. The focus of central government activities in most Western economies is to raise educational standards by measuring student performance in annual tests. The danger of this approach is that it focuses activity on short-term targets. Thus, learning how to teach with the latest 'literacy pack' from the government may improve teachers' specific skills but for sustainability the organization will need to develop deeper strategic capabilities or core competencies.

These can be illustrated with the analogy of a tree, where the branches represent the short-term abilities and the roots are the underpinning fundamental capabilities of the school. Leaders can adapt and lead new strategic directions for the organization if they have cognitive flexibility linked to a mindset that welcomes and accepts change. Strategic leaders have leadership wisdom. Wisdom may simply be defined as the capacity to take the right action at the right time. In a perceptive presentation to the (2002) International Thinking skills conference, Robert Sternberg articulated that leaders need wisdom because; they need creative abilities to come up with ideas, they need analytical abilities to decide whether ideas are good ideas, they need practical abilities to make their ideas functional and to convince others of the value of their ideas, they need wisdom to balance the effects of ideas on themselves, others and intuitions in both the short and long runs.

All of these qualities affect the way a leader learns and is able to change. Boal and Hooijberg (2001) suggest that most leadership researchers agree that leaders need to have such important interpersonal skills as empathy, motivation, and communication.

In addition, Bennett (2000) expands the importance of personal values stating that if moral leadership is to be exercised and pedagogy re-engineered with any degree of success, then future leaders will need a firm set of personal values. No doubt, many will have their own lists, but Integrity, social justice, humanity, respect, loyalty and a sharp distinction between right and wrong, will all need to be included. Strategic relationships will soon founder unless such a value system is held with conviction and exercised on a regular consistent basis.

**Implementation process** – implementation process is one characteristics of strategic leadership. The challenge of implementing strategy involves four key translating strategy into action; aligning the individual and the organization to the new strategy, deciding between sequential and parallel implementation approaches and finally the issues of strategic timing

(a) **Translating strategy into action** .Although this sounds an obvious activity, it is sometimes one of the most difficult to do Whereas discussing and writing plans cause organizational tensions, the implementation can produce significant tensions and resistance to change .However ,successful strategic organizations pay similar amounts of attention to how strategies are to implemented as well as to what those strategies are .Three key points adapted from Gratton (2000) are critical here 'Keep the process simple, measure success through the richness of the strategic conversations and focus on the theme that will makes a real difference..

(b) **Alignment ,one of the key challenges** in this implementation process is a lignin both individual and organizational values ,culture and ways of working to the new strategy .This alignment requires both initial and ongoing attention from the strategic leaders in the organization to 'cement 'the new ways of working in to the organizational practice and culture .In line with this view ,Pietersem (2002) force fully argued that the need of the ability to align every element of entire organization measurement and reward systems ,organizational structures and process, corporate culture, and the skills and motivation of people behind strategic focus .This Is a monument all leadership challenge without success here no can succeed.

Thus realigning both the corporate and individual 'mind set 'to the new direction of the organization and being committed to it needs extensive staff development and training.

(c) **Sequential and parallel implementation approaches** .One way of considering organizational development is that schools, move from one phase of their development to another in a sequential way. A common argument Marsh,(2000) is that once the improvements in the current operation have been achieved, the leadership in the school has both the courage and the experience to take more fundamental strategic moves.

(d) **Strategic timing.** The leadership challenge of when to make a significant change is as critical to success as choosing the right strategic change to make .The issue of timing can rest on leadership intuition as much as on rational analysis .when individuals in the organization are ready for change ,when the organization needs the change and when the external constraints and conditions force the change all have to be balanced one against the others.

## **2.6 School leadership qualities**

In earlier work on school leadership walker and Dim mock ,(2000), in concept with a n assembled, people of experienced principals,. Professional developers, policymakers and academics classified four interrelated components of what they termed “Key qualities for leadership. These are values, Knowledge, Skill and attributes Personal and professional responsibilities MCE Wan , (2003; p.14). The task of the school leadership is demonstrated in all aspects of the general duties of the school administration .leader ship has to do with the initiation ,organization ,motivation ,inspiration and direction of the actions of the staff members of a group in a specific situation towards the achievement of the objectives of group.

These practices of the leadership must concern with the quality of instruction as well as the students well fare, the moral and spiritual character of the school and the maintaining of the discipline. The institution of educational leadership (2000) after citing a long list of the principal’s traditional managerial responsibilities went on to add, principals today must also serve as a leaders for students learning .They must know academic content and pedagogical techniques. They must work strengthen skills. They must collect analyze and use data in ways that increase excellence. They must unite students, teachers parents ,local and health and family service agencies , youth development groups local business and other community residents and partners around the common goal of raising students performance

## **Educational values**

Essential to leaders is the development of a coherent set of educational values on which to base leadership for school improvement. These values serve as fundamental principles on which to develop and design their schools and to provide consistency across all aspects of their leadership eight pivotal values were identified.

**Learning –centered:** A belief in the primary of learning as the focus of all that happens in the school.

**Innovation:** A belief in experimentation with new ideas and with change as a means of school.

**Lifelong learning:** A belief that a major goal of the school is to develop among its community a view of learning as a continuous and ongoing process.

**Education for all:** A conviction that all students have a right to relevant and meaning full education.

**Service- orientation:** A belief that the school be flexible and responsive in meeting the diverse needs of its community.

**Empowerment:** a commitment to the meaningful involvement and participation of school community members in the life of the school.

**Equity and fairness:** A belief that the rights of all in the school community are duly recognized and those individuals are treated with justice and integrity

**Whole –person development:** A commitment to producing students with a well rounded, balanced education. It is a substantial challenge for the present preparation and development of educational leaders to full embrace these values.

## 2.7 Professional Knowledge

Leadership for school improvement and student achievement depends on a clearly conceptualized and shared body of knowledge which, together with a set of educational values, guides and informs professional practice. This body of knowledge relates to the roles identified earlier or expressed in a different way, to each of the following strategic direction and policy environment teaching, learning, and curriculum, leader and teacher growth and development, staff and resource management, quality resource and accounting, and external communication and connection.

The challenge professional practice faces is to ensure that leaders possess a balanced and comprehensive knowledge and across the different domains. In practice, leaders tend to possess strengths and weaknesses in some only, according to their preferred areas of focus. There may be a substantial lack of knowledge in other domains, with an overreliance and intuition Walker and Dimmock, (2000).

### SKILLS

Leadership skills are grounded in educational values and professional knowledge; the skills of leadership for school and student improvement are exercised in relation to the leader functions. Skills may be grouped into the following three categories:

**Personal:** These relate to how leaders manage their own behaviors and thoughts in their professional lives.

**Communicative and influence:** these relate to how leaders interact at an interpersonal level with colleagues and other members of the community and how they mobilize colleagues and other school community members towards commitment to school improvement.

**Organizational and technical:** these skills concern the tasks and techniques that are associated with running the whole school and securing school improvement. The key skills essential to running good schools and colleges are personal and interpersonal on one side, and technical and task-oriented on the other. It is the achievement of high levels of both, and a balance between the two that distinguishes effective leaders.

## 2.8 Attributes

Educational values, professional knowledge and skills are integral parts of leadership qualities. However, they are not sufficient. There is a fourth element, namely personal attributes that leaders bring to the role. In the context of school-based management and school improvement, certain attributes, in particular, seem to assume prime importance. The expert panel selected the following.

**Adaptability and responsiveness:** in school decision making and in managing people while retaining commitment to core values, such as student needs and learning outcomes.

**The Courage of convictions** with regard to their values, principles, actions, resilience in times of adversity and opposition.

**Self-confidence** in their abilities and actions, while maintaining modesty in their interactions and dealing with others inside and outside their school communities.

**Tough-mindedness** in regard to the best interests of staff and students while showing benevolence and respect in all their interactions.

**Collaboration** as team members coupled with individual resourcefulness and decisiveness.

**Integrity** in their dealings with others combined with political astuteness

The personal attributes, along with leader values, professional knowledge and skills provide a framework for understanding the complexities of leader qualities. As always in dynamic, interactive situations, it is the mix and combination of all elements that determines the efficacy and effectiveness of a leader. It may be that these four elements (Educational values, professional knowledge, skills and personal attributes) of leader qualities are relevant and applicable to

different societal cultures. In other words, in addressing the same policy agenda of school improvement, they are generic and thus applicable to leaders in many culture setting. However, how particular values, knowledge, skills and attributes are displayed and exercised, and what combination of them is considered appropriate, are likely to be culturally sensitive.

## **5. Challenges of school leaders**

Principals may look with different problems in playing their leadership practice or role. The problems may be emanated from principals, from school community and parent related limited school resources. According to the stated above the litmus test for leadership in this stream is whether the relationships among staff are trusting open and affirmative enough to support commitment, to point and sustain action in common that strengthens the schools performance (Go leman and others, 2003). In the context of the changing role of the school leadership, Gamage (2006) points out that the fare most challenge , that school leaders faces is to understand the changing context and improve their inter personal and communication skills with the understanding that they are no longer the authority figure but a partnership with others stake holders.

Unlike In past they would not be. In a position to issues instructions and expect the staff and students to obey. The altered role of the school leaders requires them to articulate their views of shared vision. While expressing the views on policy issues to convince the other members of the partnership arriving at decision before instruction could be issued. The scholars such as Moore and others, ( 2002.), Gamage, 2009 and Catano and stronge ,(2007) too have reported that trends based on decentralization and devolution have dramatically affected the roles of school leaders. The school leader 'role especially in the area of school leadership, management, in resource acquisition and accountability has undergoing significant changes. Similarly, catano and stronge ,(2007) belief that the political pressure of high accountability requires school leaders to improve instruction and, student achievements, while maintaining facilities, supervising professional development student conduct and managing budgets.

In response to the changing role of leaders Cadwell ,(2004) believes that training professional development of the school leaders are significant in contributing to the quality of schooling. Duignan ,(2006) describes the major school leadership challenges as follows; providing a value-

driven vision, managing staff relationship, leading people, effective communication ,leading continuous change ,dealing with poor performance ,leading an ageing work force ,care and rules and balancing personal and professional responsibilities.

Lack of district support; although there are note worthy exception ,principals are seldom appropriately supported in their leader ship role by school districts which have previously expected them to do little more than follow orders over see staff, keep the buses running ,and contain problems and “principals were not provided with technical assistance, adjustments of role expectations ,or polices planned to support new knowledge about leader ship”(Hollinger as cited in Tucker,2002).The responsibility without appropriate authority leaders many principles to increased frustration, increased stress, and diminished job satisfaction ,principles in Victoria ,Australia ,cite the incapacity to select teachers who match priorities for the learning needs of the school (Caldwell,1998). Schools are structured to maximize teachers contact with students and to make interactions among teachers and students as efficient as possible.

Leaders working in cultures so inhospitable to valuing working relationships face a major challenge simply to make the relationships among teachers and between teachers, students, and parents a priority ( Goleman and others, 2002).Many of the major challenges facing educational leaders involve leadership in situations where values and ethics are contested (Duignan & Collins, 2003). Some of these challenges constitute what Wildy and others, (2001) call ‘contestable values dualities’, or ethical dilemmas. ‘The key challenges for educational leaders, especially principals, involved complex and often conflicting human relationships and interactions (Duigna, 2006) describes the major school leadership challenges as follows:

**a. Provide a value Driven Vision.**

One of the distinguishing characteristics of successful educational leaders is their capacity to provide a vision for the future and inspire hope in those with whom they work. They also lift the spirits of their people and help them to translate the vision into the daily practices of their work .In this way they help to inject meaning into the daily grind of the work done ,thereby providing a sense of purpose and direction. The articulation of vision necessarily involves leaders sharing their hopes, desires and expectations with the members of school community, and establishing, the foundations of an organizational culture that supports the aspiration of all

stake holders. Linking vision to practice seems to be a vital component in relationship of the leader and those led.

Educational leaders are challenged to engage with their staff in ways that the whole group forward, rather than plugging gaps and responding primarily to perceived emergencies, clear purpose, and inspirational communication ,and an appeal to agreed values and belief systems, will point clearly to the road forward.

### **b. Managing Staff Relationships**

A dominant theme in leadership is that it must be relational, that is, by definition effective relationships are the energy source of leadership. A principal stated that valuing others is the key to the development of authentic relationships: It could be said that valuing others is a common thread in these elements and provides an authentic bond between the leader and those in the group.

Empowering others, delegating authority and simply trusting people to get on with their tasks should underpin leader–staff relationships in ways that link strategic purpose to everyday practices. Acknowledging the emotional realities of others’ work naturally builds caring relationships and creates a level of authenticity that strengthens the group’s capacity to respond to challenges. In this respect, leadership relationships emerge from individual efforts to honor the personal feelings intertwining the busy and very human work of teachers, principals, counselors, and other staff in schools. Developing relationships for their own sake, or conversely for instrumental purposes, is not what authentic leaders do. They regard relationship-building as one of the core ways that value-driven organizations value all those who work in and for the organization. It is the way a school, as a community, actively and fully engages its talented key stakeholders, giving them a sense of belonging and encouraging and supporting their commitment to the purposes of the organization. Building relationships is not just a matter of managing the people in the organization but of providing the leadership necessary to marshal the most valuable resources, the people.

Knowing one another well enough to establish basic trust, openness, and affirmation is a precondition for forming the relationships that can mobilize people for professional improvement

and personal support. In fostering connections among others, the leader's daily actions convey to others the belief that "we are in this together; your challenges and successes are ours and ours are yours. The promotion of staff morale, keeping staff motivated, cultivating teamwork and providing opportunities for staff development are some of the greatest challenges for leaders of educational organizations. At the simplest level, school leader's challenge is to maximize opportunities for staff to come together for positive purposes, whether they are personal rejuvenation or professional problem solving and growth.

### **c. Leading People**

Many educational leaders find it a challenge to determine how 'relational' relationship building should be. Those who have been apprenticed in a hierarchical, control-type model of leadership are often unsure of how close relationships should be, especially with those who are accountable to them. It is important to distinguish here between personal and professional relationships in an organization. Professional relationships must, of course, have a personal dimension, but it is equally important to develop personal relationships within a professional framework. The issue is not how friendly formal leaders should be with those who work with them, but how all organizational members can work closely and professionally together to achieve the goals and objectives of the organization. Professional relationships must always be predicated on the core values espoused in the organization. Being honest, trusting and trustworthy, respectful, tolerant, empathetic, open to critique, and willing to be a team person are as essential to professional relationships as they are to the development and maintenance of personal relationships. In a school setting, core values also include valuing students and the educational processes that best serve their needs. The bottom line in a school community setting is how well relationships serve the needs of students and their parents

### **Effective communication**

Good communication requires, first, that one has something important to communicate, second, that one chooses appropriate times and means to deliver the message, and third, that one actively engages with others beyond a simple one-way communication to clarify the intended message and dispel misunderstandings. Meaningful engagement and dialogue with staff in their day-to-day working lives facilitates effective communication. If communication is not regular and

meaningful, someone or some group will event a version of events, and rumors will spread to fill the void. This is especially true when leaders are attempting to bring about changes in their organizations. Change usually threatens some organizational stake holders and fears can be exacerbated if the facts of the change are distorted or manipulated by those who are resistant to the change.

### **Leading continuous change**

We live in time of rapid change and transition. In such periods, it is necessary to realize that there may be causatives in any change process. Part of leadership is recognizing that not everyone is going to come on board immediately, or even in the short -term. With new ways of thinking and doing leaders need to be sensitive to the fears and anxieties of those involved in a change process. Principals have to have a set plan on how they are going to deal with that change. They have to be caring and have a plan that maintains their self-esteem. They cannot dump people. It is an important aspect of leadership. Leaders of change need to remind themselves that changes cause transitions, which cause losses and its losses, not the changes that they are reacting to and that it's a piece of their word that is being lost. Leaders who are trying to manage a top-down change may be reluctant ,according to Bridge (1995) to talk openly about the change arguing that it will “stir up trouble” to acknowledge people’s feelings. But leaders of change must engage openly with those who will be affected by the change, and they must be acknowledge and address positively the losses and psychological transitions being experienced by these people.

### **Dealing with poor performance**

The issue of dealing with poor performance in a responsible and professional manner that consider the interest of all concerned emerged as one of the most serious accountability challenges for educational leaders .Often ,however educational leaders face the problem of dealing with poor performance and balancing the professional responsibility for ensuring the smooth operation of their organization with their personal feelings for those staff that are not performing adequately Many leaders feel frustrated by supervisors’ reluctance to deal with poor performance , often due to the perceived difficulty of the legal and industrial issues involved.

## **Leading an Ageing Work force**

The force in education work is ageing. In many western countries ,the average age of teachers is in excess of 45 years Santa go ,(,2000).A challenge for any individual school and a system of schools is to encourage an ageing teacher population to meet the contemporary challenges of teaching and learning.

Early retirement may lead to a great loss of organizational memory, wisdom and Know -how, losses that could not easily replaced even if financial resources were more plentiful. Some educators merely tolerate change while they serve their last five years. Such a response is especially serious at both teachers and leader ship levels where it is essential to respond to change if the school is going to grow and prosper .Teachers with many years' experience should be more intimately involved in leader ship and decision making at their school.

## **Care and Rules**

Educational leaders continually face challenges and decisions that involves tensions between a concern for either :care or rule s; Care encompasses compassion, looking at the I individual circus tances and ma king a decision that puts care and concern for the individual above rule s and policies .Rules or policies provide guide lines for leaders on how to make decisions .Some leaders , however ,argue that by complying with rules, they are also fulfilling their duty of care to the community and therefore ,do not recognize any real tension in this area (Duignan ,2006).

## **Balancing personal and Professional Responsibilities**

Maintaining a improper balance between personal needs and professional responsibilities is problematic for many educational leaders .In attempting to maintain a balance between personal and professional ,responsibilities ,as well as coping with the pressure of heavy workloads educational leaders speak of feeling inundated and of having to do more without sufficient support, resources pressures in educational organizations are contributing significantly to this problem .Inundation implies that educational leaders are generally over whelmed by the pressure to achieve the same or greater out comes with fewer resources. The impact of technology is no doubt promoted as improving the input- output ratio of the flow of work processes .The question of continuing to commit can consume the person's thoughts about his or her role in the organization.

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Research Methodology**

The descriptive survey method is used in this research. As mentioned by Seyoum and Ayalew (1989) descriptive survey method becomes useful when the purpose of the research is to picture the current situations. It also allows collection of the data using tools and documentary analysis, describes and interprets what it is. It is concerned with conditions or relationship that exists, opinions that are held, processes that are going on, effects that are evident, or trend that are developing. Basically survey method helps to obtain first hand information from small samples representing large size population and also enables researcher to have access to multiple methods of collecting information. Descriptive survey method focuses on investigating the issues, practices and challenges of leadership of the target schools. Hence, the following procedures of data collections and analysis were made.

#### **3.2 The study site and population.**

Ilu Abba Bor zone is found in the south-western part of Ethiopia and is one of Oromia Regional States with 24 woredas and 2 towns. It has a total area of approximately 16,555 Km<sup>2</sup> and lies between longitudes 33° 47' and 36° 52' E and latitudes 7° 05' and 8° 45' N. It is bordered by Kefa Zone to South, Jimma zone to the East, Gambella regional States to the West and Wollega Zone to the North. Agriculture is the back bone for the communities of the zone. Metu is the Zonal capital and is located 600 Km to South-West of Addis Ababa. Population is the entire group of people to which a researcher intends the results of a study to apply (Aron and others, 2008). Therefore, the population that was included in this research is all concerned academic staffs and education leaders in 28 secondary schools of this zone. Specifically, in these 28 secondary schools there are 776 teachers, 28 principals, 33 vice principals, 184 departments' heads, 26 Woreda education officers and 28 PTA chair persons added a total of 1075. The data for this study was collected from both primary and secondary sources.

The primary sources were school principals, vice principals, department heads, teachers, Woreda education managers. The secondary sources are school documents such as documents consisting of school plans, feedback, reports, books, research papers, were examined to help to establish the review of related literature.

### **3.10 Sample Size and Sampling Techniques**

The population of the study was all secondary schools in Ilu Aba Bor zone of Oromia Region. There are 28 secondary schools in Ilu Aba Bor zone. Out of 28 secondary schools, 7 (27%) were taken using simple random sampling technique / using the lottery method/ since the method employed to select sample units out of large population area added to manage the study. After selecting the sample schools, principals, vice principals, department heads, teachers were identified among secondary schools. Both qualitative and quantitative data were collected in the survey.

The researcher selected the number of teachers in selected sampling schools regarding to their sizes using simple random sample method. Therefore, for two sample schools such as, Bedele and Ingibi 15 teachers form each and for the rest five schools 10 teachers are selected by simple random sampling techniques. In line with this, the department heads of schools and each Woreda Educational managers and, parent teachers association were involved by using purposive sampling techniques due to their positions and their high attachments with resource management. Consequently, from a total of 254 male and 28 female teachers divided into subgroups in the seven sampled schools, 76 (30%) male 8 (30%) female totally 84 (30%) proportionally in size participated as sample using stratified random sampling followed by simple random sampling to get the representative population particularly using the lottery method with the assumption that all teachers had equal chance of being selected and to the representative sample. This was done on the step zero and one number written on paper rolled as a ticket and picked up randomly until the required number of sample obtained.

The school principals and vice principals are responsible to exercise leadership practice and facilitate the work of teachers and the other school committee members. So, 7(100%) principals and 4(30%) vice principals all sample population were included in the study 19(30%) all department heads of four schools each five and from three schools each two department heads

and totally twenty six department heads were selected by purposive sampling. Furthermore, 5 (100%) all Woreda education managers under the sample secondary schools involved in the study employing purposive sampling because they were concerning with the success of leadership practice of the schools.

**Table -1 .Summary of population and sample size in each selected schools**

S/ no	Types of respondent	Total Population	Sample size	%	Sampling technique	Justifications
1	Teachers	282	84	30	Simple random Sampling	Equal Chance representatives
2	Department heads	71	26	30	Simple random Sampling	Equal Chance representatives
3	Vice principals	14	4	30	Simple random Sampling	Equal Chance representatives
4	Principals	7	7	100	purposive sampling	Leadership practice coordinators
5	PTA	7	3	42.8	purposive sampling	Leadership supporters
6	Woreda Education Managers	7	7	100	purposive sampling	School leadership coordinators
Total		388	131	30		

### 3.11 Data Collection Instruments

The researcher generally employed three types of data gathering instruments.

1. Questionnaire
2. Interviews
3. Data analysis

In order to obtain desired and relevant information for the study; the researcher used two instruments; semi-structured interview and questionnaires (both close-ended and open-ended). In addition, relevant reference documents of school strategic plan and reports were analyzed to supplement the findings of the study.

### **3.12 Questionnaires**

Questionnaire is used commonly to gather data for descriptive study. In line with this approach, Koul (2008) stated the researcher preferred questionnaires as the main data gathering instruments widely used. Having this assumption, to gather the appropriate information based on variable item of study problems considered about practice and challenges of school leadership in secondary schools of Ilu Aba Bor zon. A set of questionnaires (close –ended and few open ended) were prepared for teachers and department heads. The questionnaires were designed so as to be answered by teachers and department heads. In order to test the clarity of each question and assess how long it would take the respondents to fill in the questionnaires, a pilot study were conducted in Bedele high school. On the basis of the feedback obtained from the pilot testing and principals and teachers made essential comments before the final version was prepared.

Six question items for each two variables were developed in five points scale strongly disagree, disagree, undecided, agree and strongly agree (likert scale) and this instrument requires ask participations to rate the levels of agreement with statements about the school leadership practice. On the other hand, for better analysis the 5 rank responses of the questionnaires were made to be categorized in to three scales (agree, undecided, disagree). The closed and open ended types of questionnaire allowed the respondents freedom to express their feeling perceptions, problems and intentions related to the practices and challenges of school leadership.

The question items are both open- ended interview questions for school leaders, Woreda educational managers and parent teachers association and as well as closed questions were provided for all teachers are selected by simple random / lottery/ method in each sampling schools.

### **3.13 Interview**

The interview permits greater depth of responses which are not possible through any other means. Thus, the purpose of the interview is to collect more supplementary opinion so as to stabilize the questionnaire responses. With this in mind, interview was conducted with seven (100%) principals, four (30 %) vice principals, seven (100%) woreda education office managers and three (42.8%) PTAs. Semi-structured items were prepared for the above respondents. The reason behind the semi-structured interview items are the advantages of flexibility in which new questions were forwarded during the interview based on the responses of the interviewee. The interview questions were discussed with the interviewee in Afan Oromo to reduce communication barriers. Notes were taken, summarized and translated into English.

### **3.14 Document Analysis**

Besides questionnaire and interviews as major tools of data collection in this study, the researcher used the secondary data source such as school records to collect supplementary information concerning the leadership practice (school strategic plan, reward strategy and reports) in order to enrich the gathered information about the issues of the study. This technique also helps the researcher to cross check the data obtained through questionnaire and interview under the study. In line with this, Abiy et al (2009) stated that documents generally exist for some purpose and the knowledge of this purpose is important in understanding and interpreting the result of the analysis.

### **3.15 Procedures of Data Collection.**

At the beginning, the researcher visited the Woreda education office and discussed on the purpose of the research with concerned bodies of the identified Offices using the letter of cooperation given to him from Addis Ababa University. Upon agreement, the letter was sent to their respective Secondary Schools. Then the researcher visited the schools to discuss with directors and vice directors on the purpose of the research after submitting the letters from Woreda education offices. Subsequently, before administering the questionnaires for data collection in the sample secondary schools, the respondents were informed about the purpose of the study and how to fill the questionnaires by the researcher. After getting oral consent from

sample respondent teachers, the questionnaire was distributed to the respondents. Enough time was given to them to fill the questionnaires. Also an interview was conducted face to face with an interviewer. Finally, document investigation was made by the researcher upon request.

### **3.16 Ethical Consideration**

The participant's consent to participate in the research should be voluntary, free of any coercion or promises of benefits. Unlikely to result from participation and no group should be disadvantaged by being excluded from consideration. In doing so, first the researcher went with official letter written from Addis Ababa University Educational Planning and Management Department to the Woreda Education Office and sample secondary schools. Then, the researcher explained the purpose of the study to the WEO and school principals to get permission to accomplish the work. Finally, to start the study the researcher explained the objective and advantage of the study to the respondent to obtain their voluntarily participation. The information obtained from the respondent, data obtain from the document and others were kept confidential. In doing so, the researcher respects to all school community and attends their work respectfully by sharing all the current stipulation of the school.

These were done by showing positive path to the respondents as they fill the questionnaires properly and return back honestly to the researcher. The response of each target/sample/ population was kept as secrete to protect them from any panic. All these are considered for the effectiveness of the issue under the study. Finally, the researcher gives heartfelt gratitude to all school communities and other responsible bodies for their cooperation to the successful completion of his work.

### **3.17 Method of Data Analysis**

The researcher collected both a quantitative and qualitative data from sample respondents and analyzed information into meaningful result. This was done in line with the response of the subjects to whom the questionnaires and interviews were administered and analyzed using descriptive statistics such as frequency and, percentage. In addition, chi-square was applied to test the significant difference happen in the response of teachers and department heads. Summary of data from all sources and instruments were discussed all together added the data gathered by

the use of such interviews and extracted from documents systematically. Finally ,the data was interpreted and reported by giving clear explanation for each and every point which was resulted from the semi-structured interview presented to school principals vice principals ,Woreda education office officers and school PTA chair persons and questionnaires both closed and open ended to teachers and department heads.

### **3.18 Validity and Reliability Checks**

To ensure validity a pilot study was carried out to pre-test the instrument. Thus, the researcher conducted a pilot test on 1 principal, 1 vice principal and 7 department heads and 11 teachers of Beadle preparatory school. The draft version of the questionnaire was modified to ensure that the instrument was identifying what it set out to identify. Any irrelevant or ambiguous statements and questions were edited and eliminated and necessary modification or replacements of unclear questions were made. One repeated question was removed. Additionally, the reliability of the instrument was measured by using Cronbach alpha method in the help of SPSS version16.

The result of the pilot testing was statistically computed by the SPSS computer program. The Cronbach alpha model was used for analysis based on the pilot test. The reliability coefficient of the instrument was found to be 0.82213(81.3%) and, hence, was reliable. That is the instrument was found to be reliable as statistical literature was recommended a test result of 0.70 (70% reliability) and above as reliable used for analysis.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA**

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires, and interviews. Thus, the quantitative as well as qualitative analysis of data was incorporated in to this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data includes the data gathered through interviews. The data was collected from a total of 110 respondents (84 teachers and 26 school department heads) using questionnaire. The return rates of the questionnaires were 76.36% from teachers, and 23.64% from department heads. Moreover, seven school principals, four vice principals, three PTA coordinators and seven woreda educational leaders were interviewed.

The chapter consists of two major parts. The first section deals with the characteristics of the respondents, and the second section presents the analysis and interpretation of the main data. Item scores for each category were arranged under five rating scales. The range of rating scales were strongly agree =5, agree =4, undecided =3, disagree =2 and strongly disagree =1. For analysis purpose, the above with 5 rank responses of closed-ended questionnaires were grouped and labeled into three categories i.e. agree, undecided and disagree. In categorizing the rating scales, the frequency and percentage results of 'strongly agree, and' agree and' were combined into 'agree' and the results of 'strongly disagree' and' disagree' merged to 'disagree'.

#### **4.1 Characteristics of Respondent**

The two groups of respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in table 2 below.

**Table 1: Characteristics of Respondents in terms of Sex, Age, Experience and Level of Education.**

No	Item		Responses									
			Teachers		Dep.heads		Total		Principals		vice principals	
			No	%	No	%	No	%	No	%	No	%
1	Sex	Male	76	90.5	26	100	102	92.7	7	100	4	21.4
		Female	8	9.5	0	0	8	7.3	0	0	0	0
		Total	84	100	26	100	110	100	7	100	4	21.4
2	Age	25-30	28	33.3	9	34.6	37	33.6	4	57	2	50
		31-35	31	36.9	5	19.2	36	32.7	3	43	2	50
		36-40	0	0	0	0	0	0	0	0	0	0
		41-45	14	16.7	8	30.8	22	20.0	0	0	0	0
		46-50	1	1.2	0	0.0	1	0.9	0	0	0	0
		50above	10	11.9	4	15.4	14	12.7	0	0	0	0
3	Expe rienc e	1-5	8	9.5	0	0.0	8	7.3	2	28.5	2	50
		6-10	7	8.3	1	3.8	8	7.3	3	42,8	2	50
		11-15	1	1.2	0	0.0	1	0.9	0	0	0	0
		16-20	17	20.2	6	23.1	23	20.9	2	28.5	0	0
		21-25	23	27.4	12	46.2	35	31.8	0	0	0	0
		26-30	1	1.2	1	3.8	2	1.8	0	0	0	0
		31 &above	27	32.1	6	23.1	33	30.8	0	0	0	0
		Total	84	100	26	100	110	100	7	100	4	21.4
4	Educ level	BA/BED	81	96.4	26	100	107	97.3	7	100	4	38.5
		MA/MSc	3	3.6	0	0.0	3	2.7	0	0	0	0
		Others	0	0	0	0.0	0	0	0	0	0	0

As shown under item 1 of Table1, 76 (90.5%) of teachers and all of department heads were male. On the other hand, 8 (9.5%) teachers and no female department head. This implies that the participation of both sexes found to be not proportional. The principals, vice principals, PTA coordinators, and woreda educational leaders were all male respondents. From this, one can conclude that there were no female teachers holding leadership position in the 7 sample schools and only 3 female teachers are serving as department heads. This imply that female teachers were not given chance to be in leadership position.

Age distribution of the respondents under item 2, indicates that the majority of the respondents, 31 (36.9%) of teachers and 9 (34.6%) of department heads are found in the ranges of 25-30 age. This indicates that the majority of teachers and department heads were found in the young age. This implies that they need more assistance and support from the school leaders.

As far as the age of interviewee participants are concerned, except four woreda educational leaders and three principals their ages are above 40 years of old, the rest most of them were found to be in the range of 31-40, which is believed to be at their adult age. On the other hand all PTA coordinators were found to be more than 40 years age. This may imply that they could be in a better position to help the teachers in creating strong relation with the community.

Item 3 of Table 1 shows 23 (27.4 %) of the teachers and 12 (46.2 %) of the department head respondents had 21 to 25 years experience. Whereas 27 (32.1%) of the teachers and 6 (23.1 %) of the department head respondents had 31 and above years experience. The remaining 17 (20.2%) of the teachers and 6 (23.1%) of the department head respondent's had 16 to 20 years of experience. This implies that the majority of teachers and department heads were more experience and provide more support for the school community.

Regarding the education level of teachers and department heads, almost all of them had first degree except three respondents had the second-degree. This may alarm to the government officials who work for quality education. Since leadership requires knowledge and skill of the field, this may imply that the qualification does not fit the level of training for preparatory schools. It requires more attention to be done in the sample of the study area has taken.

With respect to experience level of the interviewees, all of the principals and vice-principals reported to have served not more than five years as educational leadership. Moreover the PTA coordinators were also served for only two years as member of the PTA coordinators. Furthermore, all principals and vice principals were assigned from the subject specialist so that they are not qualified in educational leadership. This shows the majority of interviewees were found inexperienced as educational leaders in sampled schools. From the analysis made so far, it is safe to conclude that the majority of principals, vice principals, PTA coordinators in the sample schools were seemed to have less experienced to perform their responsibility effectively. Concerning the educational level of the interviewees, all the principals, vice principals Woreda educational leaders all of them were degree holders. But all PTA coordinators are no graduates. This may imply that all the principals as well as the PTA coordinators are not fit for the level of training needed to lead the schools.

## 4.2. The analysis and interpretation of the main data

**Table 2. school leaders ship capacity.**

No	Items	Respondent s	SA	A	UD	DA	SDA	Total	Computed X <sup>2</sup>
			No(%)	No(%)	No(%)	No(%)	No(%)	No(%)	
1	The school leaders seek new ways to improve the school culture	Teacher	2(2.4 )	21(25.0)	13(15.5 )	42(50)	6(7.1)	84(100)	.964
		dep.head	1(3.8)	6(23.1)	3(11.5)	15(57.7)	1(3.8)	26(100)	
2	The school leader is skilled in developing the school mission ,goals and objectives	Teacher	6(7.1)	11(13.1)	12(14.3)	53(63.1)	6(7.1)	84(100)	3.068
		dep.	2(7.7)	3(11.5)	1(3.8)	20(76.9)	2(7.7)	26(100)	
3	The school leaders forecast the expected future	Teac	0.0	19(22.6)	13(15.5)	47(56.0)	5(6.0)	84(100)	1.956
		dep.h	0.0	8(3.8)	3(11.50)	12(46.2)	3(11.5)	26(100)	
4	The leader sets clear goals and plans	Teac	2(2.47)	17(20.2)	17(20.2)	40(47.6)	8(9.5)	84(100)	2.038
		dep.h	1(3.8)	8(30.8)	5(1.2)	11(42.3)	1(3.8)	26(100)	
5	School leaders have the ability to translate strategy into action	Teac.	1(1.2)	18(21.4)	14(16.7)	44(52.4)	7(8.3)	84(100)	1.373
		dep.h	1(3.8)	6( 23.1)	4(15.4)	14(53.8)	1(3.8)	26(100)	
6	School leader implement the vision through strategic planning.	Teacher	1(1.2)	21(25.0)	19(22.6)	37(44.0)	6(7.1)	86(100)	5.257
		dep.h	0(0.0)	6(23.1)	3(11.5)	17(15.4)	0(0)	26(100)	

The value  $\chi^2 = 9.487$  at 0.05 significant levels with four degrees of freedom.

The quality and capacity of leadership towards school improvement vary as to the situation and capacity of the leaders. The principals' skills and Knowledge about the field of leadership can create the ability in developing different performances which lead to success. In this study an attempt was made to examine the principal skills to promote school culture and improve the students' results.

Regarding to Item 1 of Table 2, 57.1 (50.0% & 7.1%) of teacher and 61.5 (57.7% & 3.8%) of department heads disagree on the school leaders seek new ways to improve the school culture. This implies that leadership requires knowledge and skill of the field. On the other hand, the interview was held with the principals, vice principals and PTA coordinators, indicates that school leaders had lack of knowledge and skills to improve new strategic direction of the school culture.

Similarly, during the interview conducted with them, One of the respondents said that: the school principals, vice principals, and that school leaders in the school are selected the subject teachers and were not trained in educational leadership. Due to this the leadership practice in schools are inadequate (Hayile, 2014).

As it can be observed from Table 2, the computed Chi-square value of items 1 and 2 are lower than the table value  $\chi^2=9.487$  at 0.05 significant levels with four degree of freedom. This revealed that there is no statistically significant difference between the views of the two groups of respondents.

In response to the second item of Table 2, 70.2 (63.1%&7.1%) of teachers and 84.6 (76.9% & 7.7%) of the department head disagree on the skills of school leaders in developing school mission, goals and objectives .The majority of the teacher, and department head respondents show their feeling disagree with the skill of principals in developing goals, objectives, and missions of the schools.

The analysis of the responses of the interview from principals, PTA and WEO participated in the interview express that:All most all the respondents strongly believed that school principals and WEO leadership have the responsibilities to provide directions and guidance .However the majority of the school principals and WEO leadership have lack of training and professional skills in the area of educational leadership .( principals, WEO, 2014) . This implies that the

sample school leaders have no professional skills to implement various programs of school practice.

With regard to forecast the expected future of providing vision based strategic direction for the school, 62 (56.0% and 6.0%) teachers and 57.7 ( 46. 2% and11.5%), department heads disagree that the school leaders provide less vision based strategic direction for the school. However 22.6% of teachers and 3.8 % of department heads agree. On the other hand the interview held with the principals, vice principals and PTA coordinators, express that: school leaders were not using different mechanisms to provide vision based strategic direction (Principals, PTA, 2014). This shows that school leaders provide vision based strategic direction to the majority of teachers and department heads yet significant number of teachers and department heads were not provided with vision based strategic direction.

With regard to setting clear goals and plans 57.1 (47.6% & 9.5%) of teachers and 46.1 (42.3% & 3.8%) department heads disagree that the school leaders lack of ability do not sets clear goals and plans that may implement by the school community. Whereas 22.67 (20.2% & 2.47%) of teachers and 34.6 (30.8% & 3.8%) of department heads respectively agree that school leaders implement the vision through strategic planning. This implies that the school leaders are weak to set clear goals to be implemented. The majority of the school visions and plans are not implemented through strategic planning. Furthermore, the information obtained from the interview held that the school revealed the implementation of school vision through strategic planning is very weak.

The reason they mentioned are lack of budget, skill and knowledge by the school leaders and concerned bodies. Therefore, as indicated by results obtained from questionnaire and from the data gained through interview, it is possible to conclude that sets and implementation of vision through strategic planning by the school leaders under the study is low. Furthermore, the result of interview indicates that school leaders ability were weak in creating supportive atmosphere.

As shown in Table 2 above 60.7 (52.4% & 8.3%) of teachers and 57.6 (53.8% & 3.8%) department heads disagree that the school leaders do not have the ability to translate strategy into action. On the other hand, 22.6 (21.4%&1.2%) of teachers and 26.9 (23.1% & 3.8%) department heads agree .However, (2%) 16.7%) of teachers and department heads are undecided

on School leaders have the ability to translate strategy into action. This may imply that all school leaderships and coordinators are not fit for the level of training needed to lead the schools without professional skills. However, 26.2 (1.2&25.0%) of teachers and 23.1% department heads *were* agreed.

As indicated in table 2 item 6, regarding school leader is competent in planning school vision respondents were requested whether the school leaders take an active role to achieve this task or not. Thus, the majority of respondents 51.1 (44.0% & 7.1%) of teachers and 15.4% disagree. On the other hand 22.6% of teachers and department heads undecided. 26.2 (1.2%&25.0%) of teachers and 23.1% of department heads agree. This may imply that majority of school leaders do not play active role in facilitating professional competent of planning school vision. As it can be observed from table 2, the computed Chi-square value of items 5 and 6 are lower than the table value  $\chi^2 = 9.487$  at 0.05 significant levels with four degree of freedom. This revealed that there is no statistically significant difference between the views of the two groups of respondents. Regarding to open ended question that 'what are the challenges school leaders that to accomplish planning? Almost all respondents who are participated in the interview express that without having the knowledge and skills of planning is challenge to implement school vision into strategic action successfully.

One of the principal said that: Most of the school leaderships in positions who are leading the school based on experience without professional skills in educational planning. Due to this factors school leaders do not facilitate different school programs (Abera, 2014). Furthermore, the information obtained from school principals, vice principals and worded educational leaders and PTA revealed that the implementation oof school vision through strategic planning is very weak. The reason they mentioned are lack of budget, skill and knowledge by the school leaders and concerned bodies. Therefore, as indicated by results obtained from questionnaire and from the data gained through interview, it, is possible to conclude that limitation of school leaders in implementation of vision through strategic planning under the study. In light of this Day, and others (2010) stated successful school leaders have very strong and clear vision and set of values for their school, which heavily influenced their actions and the actions of others and established a clear sense of direction and purpose for the school.

**Table 3 The leadership practice in the school**

No	Items	Respondents	SA	A	UD	DA	SDA	Total	ComputedX <sup>2</sup>
			No(%)	No(%)	No(%)	No(%)	No(%)	No(%)	
1	<i>The school leader encourages the staff participate in school planning</i>	Teac	1(1.2)	20(18.1)	13(15.5)	41(48.8)	9(12)	84(100)	2.022
		Dep.	2(7.7)	9(8.18)	0(0.0)	12(46.2)	3(11.5)	26(100)	
2	<i>School leaders promote us evaluate our practice and improve them as desired</i>	Teac.	0(0.0)	18(21.4)	12(14.3)	47(56.0)	7(8.3)	84(100)	1.994
		Dep.	1(3.8)	4(15.4)	3(11.5)	13(50.0)	5(19.2)	26(100)	
3	<i>Initiating experience sharing inside the schools</i>	Teacher	0(0.0)	20(18.1)	17(15.4)	41(37.2)	6(5.45)	84(100)	1.639
		Dep.	0	5(4.5)	3(2.7)	16(14.5)	2(1.8)	26(100)s	
4	<i>School leaders encourage students performance</i>	Teac	2(1.8)	19(17.3)	14(13.7)	40(36.3)	8(7.27)	84(100)	4.517
		Dep.	2(7.7)	10(28.5)	1(3.8)	12(46.2)	1(3.8)	26(100)	
5	<i>The school leader motivates teachers for the best performance</i>	Teacher	2(1.8)	19(17.3)	14(13.7)	40(36.3)	8(7.27)	84(100)	4.517
		Dep.	0(0.0)	8(7.27)	1(0.9)	15(13.6)	2(1.8)	26(100)	
6	<i>The school leader works to improve students disciplinary problem</i>	.Teacher	4(4.8)	19(22.6)	12(14.3)	44(52.4)	5(6.0)	84(100)	2.262
		Dep.	0(0.0)	12(46.2)	2(7.7)	12(46.2)	0(0.0)	26(100)	

The value  $\chi^2 = 9.487$  at 0.05 significant levels with four degrees of freedom

The data in Table 3 Item 1 with regard to the school leader encourages the staff participate in school planning, the majority of the respondents 60.8 (48.8%&12.0%) and 57.7 (46.2 %&11.5%)

of teachers and department heads disagreed respectively. On the other hand, 15.5% of teachers' undecided whereas 15.24 (8.17%&7.07%) agrees. This may imply that school leaders encourage only insignificant number of teachers yet the majority of teachers and department heads do not encouraged by the school leaders to participate in school planning. The majority of teacher respondents expressed their feelings that the principals' encouragement and support the staff to participate in school planning was not active. This result implies that principals encourage the development of school culture directness to change is unsatisfactory. As it can be observed from table 2, the computed chi-square value of items 5 and 6 are lower than the table value  $\chi^2=9.487$  at 0.05 significant levels with four degree of freedom. This revealed that there is no statistically significant difference between the views of the two groups of respondents.

Regarding school leader's capacities to carry out teacher monitoring and evaluation, the majority of the respondents, 64.3 (56.0% &8.3%) of teachers and 69.2 ( 50.0%&19.2%) of department heads disagree. Whereas 11.5% of teachers and 15.4% of department heads undecided on school leaders' capacities to carry out teacher monitoring and evaluating. On the other hand, 21.4 of teachers' and 19.2 (18.4%&3.8%) of department heads agree. This may imply that the majority of the school leaders do not have capacity to evaluate and promote the teachers as the result there exist weak evaluation of teachers which affects the quality of education.

Concerning Table 3 item 3, respondents were asked whether school leadership initiating experience sharing inside the schools or not, the majority of respondents 42.6 (37.2%&5.4%) of teachers and 16.3 (14.5%&1.8%) of department head disagree. On the other hand and (15.4%and 2.7%) of teachers and Department head undecided respectively. However, 18.1% of teachers and 4.5% of Department heads agree.

Motivation is one of the important factors that have an impact on the role of the teachers in implementing and improving the curriculum. The motivation provided by school principals to teachers either moral or material plays a key role in curriculum work. Since people will not implement or improve a program unless there are appropriate. The result reveals that leaders of the school under the study area encourage few numbers of teachers and department heads to collaborate with the surrounding schools for experiences sharing while the majority of the teachers and department heads are not encouraged. As it can be observed from table 3, the computed Chi-square value of item 2 and 3 are lower than the table value  $\chi^2 =9.487$  at 0.05

significant levels with four degree of freedom. This indicates that the views of the two groups of respondents are the same statically.

In the same Table item 4, respondents asked whether the school leaders analyze the School leaders' encourage students to effective performance. Accordingly, 47.6 (44.0%&3.6%) of teachers and 50.0 (46.2%&3.8) of Department heads were disagreed in the issue stated. Whereas 19.0 % of teachers and 3.8 % of department heads undecided. As it can be observed from the table 32.4 (28.6% & 4.8%) of teachers and department heads agree. Hence, we understand that majority of principals have limitation in encouraging and mentoring teaching and learning activities for the improvements of student performance. As it can be observed from table 3, the computed Chi-square value of item 4 is value  $x^2 = 3.934$  lower than the table value  $x^2 = 9.487$  at 0.05 significant levels with four degree of freedom. This revealed that there is no statistically significant difference between the views of the two groups of respondents.

Regarding to the school leader motivates teachers for the best performance in the same table item 5, the majority of respondents asked whether school leaders to motivate teachers or not. Thus, 43.5 (36.3%&7.2%) of teachers and 15.6 (13.8%&1.8) department heads disagree. Hence, (13.7%, 0.9%) of teachers and department head undecided. However, 19.1 (17.3% & 1.8%) and 7.2% of teachers and departments respectively agree on the stated issues. This may imply that the school leaders motivate a few staff members while the majority of the staff do not involved. As it can be observed from table 3, the computed Chi-square value of item 4 is  $x^2 = 3.934$  lower than the table value  $x^2=9.487$  at 0.05 significant levels with four degree of freedom .This implies that there is no statistically significant difference between the views of the two groups of respondents.

As observed in Table 3 item 6, teachers and respondents were asked about their view whether the school leader works to improve students' disciplinary problem. The majority of the respondents 58.4 (52.4%&6.0%) of the teachers and 42.2% department heads disagree. Whereas 14.3 % of teachers and 7.7 % department heads undecided. However 27.4 (22.6% & 4.8%) of teachers and 46.2% of department heads were agreed on the stated issues. As it can be observed from table 3, the computed Chi-square value of item 6 is  $x^2 = 2.262$  lower than the table value  $x^2 = 9.487$  at 0.05 significant levels with four degrees of freedom .This revealed that there is no statistically significant difference between the views of the two groups of respondents. The result implies

that the principals have insufficient contribution towards to improve students' disciplinary problem. Similarly, during the interview conducted with them, one of the respondents said that:

Due to poor management system and less school community participation and weak teamwork activities students' disciplinary problems are not improved in our school (Hayile, 2014). The interview with school principals and vice principals indicates that, the participation of parent-students are weak and due to the difference of socio economic status and external influence from outside of the school has great impact on student discipline.

**Table 4: The teachers and others involving in collaborative work decision.**

No	Item	Respondents	very high	High	medium	low	very low	Total	Comp.X <sup>2</sup>
			NO (%)	NO (%)	NO (%)	NO (%)	NO (%)	NO (%)	
1	The leader facilitate collaboration and build inspired teams	Teachers	1(1.2)	12(14.3)	22(26.)	39(46.)	10(11.9)	84(100)	2.262
		Dept. heads	0(0.0)	3(11.5)	9(34.6)	13(50)	1(3.8)	26(100)	
2	The school leader supports the decisions of the followers.	Teachers	0(0.0)	15(17.9)	20(23.)	42(37.)	7(6.3)	84(100)	4.896
		Dept. he	0(0.0)	1(3.8)	4(15.4)	18(69.)	3(11.5)	26(100)	
3	School leaders facilitate collaborative efforts among teachers.	Teachers	1(1.2)	13(15.5)	15(17.)	46(54.)	9(10.7)	84(100)	2.896
		Dept.	0(0.0)	2(7.7)	6(23.7)	17(65.)	1(3.8)	26(100)	
4	The school leaders promote mutual respects and create an atmosphere of trust among followers.	Teachers	0(0.0)	13(11.8)	19(17.)	45(31.9)	7(6.3)	84(100)	2.451
		Dept.	1(0.9)	3(2.7)	4(3.6)	18(17.)	0(0.0)	26(100)	
5	School leaders facilitating group activity	Teachers	1(1.2)	21(25.0)	24(28.6)	33(39.3)	5(33)	84(100)	2.451
		Dept.	1(0.0)	3(23.1)	4(26.9)	18(50.0)	0(0.0)	26(100)	
6	The school leader has the skill in developing different programs and monitoring	Teachers	1(1.2)	12(14.3)	19(22.6)	48(57.1)	3(3.6)	84(100)	1.417
		Dept. head	0(0.0)	4(15.4)	6(23.1)	14(53.8)	2(7.7)	26(100)	

The value  $\chi^2 = 9.487$  at 0.05 significant levels with four degrees of freedom

Regarding item 1 of Table 4 respondents were asked whether the leader facilitate collaboration and build inspired teams. The majority of respondents 57 (46%&11%) of teachers and 53.8 (50.0% &3.8%) department heads gave their suggestion low. While 26% of teachers and 34.6% of department heads suggested moderate. However, 15.5 (14.3% & 1.2%) teachers and department heads suggested high. This may imply that school leaders provide support in building collaborative cultures among teachers to only significant number of teachers and department heads yet the majority of teachers and department heads do not obtain support from the school leaders as the result there is weak collaborative culture among teachers. As it can be observed from table 4, the computed chi-square value of item 1 is lower than the table value  $\chi^2 = 9.487$  at 0.05 significant levels with four degree of freedom This revealed that there is no statistically significant difference between the views of the two groups of respondents.

As shown under item 2 of Table 4, deals with the extent of school leader supports the decisions of the followers. The majority of teachers indicate that 43.3 (37%&6.3%) of teachers and 80, 5 (69.5% &11.5%) department heads gave their suggestions low. Hence, 23% teachers and 15.4% department heads gave their moderate, However, 17.9%&3.8% of teachers and department heads replied their high responses. This result implies that principals have insufficient contribution towards strengthening participatory decision making process about the development of the school under the study area. In connection to this view, (Day et al 2000) expressed that leader ship was effective where the subject teachers and department heads more strongly involved in decision making. As it can be observed from Table 4, the computed Chi-square value of item 1 is 4.896 lower than the table value  $\chi^2 = 9.487$  at 0.05 significant levels with four degree of freedom .This revealed that there is no statistically significant difference between the views of the two groups of respondents.

As indicated in Table 4 item 3, the majority respondents of teachers and department heads gave 64.7 (54.0%&10.7%) and 68 ( 65.0%&3.8%) of low respectively .While 17. %& 23.7% of teachers and department heads replied their responses moderate; On the other hand 16.7 (15.5%&.2%) of teachers 7.7% department heads replied their responses high. This implies that there is no supportive atmosphere in which staff, parents and students are encouraged to work as a team. Furthermore, the result of interview indicates that school leaders ability were weak in creating supportive atmosphere in which staff, parents and students are encouraged to work as a

team. The reason they mentioned for this was lack of knowledge and skills how to arrange working atmosphere conducive for teaching and learning improvement.

As indicated in table 4 items 4, the majority 38.2 (31.9%&6.3%) of teachers and 17% department heads replied their responses low, On the other hand 17% of teachers and 3.6% of department heads replied their responses moderate. While 11.8% of teachers' and 3.6% of department heads replied their responses high. As it can be observed from table 4, the computed chi-square value of item 1 is lower than the table value  $\chi^2 = 9.487$  at 0.05 significant levels with four degree of freedom This revealed that there is no statistically significant difference between the views of the two groups of respondents. From the results, it can be seen that majority of principals did not pay attention to promote the practice of caring and trusting among staff to enhance professional skill development of teachers.

Regarding item 5 of Table 4 respondents were asked whether the leader School leaders facilitating group activity the majority of 72.3 (39.3%&33%) teachers and 50.0% department heads replied their responses low. While 28.6 % of teachers' and 26.9% department heads replied moderate. However 26.2 (25.0%&1.2%) of teachers' and 23.1% department heads replied high. As has been illustrated in table 4 above, the computed chi-square values  $\chi^2 = 2.451$  is lesser than the critical value of Chi-square  $\chi^2 = 9.487$  at 0.05 significant levels with four degrees of freedoms which shows there is insignificance difference among the response of respondents.

This may imply the reflection of inadequate understanding among school leaders and teachers' to discover solution for the challenging school problems. As it can observed from the above Table item 4 , the computed chi-square values  $\chi^2 = 1.417$ s is lesser than the critical value of chi-square  $\chi^2 = 9.487$  at 0.05 significant levels with four degrees of freedoms which shows there is insignificant difference among the response of respondents. The analysis of the responses of the interviews from, principals, vice principals express that: as a leader a principal needs to possess certain leadership skills in order to able to carry out his instructional leadership duties satisfactorily (Merga, 2014). Similarly, during the interview conducted school principals, vice principals and PTA coordinators revealed that school leaders lack skills to build group activity.

Regarding the school leader has the skill in developing different programs and monitoring, in item 6 of table 4, 60.7 (57.1%&3.6%) teachers and 61.5 (53.8% &7.7%) department heads replied

their responses low. While 22.6% & 23.1% teachers and department heads replied their responses moderate. Thus 15.5 (14.5%&1.2%) teachers and 15.4% and department heads replied their responses high. This may indicate the effort of school leaders supporting the skill in developing different programs and monitoring of teaching learning process is not effective, due to the problem of knowledge and confidence. As it can be observed in Table 4 above, the computed chi-square values  $\chi^2 = 1.417$  is lesser than the critical value of chi-square  $\chi^2 = 9.487$  at 0.05 significant levels with four degrees of freedom which shows there is insignificant difference among the response of respondents.

**Table 5 The major qualities and skills of the leadership as instructional leadership?**

No	Item	Respondent	SA	A	UN	DA	SD	Total	Com.X <sub>2</sub>
			No (%)	No (%)	No (%)	No (%)	No (%)		
1	The school leader monitors and evaluates the effectiveness of curriculum,	Teach	3(3.6)	21(25)	8(9.5)	40(47.6)	12(14.3)	84(100)	5.330
		Dept.	0(0.)	6(23.1)	1(3.8)	18(69.2)	1(3.8)	26(100)	
2	The ability to translate the vision into actions	Teach	0(0.0)	16(19.)	16(19.)	45(53.6)	5(6.0)	84(100)	1.589
		Dept.	0(0.0)	5(19.2)	3(11.5)	16(61.5)	2(7.7)	26(100)	
3	School leaders supply on continuing assessments of progress and put a foundation for further progress	Teach	1(1.2)	24(28.)	14(16)	38(45.2)	7(8.3)	84(100)	3.032
		Dept.	0(0.0)	6(23.5)	3(11.)	12(46.2)	5(19.)	26(100)	
4	The school leader capable of evaluating ,making judgments' and ability of planning Numeric	Teach	0(0.0)	6(23.1)	3(11.)	12(46.2)	5(19.2)	84(100)	2.948
		Dept.	2(2.4)	16(19.)	15(17)	46(54.8)	5(6.0)	26(10)	
5	The school leader works to make s	Teach	0(0.0)	6(23.1)	4(15.4.)	14(53.70)	2(7.7)	84(100)	6.862
		Dept.	1(1.2)	17(20.)	16(19.)	38(45.2)	11(13.1)	26(100)	
6	School leaders work with the staff being trusted for the students and others to develop their achievements	Teach	0(0.0)	10(32.)	1(3.8)	13(50.0)	2(7.7)	84(10 )	6.940
		Dept.	0(0.0)	15( 25.)	2(7.7)	7(20.9)	2(7.7)	26(100)	

The value  $\chi^2 = 9.487$  at 0.05 significant levels with four degrees of freedom

With regard to the school leader, the school leader monitors and evaluates the effectiveness of curriculum, instructional assessment in item 1 of Table 5. 61.9 (14.3% & 47.6%) teachers and 73.0 (69.2% & 3. %) department heads replied disagree. On the other hand 9.5% of teachers and

3.8% of department heads were not sure to decide. Thus 28.6 (25.0% & 3.65) teachers and 23.1% of departments agreed.

As it is illustrated in Table 5 above, the computed chi-square values  $X^2 = 5.330$  is less than the critical value of Chi-square  $X^2=9.487$  at 0.05 significant levels with four degrees of freedoms which shows there is insignificant difference among the response of respondents. Thus, the school leaders practice on the area of performance evaluation was found unsatisfactory. On the other hand, from the interview held with the principals, vice principals and PTA coordinators, school leaders were not using different mechanisms to evaluate their performance as well as the performance of the teachers; they also do not provide feedback. Thus, based on the results and the data gained from interview, it is safe to conclude that there is weak performance evaluation in the schools under study.

Item 2 of Table 5, majority of respondents, 59.6 (53.6% & 6.0%) teachers and 69.2 (61.5% & 7.7%) department heads replied disagree. Whereas 19% of teachers' and 11.5% of department heads did not decide. While 19% teachers and 19.2% departments agree. As it is illustrated in Table 5 above, the computed chi-square values  $X^2 = 1.589$  is less than the critical value of Chi-square  $X^2=9.487$  at 0.05 significant levels with four degrees of freedoms which shows there is insignificant difference among the response of respondents. The response result shows that limitation of school leaders in driving strategic and implementing to the resistance of change.

Regarding to school leaders supply on continuing assessments of progress and put a foundation for further progress, 53.5 (45.255% & 8.3%) teachers and 65.2 (46.2% & 19%) of department heads was not disagreed. While 14% teachers' and 11% of department heads did not to make sure. Hence, 29.6 (28.6% & 1.2%) of teachers and 23.5% of department heads was agree. As it has been illustrated in Table 5 above, the computed chi-square values  $X^2 = 3.032$  is less than the critical value of Chi-square  $X^2 = 9.487$  at 0.05 significant levels with four degrees of freedoms which shows there is insignificant difference among the response of respondents.

This may imply that school leaders do not give high consideration for current improvement of the school in various activities. As shown in the same Table 5, item 3, The school leader capable of evaluating, making judgments' and ability of planning, the majority of the respondents, 65.4 (46.2% & 19.2%) teachers and 60.8 (54.8% & 6.0%) department heads disagree. Hence, 11% teachers

and 17% department heads undecided. however, 23.1% & 21.4% teachers and department heads agree. This may imply that the majority of the school leaders do not have capacity to evaluate the teachers as the result there exist weak evaluation of teachers which affects the quality of education. As has been illustrated in table 5 above, the computed Chi-square values  $X^2 = .948$  is less than the critical value of Chi-square  $X^2=9.487$  at 0.05 significant levels with four degrees of freedoms which shows there is insignificant difference among the response of respondents

Item 5 of Table 5, the school leader works to make school community members. 61.4 ( 53.7 % & 7.7%) teachers and 58.3 (45.2% & 13.1%) department heads disagreed. while, 15.4% of teachers and 19% of department heads were not decided. whereas 21.2 (20% & 1.2%). Of teachers and 38% of department heads agree. This may indicate that the majority of the school leaders of the school under study are not providing constructive feedback that helps the school members to solve their problems on time. As it has been illustrated in Table 5 above, the computed chi-square values  $X^2 = .5, 940$  is less than the critical value of Chi-square  $X^2=9.487$  at 0.05 significant levels with four degrees of freedoms which shows there is insignificant difference among the response of respondents.

With regard to School leaders work with the staff being trusted for the students and others to develop their achievements, majority of respondents 77 (59.8% and 17.2%) teachers and 78.7 (54.5% and 24.2%) department heads disagree. This may imply that school leaders of the schools under study may lack ability to strengthen teachers to spend more time on teaching learning. According to Table 5 above, the computed Chi-square values  $X^2 = 1.417$  is less than the critical value of Chi-square  $X^2=9.487$  at 0.05 significant levels with four degrees of freedoms which shows there is insignificant difference among the response of respondents.

**Table 6 The major challenges of the school leadership encountered in leading school**

S/ N	Item	Respon dents	very high	high	Medium	low	very low	Total	Comput ed X <sup>2</sup>
			No(%)	No(%)	No(%)	No(%)	No(%)	No(%)	
1	School leaders inability of goal setting and evaluating quality of education	Teach	9(10.7)	32(38.1)	17(20.2)	32(38.1)	9(10.7)	86(100)	2.259
		Dept.	0(0.0)	6(23.1)	4(15.4)	13(50.0)	3(11.5)	26(100)	
2	Inability of Organizing short term training at school level	Teach	9(10.7)	38(15.2)	19(22.6)	17(20.2)	1(1.2)	86(100)	2. 297
		Dept. h	0(0.0)	19(3.8)	4(15.4)	19( 27.1)	1(3.8)	26(100)	
3	Inability Of improving students disciplinary problems	Teach	2(2.40)	16(19.0)	13(15.5)	48(57.1)	5(6.0)	86(100)	2.909
		Dept.	9(10.7)	9(34.6)	3(11.5)	13(50.0)	0(0.0)	26(100)	
4	Inability of assessing and planning on school need base	Teach	2(2.40)	8(9.5)	24(25.6)	47(56.0)	4(4.8)	86(100)	4.649
		Dept. h	0(0.0)	6(23.1)	6(23.1)	14(53.8)	0(0.0)	26(100)	
5	In ability of promoting team work and mobilizing stake holders.	Teach	19(1.2)	15(17.9)	18 {21.4}	43 {51.2}	6{7.1}	86(100)	4..792
		Dept. h	0(0.0)	2(7.7)	6(23.1}	17(65.4)	0(0.0)	26(100)	

The value  $x^2 = 9.487$  at 0.05 significant levels with four degrees of freedom.

Regarding the School leaders inability of goal setting and evaluating quality of education. Majority of respondents 53.8 (38.1%&15.7%) of teachers and 61.5 ( 50%&11.5%) of department heads responded low. This indicates that the majority had not the opportunity in decision making. Hence,( 20,2%) of teachers and15.4% of department heads responded moderate. However, 28.8 (18.1%&10.7%) of teachers and 23.1% of department heads responded high. As it is shown in Table 5 above, the computed Chi-square values  $X^2 = 2.259$  is less than the critical value of Chi-

square  $X^2=9.487$  at 0.05 significant levels with four degrees of freedoms which shows there is insignificant difference among the response of respondents. This implies that principals have insufficient contribution towards strengthening participatory decision making process about the goal setting and evaluating quality of education under the study area. In connection to this view, (Day et al 2000) expressed that leadership was more effective where subject leaders and departmental heads more strongly involved in decision making.

According to item 2, of Table 6, School leaders Inability of Organizing short term training at school level for school improvement. Majority of respondents 21.3 (20.2%&1.2%) of teachers and 30.8 (27.1%&3.8%) department heads gave their suggestions low. Whereas, 22.65 of teachers and 15.4% department heads responded moderate. Hence, 25.9 (15.2%&10.7%) of teachers' and 3.8% department heads gave their suggestions high. As it is illustrated in table above, the computed Chi-square values  $X^2 = 2.297$  is less than the critical value of Chi-square  $X^2=9.487$  at 0.05 significant levels with four degrees of freedoms which shows there is insignificant difference among the response of respondents. This implies that principals that school leaders of the schools under the study almost do not keep the work of the school under review and account for its improvements.

Concerning item 3 of Table 6, respondents were asked whether school leadership works improve disciplinary problems or not, 63.1 ( 57.1%& 6%) of teachers and 50% of department heads replied the contributions of leadership were low, which implies that insufficient. While, 15.5 % of teachers and 11.5 of department heads not decided. Whereas, 21.4 (19%&2.4%) of department heads responded very low.

**Table 7: The school planning and the changes on the student achievement**

S/ N	Items	Respon dents	Responses						Compu ted  X <sup>2</sup>
			SA No(%) )	A No (%)	UD No (%)	DA No (%)	SDA No(%)	Total No(%)	
1	School leader works for change and improvement of the school planning	Teach	2(9.4)	12(21.8)	16(19)	36(42.9)	5(6.0)	84(100)	1.181
		Dept.	1(3.8)	7(26.9)	3(11.)	13(50.0)	2(7.7)	26(100)	
2	School leader encourage parents to be involved in school planning for achievements	Teache	2(2.4)	26(31.0)	12(14.3)	39(46.4)	5(6.0)	84(100)	1.774
		Dept.	1(3.8)	8(30.8)	4(15.4)	13(50.0)	0(0.0)	26(100)	
3	School leaders have self confidence in dealing with others in and outer school communities	Teache	0(0.0)	19(22.6)	14(16.7)	46(54.8)	4(13.1)	84(100)	2.473
		Dept.	0(0.0)	5(19.2)	5(19.2)	14(53.8)	2(7.7)	26(100)	
4	School leader has the skill in developing different programs	Teache	2(2.4)	16(19.0)	15(17.)	46(54.8)	5(6.0)	84(100)	2.473
		Dept.	0(0.0)	6(23.1)	4(15.4)	14(53.8)	6(5.4)	26(100)	
5	School leader use training and mentoring to progress quality ofeducatn	Teache	0(0.0)	18(21.4)	11(11)	48(57.1)	7(8.3)	84(100)	2.473
		Dept.	0(0.0)	4(15.4)	6(23.1)	13(50.0)s	3(11.)	26(100)	
6	The school leader works to create conducive working environment	Teache	29(2.)	25(21.8)	16(10)	36(42.9)	5(6.0)	84(100)	2.473
		Dept.	1(3.8)	7(20.9)	3(11.)	13(50.0)	2(7.7)	26(100)	

The value  $\chi^2 = 9.487$  at 0.05 significant levels with four degrees of freedom

Item 1 of Table 7, indicates School leader works for change and improvement of the school planning. Majority of respondents 48.9 (42.9%&6%) of teachers and department heads responded disagree respectively. Whereas 19 % of teachers and 11.5 % department heads gave response undecided .However, 28.7 (24.9%&3.8%) of teachers and 30.7% department heads responded agree . As it is illustrated in table 5 above, the computed chi-square values  $X^2 = 1.181$

is less than the critical value of chi-square  $X^2=9.487$  at 0.05 significant levels with four degrees of freedoms which shows there is insignificant difference among the response of respondent .Furthermore, the information obtained from school principals, vice principals and PTA chair persons revealed that implementation of school vision through strategic planning is very weak. The reason they mentioned are lack of budget, skills and knowledge of the school leaders' and other concerned bodies.

With regard to item 2 of Table 6, School leader encourage parents to be involved in school planning for a better students' achievements , respondents,50.4 (46.4%&6%) of teachers and 50% department heads disagreed,wheras,14.3% 34.6 (30.8%73.8%) agree. As it is illustrated in Table 5 above, the computed Chi-square values  $X^2 = 1.774$  is less than the critical value of chi-square  $X^2=9.487$  at 0.05 significant levels with four degrees of freedoms which shows there is insignificant difference among the response of respondents. This implies that school leaders advocate school environment conducive to student achievements to very small extent while the majority of the school leaders of the schools under the study do not advocate school environment conducive to student achievements.

Item 3 of Table 7, tells us that School leaders have self confidence in dealing with others in and outside school communities ,67.9 (54.8%&13.1%) of teachers and 61.5 (53.8%77.7%) of department heads responded disagree. Whereas,16.75 and 19.2 % of teachers and department heads undecided. As it is illustrated in Table 5 above, the computed Chi-square values  $X^2 =2.473$  is less than the critical value of chi-square  $X^2=9.487$  at 0.05 significant levels with four degrees of freedoms which shows there is insignificant difference among the response of respondents. The principals' interview response revealed that lack of leadership training may seriously hamper school leaders to invest full potential and make in confidence of dealing with others in and outside stake holders. From the result we conclude that majority of school leaders have not confidence to deal with others in and outside stake holders to overcome the school problems and challenges under the study area. Items 4 & 5 of table 7, indicates School leader use training and mentoring to progress quality of education, respondents, 64. 4 (57.1%&8.3%) of teachers' and 61.5 (50%%11.5% of department heads responded disagree. whereas, 13.1%&23.% of teachers' and department heads undecided. However, 21.4% &15.4% of teachers' and department heads agree. As it is has shown in Table 5 above, the computed Chi-square values  $X^2 = 2.473$  is less

than the critical value of chi-square  $X^2=9.487$  at 0.05 significant levels with four degrees of freedoms which shows there is no significant difference among the response of respondents. We understand that the majority of school leaders have limitation in coaching and mentoring in teaching and learning activities for the quality of education.

According to item 6 of Table 7, the school leader works to create conducive working environment. Respondents, 48.9 (42.9 % & 6%) of teachers and 57.75 (50 % & 7.7%) of department heads disagree, whereas, 19% of teachers and 11.5% of department heads undecided. .whereas, 24.2 (21.8%&2.4) of teachers and 24.7 (20.9&3.8%) agree. As it is indicated in Table 7 above, the computed Chi-square values  $X^2 = 2.473$  is less than the critical value of chi-square  $X^2=9.487$  at 0.05 significant levels with four degrees of freedoms which shows there is insignificant difference among the response of respondents. This may imply that school leaders of the schools under the study almost do not create school environment conducive to teaching learning through shared leadership. Therefore, there is no conducive school environment in which teachers supporting staff and other school society work together for the improvement of creating smooth working relationship. As a result this affects student achievement and quality of education.

The analysis of the responses of the interviews from WEO and PTA regarding to the key challenges of leadership practice in secondary schools they express that: problems arising from the work place may disturb the functioning or practice of the organization such as lack of interest, lack of proper budget allocation, applying rules as needed, conflicts among school communities, low students achievement, chemicals for laboratory and lack of leadership skills to organize and manage the physical and human resources at school level.(WEO and PTA, 2014). This indicates that principals must have solving skills and ability to deal with any challenges to overcome.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. SUMMARY

A summary of the study, research questions, methods and findings are presented in this chapter. It starts with a brief overview of the study. Conclusions are drawn from the review of the literature. Implication and recommendations for further studies are included. Leadership is viewed as a process that includes influencing the task objectives and strategies of a group or organization influencing people in the organization to implement the strategic and achieve the objectives, influencing group maintenance and identification, and influencing the culture of the organization (Beare, and others, 19890). Hence, school leadership is a process that involves influencing the school societies these are, teachers, parents , community, students, and others by one person or group of people for the overall school effectiveness and achievement of goals. Successful school leaders provide capacity for building as shared vision and facilitate this process , help promote the acceptance of group goals, and set expectations for high performance within the school and find appropriate strategies for better teaching learning process School leadership challenges are major contributing factors that lead to ineffectiveness of principals' performance. These negative impacts on schools bring ultimate influences on student achievement and success. Therefore, the main purpose of this study was to assess the leadership practice and challenges in selected secondary high school of Ilu Aba Bor Zone. To address this purpose, the following basic research questions were raised:

1. To what extent the leaders capacity to influence the school community?
2. To what extent leadership practice contribute to school in the Zone?
3. To what level the teachers involved in collaborative work in Decision making?
4. What are the major personal qualities and skills that leadership as instructional leader should have in their school?
5. What are the major challenges that the school leadership encountered in leading schools?

## 6. To what extent the school planning practice involves the school community on the

### Student achievements

To this effect, the study was conducted in randomly selected seven government secondary schools of Ilu AbaBor Zone. Then 84 teachers and 26 department heads were selected by using random sampling techniques. 5 woreda education leaders, 7 school principals, 4 vice principals, and 3 parent teacher association chair person were taken as sample through purposive sampling method. Because, all they are important for the study. In doing this, for the study, primary and secondary data sources were used. The data was gathered through questionnaires and interview and qualitative data tools. Accordingly, 110 copies of questionnaires were prepared and 84 copies distributed for teachers and 26 copies distributed for department heads. From the distributed questionnaires, all were returned; the returned rates were 76.36 % from teachers and 23.64 % from department heads. This study employed a combination of tools as data collection instruments. Questionnaires with teachers and department heads and semi structured interviews with principals, vice- principals and PTA coordinator. Methods of the research conducted using descriptive approach. The data collected from the close ended questionnaire was analyzed and interpreted using descriptive statistical tools such as frequency, percentage and Chi-square test. The chi-square analysis was supported by the computer SPSS program version 16.0.

The data gathered through interview were analyzed qualitatively using narration. Hence, based on the review of literature and analysis of the data, the study came up with the following findings:

1. The result was found that the secondary schools, 76 (90.5 %) of teachers' and all of department heads were males hence none number of department heads are females. The principals, vice principals, PTA chair persons and woreda education officers were all male it was implying that no female teachers holding leadership position and the work environment was male dominated.
2. It was identified that majority of teachers and department heads age range from 25-30 years in the young age which needs to more assistance and support from school leaders and community.

3. 35 (31.8%) of teachers' department heads respondents had 21- 25 years experience and this shows that they provide further support for the leaders and school community. more over all principals and vice principals had 1-5 years experience in leader position hence they need support from education office excessively.
4. Education level identified 3 (2.7%) of teachers had second degree holders .It implies that high amount of teachers does not fit preparatory class more over all principals did not fit the qualification level. '
5. From the analysis of data school leaders are not playing active role in facilitating teacher's professional development, in providing a workshop that helps parents work with their children, there is no staff training to create a spirit of cooperative working atmosphere and no adequate time for professional development at school level. In addition school leaders do not encourage teacher to collaborate with surrounding schools for experience sharing, do not review individual professional growth goals consistent with school goals and do not create awareness on teachers about the importance of engaging in professional learning.
6. The findings revealed that school leaders have no the capacity to carry out teacher monitoring and Evaluation, do not monitor the effectiveness and quality of the teaching learning process, use data effectively to improve teaching and teaching related practice and do not provide constructive feedback that helps the school members to solve their problems..
7. Concerning the leaders capacity to influence the school community the data obtained revealed that stake holders such as parents are not kept well informed about school improvement activities at the school, teachers do not provide detailed information to parents about how they can support students work at home, there is no shared belief and cooperation between the school and wider community and communities are not well mobilized to extend their contribution to build the capacity of school.
8. Concerning the personal qualities and skills that leader ship as instructional leader are not using different mechanisms to demonstrate instructional practices and facilitate effective communication among staff by providing the latest information,

they have insufficient contribution to strengthen teachers to spend more time on teaching learning and create school environment conducive to teaching. From the data obtained, the overall assessment of school leaders practice in developing the school mission and shared vision by the school leaders of the schools under the study revealed that, even though school leaders provide vision based strategic direction they do not implement the vision through strategic planning, clarify the themes of the school's mission in terms of its practical implications and create environment where teachers and school leaders work in collaboration to solve problem. The study showed that school leaders were not capable enough to shoulder responsibilities of facilitating the supply of instructional materials to teachers, as well as arrange programs to solve instructional problems together learning process.

9. The study showed on practice of decision making that principals have insufficient contribution towards strengthening participatory decision making, no empowerment of the staff in decision making, inadequate in establishing measures to communicate on problems and no shared decision making structures in the study schools.

Non-qualified educational leaders have low confidence in decision making or taking measures to the quality of teaching learning activities.

10. From the analysis of data school leaders practice are not playing active role in facilitating teachers; professional development, in promoting the practice of caring and trusting, in practicing of coaching and mentoring, and in encouraging teachers experience sharing.

The majority of teachers and department heads did not encouraged by the school leaders to evaluate their practice, no confidence to deal with in and outside stakeholders to overcome the school problems and challenges.

11. Data obtained revealed that school leaders have low capacity in monitoring and evaluation. In monitoring the effectiveness of the teaching learning process, demonstrating constancy of effective teaching learning, In evaluating quality of teaching and learning, and less awareness in the daily running activities of the school. School leaders were not using different mechanisms to evaluate their

performance as well as the performance of the teachers, they also did not provide feedback, and thus, it is safe to say that there is inadequate performance evaluation system in schools under study. However, team evaluation of work activities in departments are exercising under the study area.

## **5.2 Conclusions**

Successful school leaders have very strong and clear vision and set of values for their school. They lead their school effectively, contribute smooth leadership practice, make teachers and other stakeholders involve collaboratively in decision making for the success of the school activity. In addition they take part in improving their way of leading their schools having professional skills to overcome the challenges that their schools face. Finally, they evaluate and monitor their plan for the improvements of students' achievements. To sum up, the above points are expected from the effective leadership of the school. However, the research revealed that the leaders are ineffective at some points because they are selected from subject teachers having no leadership qualities and with no self confidence. Due to this unqualified school leaders and turnover, school leadership shortage consistency and School leadership practices are weak and unsatisfactory under this study area.

Therefore, data and ideas were gleaned from the review of the literature; the quantitative portion of the study and the qualitative portion of the study were analyzed to develop reasonable conclusions about the finding. As such triangulation of the data from these three sources produced the following conclusions are made.

The developing skill capacity of school leadership through training, workshop and seminars has great contribution for influencing the school community. But school leadership in the conducted research areas are lack the theoretical knowledge of school leadership.

School leaders are more effective in their responsibilities and duties, if they are visionary and instructional leaders. However, the study indicated that less effectiveness, lack of skills and sense of instructional leadership are the major problems of school principals in sample selected schools. Therefore, Equipping principals with skills and knowledge is the best solution to avoid the challenges.

Successful school leaders have very strong and clear vision and set of values for their school, which heavily influenced their actions and the actions of others and established a clear sense of direction and purpose for the school, place high priority and consistent emphasis up on improving classroom teaching and learning process and advocate school environment and instructional program conducive to students' learning and professional growth. Even though these are their major roles, school leaders practice on those areas are not satisfactory.

The majority number of teachers and the and the whole principal in secondary schools were found below the essential required standard set for the level under the study. In light of this idea, to allow leaders to play their role more effective, there is a, need to upgrade their qualifications while teachers aspiring to become principals will receive special training (MOE, 2010). Even if the ministries have the aim in improving the qualification, the present unqualified power of leadership exposed the practice of leadership to unsatisfactory.

Successful school leaders provide; building vision and setting direction, understanding and developing people. Redesigning the organization and managing the teaching and learning program. Besides, they expected to engage with staff and other stake holders to produce higher levels of commitment to achieve the goals of the school which, in turn, are linked to the vision. However, the findings show that school leaders encourage the development of school mission and shared vision to the quality of education but the practical implication to common educational goal are insufficient.

The purpose of motivation generate enthusiasm, to communicate expectation and to demonstrate a commitment to goal and shared vision. Successful school leaders understand the needs of teachers subsequently apply perception and influence their commitment to good performance of teaching learning. Accordingly, leadership cannot succeed without motivation. The study findings reveal that due to budget insufficient and school leaders; inactive role, motivation of teachers practiced was unsatisfactory. Therefore, it is possible to conclude that motivation was not adequately practiced in secondary schools of Ilu Aba BorZone. Accordingly, teachers were less motivation in their performance professionally, had less contribution for the improvement of pupils achievement and the improvement of quality education.

Principals increasingly are expected to provide opportunities for teachers, staff members, students, parents and community members participate in school decision making for the success of teaching learning. However, the finding of the study showed that principals have insufficient contribution towards strengthening participatory decision making, inadequate in establishing measures regarding how to communicate problems and not confident in decision making or taking measures to the quality of teaching learning activities. However, school principals were ineffective in encouraging participatory decision making. School leaders play a great role in providing and promoting in-service professional development programs for teachers and deliver the training to all teachers of the school. Through the training teachers could share useful ideas and experiences, acquaint with new teaching methodologies and curriculum innovations, develop mutual support and stand for common goals.

From the result of the study, school leaders are not playing an active role in facilitating teacher's professional development and there is no staff training to create a spirit of cooperative working atmosphere. In addition, school leaders did not encourage teachers to collaborate with experience sharing. Thus, this guides to conclude that most of school leaders were not aware of the responsibility they had for professional development of teachers, and failed to play their role in creating a conducive environment to bring professional competence of teachers. Therefore, school leaders failed to contribute a lot in bringing professional skill growth, improving the teaching and learning process and student performance.

The majority of the communities are not mobilized to extend their contribution in building the capacity of the school. Therefore, it is possible to say that school communication was not adequately practiced in secondary schools of Ilu Aba Bor Zone. As a result, this may affect the common understanding of educational goal and quality of education.

The findings of the study show that, school leaders lack skills to build collaborative cultures and established a productive working relationship. At the same time, they did not create a supportive atmosphere and good working relationship. As the result, there is no culture of trust and strong collaboration between school leaders and teachers. Therefore, there was inadequate participation of teachers in school management and lacked common goal to achieve under the study area. Thus, this may influence the quality and effectiveness of teaching learning process and have common responsibilities in solving problems of the school.

In the practice of monitoring and evaluating school leaders have the role and responsibilities to regularly monitor and observe teaching classroom activities to improve achievement. They prioritize to strength teachers to spend more of their time on teaching - learning and interacting with students. From the information obtained in the data, team work activities in department were exercising, but school leaders have inadequate capacity to carry out teacher monitoring and evaluation because they are unable to monitor different practice and quality of the teaching learning process.

This may affect the quality of instruction and results of students' achievement. School leadership is most successful when it is focused on goals relate to teaching and learning (Leadwood and Riel, 2003). This tells us that school leaders should always be alert to solve problems that could negatively affect the teaching learning process. Therefore the practice of school leadership in selected secondary schools of Ilu Aba Bor Zone is weak and ineffective .As the result, it is possible to conclude that, it may hinder the quality of leader ship practice and the results of students' achievement.

### **5.3 Recommendation**

#### **Introduction**

Leadership is the part of influencing people to direct their will, abilities and efforts towards the accomplishments of common goals. Accordingly, leadership is a key organizational function that binds the activities of the work group for the achievements of organizational objectives. It can be considered as the heart of organizational machinery. The most important thing is that leadership conceptualization designated leader has the most influencing power; devotes more time and the most responsible person to his or her own group and or organization at large. In general, leadership needs to have adequate knowledge, skills and attitude in the area of educational administration. Therefore, the researcher forwarded some recommendations which helps to avoid the challenges that hinder the school leadership from leading school and put the possible options to facilitate leadership activities in the study area of the zone. Therefore, the researcher briefly discussed the recommendations in the next section.

- I. Effective school leaders should have the necessary conceptual and technical skills to perform their functions properly. The principals should be highly qualified and experienced, in order to achieve the desired learning outcomes.
- II. The Woreda education offices are facilitate and allow formal scheduled forums for experience sharing among the school leaders.
- III. Principals should have the skill and capacity in producing school visions. They are able to work closely with their staff in creating school missions and vision, goals, objectives and applicable strategies that serves to improve and bring efficiency in the teaching- learning processes. The principals must be capable and influential in the schools to bring common and shared values among the stakeholders through regular discussion, motivating and developing collaborative activities.
- IV. The active participation of stakeholders in school leadership creates conducive atmosphere and development. The Successful principals take their responsibilities in organizing parents, students and teachers.
- V. Woreda educational leaders are responsible to give direction and guidelines in the cases, that whenever shortcomings and gaps are observed.
- VI. The results of this study showed that almost all there is no school leaders were not qualified in the educational leadership area to play vital role and to overcome their responsibility effectively. So, the study recommended that it is advisable if the Zone Education Office assigns qualified school leaders to lead the school properly. The WEO are providing supports for the school board such as regular discussion, holding workshops and conference at school level. These helps them in distributing instructional materials on time, solving the financial problems, assigning the limitation of man power, giving clear guidance and directions.
- VII. The researcher recommended that the schools and woreda education offices should make strong effort to improve the practice of in-service trainings,

continuous professional development and experience sharing within the school and among secondary school in the woreda

Finally to address the problems, it can be suggested that further studies need to be conducted in this area with regard to the practice of school leaders in developing capacities, motivating good performance, developing collaborative work decision making. Besides school leadership needs to have qualities and skills of leader ship as instructional leader, and active formulator and best achiever.

## REFERENCES

- Andrew, J, Dubrin, (2004). *Leadership Research Findings, Practice, and Skills*. 4th edition, New York. Boston.
- Abiy et al (2009). *Introduction to Research Methods*. Graduate Studies and Research Office. Addis Ababa /Unpublished for leadership of school and children's services
- Ahmed, A. (2006). "A comparative study of managerial effectiveness between government and Private High schools of Addis Ababa". Unpublished MA Thesis, Addis Ababa University.
- Bass & Avolio. B(1994) *Improving organizational effectiveness through transformational Leadership*. Thousand Oaks, CA: Sage
- Bass, B. M. (1981). *Stogdill's handbook of leadership: A survey of theory and research*. New York Free Press.
- Bentley. (2000), *Learning Beyond the Classroom' Educational Management and Administration*, vol. 28, no. 3, pp. 353–64 Bemas, Oxford, September.
- Beare. H. Caldwell, B., & Millikan, R. (1989). *Creating an Excellent School*. London: Rutledge
- Brother ton, C. (1999). *Social Psychology and Management*. Buckingham: Open University Press
- Bush, T. (1998) 'Organizational culture and strategic management' In D. Middle wood and J. Lumby, London
- Blasé (2004). *Handbooks of Instructional Leadership: How Successful Principal Promote Teaching and Learning (2<sup>nd</sup> ed.)*. Thousand Oaks, C: Crown Press, Cindy
- Caldwell, B.J. (2004). *School leadership development: How the UK Experience Compare Across the World* (Paper Presented at the 4<sup>th</sup> Thai-UK Education Festival, Bangkok on "Policies for Effective School Leadership Available at <http://www.educationaltransformations.Com.au/>).

- Cardno, C. (2001). 'Managing dilemmas in appraising performance: an approach for school leaders'. In Middlewood and C. Cardno (eds), *Managing Appraisal and Performance: A Comparative Approach*
- Cuban, L. (1988). *The Managerial Imperative and the Practice of Leadership in Schools*: Albany, NY, State University of New York Press
- Day, C, Harris, A. and Hadfield M (2000). *Leading schools in times of change*, Buckingham: Open University press.
- Dimmock, C. (1999). Principals and school restructuring: conceptualizing challenges as dilemmas, *Journal of Educational Administration*, 37 (5), 441-462
- Duignan, P & Collins, V.(2003). '*Leadership challenges and ethical dilemmas in front-line organizations*'. London: Open University Press.
- Dugion, P (2006). Educational leadership . Key challenges and ethical tensions. Cambridge University press .New York DC *Ethiopia*.(ECDPM Discussion paper 57H). Maastricht: ECDM.
- Duke, D.(1992).Concept of administrative effectiveness and the evaluation of school administrators'. Paper presented at the Annual meeting of the American Educational research Association, San Francisco
- Edmonds, R.(1997). Effective schools for the urban poor. *Educational Leadership*, Vol.37 No.1, pp 15-24 Basic Books. Newbury Park, CA: Corwin Press. Financial times—Prentice Hall.
- Fiddler, B. (2002). **Strategic Management for School Development**: Leading your School's Improvement Strategy. London: Sage
- Grint, K. (2003). '**The arts of leadership**'. In N. Bennett, M. Crawford and M. Cartwright (eds), *Effective Educational Leadership* (pp. 89–107). London: Paul Chapman Publishing

- Goldering, E. , Crowson, R. Laird, D. & Berk, R. (2003).” **Transitional leadership in a shifting policy environment**”. *Educational Evaluation and policy Analysis*, 25(4), 473 – 488.
- Harrison & Gollen, KILLion.(2007).The ways for teacher leaders.VO.65; NO.1.P; 74-77.North Carolina.
- Hayes Karen (2004). “*Professional Development Support for Urban Teachers in Standards Based Management Classroom*” .*National Forum of Educational Administration and Supervision Journal*, 2004, vol.no.p.22
- IIEP, (2005), *Training needs assessment in Educational planning and Management*. Ethiopia Federal Ministry and Regional Education Bureaus. Presented to AED/BESO II and Ministry of Education.
- Koul, L. (2008) *Methodology of Educational Research*. Vikas publishing Agency. (3<sup>rd</sup>ed.) . New Delhi
- Leithwood,K. (1994). **Leadership for School Restructuring**. Educational Administration Quarterly, 30(4), 498–518.
- Leithwood,K.(1994).*Leadership for School Restructuring*. *Education Administration Quarterly*, 30(4), 498–518.
- Leithwood, K. (2005). *Understanding successful principal leadership: Progress on a broken front*. *Journal of Educational Administration*, 43(6), 619-629.
- Leithwood, K., Jantzi, D & Steinbach, R. (1999). *Changing leadership for changing times* .Philadelphia: Open University Press *101*(1), 361.
- Leithwood&Riehl,(2003).Successfulschoolleadership.philadelphia,ALaboratory forstudensuccess, Templeuniversity, WWW.Cepa.qse.rutgers.edu/whatweKnow.
- Leithwood, K.Begley, (2006). *Successful School Leadership: What it is and how it influences pupil learning* (Report Number 800), NCSL/Department for Education and Skills, Nottingham

- Leithwood, K., Jantzi, D. and Steinbach, R. (1999) *Changing Leadership for Changing Times*, Buckingham: Open University Press
- Leithwood, K., Jantzi, D. and Steinbach, R. (2003). Fostering Teacher Leadership in N. Bennett, M. Crawford and M. Cartwright (eds), *Effective Educational Leadership* (pp. 186–200). London: Paul Chapman Publishing
- Murphy, J., and Hallinger, (1989). *Equity as access To Learning: Curricular and instructional Differences*: Journal of Curricular Studies 21, 129-149
- Maurer, R. (1991). *Managing Conflict: Tactics for School Administrators*. Boston, MA: Allyn and Bacon
- Mulugeta, Wudu., (2005). Proposal for the Development of Masters Program for Primary School Principals.
- Murray, C. (2003). *Human Accomplishment*. New York: Harper Collins
- MoE (1999). *General Education Quality Assurance package*. Addis Ababa
- MoE (2002). *Education sector Development program (ESDP – II)*. Addis Ababa: EMPDA
- MoE (2002). *The Education and Training policy and Its Implementation*. Addis Ababa
- MoE (1994). *The Education and Training policy*, Addis Ababa New Delhi
- Leithwood, K. (1994). *Leadership for school restructuring*. Education
- Ogawa, R.T. & Bossert, S.T. (1995). **Leadership as an organizational quality**. *Educational Administration Quarterly*, 31 (2), 224-43.
- Peter, Ducker (1974). *The Leader's New Work: Building Learning Organizations*. Sloan Management Review
- Pont (2007). *Education and Training policy improving School Leadership*: University of Pennsylvania, School of Medicine

Price Water House Coopers LLP.(2007).*Independent Study into School Leadership:*

MainReportAvailableat:<http://www.des.gov.uk/research/data/uploadfiles/RR818A.pdf>

Quong, T Walker, A. and Stott, K. (1998) . *Values -Based Strategic Planning*. Singapore: Simon and Schuster

Robbins, S ( 2003) . *Essentials of Organizational Behavior* (7th ed.). New Jersey: Prentice Hall

Tony Bush.(2003).*Theories Of Educational Leadership and Management*. Third Edition, by Sage Publications Ltd

Sergiovanni, T.J. (2001).*Leadership: What is in it for schools?* New York: Routledge Falmer

**Spear, CE (1994)**. *Primary Management and Leadership Towards 2000*. London: Longman

Spear,M...,gould,K.and Lee,B.(2000).Who would be a teacher? A review of factors Motivating and prospective and practicing Teachers .Slough; NFER

Stoll, L. & Fink, D.(1996). *Changing our schools*. Buckingham: Open University Pearson

Sosik ,J .J ,& Dionne,S.D.(1997).Leadership Style and Demings Behaviors Factors. *Journal of Business and Psychology*,11(4),447—462.

Waldman.M.(1993).Theoretical Consideration of leadership TOM &Leadership. *Quarterly*, 4(1),65-7

Walker,A.,&Dimmock,C.(Eds.).(2002).*SchoolleadershipandAdministration: Adopting a cultural perspectives* New York: Rout ledge Falmer

Walker, A.(2002). *Principals Developing Principals: Principal professional development in Hong Kong*

Wosssenu, Y.(2006). **Educational leadership**: Text Book ( AEMP332). Addis Ababa.

Yukl, G. (20 02). *Leadership in Organizations*. Prentice-Hall, Upper saddle River, N

U.S. Congress, Senate Committee on Equal Educational Opportunity,(1970).*Toward Equal Education Opportunity*. Washington DC Government Printing Office

Watson.(2005).Capacity Building for Decentralized Education Service Delivery In Ethiopia.(ECDPMDiscussionPaper57H).Maastricht: ECDM. Retrieved on January 2010 from; [www.ECdpm.org/dp57/](http://www.ECdpm.org/dp57/)

Wudu, M.( 2003). The contribution of school curriculum committee in facilitating and coordinating curriculum implementation and improvement in secondary schools of Amhara Region. (Unpublished Master's Thesis). Addis Ababa University School of graduate studies.

**APPENDIX A-1**

**ADDIS ABABA UNIVERSITY**

**College of EDUCATION AND Behavioral SCIENCES**

**DEPARTMENT OF EDUCATION PLANNING AND MANAGEMENT**

**Questionnaire to be filled by teachers**

**DEAR RESPONDANTS.**

The purpose of these questionnaires is to collect relevant data to the entitled “The practices and challenges of leadership In secondary school”. Your participation is crucial for the success of the study .so you are kindly requested to read all questions and fill the questionnaires with genuine study. Be sure that your responses will not be used for other purpose rather than academic purpose.

General instruction. Please! Note the following points before you start filling the questionnaires: You do not need to write your name on the questionnaires.

Thank you for your genuine response!

Part one: General information and personal data’s Indicate your response by using a mark(X) in the space provided.

1. Name of the school-----2.Woreda-----

3. Sex: Male----female-----

4. Your age in years: A.25—30--- B.31-35--- C.36-- 40 ---- D. 41—45----- E.46—50---- F.50& above-----

5 .Work experience: 1-5 years-- 6-10 years\_\_ 11-15years\_\_ 16\_\_20 years\_\_ 21—25 years--- 26---30years ---- 31and above years -----

6. Educational back ground: BA/BED-----.MA/MSC -----.Others (specify)\_\_\_\_\_

7. *CURRENT work position: vice principal----Department head----Super visor---- Teacher-----*

## **PART TWO:**

### **About the basic Questionnaires;-**

- This questionnaire asks for information about the practice and challenges of school leadership.
- This questionnaire has two sections with open and closed items. Each table contains five responses. Choose only one response from the given alternatives and put " X " sign in the space provided .Also give a brief description of your opinions for open ended questions. Every response is given based on your school context.
- The person who completes this questionnaire should be the teacher of this school. If you don't have the information to answer a particular question, please consult other teachers in this school.

The Closed questions for teachers, D/heads and super visors Please use one of the following Likert scales to indicate your response.

Key. SA=Strong agree (5) A=Agree (4) UD=undecided (3) DA=Disagree (2) SAD = Strongly Disagree (1)

Use '√' mark to write in the box corresponding to an action given.

TABLE –2: To what extent the school leader’s capacity to lead the school?

No	Items	responses				
		SA	A	UD	DA	SD
		5	4	3	2	1
1	The school leaders seek new ways to improve the school culture.					
2	The school leader is skilled in developing the school mission, goals and objectives.					
3	The school leaders forecast the expected future.					
4	The leader sets clear goals and plans.					
5	School leaders have the ability to translate strategy into action					
6	The school leader is competent in planning school vision.					

7. What are the challenges school leaders that face practice teachers and others involving collaboratively in school organization?-----  
-----

Key: - SA=Strong agree (5) A=Agree (4) UD=undecided (3) DA=Disagree (2) SAD =Strongly Disagree (1)

Use ‘√’ mark to write in the box corresponding to an action given.

TABLE- 3 To what extent leadership practice contributed in your school?

NO	ITEMS	responses				
		SA	A	UD	DA	SD
		5	4	3	2	1
1	The school leader encourages the staff to participate in school planning.					
2	School leaders promote us to evaluate our practice and improve them as desired					
3	Initiating experience sharing inside the school					
4	School leaders encourage students to effective performance success					
5	The school leader motivates teachers for the best performance.					
6	The school leader works to improve students disciplinary problems.					

7.What are the challenges that the school leaders look in developing the inspiration?

---

**Please use one of the following rating scales to indicate your response.**

Key. Very high = 5, High = 4 Medium = 3, Low= 2 very low=1

Use '√' mark to write in the box corresponding to an action given.

**TABLE -4 To what level the teachers and others involving collaborative work in decision making.**

No	Items	Responses				
		Very high	High	Medium	Low	Very low
1	The leaders facilitate collaboration and build inspired teams.					
2	The school leader supports the decisions of the followers.					
3	School leaders facilitate collaborative efforts among teachers					
4	The school leaders promote mutual respect and create an atmosphere of trust among followers.					
5	School leaders facilitating group activity					
6	The school leader has the skill in developing different programs and monitoring.					

7. What are the challenges school leaders that look to practice teachers and others involving collaboratively in school organization?-----  
-----

**Key:- SA=Strong agree (5) A=Agree (4) UD=undecided (3) DA=Disagree (2)**

SAD =Strongly Disagree (1)

Use ‘√’ mark to write in the box corresponding to an action given.

Questions regarding to personal qualities and skills that leader ship as instructional leader.

Table-5 what are the major qualities and skills of the leadership as instructional leader?

<u>N</u> <u>O</u>	Items	Responses				
		SA	A	UD	DA	SD
1	The school leader monitors and evaluates the effectiveness of curriculum, instruction and assessments.					
2	The ability to translate the vision into action					
3	School leaders supply on continuing assessment of progress and put a foundation for further progress					
4	The school leader capable of evaluating, making fair judgments and ability of planning					
5	The school leader works to make school community members more active participate in problem solving and academic activities.					
6	School leaders work with the staff for words students' achievements and trusted to others.					

7. What are the challenges school leaders face in performing monitoring and evaluation in your school?

Please provide appropriate responses by using the tick mark “√” to the corresponding items.

Please use one of the following rating scales to indicate your response.

Key:- Very high = 5, High = 4 Medium = 3, Low= 2 very low=1

TABLE- 6. How are the major challenges that the school leadership encountered in leading school?

NO	items	Responses				
		Very high	High	Medium	Low	Very low
1	The school leader creates democratic style of opportunity for all school community.					
2	School leader ensure extensive contribution indecision about school improvement					
3	School leader ship works to improve disciplinary problems					
4	School leader makes the best use of available budget to provide resources					
5	All school community have the same chance at school level					

6. What are the problems school leaders that face to carry out in leading school

---

Key:-SA=Strong agree (5)    A=Agree (4)    UD=undecided (3)    DA=Disagree (2)    SAD=Strongly Disagree(1)

Use '√' or 'X' mark to write in the box corresponding to an items given.

TABLE-7 To what extents the school planning bring the change on the student achievement?

NO	Items	responses				
		SA	A	UD	DA	SD
1	school leader works for change and improvement of the school planning					
2	school leader encourage parents school relationship to develop school planning in improving students achievements					
3	school leaders have self confidence in dealing with others in and outer school community					
4	School leader has the skill in developing different programs and time table in the school					
5	school leader use training and mentoring to progress quality of education					
6	The school leader works to create conducive working environment.					

7. What are the challenges at school leaders that to accomplish planning? \_\_\_\_\_

---



---



---

## APPENDIX A-2

### ADDIS ABABA UNIVERSITY

#### College of EDUCATION AND Behavioral SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT DEAR RESPONDANTS.

The purpose of these questionnaires is to collect relevant data to the entitled “ The practice and challenges of leader ship in secondary school”. Your participation is crucial for the success of the study .so you are kindly requested to read all questions and fill the questionnaires with genuine study. The successes of this study directly depend up on your honest and genuine response to the interview. The information that will be obtained from response to this inter vi e w will be used only for the purpose of the study . Your response will keep confidential and used for academic purpose only.

Thank you for your genuine response! Interview question for school principal and vice principals.

#### **Part one: General information and personal data's**

1. Name of the school-----2.Woreda-----3. Sex: Male----female----- 4. Your age in years: ----- 5 .Work experience: ----- 6. Educational back ground: -----

7. CURRENT work position: vice principal---- Department head-----Super visor---- Teacher---

1. Do you have a training of school leadership? If not what the impact does it has on your work in the school?
2. DOES the school strategic plan? Who are participating to develop this strategic plan?
3. What mechanism is created and used in order to implement the plan?
4. How do you motivate the school community?
5. What practical activities are done in teacher's involvement of decision making school culture?
6. What professional development activities are provided to the teacher in your school?
7. What are the major challenges that principals face during their leader ship?8. What do you think the solution for the problem?

## APPENDIX A-3

### ADDIS ABABA UNIVERSITY College of EDUCATION AND Behavioral SCIENCES DEPARTMENT OF EDUCATIONA PLANNING AND MANAGEMENT

#### INTERVIEW questions for , WOREDA EDUCATION MANAGERS AND PTA

#### DEAR RESPONDANTS

The purpose of this questionnaire is to gather related data to the entitled “The practices and challenges of leadership in secondary school”. Your contribution is crucial for the success of the study .Therefore you are kindly requested to read all questions and fill the questionnaires with genuine study. The successes of this study openly depend up on your honest and real response to the interview. The information that will be obtained from response to this interview will be used only for the purpose of the study . Your response will keep confidential and used for academic purpose only.

**Thank you for your genuine response!**

Part one: General information and personal data’s

1. Name of the school-----2.Woreda-----3. Sex: Male----female----- 4. Your age in years:----  
5 .Work experience:----- 6. Educational back ground: -----7. *CURRENT work position:*  
*vice principal----- Department head----- Super visor---- Teacher-----*

Part one: General information and personal data’s

1. Name of the school-----2.Woreda-----3. Sex: Male----female----- 4. Your  
age in years:--- 5 .Work experience:----- 6. Educational back ground: -----

7. *CURRENT work position: vice principal----- Department head----- Super visor---- Teacher----*

1. What is interrelationship between educational office and the school strategic plan?  
How it managed and monitored?
2. What are the educational office contributions in your school for student performance  
success?

3. What is done to build the school principals qualified capacity and improve their skill?
4. What is your office supporting to build successful leadership practice in secondary schools?
5. What criteria are used to choose the school principal? How do you evaluate its efficiency?
6. What are the key challenges of leadership practice in secondary school?8. What do you think the solution for the problem?

## DECLARATION

I, the under signed, declared that this thesis my original work and has not been presented for a degree in any other university, and that all source of materials used for the thesis have been duly acknowledged.

Name: Adugna Amente

Signature: \_\_\_\_\_

Date . August 9 / 2014

This thesis has been submitted for examination with my approval

As university advisor

Name: Jeilu Omer ( Ph.D)

Signature \_\_\_\_\_

Date \_\_\_\_\_

# DECLARATION

This is to certify that this thesis is my original work done under the guidance of Jeilu Omer (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: \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

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

Name: Jeilu Omer (Ph.D)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_