

**Principals' Leadership Effectiveness in Secondary Schools of
Addis Ababa City Administration**

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ADDIS ABABA UNIVERSITY
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A Thesis submitted to

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Abstract

The main purpose of this study was to investigate the effectiveness of Principals' leadership in some selected secondary schools of Addis Ababa City Administration. To this end, both qualitative [case study] and quantitative [descriptive survey] approaches were applied in this study. Primary data were gathered from Principals, vice principals, department heads, teachers, sub city education office heads and supervisors, and PTSAs of the selected Schools and analyzed using both descriptive and inferential statistics, i.e. percentiles, mean scores, and standard deviation. Additionally, qualitative data were collected from school principals, sub city education office heads, and supervisors through interview, and from Parents, Teachers, and Students Association (PTSA) through focused group discussions. Qualitative data were analyzed after the responses were transcribed using respondents' own words and categorized in to various themes and subthemes. It was found out that effectiveness of schools principals', in setting goals, developing vision, forming strong functional relationship among the school community, and showing professional endeavors in inspiring teachers do their work enthusiastically was below the desired level. The study further revealed that lack of adequate training and experience related to the functions of instructional leadership, high staff turnover, shortage of resources and more engagement on routine works that had less value to the schools' vision and mission were some of the main problem hindering principals' leadership effectiveness. Accordingly, it is concluded that almost all of the school principals were not effectively leading core activities of their schools by forming communal cooperation among the staff within the school, on one hand, and collaboration between the staff of the schools and the community outside the schools, on the other hand. Finally, it is recommended that responsible parties including Addis Ababa City Administration Education Bureau (AAEB) are advised to fill the knowledge and skill gaps of the principals by designing and providing long and short term professional training and development programs on: strategic instructional leadership, effective cooperative and collaborative school leadership styles as well as internalization of the selection criteria as stipulated in "A Blue Print for Teachers Development Program" in a suitable manner.

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Table of Contents

| Contents | Page |
|---|-------------|
| Abstract..... | i |
| Acknowledgement | ii |
| Table of contents | iii |
| List of Tables | vi |
| Abbreviations and Acronyms | viii |

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

| | |
|---|-----------|
| 1.1 Back Ground of the Study | 1 |
| 1.2 Statement of the Problem..... | 4 |
| 1.3 Objectives of the Study..... | 7 |
| 1.4 Significance of the Study | 7 |
| 1.5 Delimitations of the Study | 8 |
| 1.6 Limitation of the Study | 9 |
| 1.7 Definitions of Terms..... | 10 |
| 1.8 Organizations of the Study..... | 10 |

CHAPTER TWO

REVIEW OF RELATED LITERATURE

| | |
|---|-----------|
| 2.1 Concept of Principals' Leadership and Effectiveness..... | 11 |
| 2.2 Theories on Leadership..... | 13 |
| 2.2.1 The Trait Theory to Leadership..... | 13 |

| | |
|--|----|
| 2.2.2 The Behavioral Theory..... | 15 |
| 2. 2.3. The Contingency Theory..... | 16 |
| 2.3 Leadership style and Work Effectiveness | 18 |
| 2.3.1 Transformational Leadership | 19 |
| 2.3.2 Transactional Leadership | 20 |
| 2.3.3 Instructional Leadership | 21 |
| 2.4 Leadership Style and School Principles..... | 23 |
| 2.5 Characteristics of Effective Leadership | 24 |
| 2.6 Functions of School Leaders | 26 |
| 2.7 Creating a vision and School Principals | 30 |
| 2.8 Major Factors that Challenge School Leadership | 31 |

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

| | |
|--|----|
| 3.1 Approaches of the study | 35 |
| 3.2 Research Design | 35 |
| 3.3 Sampling and Sampling Techniques | 36 |
| 3.4 Source of Data | 37 |
| 3.4.1 Primary Data | 37 |
| 3.4.2 Secondary Data | 38 |
| 3.5 Data Collection Instruments | 38 |
| 3.5.1 Questionnaire | 38 |
| 3.5.2 Interview | 39 |

| | |
|---|----|
| 3.5.3 Focus Group Discussion | 39 |
| 3.5.4 Document Analysis | 39 |
| 3.6 Validity and Reliability Test | 39 |
| 3.7 Pilot Testing | 40 |
| 3.8 Ethical Considerations..... | 40 |
| 3.9 Procedures of Data Collection | 41 |
| 3.10 Data Analysis | 42 |

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

| | |
|--|----|
| 4.1 Respondents' Back Ground | 43 |
| 4.2 The Practice of Principals' in Setting goals and Developing Vision | 51 |
| 4.3 The Practice of Prinipals in Forming Relationship within the School Community | 55 |
| 4.4 Effectiveness of Principals in Fostering Professional Development | 59 |
| 4.5 Factors Influencing Leadership Effectiveness of the Principals | 63 |

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

| | |
|---|----|
| 5.1 Summary and Concussion of the Study | 69 |
| 5.2 Recommendations | 71 |
| REFERENCES..... | 74 |
| APPENDICES | 82 |

List of Tables

| Title | Pages |
|---|--------------|
| Table 1: Population and Sample size Distribution of the Study Areas..... | 37 |
| Table 2A: Characteristics of Respondents (School Principals and Sub city Officials)..... | 44 |
| Table 2B: Characteristics of Respondents (PTSA)..... | 46 |
| Table 2C: Characteristics of Respondents (Vice Principals, Department heads, and Teachers) | 48 |
| Table 3: Setting Goals and Developing Vision | 51 |
| Table 4: Effectiveness of Principals in Forming Relationship..... | 55 |
| Table 5: Leading towards Professional Development | 59 |
| Table 6: Factors Influencing Leadership of the Principals | 63 |

ABBREVIATIONS AND ACRONYMS

- AACA:** Addis Ababa City Administration
- ETP :** Education and Training Policy
- FDG:** Focus Group Discussion
- FDRE:** Federal Democratic Republic of Ethiopia
- GEQIP:** General Education Quality Improvement Package
- IER :** Institute of Educational Research
- LAMP:** Leadership and Management Program
- MOE:** Ministry of Education
- PSALM:** Participatory School Administration, Leadership and Management model.
- PTSA:** Parents Teachers and Students Association
- SIP :** School Improvement Program
- SPSS:** Statistical Package for the Social Science
- TDP:** Teachers Development Program
- UNESCO:** United Nations Education Science and Cultural Organization

Declaration

This thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis has been duly acknowledge.

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CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This chapter deals with the background of the study, statement of the problem, significance of the study, delimitation of the study, definition of the key terms and organization of the study.

1.1 Back Ground of the Study

Education is recognized as the key factor of economic development. Or in general, it is the corner stone of a country's development as it is crucial in producing skilled labor force that accelerates the pace of the nation's social and economic advancement (UNISCO, 2005; TGE, 1994). Principally, for developing countries, where growth is essential, if the countries are to climb out of poverty, education is particularly important with this understanding therefore; most nations today are exerting much on expanding education (Hughes, 1999).

Currently, different countries, including Ethiopia, are strategically devising various programs to alleviating or minimizing poverty through education. Accordingly, Ethiopia has developed and has been implementing its Plan for Accelerated and Sustained Development to End Poverty (PASDEP). However, ending poverty seems is difficult without offering quality to citizens realizing PASDEP's strategic vision [rapid and sustained growth through large domestic investment and scaled up development] purely needs quality education that produces competent and committed manpower. Additionally, the country has adopted Millennium Development Goals (MDGs). These goals made educational targets as the central fuels and deriving forces for the development endeavors in the country. This in turn demands ensuring quality education in a planned and systematic manner.

Hence, different intervention strategies has been planned and implemented in Ethiopia. Some of these are General Education Quality Improvement Program (GEQIP), School Improvement Programs (SIP), and English Language Improvement Programs (ELIP) .Each

of these has its own sub programs. For instance, one of the components of GEQIP is Management and Administration Program (MAP) that supports the government's initiatives in strengthening the planning, management, and monitoring capacity of MoE, REBs, and WEOs and in turn make these organs ensure effectiveness of leadership at school level. This is because, effectiveness of schools falls at the hands of effective school leadership as assisted by the relevant stakeholders (McEwan, 2003).

It is obvious that school principals play the key role in making school leadership as effective as possible. School principals apply different styles or skills of leadership including autocratic, democratic, laissez-faire, transactional and transformational (Stronge, 2008). Each of these styles has their own advantage and disadvantage. Moreover, the effectiveness of each style has its own best fitting contingent situations.

On the other hand, effective school leaders, in applying a single style or combined leadership styles, are required to have a genuine concern for children, positive characteristics towards the empowerment of teachers as well as ability to communicate and model core values through their interactions with students and teachers (MoE, 2012).

Therefore, to ensure quality education at school level those who are the leaders of schools are responsible for effective learning in schools and school improvement (Biech., 2010; Everard and others, 2004;; Kyriakides, 2008;. Nigel, 2003; Southworth, 2005.) This means, quality education is supported by effective leadership of school principals. Accordingly, increased in learner's performance, quality teaching and learning and healthiness of school environment rely strongly on good plans and practices of school leadership (Harris, 2004).

Principals are expected to provide leadership in facilitating educators so that effective teaching takes place in accordance with the philosophy and principles of country educational policy (MoE, 2012). This is because; the success of any organization including educational

institutions depends upon the way and manner in which the principals exercise school leadership (Stronge, 2008). This again depends on the extent to which school principals apply leadership in creating and maintaining cooperative efforts among the existing staff and between the school and its community in leading and making the school successful (Kyriakides, 2008). Supplementing this Nigel et al (2003) argued that effective school leaders are those who are able to maximize the diverse leadership qualities of others, enabling them to practice leadership within the school. They lead by managing, motivating and inspiring people. This may come through individual one-to one work with teachers, pupils, parents or governors, or through creating the thrust within an organization that encourages and enables people to play an active part in school life.

Effective school leaders are distinguished by their vision, passion and capacity to bring a critical spirit into the complex and demanding job of headship, whilst at the same time focusing on staff and pupil performance, and on classroom pedagogy. Christina Boateng, (cited in Finch and Johansen, 1991, P.121) has suggested that effective leaders in organizations like schools initiate and motivate followers to collectively develop and realize the vision. Accordingly, effective and successful principal must have a clear vision that shows how all components of a school will operate together. Similarly, work effectiveness of the school system requires an atmosphere of mutual trust and understanding between the school heads and their subordinates in developing school goals, creating a unity of purpose, facilitating communication, and managing instruction (Biech, 2010).

Finally the presence of effective school leaders, positive school climates, and positive attitudes of teachers can directly or indirectly influence school performance and student achievement or quality of education. A school as an organization is influenced by its principal ship (Andy, 2010; Everard *et al*, 2004; Nigel *et al*, 2003 and Philip, 2005). Therefore,

investigating the currently existing leadership effectiveness of the principals has been the central focus of this study.

1.2 Statement of the Problem

The government of Ethiopia has introduced different policies in education. One of the landmarks to this effect is developing and practicing the 1994 Education and Training Policy. Moreover, the policy has changed the task and role of the principal as an educational leader and gave the task of a principal in a school a central position in the process of evolving effective school leaders (MoE, 2008).

Additionally, MoE, (2002) the Education and Training Policy and its Implementation supports and enforces a more decentralized educational planning and leadership where by different stakeholders, including parents and local community, forms unity in leading the schools. This in turn made the role and work of school principals not only wider but also deeper. They are expected to initiate and mobilize the concerned bodies both within the school and around the school

Therefore, monitoring cooperative and collaborative leadership in the school improves the leadership qualities and performance of teaching learning in the school. This means that principals are expected to play dual roles. Primarily, they need to act as managers in maintaining the implementation of the existing government policies, strategies, rules and regulations. Secondly, they are required to develop the vision and change the existing status quo of the school. They are expected to lead both the administrative staff and academic staff in their schools. This is because; quality education is a product of effective school management and leadership practices. Here, effectiveness of school leadership has direct connection with increased learners' performance, improved quality of teaching learning processes and sustained healthy school environment (MoE, 2012).

In line to the above, Hallinger and Heck (1998) suggest that school principals are the pillars of the development of educational system especially at the second stage of educational pyramid. Today, as indicated above, the duty of the school principal is becoming more sophisticated and complex than in previous decades. This complexity has been generated by the ever increasing number of students, teachers, and related resources as well as due to ever changing and increasing cost of education resulting from changing external environmental demands including socio economic, political and technological factors. This is also requiring effective and visionary leadership of the school principals. This again relies on the ability of the school principals in planning, organizing, coordinating, directing and controlling the activities of the school system and achieving the goals and objectives of the organization. Additionally, principals are expected to create successful, confident, creative and active teachers and students in their school (MoE, 2012). These all require an effective leadership that is supported by networks and collaborations made with a wide range of people towards best possible learning outcomes and wellbeing of all students.

Besides, school principals are also required to inspire students, internal staff and members of the community to continuously enhance the learning processes in their school (MoE, 2012). It is believed that the principals' leadership role affects the teaching learning process, responsibility and accountability for student development, undertaking professional development, and managing change,

Conversely, the reality on the ground has showed that school leadership has different problems particularly at secondary school. Different studies have been conducted on some of the related topics. Alemu (2011) conducted a study on leadership effectiveness of high schools in Illuababora Administration zone and his focus was instructional leadership part of the principals. Bekalu (2011) also did his study on "Deanship Effectiveness in Jima

University” focusing the role of deans in the university. Yenenew (2012) has done his research on the title “Effectiveness of Principals in Instruction leadership in preparatory schools of South Wollo zone”. Still like Alemu this researcher focused on instructional leadership. Additionally, Abrhram (2011) stressed his study on leaders’ style of principals in Secondary schools of Wolega Zone. Tolla (2011) conducted study on leadership practices of his secondary school principals in Oromia Special Zone. The attention of this researcher was on the type of leadership styles exercised by the principals. Gorfu (2010) in his study on the title of “Managerial effectiveness in selected government TVET college of Addis Ababa “gave due attention to managerial part of the leaders of the college.

Therefore, none of the researchers mentioned above conducted a study on the effectiveness of leadership of principals combining both the instructional [core functional] and supportive part [like leading internal and external relationships] in the schools at secondary level. Moreover, there is an apparent such study has been conducted in the secondary schools of Addis Ababa city administration. Accordingly, the main intention of this study is to investigate the manner in which principals of secondary school in Addis Ababa City administration are shouldering their leadership responsibilities in a participatory manner starting from vision setting up to the realization of the vision and achieving of the goals.

In view of the fact stated above, the present study therefore, attempted to assess and investigate the extent to which principals’ are effective in their leadership in selected secondary schools in Addis Ababa City Administration based on the following research questions. .

This study further attempted to answer the following basic research questions;

1. To what extent are principals effective in setting vision and goal of the schools?
2. To what extent are school principals effective in forming relationship among the internal staff and between the school and its community?
3. How far principals are successful in undertaking professional developments?
4. What are the major factors influencing principals' leadership effectiveness in the schools?

1.3 Objectives of the Study

1.3.1 General Objective

The main purpose of the study is to investigate principals' effectiveness in school leadership in secondary schools of Addis Ababa city administration and to suggest possible recommendations that might solve the problems of principals' leadership effectiveness.

1.3.2 Specific Objectives

1. Assess the extent of principals' effectiveness in school leadership.
2. To assess the capability of school principals leadership in setting the school goals, mission, and objectives.
3. To examine the extent to which principals are creating positive and productive relationship with all the school community.
4. To assess the principals' success in undertaking professional development.
5. To identify the problems encountered and the solutions sought on principals' leadership effectiveness.

1.4 Significance of the Study

In light of the aforementioned objectives the research will have the following significance for the respective concerned bodies.

- It provides good insights for principals and other school leaders to examine their effectiveness.
- As a result of this study, good experience could be gained from these selected schools and good ideas can be adapted to improve effectiveness of school leadership.
- It probably brings the situation to the attention of the educational experts in the city, Sub-city and Woreda Education offices to undertake necessary adjustments where necessary.
- The findings and the recommendations of the study may serve as organized data for future studies to improve principals' leadership effectiveness.
- The research findings may help educational experts and practitioners' in adjusting the directions to tackle major problems on principals' leadership effectiveness and take relevant or appropriate measures that will minimize the hindrances of principals' effectiveness, and enhance quality school leadership.

1.5 Delimitations of the Study

It is true that there are different educational problems throughout the structure of the schooling from nursery up to tertiary level. However, the study concentrated on secondary education this is because, leadership at secondary schools is crucial. This is because; students at this level are made to prepare for higher learning. It is the result of the students at this level that makes the students capable to meet the requirement of higher learning in the institutions of both technical-vocation and academic education.

The title 'principals leadership effectiveness' was selected for the study because, the preliminary study by the researcher and his practical experiences clearly indicated that the major problem of education at secondary school was linked with the problem of effectiveness of principals' leadership. Secondary schools in Addis Ababa City Administrative were

selected for the study because of the practical observation that the researchers has in the administrative. The researcher also has a good understanding and familiarity with these study sites working as teacher, educational expert and school principal for a long time. Moreover, there was perceived shortage of empirical studies carried out on principals' leadership effectiveness in the city administration.

Besides, the study is delimited to investigate secondary school principals' leadership effectiveness focusing on the following three major dimensions (setting vision and goal, relationship with the school community, and undertaking professional development) as these dimensions are in harmony with leadership roles that are assigned for principals in those secondary schools.

1.6 Limitation of the Study

According to Burns and Grove (2003:42), limitations are restrictions in a study that may decrease the credibility and generalizeability of the findings. No research project is carried out without limitations (Marshall & Rossman, 1999:42).Therefore, the following limitations affected the this research

1. Delay in providing the data in a transparent manner

Here to minimize the negative effect of this the researcher gradually convinced principals that the study was intended for common benefit to help the principals solve their leadership problem. After the principals were convinced the aim of the research they tried to be transparent

2. Fear on the part of the teachers and department heads

The research made preliminary discussions with both the teachers and department heads that the research has no any hidden secrete except identifying the gap, proposing feasible solutions that would solve the problem, supporting the effectiveness of the leadership in general as

well as efficiency of the performance of the school in particular. Moreover, the researcher promised to use pseudonyms instead of the true names of the respondents and hence, the respondents were protected as advised by Bogden and Bikillen (2007), Cohen et. al (2001), and Yin (2003)

1.7 Definitions of Terms

Secondary School: a school which offers two years of general education for grade 9 and 10 and another two years of preparatory classes for grade 11 and 12.

School Principal: the leader of the school “Accountable for the academic progress for all students entrusted to their care” (Ubben, Hughes and Norris, 2007).

Leadership: the ability to influence the actions of others and to guide an organization to a desired state of being or functioning (Glover, 2003).

School leadership: a process of influence based on clear values and beliefs and leading to a ‘vision’ for the school(Glover, 2003)

Effectiveness: the measure of the extent to which principals are successful in discharging leadership roles they are supposed to play (Stronge, 2008).

1.8 Organizations of the Study

This research report is organized into five chapters. The first chapter deals with the problem and its approach. The second is concerned with the review of related literature while the third chapter deals with the methodology of the study. The fourth chapter contains analysis and interpretation of data where as the fifth chapter is concerned with the summary of the major, findings conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITRATURE

2.1 Concept of Principals' Leadership and Effectiveness

Leadership in an organization has been defined differently by different scholars. Hemphill & Coons (1957) defined leadership as “the behavior of an individual that direct activities of a group toward a shared goal.” Leadership is also explained as influential role over and above mechanical compliance with the routine directives of the organization (Katz & Kahn, 1978). It is also seen as strategy of mobilizing institutional, political, psychological, and other resources so as to arouse, engage, and satisfy the motives of followers.” (Burns, 1978). Still is has been explained as a process by which one or more individuals succeed in attempting to frame and define the reality of others (Smircich & Morgan, 1982, as cited in Yukl, 2008).

On the other hand, leadership can be expressed as the process of influencing the activities of group individuals toward achievement organizational goal (Rauch & Behling, 1984). As a concept it is an act of articulating visions, embodying values, and creating the environment within which things can be accomplished (Richards & Engle, 1986). It can also be equated as a process meaningful direction to collective effort and creating effort to be expended willingly to achieve some prescribed purposes (Jacobs & Jaques, 1990) This implies it is the ability of individuals to step outside the culture, initiate and manage evolutionary changes (Schein, 1992) by influencing, motivating, and enabling followers committed to contribute toward the effectiveness and success of the organization (Drath & Palus, 1994)

Similarly, a school system which is made up of departments, teaching and non-teaching staff and the students requires effective educational leaders. The work effectiveness of the school depends on the co-operation between these people and the principal (Ibukun, 2011).

The importance of school principal in leadership responsibilities is becoming very significant particularly in promoting students achievement (John, 2006). Often times, principals seem too busy with all the day-to-day responsibilities of running their schools that they do not seem to have enough time to practice leadership as expected.

Adedoyin (2013.P.64) states that “the school system is riddled with series of problems which include shortage of funds and materials, incessant strike, poor academic performance, cultism and drug addiction among students, examination malpractices, students and staff indiscipline and so on.” The solutions to these problems cannot be guaranteed where school leaders fail to use the appropriate leadership styles for specific situations in the process of achieving the aims and objectives of the schools. To this end, the need for smooth running of the school system calls for effective leadership.

The principal as the head of the school works together with other members of staff in setting the objectives of the school. He/she, in co-operation with teachers works towards the achievement of objectives. However, the principals’ effectiveness as a leader is measured in the school system by how far he/she carries out tangential duties which often reflect personal effectiveness (Ibukun, 2011). Work effectiveness of the school system requires an atmosphere of mutual trust, understanding and cooperation between the school head and the subordinate. Similarly leadership is an important aspect of an organization. This is due to the fact that the degree of accomplishment of organizational goals by and large lies on the degree of effectiveness of its leadership (Bolden, 2003). Effective leader results in higher performance where as ineffective leadership results in cripple organization. This is the reason that when the leaders are effective, the subordinates are motivated and do up to their best to achieve their organizational objectives. Hallinger and Heck (1998) argue that educational leadership has a

substantial effect on educational organization. It is the heart and soul of an educational institution and crucial for well achievements of an organizational objectives.

2.2 Theories on Leadership

Weindling, (2004, p.9) argue that “many theories have been advanced over the years to explain how leaders lead, whether in schools or elsewhere.” Bush and Glover build on the work of Leithwood *et al.* (1999) to develop a typology of leadership consisting of eight broad theories. (Bush and Glover, 2003, pp. 11–22). These are instructional leadership, transformational leadership, moral leadership, participative leadership, managerial leadership, post-modern leadership, interpersonal leadership, and contingent leadership

According to Adedoyin,(2013), theoretical concept of leadership is concerning about leadership in the contemporary society. A leader is conceptualized as a change agent as well as initiator of actions. A leader’s work is increasingly made complex because of the dynamic nature of social progress and fast advancement in many spheres of life.

2.2.1 The Trait Theory to Leadership

According to Bolden (2003), the Trait Approach arose from the “Great Man” theory as a way of identifying the key characteristics of successful leaders. It was believed that through this approach critical leadership traits could be isolated and that people with such traits could then be recruited, selected, and installed into leadership positions.

The problem with the trait approach lies on the fact that many research indicated that no consistent traits could be identified. Although researches indicated that some effective leaders were found to possess certain traits but the absence of these traits did not necessarily show the result that the person was not an effective leader. Although there was little consistency in the results of the various trait studies, however, some traits did appear more frequently than others, including: friendliness, task motivation, application to task, group task supportiveness,

social skill, emotional control, administrative skill, general charisma, and intelligence. Of these, the most widely explored has tended to be “charisma” (p.7).

Adedoyin (cited in Olagboye 2004) indicated that trait theory focuses essentially on the characteristics of the individuals like intelligence, self-confidence, capacity and persuasiveness etc. For long, behavioral scientists have suggested that certain traits that are essential. These traits include physical trait: height, weight, appearance; personality trait: dominance, self assurance, aggressiveness etc.; diligence traits: judgmental and analytical competence. Hence, researches on trait theories of leadership focused on identifying and comparing physical, mental and psychological characteristics of individuals. The assumption was that individual possessing appropriate trait such as enthusiasm would necessarily become leaders in whatever group or situation they find themselves, in other words, trait theorists believe that leaders are born and not made.

On the other hand, Nigel B. (cited Stogdill (1948) reviewed 124 studies conducted from 1904 to 1948 and conceptualized that effective leaders acquire and show the ability to help the group in attaining its goals. Moreover, such leaders were found to possess relevant traits like intelligence, alertness to the needs of others, understanding of the task, initiative and persistence in dealing with problems, self-confidence, desire to accept responsibility, intelligence, self-confidence, high energy levels and occupy a position of dominance and control. However, it is an acceptable reality that the importance of each trait depends on the situation, and the research did not identify any traits that were necessary or sufficient to ensure leadership success in all situations (Yukl, 2008). Accordingly, characteristics of the school principals of the schools selected for this study were analyzed.

2.2.2 The Behavioral Theory

Behavioral theories may help managers develop particular leadership behaviors they give little guidance as to what constitutes effective leadership in different situations (Bolden, *et al.*, 2003). After the publication of the late Douglas McGregor's classic book, *The Human Side of Enterprise* in 1960, attention shifted to 'behavioral theories'. McGregor was a teacher, researcher, and consultant whose work was considered to be "on the cutting edge" of managing people. He influenced all the behavioral theories, which emphasize focusing on human relationships, along with output and performance.

Although not strictly speaking a theory of leadership, the leadership strategy of effectively-used participative management proposed in Douglas McGregor's book has had a tremendous impact on managers. The most publicized concept is McGregor's thesis that leadership strategies are influenced by a leader's assumptions about human nature. As a result of his experience as a consultant, McGregor summarized two contrasting sets of assumptions made by managers in industry. That is theory X and Y managers (Weindling, 2004).

The dissatisfaction of researchers with the trait approach led to a shift in focus from the traits which effective leaders should possess to how effective leaders should behave resulting in the emergence of the behavioral approach to leadership studies. Advocates of behavioral approach saw leadership as an aspect of behavior at work. They, therefore, sought to determine what effective leaders do (e.g. how they take decisions, how they delegate tasks or motivate their followers etc.) rather than what they are. In attempting to identify the personal behavioral associated with effective leadership, behavioral theorists assume that individuals who display appropriate behavior will emerge as leaders.

2. 2.3 The Contingency Theory

The Contingency or Situational School

According to Bolden, *et al.*, (2003) behavioral theories may help managers develop particular leadership behaviors but the theorists gave little guidance as to what constitutes effective leadership in different situations. Indeed, most researchers today conclude that no one leadership style is right for every manager under all circumstances. Instead, contingency-situational theories were developed to indicate that the style to be used is contingent upon such factors as the situation, the people, the task, the organization, and other environmental variables. The major theories contributing towards this school of thought are described below.

1. Fiedler's Contingency Model

Bolden. (2003) argue that Fiedler's contingency theory postulates that there is no single best way for managers to lead. Fiedler looked at three situations that could define the condition of a managerial task:

- 1. Leader member relations:** How well do the manager and the employees get along?
- 2. Task structure:** Is the job highly structured, fairly unstructured, or somewhere in between?
- 3. Position power:** How much authority does the manager possess?

2. The Hersey-Blanchard Model of Leadership

The Hersey-Blanchard Leadership Model also takes a situational perspective of leadership Bolden. (2003). This model posits that the developmental levels of a leader's subordinates play the greatest role in determining which leadership styles (leader behaviors) are most appropriate. For Blanchard the key situational variable, when determining the appropriate leadership style, is the readiness or developmental level of the subordinate(s). As a result, four leadership styles result:

- 1 **Directing:** The leader provides clear instructions and specific direction. This style is best matched with a low follower readiness level.
2. **Coaching:** The leader encourages two-way communication and helps build confidence and motivation on the part of the employee, although the leader still has responsibility and controls decision making. Selling style is best matched with a moderate follower readiness level.
3. **Supporting:** With this style, the leader and followers share decision making and no longer need or expect the relationship to be directive. Participating style is best matched with a moderate follower readiness level.
4. **Delegating:** This style is appropriate for leaders whose followers are ready to accomplish a particular task and are both competent and motivated to take full responsibility. Delegating style is best matched with a high follower readiness level.

3. Tannenbaum & Schmidt's Leadership Continuum

One criticism of early work on leadership styles is that they looked at styles too much in black and white terms (Bolden, 2003). The autocratic and democratic styles or task-oriented and relationship-oriented styles which they described are extremes, whereas in practice the behavior of many, perhaps most, leaders in business will be somewhere between the two. Contingency theorists like Tannenbaum and Schmidt suggested the idea that leadership behavior varies along a continuum and that as one moves away from the autocratic extreme to delegation [democratic extreme] the amount of subordinate participation and involvement in decision taking increases.

Four main leadership styles can be located at points along such a continuum: autocratic (the telling style), persuasive (the selling style), consultative (the consulting style) and democratic (the joining style).

4. Adair's Action-Centered Leadership Model

John Adair has a long pedigree in the world of leadership. The Adair model is that the action centered leader gets the job done through the work team and relationships with fellow managers and staff. According to Adair's explanation an action-centered leader must: direct the job to be done (task structuring), support and review the individual people doing it and coordinate and foster the work team as a whole

2.3 Leadership style and Work Effectiveness

A number of studies have explored the relationship between the leadership style of principals and teachers commitment to the school. The success of any organization depends upon the way and manner in which the leader operates within the organization. Leadership styles are factors that determine the work effectiveness of the leader. The manager or the principal is the person who measures the work in an organization. He ensures effective utilization of resources. This means that one important characteristic of the successful leader is consistency of behavior, which enables subordinates to know where they stand with him and to predict his actions and directions (Adedoyin, 2013).

Ibrahim (cited in Likert, 1967) suggested some styles of leadership. These are exploitive- authoritative, benevolent-authoritative, consultative, and participative. In exploitive- authoritative style, the leader has low concern for people and uses such methods as threats and punishments to achieve conformance. When an authoritative leader becomes concerned for people, a benevolent authoritative leader emerges. The leader now uses rewards to encourage appropriate performance and listens more to concerns, although what he/she hears is often limited to what subordinates think that the leader wants to hear. In consultative style, the leader is making genuine efforts to listen carefully to ideas; nevertheless, major decisions are still largely centrally made. At the participative level, the

leader engages people in decision-making; people across the organization are psychologically closer and work well together at all levels.

Another set of school leadership styles was coined by Bernard and others (2006): transactional leadership and transformational leadership. These two styles have dominated scholarly debate as the major conceptual models of school leadership since the early 1980s. This paradigm builds on earlier sets of autocratic versus democratic or directive versus participative leadership.

2.3.1 Transformational Leadership

Ibrahim & Al-Teneiji (2012) argue that transformational leadership can be defined as increasing the interest of the staff to achieve higher performance through developing the commitments and beliefs in the organization. It entails moving people to a common vision by building trust and empowerment. Transformational leaders are motivating, influential, and proactive. They optimize people's development and innovation and convince them to strive for higher levels of achievement.

Bernard and others, (2006) articulated the concept of transforming leadership in 'Leadership and Performance Beyond Expectations' into 'transformational leadership' where the leader transforms followers. Bass, however, deals with the transformational style of executive leadership that incorporates social change, a facet missing from Burns' work. For Bass 'transformational leaders' may: expand a follower's portfolio of needs, transform a follower's self-interest, increase the confidence of followers, elevate followers' expectations, heighten the value of the leader's intended outcomes for the follower, encourage behavioral change and motivate others to higher levels of personal achievement (Maslow's 'self-actualization').

The transformational leaders are proactive in many different and unique ways. These leaders attempt to optimize development, not just performance. Development encompasses the maturation of ability, motivation, attitudes, and values. Such leaders want to elevate the maturity level of the needs of their associates (from security needs to needs for achievement and self-development). They convince their associates to strive for a higher level of achievement as well as higher levels of moral and ethical standards. Through the development of their associates, they optimize the development of their organization as well. High performing associates build high performing organizations.

Bernard and others, (cited in Hooper and Potter, 1997), extend that, the notion of transformational leadership to identify seven key competences of “transcendent leaders”: those able to engage the emotional support of their followers and thus effectively transcend change. These are setting direction, setting an example, communication, alignment, bringing out the best in people, the leader as a change agent, and providing decision in a crisis and on the ambiguous

2.3.2 Transactional Leadership

Bernard. *et al* (2006,p.4) states that transactional leadership emphasizes the transaction or exchange that takes place among leaders, colleagues, and followers. This exchange is based on the leader discussing with others what is required and specifying the conditions and rewards these others will receive if they full fill those requirements.

On the other, hand Bernard. *et al* (2006,p.8) argue that transactional leadership occurs when the leader rewards or disciplines the follower, depending on the adequacy of the follower’s performance. Transactional leadership depends on contingent reinforcement, either positive contingent reward (CR) or the more negative active or passive forms of management-by-exception (MBE-A or MBE-P).

The transactional items formed factors of contingent reward, management-by-exception, and laissez-faire leadership behaviors. Subsequent factor analyses supported splitting management-by-exception into passive and active factors (Hater & Bass, 1988.p.20)

While this shift from more managerial, or transactional, leadership to dispersed, or transformational, leadership was evident in literature, it remains questionable as to whether these changes are evident in the practices of administrators. Considering the realities of schools today, many school principals are doing their best to make it through any given day just managing the diverse needs of the school community; the time necessary for a transformational leader to build trust, commitment, interdependence, and empowerment of teachers and staff is not always available. In some contexts, not every leader has the ability to convince their subordinates to make an effort to perform at a high level. Transactional leaders, in contrast, do not dedicate much time to developing their subordinates; instead, they wait until they either fail or succeed and then react.

2.3.3 Instructional Leadership

A sub-type of school leadership that has been explored considerably within the literature is that of instructional leadership, or the role of school leaders in developing instructional programs and curricula and actually engaging in instruction within the schools (Murphy, 1988). Instructional leadership is one of the three modes of school leadership that are said to improve school leadership capabilities.

The clearest definition of instructional leadership that has emerged to date is “defining the school’s mission, managing the promotional program, and promoting a positive school-learning climate” (Hallinger, 2003, p. 332). These three dimensions of leadership are further defined as ten specific functions.

1. defining the school’s mission; framing goals and communicating goals

2. management of the instructional program; supervision and evaluation of instruction, coordination of curriculum, and student progress monitoring
3. the positive school learning environment) protection of instructional time, promotion of professional development, incentivizing teaching and learning, and maintaining high visibility.

As can be seen, these tasks do not directly address themselves to either transformational or transactional leadership models, but are instead a mixture of transactional and transformational methods. For example, setting and communicating goals is related to the visioning component of transformational leadership, however incentivizing teaching and learning can be considered to be a transactional leadership technique. Thus, the instructional leadership model can be said to be a task-based composite model rather than a separate model of leadership.

Further definitions have merged instructional and transformational leadership in order to produce a single model of leadership that encompasses both the administrative leadership tasks of instructional leadership and the transformational efforts of transformational leadership (Marks & Printy, 2003). The study by Marks and Printy (2003) found that transformational leadership was a necessary element to effective instructional leadership, it was also necessary to combine it with shared instructional leadership, in which effective teachers are empowered to lead and develop means of instruction in addition to the leadership of the principal, in order to be effective. Their hypothesis of integrated leadership held that “the efficacious principal works simultaneously at transformational and instructional tasks (Marks & Printy, 2003).

Kathlene L. Bentley (cited in San Antonio & Gamage, 2007) one recent model of instructional leadership is the Participatory School Administration, Leadership and Management (PSALM) model.

2.4 Leadership Style and School Principles

Tannenbaum and Schmidt, (2008) there are four major types of leadership styles that apply to all types of leaders and managers regardless of their fields of professional. The tasks and leadership styles of school principals tend to vary with the nature of their roles which include management, administration, instructional leaders and as curriculum leaders (Buckner, 2006).

A major determinant to the type of leadership style in Organizations has to do with attitude; indeed the approach that a leader adopts to manage people is largely influenced by the attitude of the manager towards employees (Hofstede, 1977). This is according to Geert Hofstede, the Germany psychologist who researched the revolutionary findings that provided the first measurable evidence between association of culture and organization in what he termed as power distance (1977). Other factors that influence the type of leadership styles include personality type that is usually determined by the level of education, skills, experience, and previous work environment (Tannenbaum and Schmidt, 2008).

As a manager the roles of a school principle involves student management, discipline enforcement, financial management, managing school assets and chairing of school committees among others responsibilities (Wohlstetter and Mohrman, 2006). As an administrator the Principle's role is to ensure that the institution is running smoothly by ensuring that all parameters of the school system are performing according to the desired level, for this reason the management roles of school Principles are inseparable with their administrative duties (Wohlstetter and Mohrman, 2006). It is kwon School Principle as an

Instructional leader is an emerging concept that requires school Principals to be more focused on student academic performance by ensuring high quality of teaching standards.

Finally, School Principals are required to be curriculum leaders by the virtue of their profession; curriculum development and processes is one of the key areas that an effective school Principal should be thoroughly competent in since it is one of the characteristics of high achieving schools (Minehira and Marlow, 2005).

2.5 Characteristics of Effective Leadership

Schools are increasingly under public inspection, supervision at regional level are established for visiting schools to monitor the effectiveness of school management, teachers' performance and students' achievement and principals are becoming more accountable to expectations of school improvement (MoE, 2008,p11). In addition, leadership cannot be separated from the socio political, cultural, historical, or ideological environments in which it exists. Now school leaders are facing the challenge of educating a growing diversity of students; of being responsive to the needs of students and society; and are accountable for effective teaching and learning processes.

Effective school leaders are able to utilize the skills of all in the schools to reach school goals within a minimal time. Riley and MacBeath (2003) describe effective leaders as follows: "Good school leaders are those who are able to maximize the diverse leadership qualities of others, enabling them to take on leadership within their areas of expertise. School principals are being effective when they are visionary and clear about their mission. Such principals can achieve school success by motivating teachers and creating a collaborative community in schools. If schools lack effective leadership, seldom they can reach their own articulated goals.

Lack of effective leadership is a vital issue in education. Leadership must include positional leaders but it should also stimulate and comprise the leadership activities of others. Harris' (2004) study examines the essentials of effective leadership in schools facing challenging contexts in terms of achievement rates in public examination and socio economic status. This study explains that to be successful a range of leadership styles is needed; no one style is perfect for all situations

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

Effective leadership is developed through collaborative professional learning and aims at purposeful change in schools. All teachers have potential to contribute to leadership for school improvement, but need scope for engaging themselves. The positional leader is designated to develop organizational procedures; build the cultural climate; and provide support for all teachers to be able to contribute their knowledge and skills to leadership that

helps to build leadership capacity. This concept of leadership puts school leaders in a position where their leadership roles become more fluid and distributed than any other forms of leadership.

2.6 Functions of School Leaders

The roles and responsibilities of school leaders are changing frequently due to a wave of reforms which cause leaders to face continuous challenges in their jobs. As there are ambiguities about the activities which may actually be considered leadership, it is difficult to sketch the boundaries of leaders' work (Mayrowetz, 2008). Depending on the school situation and personal characteristics, leaders may work alone or collaboratively to reach their goals. Heroic forms of leadership, where leaders work mainly alone, tend not to use the leadership capabilities and aptitudes of others (Duignan, 2006; Riley & MacBeath, 2003).

As noted many times in this study, principals play an important role as leaders of the school and they influence different functions within the schools with their behaviors, personal characteristics, and biases. Researchers have attempted to define different characteristics of a successful principal (Hughes, 1999). Though there is a wide range of characteristics listed by these researchers, there are several commonalities. Most importantly, nearly all of these studies list the following characteristics as being important: the principal as a learner, planner, visionary, politician, advocate, organizational developer, manager, leader, and agent of change. Though these characteristics are described in slightly different manners, they all demonstrate that to support the leadership style and work effectiveness, the following elements of management are functions of the leader to make the teacher to be effective in an organization (Adedoyin, 2013; Walter, 2003; Everard, 2004, p. 34).

- 1. Planning:** among the line of action in an educational administrator can be the Process of preparing a set of decisions for action in the future. Planning is aimed at goal

achievement in respect of a particular thing or situation and hence it involves pre-thinking, predication and forecasting the future expectations in administration.

2. Organizing: this is next to the planning. It has to do with the group of people and activities into a defined unit and trying to establish a relationship with them. A formal structure is established and there is a division of labor among the people in order to attain stated goals in the organization. Here, work is scheduled among members of the establishment following the organizational chart, in this respect, it is required of a manager to delegate, establish the appropriate procedure for accomplishing the work, provide requirements in terms of materials, fund, information and other resources to where and when needed.

3. Directing: a leader directs to ensure that workers obey and perform their duties appropriately. However, to direct effectively, adequate motivation and effective communication system in the establishment is required. A leader will direct others successfully by setting the pace i.e. leading by good examples. Coordinating: this is referred to as the ability of a leader to advice a method of unifying the institution for goal achievement. Coordination has to do with the integration of various parts of the work in order to ensure a match between the operating result and the goal to be achieved. Equally, it involves managing the use of personnel and material resources to operate an organization. A good leader will always ensure that things are done in sequence in the organization (school). That is, doing the right thing at the right time, in the right place using the appropriate method for good attainment.

4. Supervision: a leader needs to guide the operational activities of the workers. Educational supervision is a process, which aims at helping the professional growth and cooperation among the teachers so that they can be self directive,

creative and more productive. As a school leader, legitimate effort should be made in assisting the classroom teacher to improve on their own in order for them to be self-propelling practitioner as well as ensuring favorable setting for effective teaching and learning.

5. **Controlling:** this refers to the ability of a leader to have the subordinate subjected to him in order to achieve the institutional goals and objectives. Controlling is to ensure that results are as planned. It involves the setting of standard, which provides the basis for comparing the actual output against the intended output in order to make corrective measures.
6. **Staffing:** this implies the ability of a manager or principal to employ the right people at the right time and have them placed on the right job. The need for personnel in any organization is indispensable. Organizational goals can only be achieved through people and it is the major duty of the principal to service, train, maintain, assign and supervise the personnel requirement in his goal achievement.
7. **Reporting (Communication):** the principal must realize that he or she must be excellent communicator and develop positive relationships not only with the superintendent but with members of the community, the staff, and the students. Report and acceptance are important to have survival of the new principal. If the principal is going to have any goals achieved, he or she must be able to gain acceptance and articulate the vision to willing followers.
8. **Motivation:** The key to effective management is the ability to get results from other people, through other people and in conjunction with other people. If the underlying psychology is wrong, the most carefully constructed system and techniques will fail. Efficient head teachers are not necessarily effective. But if

relationships and motivation are good, people will readily accept and overcome some administrative or environmental flaws. Motivation is the drive, energy or degree of activities and individuals displays towards goal achievement, there are many means that can be used by the school manager in motivating personnel in the school system for a higher productivity and these factors range from payment of good salaries and wages, good incentives system, work ethics and social value. Motivating the personnel by the school manager will help in achieving quality control in the school, improve level of co-operation among the staff and enable the school personnel in putting in their best in the work they do.

- 9. Evaluation:** Among the major indispensable functions of an educational manager is the programme evaluation. In any educational institution, there is need for the school administrator to evaluate the performance of his school against the goals and objectives of the society inform of annual report. As the school head, one must be prepared to take the pains of assessing the success and failures in the achievement of the school aims and objectives for necessary improvements.

Furthermore, Everard, (2004, p. 227) state that inspectors have become more experienced in evaluating the quality of management and leadership in school, using different criteria. For leadership, they look for: Clear vision, sense of purpose, high aspirations and relentless focus on pupil achievements, Strategic planning, Leaders inspiring, motivating and influencing staff and pupils, Creation of effective teams, Knowledgeable and innovative leadership of teaching and curriculum, Commitment to an equitable and inclusive school where each individual matters

Similarly, Stronge, (2008) states that today's principals concentrate on building a vision for their schools, sharing leadership with teachers, and influencing schools to operate as

learning communities. Accomplishing these essential school improvement efforts requires gathering and assessing data to determine needs, and monitoring instruction and curriculum to determine if the identified needs are addressed. Consequently, principals are expected to promote and develop the school vision, empowering stakeholders to build and maintain the conditions necessary for the success of all students.

2.7 Creating a Vision and School Principals

A vision should project a “desired future state” for the school, which implies that the school should be striving to attain something different from its current state. Schools which had attained high levels of academic performance either sought to raise these further by improving the quality of passes obtained, or had re-directed the school’s vision to ensure that learners were well-rounded and prepared to play a meaningful role in society. Often the principal’s vision had informed or influenced the institutional vision, however as these visions reflected the views of a much larger (and more diverse) group, the visions were often substantially different. The principals’ visions were typically more wide ranging, while organizational visions were more constrained and focused more exclusively on academic performance (Roach, 2006).

Furthermore, Starratt (2003) states that the articulation of the vision is crucial unless the school community gets its personal visions out on the table for public dialogue, it is difficult for that community to move beyond the customary daily routines into any sense of renewing themselves and their work. Without a communal vision of who they are and where they want to go, the school functions as a shopping mall, with each classroom reflecting the idiosyncratic preferences of each teacher. Inevitably, a vision is imposed from outside. Indeed, state departments of education, pressured by political and corporate leaders whose views of schooling are one dimensional and simplistic, seem quite willing to step in and

impose their view of schooling. A local vision of schooling endorsed by the staff can serve as an interpretive framework for discussing state curriculum mandates. Often the leader has to take the initiative and put forth a vision statement.

That provides the rest of the staff something to consider, but not necessarily to endorse. Individually and in teams, the staff should be encouraged to come up with their own vision not of where they are now, of how they understand what their work currently consists of, but a vision of who they might become a vision of new understandings of their work, a vision of where they want to go with the students. Because it is not an exercise most staff are comfortable with, some time and space, structure and coaching should be provided. Most university preparation programs do not require its prospective administrators to come up with a vision statement that they are required to defend in some kind of public forum. But that is precisely one of the leadership skills needed by educational administrators Starratt, R. J. (cited in Hargreaves & Fullan, 1998). Neither are these candidates required to work with a group to generate a group vision again, a key leadership skill needed in the field.

Beyond creating one's own vision statement and collaborating with others on a communal vision statement, administrators need to assess the gap between the communal vision and the institutional processes, structures, policies, and programs that get in the way of the vision ever becoming operational.

2.8 Major Factors that Challenge School Leadership

The major factors demoralizing teachers in secondary schools are lack of incentives, poor conditions of service, low regard for teachers, large class size, poor career promotions, inadequacy of teaching facilities/materials, and irregular payment of teachers salaries (MoE, 2008).

Similarly, according to Harris (2004) problems that principals face are classified in various ways: problems related to principals and their relationship with top authorities, problems related to Principals and relationship with top to personal characteristics of principals, problems related to time, and problem related to parents For the sake of convenience, in this study, the problems that would be dealt with are as follow .

1. Problems related to instructional staff.

Aboneh (cited Lunenburg and Ornsetin, (2004) have stated the following points in this regard. Teachers consider their principals ill-qualified to manage an effective school and that they concentrate on routine activities only and do not enhance innovations in their schools, research results have suggested the teachers did not view for example, curriculum-instructional leadership as a major responsibility of principals did not see much evidence of such leadership on the part of principals and were not to accept principals in his leadership capacity.

2. Lack of vision.

McEwan (2003) has maintained that another biggest impediment of effective instructional leadership is lack of vision, will and encourage on the part of instructional leaders. Successful instructional leader requires having the kinds of courage that allows one to take risks to thrive on complexity and ambiguity, to enable other to empower themselves to be willing to work long and hard duties.

3. Lack of support from top authorities.

Another problem affecting effective instructional leadership is lack of support from top authorities. The principals operations are influenced by that authority above him/her. The frustration and discouragement of some principals regarding the perceived lack of support, from those round hem is clearly barrier to becoming an effective instructional leader

(McEwan, 2003). In strengthening this idea, Boyd (2002) has pointed out that where there is lack of support, either perceived actual from other designated leaders, the added frustration of working in a complex environment coupled with natural or anticipated challenges, become overwhelming.

4.Lack of sufficient time.

Lack of sufficient time is also another problem to instructional leadership. Time is the bane of any busy professional, but for instructional leader, it poses a particular challenge because they seek to spend substantial time in classroom where instruction is delivered. Every principal operates with in the same time constrains. One major difference among principals is how they choose to use the time they do available (McEwan, 2003, P.13). Rosser, Vicki J. (cited Roaden, 1970) further stated that in order to enhance the schools performance, principals should focus on major missions of the school, teaching and learning, research and community service, Unless the principals free themselves from the routine chores of the office, however, and reserve some free tie for study and reflection on the purposes and the program of the academic body over which they prided, their decisions must inevitably be super filial, un informed, and often inconsistent.

5.Personal characteristics of the principals.

Another impediment of instructional leadership is the personal characteristics of the principals which affects their decision making processes and their style of instructional leadership. it is evident that the principal brings something to his/her principal ship position. His /her energy, devotion, loyalty and many other personal attributes such as originality, adaptability, and emotional stability, are significant factors, in the kind of instructional leadership to be found in the school.

6. Lack of skilled teachers.

The principals revealed the lack of skilled teachers, indicating a need for ongoing professional learning for teachers. Improvement also depends on creating opportunities for teachers to co-operate and collaborate with their colleagues (Camburn, Rowan & Taylor, 2003).

8. Decision-making.

Decision-making is an important component in any organization. In particular, we argue that schools are distinctive organizational settings in that the administrator is often required to address daily operations as well as long term adaptive planning and vision. They must, as a regular characteristic of the position, be equally able to manage and lead. Furthermore, the challenges of school leadership include daily, regular decision making as well as incorporating long-term planning and situational adjustments as need arises. Simply put, schools require both excellent managers who address the regular operations of schools and high-quality leaders to face the challenges that exist today for educators (Kruse., B. L., 2009).

In addition, Biech.,(2010) identified using survey five leadership challenging models, Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart are the challenges of every institutions.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the approaches of the study, research design, sampling and sampling techniques, source of data, data collection instruments, validity and reliability test, pilot testing, ethical considerations, procedures of data collection, and data analysis.

3.1 Approaches of the study

Generally, there are two kinds of approaches in scientific studies: qualitative and quantitative approaches. Each approach has its own relative strengths and weaknesses. Hamersley in Lloyed-Jones (2003) concludes that no signal approach is necessarily an ideal one and that selection inevitably involves loss as well as gain. In order to benefit from the relative strength of the two approaches and for the purpose of validation also, the researcher employed Mixed Method (Creswell and Clark, 2007). The design is also preferable when the researcher is interested in concurrently collecting and analyzing both qualitative and quantitative data in order to come up with more credible result which is also applicable for this study, the qualitative dimension refers to data collected from the school principal, PTSAs, and sub city officials through interview. Whereas, data collected from vice principals, department heads, and teachers using questionnaire are quantitative.

3.2 Research Design

The research design used in this inquiry was employed a descriptive survey study. The design is selected with the assumption that it would sufficiently describe the school principals' effectiveness in the dimensions of setting vision and goal, relationship with the school community, and undertaking professional development and factors that affect their effectiveness of secondary school principals under consideration.

3.3 Sampling and Sampling Techniques

McMillan & Schumacher, (2001) stated that “Choosing a site is a negotiation process to obtain freedom of access to a site that is suitable for the research problem and feasible for the researcher’s resources, mobility and skills.” Accordingly, the study included five schools taken as targets of the study. The schools are located in three different sub cities and selected using purposive sampling method. This technique was used because it gave the researcher to obtain schools with more serious problems related to the title of the study. The schools included in the study were: Ayertena, Ewqet Leheberet, and Reppi Secondary school (from Kolfie Keraniyo Sub city), Yekatit 66 secondary school (from Arada sub city), and Lafto Secondary school (from Nifassilk Lafto Sub city). Secondary schools only from three sub cities were purposefully selected for the study because the information obtained from the Addis Ababa City Administration education bureau has shown that out of the total sub cities, the education system in the three sub cities had been suffering more with ineffectiveness of principals.

Regarding respondents, 75 (29.6) out of 253 teachers were selected using random sampling technique by using the formula $k=N/n$ (where k = means suppose number, N = total Population of the study, and n = Representative sample of the study. However, all 10 vice principals and all 5 principals were selected based on non probability [availability] sampling technique. This is because it gave the researcher a chance to get more relevant and resourceful individuals (Bogden and Biklen, 2007). And out of 41 members of the parent teacher student association 29 (70.8%) were involved in focused group discussions.

Additionally, 15 (27.27%) out of 55 department heads were chosen using simple random sampling technique, specifically lottery method. Lottery method was used simply by writing the name of department heads in piece of paper and drawing 3 from each school to get

the required sample study. Here, probability sampling techniques [the simple random method] was used to give equal chance for all potential sample frames (as advised by Creswell, 2007). On top of this, three sub city education office heads and three supervisors in the sub cities were purposefully selected and interviewed in this study.

Table: 1. Population and sample size distribution of the study areas

| School types | Name of Sample Secondary Schools | Grade levels | Population of the study | | | | | | Representative sample of the study | | | | | |
|------------------------|----------------------------------|--------------|-------------------------|-----------|-----------------|------------|----------|----------------------------------|------------------------------------|-----------|----------------|------------|----------|----------------------------------|
| | | | PTSAs | Principal | Vice principals | Dep. Heads | Teachers | Sub-city Supervisor & Educ. Head | PTSA | Principal | Vive Principal | Dep. Heads | Teachers | Sub-city Supervisor & Educ. Head |
| Government sec. School | Ayertena | 9-10 | 7 | 1 | 2 | 11 | 55 | 2 | 7 | 1 | 2 | 3 | 16 | 2 |
| | Reppi | 9-10 | 7 | 1 | 2 | 9 | 65 | | 7 | 1 | 1 | 3 | 19 | |
| | Ewqut lefere | 9-10 | 9 | 1 | 2 | 11 | 48 | | 9 | 1 | 2 | 3 | 14 | |
| | Lafto | 9-10 | 9 | 1 | 2 | 9 | 42 | 2 | 9 | 1 | 2 | 3 | 13 | 2 |
| | Yekatit 66 | 9-10 | 9 | 1 | 2 | 8 | 43 | 2 | 9 | 1 | 2 | 2 | 13 | 2 |
| | Total | | 41 | 5 | 10 | 49 | 253 | 6 | 41 | 5 | 9 | 14 | 75 | 6 |

Source: Directors office of the schools, 2006 Academic year

3.4 Source of Data

In order to realize the objective of the study and adequately answer the research questions, data were gathered from both primary and secondary sources of information.

3.4.1 Primary Data

The primary data was collected from sample respondents through survey questionnaire, interview, and focus group discussions (FGD). Schools principals, vice principals,

department heads, top students, and parent teacher student association (PTSAs), supervisors and education officers, one from each sub city, were included as primary sources of data.

The selection of school principals as a source of data for this study was unquestionable that they were the main subjects of the study. Moreover, the selection of vice principals, department heads, and PTSAs were selected due to their high position in school leadership next to the main principal. Though, the researcher believed that they had sufficient understanding about the extent to which principals were effective in serving the role and duties given to them and solving the challenges they face. Finally, teachers and top five students were selected and included for they had sufficient insight providing reliable information on the extent to which their respective principals were effective in their leadership.

3.4.2 Secondary Data:

The secondary data were collected by reviewing relevant literature and pertinent documents that are like published and unpublished works or materials, journals, books and articles which were related to principals' effectiveness and associated challenges in secondary schools. Though, the data were also be collected from various documents like school strategic plan, administration manuals, performance evaluation documents, 2-3 consecutive years report analysis, different training manuals, government training policy documents.

3.5 Data Collection Instruments

3.5.1 Questionnaire

Questionnaires were used to gather quantitative data for the study (Appendix A). The Questionnaire is comprised of items using a 5 – point – likert scale to measure the extent to which roles of leadership in the selected three secondary schools were practiced. The items were close ended.

3.5.2 Interview

It is clear that interview, if is conducted well, can be used to obtain rich data which would never be secured with a questionnaire. Moreover, researcher conducted semi-structured interview with principals and sub city officials so that more extended data were obtained.

For the purpose of interview, triggering questions were developed and employed. Semi-structured interview items were utilized to make the interviewees free in providing the data within the duration ranged from one up to two hours.

3.5.3 Focus Group Discussion

Data were also collected from Parents Teacher Student Association (PTSAs) using focus group discussion from each school (five groups in each school). The Focus Group Discussions were used because they were used to collect large amount of data from respondents with diversified views (as suggested by Daymon and Holloway, 2002). The method also increases the quality and richness of the data as group members were simulated by the perception and ideas of others within the social environment in which the group situated (Daymon and Hollowoy 2002, in Mc Millan and Schumacher, 1997, p. 453). From five secondary schools 29 PTSAs members were participated in the focus group discussions at an arranged class of their respective school and the discussions lasted ranging from one hour and half to two and half hours.

3.5.4 Document Analysis

In this study, pertinent documents indicated above were analyzed

3.6 Validity and Reliability Test

According to Isaac and Michael (1993) construct validity in instruments of data collection shows the extent to which certain explanatory concepts or qualities account for the indentured objectives of the data collection tools. On the other hand, Fraenken and Wallen

(2003) reported that reliability indicates the consistency of the scores obtained between different respondents or within the responses of the same subjects overtime.

The questionnaire was pre tested in Reppi and Eweqet lehbort Secondary Schools, 24 teachers, 10 department heads totally 34 participants properly filled and returned. As the result of this pre test, some improvement was made. The questionnaire has gone through revisions exhaustively to strengthen its validity. Then after the reliability and validity of the items were measured by using Crobach's alpha method by the help of SPSS version 16. The obtained test result was 0.851. Generally, the test has shown that the designed questionnaire was acceptable to measure the effectiveness of the school principal ship.

3.7 Pilot Testing

Before the final questionnaire was administered pilot study was conducted at Reppi and Eweqet lehbort Secondary Schools, to ensure that the respondents understand what the questionnaire wants to mean. The draft questionnaires were distributed to 24 teachers, 10 department heads totally 34 participants. After the questionnaire were filled and returned the reliability and validity of the items were measured by using Crobach's alpha method by the help of SPSS version 16. The obtained test result was 0.851. Then as the result indicated it was a good indicator of the internal consistency of the items.

3.8 Ethical Considerations

The participants of the study were human beings who should never be treated unethically. Accordingly, I started gathering data in accordance with the informed consent and interest of the respondents. On top of this, I also assured to the respondents that the information gathered would never be used for other purpose rather than the consumption for only this study. To keep confidentiality of the information and security of the respondents that data were collected without asking their names.

Additionally, since researchers have the responsibility to their profession as well as to subjects in the process of conducting research, so as to form smooth accomplishment of the research objective, I was also abided by other ethical principles as follow. I started by explaining the purpose of the research to subjects. After securing their permission to participate, I introduced ground rules to be followed during focus group discussions (Bogdan & Biklen, 2007; Cohen, et.al. 2000; Neuman, 2007). Practicing the above ethical elements were not only helped me to elicit tangible and adequate data from the subjects but also helped to establish “friendship which is ongoing and over lasting” (Bogdan , and Biklen, 2007,p. 49).

3.9 Procedures of Data Collection

As regard to the procedures for the administration of questionnaires and pre-testing, the researcher administered the pilot and final questionnaire. Prior to distributing the questionnaire, conducting interview and focus group discussion and made contact with the principals of the respective schools. The researcher assumed that the principals could be very busy in handling their daily routine activities. To that effect, the schools information and data officers were assigned by the principal as a facilitator in each school; through that the researcher was introduced to respondents and explained the purpose of the research as well as the content of the questionnaire. After that, the researcher and the officer together distributed the questionnaires to the sampled respondents. The respondents had been given three days to fill out the questionnaires and were requested in the fourth day. Out of 75 copies which were distributed to teachers and 23 copies of questionnaires to vice principals and department heads 100% were returned.

With regard to interview and focus group discussion, the researcher contacted the participants to obtain permission to participate in the interviews and discussion. The

researcher collected data by taking note during the interview and focus group discussions. Then the researcher reorganized the data in to categories. In doing so, the researcher stayed for one day from two to three hours in each school.

3.10 Data Analysis

In this study, relevant statistical techniques which include tables and descriptive techniques were used to present data. Data collected through questionnaires from the vice principals, department heads and teachers were scored and categorized. Once the quantitative data collection were completed and appropriately scored, the data were entered into the statistical package for the social science (SPSS version 16.0) software for analysis. Statistical procedures were performed on quantitative data gathered from the respondents.

Qualitative data that obtained from interview, FGD, and sub city officials were analyzed for recurring theme and codes accordingly. Coding categories were constructed from the concepts and themes pertinent to the review of literature. These data were used to explain and enhance the statistical data drawn from the quantitative portion of the study. To further ensure the integrity and confirmatory purposes of the qualitative data were utilized in analyzing the data. According to Cohen & Manion, (2001) triangulation is the process of using multiple data collection methods, data sources or theories to check study findings. Similarly, Bodgon and Biklen (2003:107), argue that “many sources of data are better in a study than a single source because multiple sources lead to a fuller understanding of the phenomena the researcher is studying.”

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

In this section, data gathered through various instruments are presented, analyzed, and interpreted in order to obtain the results of the research. The results are presented in such a way that data collected from different instruments on the same theme (research question) could be analyzed together for the purpose of triangulation and validation of the findings.

4.1 Respondents' Back ground

Principals of the sample schools were asked to indicate their age, gender, experience in secondary schools, experiences as principals, experience at their present school and their educational background. A copy of the principals' demographic questions can be found in appendix A. A summary of the data can be found in table 2A-C below.

Table 2A: Characteristics of Respondents (School Principals and Sub city Officials)

| Variables | Category | Principals N=5 | Sub-city Supervisor & Educ. Head |
|--|------------------|-------------------|-------------------------------------|
| Sex | Male | 5 | 6 |
| | Total | 5 | 6 |
| Age | 26-35 years | 1 | - |
| | 36-45 years | 3 | 4 |
| | 46-55 years | 1 | 2 |
| | Total | 5 | 6 |
| Level of Education | BA/BED/BSC | 5 | 3 |
| | MA/MSC | - | 3 |
| | Total | 5 | 6 |
| Area of specialization | Academic subject | 5 | 3 |
| | Educ. leadership | - | 3 |
| Total Experience at school both as teacher and principal | ≤5years | - | - |
| | 6-10years | 2 | - |
| | 11-15years | 1 | 3 |
| | 16-20years | 1 | 1 |
| | ≥ 20 years | 1 | 2 |
| | Total | 5 | 6 |
| Total Experience as school principal | <3 | 1 | - |
| | 3-6 | 2 | - |
| | 12-15 | 2 | - |
| | Total | 5 | - |

Sub city officials means (Supervisors and head of education office assigned to lead the office politically)

As indicated in the table 2A above, one principal was between 26- 35 years old. Three principals and four sub city officials were between 36- 45 years old, and one principal and two sub city officials were between 46- 55 years old. This indicates that principals were more or less matured in both leading the school as well as providing pertinent data for the study.

However, all principals and sub city officials were found to be male. This in turn shows that the participation of females in school and educational leadership was still limited. Furthermore, concerning the experience of the principals and sub city officials , two principals

have experience for 6-10years, and the others three principals and three sub city officials had 11-15 years, one principal and one sub city officials had 16-20years, and one principal and two sub city officials have ≥ 20 Total years of experience. As to experience as principal, one principal have less than 3 years, two of them have 3-6 years, and the rest two have 12-18 years. This implies that majority (80%) of the school principals have more than 3 years of experience as school leaders. Additionally, all of the principals had been serving as teachers for more than 5 years. Therefore, all of them were assumed to have sufficient experience and exposure towards the professional skills and knowledge in teaching and there were four reported to have awareness on how to lead their followers [teaching staff].

Therefore, it was assumed that the longer exposure on the position of leadership would have its own positive impacts in performing leadership tasks. This assumption is supported by some scholars (like Tannenbaum and Schmidt, 2008, Ibukun, 2011) that level of education, skills, experience, and previous work environment have direct and positive relation with effectiveness of the principals.

In terms of educational level all of the schools principals and assistant principals have first degree. However, this contradicts with the criteria indicated in the blue print of teachers' development program (MoE, 2007, Pp-30-31). In this program document it is stipulated that academic qualification required for the secondary school principal ship is a master's degree. This indicates that with regard to educational level, all the secondary schools were lead by less qualified individuals

Again as can be seen from Table 2A above that specialization in the entire schools all of the principal were academic subject area. This also contravenes what is stipulated in the blue print of teachers' development program (MoE 2007, p.60) that the document states," the school principals need to have adequate knowledge, skills and attitude in the area of

educational administration or management.” This might indicate that the principals were made to lead the school without a clear understanding of theories and principles of educational administration.

Table 2B: Characteristics of Respondents (PTSA)

| Variables | Category | Participant | | | | | Total | |
|-----------------------|-----------------|-------------|-------|-------------------|---------------|----------|-------|-------|
| | | Lafto | Reppi | Ewqet Lehebert | Yekatit 66 | Ayertena | N | % |
| Participant | Students | - | 1 | - | - | 1 | 2 | 6.89 |
| | Teachers | 1 | 1 | - | 1 | 1 | 4 | 13.79 |
| | Parents | 4 | 4 | 5 | 3 | 4 | 20 | 68.9 |
| | Principals | - | 1 | 1 | - | 1 | 3 | 10.34 |
| | Total | 5 | 7 | 6 | 4 | 7 | 29 | 100 |
| Level of education | High school | - | 2 | - | 1 | 1 | 4 | 13.79 |
| | Diploma | 3 | 2 | 3 | 2 | 3 | 13 | 44.82 |
| | First degree | 2 | 3 | 3 | 1 | 3 | 12 | 41.37 |
| | Total | 5 | 7 | 6 | 4 | 7 | 29 | 100 |

Table 2B above revealed that all of PTSAs members who participated in FGD were males. This clearly enables us to realize that the participation of females in the leadership practices of the school is found to be very low. Again regarding to the combination of PTSAs members, it is identified that parents constitute the highest proportion (68.9 %) and students constitute the least (6.89%) share in the association. Here, the participation of parents in the administration of the school shows the application of decentralized educational leadership. On the other hand, less proportion of students indicate that the right of students in

participating in decisions making process that might affect their life [like in educational leadership] was found to be unquestionably below. Additionally, the highest proportion of participation of parents, who know well about the nature of school leadership, might have ensured the relevance or validity of the data obtained. In terms of PTSAs educational background 13.79 % of them high school students, 44.82% had earned collage diploma, and 41.37% had first degree. Hence, the diversified educational background of members of PTSAs could be source of diversified views which in turn might be useful in obtaining multidirectional views on effectiveness of principal ship.

Table 2C: Characteristics of Vice Principals, Department heads, and Teachers

| Variables | Category | Respondents | | | | Teachers N=75 | |
|----------------------------|------------------------------------|---------------------|------------|-----------------|------------|---------------|------------|
| | | Vice Principals N=9 | | Dep. heads N=14 | | | |
| | | No | % | No | % | No | % |
| Sex | Male | 8 | 88.8 | 13 | 92.85 | 60 | 80 |
| | Female | 1 | 11.1 | 1 | 7.14 | 15 | 20 |
| | Total | 9 | 100 | 14 | 100 | 75 | 100 |
| Age | ≤25 years | 0 | 0 | 1 | 7.14 | 27 | 36 |
| | 26-35 years | 3 | 33.3 | 6 | 42.85 | 44 | 58.67 |
| | 36-45 years | 5 | 55.5 | 5 | 35.71 | 1 | 1.34 |
| | 46-55 years | 1 | 11.1 | 2 | 14.28 | 2 | 2.67 |
| | ≥56years | - | | - | | 1 | 1.34 |
| | Total | 9 | 100 | 14 | 100 | 75 | 100 |
| Level of Education | BA/BED/BSC /10 th Grade | 9 | 100 | 14 | 100 | 72 | 96 |
| | MA/MSC/ 11 th Grade | - | - | - | - | 3 | 4 |
| | Total | 9 | 100 | 14 | 100 | 75 | 100 |
| Total Experience at school | ≤5years | - | | 5 | 35.71 | 35 | 46.67 |
| | 6-10years | 1 | 11.1 | - | | 21 | 28 |
| | 11-15years | 3 | 33.3 | 5 | 35.71 | 8 | 10.67 |
| | 16-20years | 5 | 55.5 | 4 | 28.57 | 2 | 2.67 |
| | ≥ 20 years | - | - | - | - | 9 | 12 |
| | Total | 9 | 100 | 14 | 100 | 75 | 100 |

As shown in Table 2C above the respondents in the study except students were found males. Accordingly, 88.88 % of vice principals, 92.85% of department heads, and 80% teachers were males. Moreover, 11.1% of vice principal were 7.1% of department heads and 15% were females. This also implies that less proportion of females were participating in the issues related to school administration.

As far as age of vice principals is concerned 33.3% were 26-35 years old, 55.5% were 36-45 years old, and 11.1% were 46-55 years old. This implies about two third of the vice presidents were older than 35 years. Similarly, ages of department heads were found that 7.4% were 25-years and below, 42.85% were 26-35 years, 35.7% were 36-45, and 14.2 % were 46-55 years old. Here, again half of the departments were older than 35 years. Similarly 36% of teachers age were 25 years and below, 58.67% were between 26-35 years, 1.34% were 36-45 years, 2.67% were 46-55 years, and 1.34% were 56 years and above. More than 80% of the teachers were younger than 35 years of old. Thus, majority (about 66%) of the respondents were found more than 25years of old. Generally, it could be identified that more proportion of vice presidents was older than department heads. In turn more proportion of were older than teachers. This still indicates that nomination of individuals on different leadership positions were found to be based on experience. Therefore, the respondents were well matured to provide the required information.

With regard to educational level, all of the vice principals and department heads were first degree holders and 4% of the teachers had second degree. Hence, almost all (96%) of the respondents in the selected government secondary schools had achieved the same educational level.

This similarity in the level of education shows a corresponding similarity in the perception of how the respective principals exercised their leadership roles. According to the blue print of teachers' development program (MoE, 2007, P-331), first cycle vice principals and teachers are required to have fist degree.

According to the above table, the experiences of the respondent were found to be varied. Accordingly, 11.11% of the vice principals were found to have 6-10 years of experience, 33.33% of them have 11-15 years, 55.55% of them 16-20years years of experience. Here, about 90% of the vice presents served for more than 10 years. When we see the experience of department heads, 35.71% were between 11-15 years, and 28.57% were 16-20 years. Whereas 46.67% teachers had experience of five years or less, 28% between 6-10 years, 10.67% were 11-15 years, 2.67% 16-20 years, and 12% were twenty and above years.

4.2 The Practice of Principals' in Setting goals and Developing Vision

Table 3: Setting goals and Developing Vision

| No | Goal Setting and Vision Development | Mean values | | Mean Difference |
|----|---|----------------|-----------------|-----------------|
| | | Leaders (n=23) | Teachers (n=75) | |
| 1 | Inspiring a shared vision | 3.16 | 3.21 | 0.05 |
| 2 | Clearly articulating the strategic goals of the school | 3.05 | 2.68 | 0.37 |
| 3 | Aligning school goals with the national educational statement. | 2.23 | 1.20 | 1.03* |
| 4 | long range planning | 3.34 | 2.98 | 0.36 |
| 5 | Creating consensus with stakeholders and staff about the school's goals | 2.34 | 1.89 | 0.45 |
| 6 | Collectively establish school goals | 2.10 | 2.34 | 0.24 |
| 6 | Revise goals annually with all stakeholders. | 3.23 | 2.98 | 0.25 |
| 7 | Encouraging new ideas and creativity | 3.45 | 2.34 | 1.11* |
| 8 | Creating conducive environment in the school | 2.56 | 2.79 | 0.23 |
| 9 | Making the school to use a school improvement plan | 2.67 | 3.03 | 0.36 |
| 10 | Manage changes constructively | 2.13 | 1.95 | 0.18 |

For this Table; Leaders refer to vice principals and department heads, Mean value: <0.50 =I do not know, 0.50-1.49=Not at all; 1.50-2.49= Rarely; 2.50-3.50=Mostly; > 3.50 = Always; *=Mean difference is significant

Goals and visions always show the destiny of an organization. In any organization they are too crucial in showing the direction towards future success. Appropriately setting goals and vision is one indicator for the presence of effective leadership in an organization. Hence, data were collected and analyzed based on the items indicated in the Table 3 above,

Accordingly leaders with mean value of 3.16, 3.05, 3.34, and 2.67 and teachers with mean value of 3.21, 2.68, 2.98, and 3.03 shows insignificant difference among themselves. This indicate that inspiring a shared vision, developing long range planning, articulating the strategic goals of the school and making the school to use a school improvement plan ,

respectively, were mostly practiced in the schools. This implies school leaders were found to be effective with regard to these aspects of school operations. Beside, leaders with the of mean values 2.34, 2.10, 2.13 and 1.89, 2.34, 1.95 shown their agreement that creating consensus with stakeholders and staff about the school's goals, collectively establishing school goals and managing changes constructively, respectively were rarely done under the leadership of the principals of the schools,

Additionally, leaders with the mean values of 3.23, 2.98 and teachers with the mean values of 2.56, and 2.79 responded with minor difference among themselves that creating conducive environment in the school and revise goals annually with all stakeholders, respectively, were reported to be mostly executed in the selected schools under the guidance of the school heads.

However, the leaders and teacher showed inconsistent responses that as to the leaders encouraging new ideas and creativity were done rarely [mean values of 2.23] but teachers confirmed that it was not at all practiced in the schools [with the mean values of, 1.20], Similarly, leaders with mean value of 3.45, supported that aligning school goals with the national educational statement was always practiced , however, teachers with mean value of 2.34 indicated that it was not always but mostly practiced in the schools. In order to triangulate the contravening responses data gathered through interview and focus group discussion were consulted.

Accordingly the interview results of the respondents, Schools and school principals had various opportunities to align and modify this national vision and goals to their own practical environment and culture of the school and as a result aligning school goals with the national educational statement were mostly done. This response was also repeated by focus group

descants in all schools. On top of this, still these respondents supporting the response of leaders and replied that encouraging new ideas and creativity was practiced rarely.

Principals are expected to concentrate on setting goals and developing a vision in order to direct the operations of their schools, share leadership with teachers, and influence schools to operate as learning communities (Stronge, 2008). Similarly, work effectiveness of the school system requires an atmosphere of mutual trust, understanding and cooperation between school heads and their subordinate developed around the goal and the vision of their schools (Biech, 2010).

Concerning goal setting and vision development, the interview with principals indicated that. One of the school principals for instance stated that:

..... the mission and goal is standard it is the same as the nationally expected but schools cannot adopt as it is we made some modification and trying to align with nationally stated in this case we had an opportunity to develop our school goal and vision. Similarly every year after accomplishing every activity had been evaluated school principals had a chance to set the school goal and mission

Interview # 2 (February15, 2014)

From the data indicated above, the school principals had the opportunity to set goals and develop vision of their school as indicated in school improvement plan and, hence, the package that insures quality education was evaluated every year. After the accomplished activities had been evaluated, new goals were set for the remaining tasks. Accordingly, of the school improvement plans were found to be evaluated and revised (audited) by internal and external stake holders and higher officials. This shows that the leadership practices related to goal setting and vision development were participatory.

Furthermore, the researcher observed documents like the CPD plan, department heads plan, a three year strategic plan, yearly plan for quality education improvement and other

related documents. Hence, statements of the vision and goals were found to be stated to show the direction on how and who to implement the plan but the plan (documents) especially the quality improvement and other short term plan in all schools were almost the same because the document was prepared by City Educational Administration Bureau and distributed to sub cities with the belief that schools would adapt them to fit their specific disciplines. Accordingly, the sub cities photo copied and distributed to schools with some orientation because of this, these documents were found to be similar.

In support to this, one of the school principal also replied,

.we [to mean the school] had experience of sharing the best practice of others on how to be effective. Most of the time, we exchange the best practices among ourselves. However, we usually modify the benchmarked practices so as to make it fit with the specific culture of the our schools

Interview # 3 (January29, 2014)

As it is seen above, it is possible to infer that some principals with less experience had better chance of getting more skill and knowledge on how to set goals and develop vision and this can also inspire the subordinates of the principals to do their work with the ultimate aim of the school performance. Here, effectiveness of leadership in the schools was found to be fostered not through competition but by maintaining collaboration among the schools. The finding has a confirmation with the suggestion forwarded by the two famous writers, Roach (2006) and Starratt (2003) that thses scholars recommended that school leadership might be supported by sharing new findings and practices among themselves and building the capacity of themslves one another.

4.3 The Practice of Principals in Forming Relationship within the School Community

Table 4: Effectiveness of Principals in Forming Relationship

| No | Leadership towards Forming Relationship | Mean values | | Mean Difference |
|----|---|-------------|----------|-----------------|
| | | Leaders | Teachers | |
| 1 | Trust in others | 2.34 | 1.98 | 0.36 |
| 2 | Accepted by others | 2.41 | 2.01 | 0.40 |
| 3 | Good in human relation skill | 2.19 | 1.84 | 0.45 |
| 4 | Understanding of the needs and concerns of the staff | 3.12 | 2.79 | 0.33 |
| 5 | Understanding of the needs and concerns of students | 2.47 | 2.11 | 0.36 |
| 6 | Treating individuals fairly and with respect | 2.42 | 2.12 | 0.30 |
| 7 | Maintain positive and productive relationship with all the school community | 3.24 | 3.13 | 0.11 |
| 8 | Listen to and communicate with all academic and administrative staff | 4.34 | 3.32 | 1.02* |
| 9 | Communicate with upper level administration. | 3.24 | 2.79 | 0.45 |
| 10 | Demonstrate interpersonal openness | 2.14 | 1.93 | 0.21 |
| 11 | Administration procedures are followed in the school equally | 3.26 | 2.69 | 0.57 |
| 12 | Trust and delegate tasks to others subordinate | 2.18 | 1.82 | 0.36 |
| 13 | Communicating with parents to obtain resources | 3.27 | 2.89 | 0.38 |
| 14 | Participating parents in decisions making | 3.89 | 2.99 | 0.90* |
| 15 | Develop a system to participate parents in day to day activities | 2.20 | 1.98 | 0.22 |

Leaders refer to vice principals and department heads, Mean value: <0.50 =I do not know, 0.50-1.49=Not at all; 1.50-2.49= Rarely; 2.50-3.50=Mostly; > 3.50 = Always; *=Mean difference is significant

Under different challenging circumstances, leaders could be successful by building relationships within the community of the school and providing best opportunities for teaching and learning. This is because success in the school cannot be achieved by the heroic leadership practices of a single principal alone (Salahuddin, 2011:14).

Furthermore, principals in their school should form good relationship and work with everyone in the school compound. A formal structure is established indicating division of labor among the people in the school in order to attain preset goals in the organization (Hughes, 1999). Hence, forming relationship with individuals within the school and outside the school is a crucial indicator and supporter for the sustainability of effective leadership.

In addition, the dynamic nature of social progress and fast advancement in many spheres of life there is no best leadership it depends the situation and have to use the typology of leadership (Bush and Glover, 2003; Weindling, P. E. 2004).

Accordingly, as it can be seen from the table 4 above, leaders with mean values 2.34, 2.41, 2.19, 2.47, 2.42, 2.14, 2.18, 2.20 while teachers with the mean values of 1.98, 2.01, 1.84, 2.11, 2.12 1.93, 1.82, 1.98 indicated their responses with agreement that principals in the selected secondary school were rarely demonstrating: the behavior of trust in others , acceptable behavior by others, good human relation skill, understanding of the needs and concerns of students, treating individuals fairly and with respect, interpersonal openness , delegation of tasks to others subordinate, developing a system to participate parents in day to day activities, respectively,

Moreover, teachers with mean values of 3.12, 3.24, 3.24, 3.26, 3.27 and teachers with mean values of 2.79 3.13 2.79 2.69 2.89 replied similarly that understanding of the needs and concerns of the staff, maintaining positive and productive relationship with all the school community, communicating with upper level administration, administrating procedures in the schools equally and communicating with parents to obtain resources had been practiced under the leadership role of the principals in the selected secondary schools.

On the other hand, the responses of the leaders and teachers showed disagreement on some aspects of leadership in the school. Leaders with mean values of 4.34 and 3.89

responded that school principals were always listening to and communicating with all academic and administrative staff and allowing parents to participate in decisions making. Contrary to the response of the leaders, teachers claimed with mean values of 3.32 and 2.99 that listening to and communicating with all academic and administrative staff, and participating parents in decisions making had been mostly [not always] practiced by the school principals in the selected secondary schools

Therefore, the researcher tried to review the data gathered the interview and focus group discussion. Accordingly almost all interviewees and focus group member confirmed and supported the idea of the teachers that listening to and communicating with all academic and administrative staff, and participating parents in decisions making had been mostly executed by the school principals in the selected secondary schools.

Furthermore, the result of the interview with two school principals showed that they had good relationship with their staff members. Moreover, they believed that their relationship with their staff member significantly affect the effectiveness of the principal ship as well as the school performance. One school principal for instance, said,

As long as I know, I have good relationship with my staff and it is one criterion to be effective school principal. I know that effectiveness in school needs interpersonal skill. You [to mean any person] are supposed to positively influence the school through your school community. Therefore, I always strive to build good relationship with my subordinates [to mean vice directors] and among all my staff.

Interview # 4 (February15, 2014)

Conversely, one member of focus group discussion members in one of the selected loudly told,

Here, all of you [to refer the descants] know that with regard to the relationship between the leaders of the school and the staff or the teachers, there are so many problems. Some school leaders have no smooth and fair relation with some of the staff. There are some teachers in this school who are working simply to get salary. They are working until they get better school or work. They are dissatisfied with the relationship found in the school.....

Interview # 6 (February15, 2014)

From the above controversial data we may understand that the staff had no mutual trust on the relationship made between the school principal and the staff. The focus group discussion members in one of the school came to the agreement that the relationship created within the school [among the staff] was not satisfactory. This implies that leadership of the principals might have shortage of transformational as well as transactional styles of leadership. This in turn means most principals were not strongly, motivating their staff in forming self confidence and belongingness on one hand and Mutual trust on the other hand. This finding has a direct contrast with the assertion of Harris (2004) that school principals need to form good relationship and mutual trust among their subordinates and their staff.

4.4 Effectiveness of Principals in Fostering Professional Development

Table 5 Leading towards Professional Development

| No | Leading Professional Development | Mean Value | | Mean deviation |
|----|---|----------------|-----------------|----------------|
| | | Leaders (n=23) | Teachers (n=75) | |
| 1 | Encourage action research in the school | 3.23 | 2.96 | 0.27 |
| 2 | Encouraging teachers to use different instructional strategies and skills | 3.19 | 3.29 | 0.10 |
| 3 | Encourage to practice curriculum and program development | 1.94 | 2.15 | 9.21 |
| 4 | Arrange skills development programs (workshops) for teachers | 2.49 | 2.05 | 0.44 |
| 5 | Organize training opportunities to improve the quality of teaching | 1.87 | 1.79 | 0.08 |
| 6 | Organize experience sharing programs among colleagues | 2.43 | 2.22 | 0.21 |
| 7 | Plan and execute in service programs for staff (CPD) | 2.28 | 1.98 | 0.30 |
| 8 | Provide administrative support to inbuilt supervision | 2.47 | 2.19 | 0.26 |
| 9 | Solving problems collaboratively | 3.12 | 3.09 | 0.03 |
| 10 | Provide constructive comments to teachers through evaluation | 2.75 | 2.97 | 0.22 |
| 11 | Reward teaches for innovative works | 1.69 | 2.34 | 0.65 |

Leaders refer to vice principals & department heads, Mean value: <0.50 =I do not know, 0.50-1.49=Not at all; 1.50-2.49 Rarely; 2.50-3.50=Mostly; > 3.50 = Always; *=Mean difference is significant

Teacher's professional development is the result of the learning opportunities organized for teachers in the school system. The best way to help staff members change and update their practices, learn new skills and approaches, and function more productively to plan and implement professional development programs. Data were gathered on this issues as indicated below.

Accordingly, leaders with mean values of 3.23, 3.19, 3.12, 2.75 while teachers with the mean values of 2.96, 3.29, 3.09, 2.97 confirmed with almost nearer responses that the

principals of the selected secondary school were mostly encouraging action research, motivating teachers to use different instructional strategies and skills, solving problems collaboratively and providing constructive comments to teachers through evaluation in their schools respectively

Still as one can view from table 5 that leaders with the mean values of 2.47, 2.28, 2.43, 1.87, 2.49, 1.94, 1.69 and teachers with mean values of 2.19, 1.98, 2.22, 1.79, 2.05, 2.15, 2.34, provided a confirmable responses that the principals of the selected school were rarely providing administrative support to inbuilt supervision, planning and executing in service programs for staff, organizing experience sharing programs among colleagues, organizing training opportunities to improve the quality of teaching, arranging skills development programs (workshops) for teachers, encouraging the practice of curriculum and program development and rewarding teachers for innovative works in their schools respectively.

Additionally, successive interviews with principals and education officers as well as supervisors indicated that there were minor endeavors in planning and executing training programs on professional development. In support to this one of the principals responded,

In my school different skill development programs have been practices. The main focus of the professional development program in our school is build up the capacity of teachers by scaling up their knowledge and skills, improving the teaching learning atmosphere, and promoting the significance of school improvement packages. The trainings are given through continuous professional development program (CPD) on: school based workshop, school improvement programs, how to produce teachers' portfolio, and how to carryout continuous assessment. Here, role of principals is to plan CPD by conducting needs assessment and facilitating the program.

Interview # 7 (February 15, 2014)

Contrary to the above one of the teachers in focus group discussion of PTSAs indicated with a feeling of depression,

..... Principals require their teachers to participate in various staff development activities such as short and long-term in service courses organized by the state (the Federal and Regional education departments and city education office). But in general, the courses were non-contextualized and sometimes they were irrelevant. Some of the training were directly related to generic instructional skills, instructional models. But most often, they were conducted based on the principle of 'one size fits all' and thus do not suit individual needs even in some instances, the staff development programs made (through CPD) were based not on needs but the module (the course) availability. Participants consider such programs as a waste of time and resources, and this can generate much frustration and disappointment.

Interview # 7 (Febrewary5, 2014)

To sum up, data clearly indicated that there were no organized professional development programs but there was some promotion of school based staff development activities during staff interdepartmental meetings focused on evaluating the teaching and learning process and on an understanding of students' academic performance and behavior. Generally there were no well organized workshops and seminar conducted at the school level. Moreover, the data analyzed indicated that the training program was neither participatory nor need based. Hence, it is possible to infer that the leadership of principals with regards to professional training and development program was not effectively linked with effectiveness of the schools.

Additionally, the data obtained from the supervisors indicated that, schools had been encouraging their staff to carry out some action researches and providing them necessary recourses and training. On the other hand, Hughes, (1999) stated that the school principal is a learner, planner, visionary, politician, advocate, organizational developer, manager, leader,

and agent of change. Though principals, as mentioned above, were encouraging the staff to carry out action research and investigate what was happening in their classrooms and school aimed, they were not much supported by their principals/ However, the finding indicated that partly the conditions in the school were found to be coinciding with the idea of Bolden (2003) that principals facilitate changes in their school by facilitating teachers' inquiry, providing research resources to teachers, and coaching changes in instructional strategies.

However, the results from interview with principals clearly revealed that majority of teachers had carried out action research regardless of its implementation for which it was intended. Additionally, document analyzed showed that there were a number of action researches made by teachers but put on the shelf with no implementation. But principal of one school stated,

Action research is a required activity, as stipulated by a ministry of education, for all higher teachers to transfer to the next level through career structure. Therefore, we encourage and support teachers do the research; as a result they are solving problems encountered by the teachers during teaching and learning process as well as student performance and the research is selected by sub city officials as best work to expand the experience and the result of the research

Interview # 8 (January29,, 2014)

From the data indicated above, it is possible to examine that leadership effectiveness of principals in undertaking professional development was found to be moderate. Therefore, it was assumed that the longer exposure to the school would have its own positive impacts in effectiveness of in undertaking professional endeavors.

4.5 Factors Influencing Leadership Effectiveness of the Principals

Table 6 Factors Influencing Leadership of the Principals

| No | Problems that have affected principal's effectiveness | Mean Value | | Mean deviation |
|----|--|----------------|-----------------|----------------|
| | | Leaders (n=23) | Teachers (n=75) | |
| 1 | Higher turnover of Teachers' | 2.79 | 4.26 | 1.47* |
| 2 | Occupied by Routine Administrative work | 3.24 | 3.47 | 0.23 |
| 3 | Shortage of resources | --- | ---- | --- |
| 4 | Shortage of finance | 4.67 | 4.26 | 0.41 |
| 5 | Shortage of qualified teachers | 3.87 | 4.01 | 0.14 |
| 6 | Problem of Budgeting time to each activity | 2.79 | 3.27 | 0.48 |
| 7 | Shortage of teaching materials such as text book, stationary | 3.67 | 3.89 | 0.22 |
| 8 | Shortage Leadership Competency | 3.09 | 3.48 | 0.39 |
| 9 | Shortage of training on educational leadership | 2.69 | 3.99 | 1.30* |
| 10 | Shortage of commitment from the principals | 3.12 | 4.44 | 1.32* |

Leaders refer to vice principals & department heads, Mean value: <0.50 =I do not know, 0.50-1.49=Not at all; 1.50-2.49 Rarely; 2.50-3.50=Mostly; > 3.50 = Always; *=Mean difference is significant

Based on the data indicated in the table 6 and the result of interviews conducted with principals, education officers, and supervisors, as well as focus group discussions conducted among PTSA's members various factors hampering principals' leadership effectiveness were identified and analyzed as indicated below.

i. Higher Teachers Turn Over

The presence of employees particularly the more experienced once support the effectiveness of leadership of the principals Accordingly, leaders 2.79 responded that higher turnover of the teachers was mostly influencing effectiveness of leadership of the

principals but teachers with mean value of 4.26 asserted that the effectiveness of principals had been always influenced by turnover of the teachers

In order to confirm one of the two responses given above education office heads and supervisors of the school were interviewed. Accordingly, with no significant difference both the heads and supervisors supported the response of the teachers indicated in the table 6 that high turnover was always happening on the part of more experienced and qualified teachers.

On top of this, all principals stated that there was high staff turnover due to various reasons. One of the sub city supervisor for instance responded,

Teaching staffs do not have interest to stay in the government school system for a long time whenever they get access to better working environment and salary because the general working environment and economical questions of teachers were not attractive for them.

Interview # 4 (January 2, 2014)

Similarly, in support to the above , focus group discussion members in almost all schools added that majority of the teachers in teaching both public and government schools were getting no fringe benefit. They were neither earning sufficient salary nor ensured with any other motivators. Therefore, it is known that they had no interest to work in such school where they had not been given due attention by the government in paying them comparatively proportional salary. As stated previously, the schools have various missions to realize. The realization of these missions requires qualified and competent teachers. However, due to weak staff retention, the schools have been suffering from shortage of qualified teachers.

ii. Being Occupied by Routine Work

Effective principals delegate most routine less value adding works to their subordinate and focus on strategic issues of their school. However, the data in the table 6 item number 2 indicated that leaders and teachers with mean value of 3.24 and 3.47 agreed that principals of their school were mostly engaged on routine works.

Similarly, most principals responded that they spent most of their time dealing with such things as staff and student's affairs, responding to letters and participating on long meetings from different corners. This, according to the principals, would negatively affect the quality and the amount of work done by their schools.

On the other hand, Rosser as cited in Roaden (1970) explained that in order to enhance the schools performance, principals should focus on major missions of the school, teaching and learning, research and community service. Unless the principals reduce using more time for doing the routine chores of their office, they can never achieve the vision of their schools. This is because, spending more time to routine activities, that have less strategic relevance for the materialization of the schools' missions, forces principals to be deficient in time they need to work on key functions of the institution which ultimately influences the realization of institutional missions negatively.

iii. Shortage of Resources

Effectiveness in leadership requires resources and power to make use of these resources as well. Nonetheless, the data in the table 6 show that leaders with the mean values of 4.67, 3.87 3.67 and teachers with that of 4.26, 4.01, 3.89 indicated with consensus that shortage of finance, shortage of qualified teachers and shortage of teaching materials such as text book, stationary were always constraining the effectiveness of leadership of the principals in the selected secondary school.

Similarly, leaders with the mean values of 2.75 and 3.09 and teachers with that of 3.27 and 3.48 clearly indicated their agreement that effectiveness of leadership of the principals had been negatively influenced mostly by problem of budgeting time to each activity and shortage of leadership competency on the part of principals,

Supporting the above data, most of the school principals indicated that there was shortage of resources in their respective schools. According to these principals, there is a shortage of qualified man power. One of the school principal stated,

In our school there is shortage of teachers. Most qualified and experienced teachers are moving to private schools where they can get better salary. Some of teachers who are more competent are still searching for the better job.

Interview # 13 (February15, 2014)

And another principal also confirmed,

In the school where I am working not only shortage of well qualified teacher but also, some of the laboratories and workshops are not well equipped with the necessary instruments and machine and this may negatively influence principals' effort to ensure the quality as well as effectiveness of leadership.

Interview # 13 (January29, 2014)

Therefore, it possible to infer that principals had been facing shortage of crucial resources on practicing their leadership

iv. Shortage of Sufficient Training

Training is very important in making the principals update their knowledge and skill and improve their leadership effectiveness. Here, assessing the gap with regard to leadership and developing training program makes not only principals effective but also make the schools successful. Accordingly, leaders with mean value of 2.69 replied that shortage of training on educational leadership had been mostly affecting the effectiveness of the principals. Contrary

to these teachers with the mean value of similarly teachers with the mean value of 3.99 indicated that shortage of training on the educational leadership was always negatively influencing the effectiveness of the principals. In order to triangulate the reality behind the two contravening responses, the interview with the principals, education officers and supervisors clearly indicated that shortage of pertinent training for the principals had been always influencing the achievement of leadership of the principals in the selected secondary schools.

On the other hand, the document analysis indicated that all school principals had educational backgrounds that were less relevant to the duties and responsibilities of school leadership. Among the five principals, except one (with Law background), four of them have not taken any training related to leadership, though all of the principal's are first degree holders in different subject area. According to the focus group discussion members, even though the principals had taken short-term training related to higher education leadership, the training was insufficient and lacked sustainability.

Therefore, it was understood that no educational leadership training had been formally offered for principals. They also reported that most of their leadership skills had been developed through experience and intuition rather than training.

v. Lack of commitment

Commitment is a crucial behavior that makes individuals with all the potential they have. It is the product of motivation and competency. The data indicated in the table 6 above have shown that leaders with mean value of 3.12 replied that shortage of commitment on the part of the principals was mostly affecting their effectiveness while teachers with the mean value of 4.44 confirmed that the problem of commitment of principals in influencing their leadership effectiveness as found to be observed always in the schools where this study was conducted.

On top of this both the interviewees and focus group members agreed that not only shortage of commitment from the principals but also from their subordinates and from some teachers were seriously harming the effectiveness of the leadership role of the principals.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Under this chapter, major findings of the research were summarized. After the results of the study were reviewed, conclusions are drawn and recommendations are forwarded as follows.

5.1 Summary and Conclusions of the Study

The following are the major findings of this study and based on the findings, that are taken as a promise, the conclusions were drawn

- i. The qualification of school principals and related professional skill and knowledge was against the intended plan of Ethiopian Ministry of education. It was against what was stipulated in the blue print that claims, ‘secondary school principals need to have second degree in Educational leadership’. Whereas, almost all school principals have first degree in subject area. Here, lack of professionally capable principals was still found to be greatly influencing performances of schools in general and effectiveness of the leadership of the principals in particular. Therefore, it is possible to conclude that effectiveness of the leadership of principals is highly influenced by the miss match between their qualification and educational levels that were rated to be below the standard set by Ethiopian Ministry of Education.
- ii. The role of principals in setting goal and developing vision as one yard stick of the effectiveness of the principal was analyzed. It was found out that setting goal and developing vision found to be moderately executed. However, it was also identified that aligning the goal and vision with national vision and mission was not done to the desired level. Hence, still it is found that the outputs of the schools were not made to be planned with the expected inputs needed, from the school to other system. Therefore, from this

we can infer that the direction of school performance and leadership was not strategically linked with the national direction.

- iii. Regarding principals' interpersonal skill, it was found that there was moderate attempt to form relationship among the staff of the schools. This again indicated that lack of strong interpersonal relationship between the principals and their subordinates and the teachers was one problem of shortage of integrated efforts in the schools. Hence, lack of interpersonal relationship among the staff might have been causing unorganized efforts of the school towards the vision, goals and mission of the school.
- iv. As far as practicing professional development is concerned, principals were found to be arranging various training to improve staffs' instructional skill with the ultimate aim of improving the quality of education and training offered by the schools, undertaking valuable research, and encouraging teachers to use different instructional strategies and skills. However, the result of this study showed that end result of the principals' efforts in this regard was found to be low. The main reason, as indicated in the study was irrelevance of the training programs. The training programs were not based on the need assessments made on the skill gaps of the leaders and teachers in the schools. Thus, one can conclude that shortage of relevant training program on one hand might be wasting the resources allocated for organizing less value adding training programs including workshops and affecting the transformational leadership practices of the school leaders on the other hand.
- v. Effectiveness of school principals is being influenced by different contingent factors both within and outside the schools. These included high turnover of the more qualified and experienced teachers generated from unattractive salaries, shortage of the needed resources, engaging and using more time for routine works, lower commitment of both

teachers and principals ,lower of competencies of the principals due to the shortage of relevant and timely professional training

5.2 Recommendations

As shown above, leadership effectiveness of the principals in the selected schools was found to be moderate due to various reasons, as already discussed above. The major obstacles were lack of sufficient experience and training on instructional leadership and being busy with Routines works that have less `strategic relevance for the realization of schools mission on the part of principals and high staff turnover of teachers in the schools. The researcher has a strong belief that by addressing the aforementioned problems it would be possible to improve principals' leadership effectiveness.

However, the researcher is not doubtful from the fact that addressing these challenges is not an easy business and requires the commitment of the higher officials like sub city supervisors and educational professionals, who are responsible to take part leading the sector. Therefore, it is believed that the following recommendations can help the specified bodies to improve principals' leadership effectiveness in the schools.

i. Principal ship appointment should be made through competition on merit

Effectiveness of principals in school needs various managerial and instructional leadership skills. Hence, assigning of principals' should be based on such factors as level of education, prior training qualifications and experiences on leadership or related matters including effectively working as department head, clubs ,committee coordinator, vice principal, and member of PTSAs. To this effect, the selection of school principals should be based on the selection criteria set by the ministry of education as stipulated in "A blue print of teachers' development program.

ii. Continuously capacitating the competencies and updating the skills and knowledge of school principals.

After principals are assigned they should be continuously monitored, guided and helped by more competent and committed bodies. Hence, their skill and knowledge gaps should be continuously assessed, identified and fulfilled. These might through provision of organizing sufficient and pertinent on the job as well as off the job short and long term training on issues like effective educational leadership, transactional and transformational leadership, effective leadership of institutional change and reformation, forms of leadership etc. through combined forms of training. The forms of training can involve organizing forum, workshop, experience sharing, benchmarking, formal training, etc.

iii. Vertically aligning school goals and vision

Here, it was investigated that goal setting and vision development at school level was not strongly linked to national educational missions and visions. Hence, aligning the visions and goal of the secondary schools with the national ones directly and indirectly by forming integrated linkage with the goals and visions of primary and tertiary educations and then aligning with the educational goals and vision of the nation is advisable.

iv. Fostering Strategic leadership

Most of the school principals were found to be working continuously on routines that were less value adding to the realization of the vision and mission of their schools. Hence, principals are advised to use at least two third of their working time in order to realize the strategic goals and vision of the school

v. Employing and retaining more qualified teachers

Qualified staff members are backbones for the realization of vision and meeting mission of the schools through active participation of these teachers directly on school leadership **mainly** in leading the students and some related clubs. Thus, the city administration education bureau in collaboration with the schools needs to work more to attract and retain qualified staff members. It should initiate a study on remuneration /salary/ and benefit package that would take prevailing labor market into account

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APPENDIX A

ADDIS ABABA UNIVERSITY

POST GRADUATE PROGRAM

INSTITUTE OF EDUCATIONAL RESEARCH

A questionnaire to be filled by vice principals, department heads and teachers

Dear respondents,

The main purpose of this questionnaire is to investigate Principal Leadership Effectiveness in selected Government Secondary Schools of Addis Ababa City Administration. Through this questionnaire, I would like to get your view regarding the leadership effectiveness of your principals at your school. Since the information you provide will serve as a basis to identify Principals Leadership effectiveness, your genuine responses to the questions that follow are highly valued and taken as essential assets to the success of this study. I would like to make sure that all the information you provide will remain confidential and will be used for research purpose only. So please be confident and frank to give your responses to the best of your knowledge.

Thank you in advance for all your cooperation.

Note:

1. There is no need to write your name
2. For every item, you have to give only one answer.

Part I: Background information of the respondent

Please respond to the following questions by putting (x) mark in the box and write on the space provided when necessary.

A. Name of the school _____

B. Sex 1. Male 2. Female

C. Age 1. 25 years and below 3. 36-45 years
 2. 26 -35 years 4. 46-55 years 5. above 55 years

D. Level of education

1. Diploma 2. BA/BED/BSC
3. MA/MSC 4. Other (Please specify)

E. Total years of service as a teacher at the end of this school year.

1. 5 years and below 2. 6-10 years
 3. 11-15 years 4. 16-20 years 5. Above 20 years

F. your capacity/position in the school

1. vice principal 2. Department head
 3. Teacher 4. Other

Part II: The following are the major dimensions which suppose to measure Principals effectiveness at your school. Please read each statement carefully and put tick “x” mark against each rating scale.

For each response, 5= Always, 4= Mostly 3= Rarely, 2= Not at all, 1= I do not know

| No. | 1. Setting goals and vision Your school leaderships is effective at | 5 | 4 | 3 | 2 | 1 |
|-----|--|---|---|---|---|---|
| 1 | Inspiring a shared vision | | | | | |
| 2 | Articulating clearly the strategic goals of the school | | | | | |
| 3 | Aligning school goals with the national educational statement. | | | | | |
| 4 | Demonstrating vision and long range planning | | | | | |
| 5 | Creating consensus with stakeholders and staff about the school’s goals | | | | | |
| 6 | Collectively establish school goals and revise goals annually with all stakeholders. | | | | | |
| 7 | Encouraging new ideas and creativity | | | | | |
| 8 | Creating conducive environment in the school | | | | | |
| 9 | Making the school to use a school improvement plan as a basis for progress. | | | | | |
| 10 | Manage changes constructively | | | | | |
| | 2. Relationship with the school community Your school leaderships is effective at | | | | | |
| 1 | Trust in others | | | | | |
| 2 | Accepted by others | | | | | |
| 3 | Good in human relation skill | | | | | |
| 4 | understanding of the needs and concerns of the staff | | | | | |
| 5 | understanding of the needs and concerns of students | | | | | |
| 6 | Treat individuals fairly and with respect | | | | | |
| 7 | Maintain positive and productive relationship with all the school community | | | | | |
| 8 | Listen to and communicate with all academic and administrative staff | | | | | |
| 9 | Communicate priorities to the upper level administration. | | | | | |
| 10 | Demonstrate interpersonal openness | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 11 | Insure that fair administration procedures are followed in the school equally | | | | | |
| 12 | Trust and delegate tasks to others subordinate | | | | | |
| 13 | Communicating with parents to obtain resources | | | | | |
| 14 | Participating parents in decisions making | | | | | |
| 15 | Develop a system to participate parents in day to day activities | | | | | |
| | Leading professional Development | | | | | |
| | Your school leadership is effective at | | | | | |
| 1 | Encourage action research in the school | | | | | |
| 2 | Encouraging teachers to use different instructional strategies and skills | | | | | |
| 3 | Encourage to practice curriculum and program development | | | | | |
| 4 | Arrange skills development programs (workshops ,coaching) for teachers | | | | | |
| 5 | Focus on staff training opportunities to improve the quality of teaching and learning | | | | | |
| 6 | Organize experience sharing programs among colleagues | | | | | |
| 7 | Plan and execute in service programs for staff (CPD) | | | | | |
| 8 | Provide administrative support to inbuilt supervision | | | | | |
| 9 | Solving problems collaboratively | | | | | |
| 10 | Provide contractive comments to teachers through evaluation | | | | | |
| 11 | Reward teaches for innovative works | | | | | |
| | Problems that have affected principal's effectiveness | | | | | |
| 1 | Higher turnover of Teachers' | | | | | |
| 2 | Occupied by Routine Administrative work | | | | | |
| 3 | Shortage of resources | | | | | |
| 4 | Shortage of finance | | | | | |
| 5 | Shortage of qualified teachers | | | | | |
| 6 | Problem of Budgeting time to each activity | | | | | |
| 7 | Shortage of teaching materials such as text book, stationary | | | | | |
| 8 | Shortage Leadership Competency | | | | | |
| 9 | Shortage of adequate guidance support from higher official | | | | | |
| 10 | Shortage of training on educational leadership | | | | | |
| 11 | Shortage of commitment | | | | | |
| 12 | If there are other please specify and rate | | | | | |

APPENDIX B

ADDIS ABABA UNIVERSITY

POST GRADUATE PROGRAMME

INSTITUTE OF EDUCATIONAL RESEARCH

Interview questions for school principals

Part I: Background information

1. Name of the school _____
2. Gender 1. Male 2. Female
3. Age 1. 25 years and below 2. 26-35 years
 3. 36-45 years 4. 46-55 years 5. above 55
4. Level of education
 1. 12+2 (Diploma)
 2. BA/BED/BSC
 3. MA/MSc
 4. Other (please specify)
5. Qualification
 - a) Undergraduate level on educational leadership
 - b) Graduate level on educational leadership
 - c) Undergraduate level on academic subject
 - d) Graduate level on academic subject
 - e) Other (please specify)
6. Do you have specialized professional training for secondary school principal ship?
Yes No
7. Total service years in secondary school in different position
8. Service year at the end of 2005 academic year.....

Part II. Interview questions

A. Setting Goals and Vision

1. Have you ever had the opportunity to set goals and vision of your school? If so to what degree has a shared vision have been developed within your school? And what were your major roles?

2. Do you think that you have been successful in setting your school vision and goals? How? Are you successful in achieving the goals you set? Why did you say that?
3. How closely does your school improvement plan goal align with the national goal?

B. Relationship with the School Community

4. How would the relationship between you and all school community be described? How do you judge your interpersonal skill? Can you support your response with practical evidence?
5. Do you think that your leadership style is effective on areas like delegation of work, handling the human capital, solving problems collaboratively? Can you give me examples for this?
6. How are best practices shared amongst the staff?

C. Undertaking Professional Development

7. Have you ever organized staff development activities in your school? If you have organized professional development program what was the main focus of the program?
8. How do you judge your endeavor in encouraging teachers to carry out action research in your school? Why did you say that?
9. Do you believe that you have encouraged teachers to use different instructional strategies and skills?
10. Do you believe that you have arranged experience sharing program (s) among colleagues in your school and schools they have best practice? What was your role?
11. In your school do you think that there is a practice of peer observation with Colleagues among teachers? Please tell me the administrative support you provide for his peer (collegial) supervision?
12. Do you support practice of new skills, innovation and Creativity?

Part IV.

13. It is obvious that the principals encounter a lot of problems in carrying out leadership functions. Please specify some of the major problems that negatively affect leadership effectiveness and the possible solutions you think.

APPENDIX C

ADDIS ABABA UNIVERSITY

POST GRADUATE PROGRAM

INSTITUTE OF EDUCATIONAL RESEARCH

Guide questions for focused group discussion with PTSAs

The main purpose of this focused group discussion is to gather relevant and pertinent information regarding the principals' leadership effectiveness. Therefore, you as the participant of the discussion are kindly requested to provide the necessary information. All the information you provided will be confidential and used only for this research purposes.

Part I. Background information

- A. Name of the school _____
- B. Sex
 - a) Total Students participated in FGD Male Female
 - b) Total parents Participated in FGD Male Female
 - c) Principal Participated in FGD Male Female
 - d) Total teachers Participated in FGD Male Female
- C. Level of education
 - a) High school student
 - b) College diploma
 - c) University/College Degree
 - d) Second degree and above

Part II. Principal's Leadership Effectiveness

1. Do you think that you as PTSAs member are actively involved in designing and planning the school strategic and yearly plan?
2. Do you think that your principal has been successful in setting your school vision and goals? How? Is s/he successful in achieving the goals? Why did you say that?
3. Do you think that the school has a clearly stated mission?

4. What informal support do you receive from the principals as PTSAs to work together?
5. How do you as PTSAs contribute to enhance the school leadership effectiveness?
6. What formal actions does the principal take to support your task as PTSAs?
7. Is the school principal responsible in managing (monitoring and coordinating) the proper implementation and undertaking of professional development? How do you describe the effectiveness of principal in this regard?
8. Do you think that your principal has interpersonal communication and relationship with all school community? Can you describe the relationship? How do you judge your principal interpersonal skill? Can you support your response with practical evidence?
9. Do you think that your principal is effective on areas like delegation of work, handling the human capital, solving problems collaboratively? Can you give me examples for this?
10. To what extent the school principals performed school based professional development.
11. Has your principal prepared any opportunity for students who need extra time to learn? Please describe.
12. Do you think that as PTSAs you have a leadership role? What role do you play to influence the climate of the school in an informal way?
13. What problems does your school principal face in performing his/her tasks as school leader?
14. What solutions do you propose to solve the encountered problems?

APPENDIX C

ADDIS ABABA UNIVERSITY

POST GRADUATE PROGRAMME

INSTITUTE OF EDUCATIONAL RESEARCH

Interview questions for sub city education office heads and supervisors

Part I: Background information

1. Gender 1. Male 2. Female
2. Age 1. 25 years and below 2. 26-35 years
 3. 36-45 years 4. 46-55 years 5. above 55
3. Level of education
1. 12+2 (Diploma) 2. BA/BED/BSC
 3. MA/MSC 4. Other (please specify)
4. Qualification
- a) Undergraduate level on educational leadership
 b) Graduate level on educational leadership
 c) Undergraduate level on academic subject
 d) Graduate level on academic subject
5. Total service years in different position

Part II. Interview questions

1. Do you think that school principals have been successful in setting their school vision and goals? Have you cross checked how closely school goal align with the national goal? What is your role?
2. How would you describe the relationship of school principals within their subordinates and staff as a whole? How do you judge their interpersonal skill? Are they good in producing comprehensive report and report on time? Can you support your response with practical evidence?

3. How do judge school principals in undertaking professional devours like staff development activities , encouraging teachers to carry out action research, to use different instructional strategies and skills, arranged experience sharing program (s) among colleagues in their schools ?
4. It is obvious that the principals encounter a lot of problems in carrying out leadership functions. Please specify some of the major problems that negatively affect leadership effectiveness and the possible solutions you think.