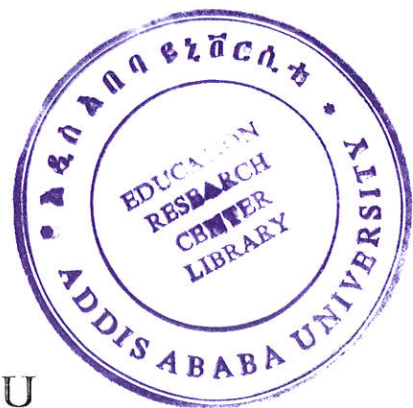


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

QUALIFICATION AND MANAGERIAL
PRACTICE OF SECONDARY SCHOOL
PRINCIPALS IN AWASSA TOWN



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QUALIFICATION AND MANAGERIAL PRACTICE OF
SECONDARY SCHOOL PRINCIPALS IN AWASSA TOWN

BY
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**Qualification and Managerial Practice of Secondary
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ABSTRACT

This study looks at the managerial practice of school principals' in secondary school of Awassa Town. The study pictures the practice and the difficulties faced by school principals based on the perception of teachers, students, educational officers. In trying to understand the practice of the principal this study uses managerial functions (planning, organizing, directing and controlling) as a ground base criteria with their qualification, experience, and skills. The study uses survey as the methodology for investigating the principals' managerial practices. The study employs open and close ended questionnaire and document analysis to collect data. The questionnaires were tested using percentage and t-test. The data gathered from the respondents helped to measure the practice of high school principals in the area. The finding of the study revealed that: first, aggregately government and mission school teachers were rated moderately and above moderately on 27 out of 40 managerial practices. Second, as a comparative analysis the study has also found that government school teachers rated their principals below the average on 18 out of 40 managerial practices. In contrary, mission school teachers rated their principals fairly above the average and high in all managerial practices. Third, government and mission school teachers rated principals high particularly on controlling than the other managerial practices. On top of that, the study has also found that educational officers rated principals fairly above the average in all aspects of managerial functions. Additionally students rated principals moderately and below moderately on 14 out of 16 managerial practices. However, as a comparative analysis, government school students rated principals below the average on 12 out of 16 managerial functions. The study has also shown that principals seen budget deficit as prime disadvantages to perform their managerial practices successfully and to turn poor situation in school beyond expectation. Finally, the selection and placement process of school principals was found to be blurred. However, in reality teachers and parents were not involved actively in the selection process. Rather totally the process is carried out at education office only. Accordingly, the majority teachers' perceived the current placement of school principals as political appointment.

Chapter One

1. Introduction

1.1 Background of the study

Managerial practice is becoming more and more complex through time. Its complexity of the job, results in a burden for School leader's administrative task (Early, et.al 1990). In this new era of accountability, principals are expected to make important decision; this demands the skill, knowledge and experience of principals more than ever. Therefore, it is important to have the necessary knowledge, skills and attitudes; to cope with today's organizational complexity and the rapid rate of global changes. To deal with this, principal's must be aware of the rapid changes of organizational context through education and training (James and Rodney, 1991).

School principals play pivotal role in making education work. The role of principals according to John Gardner in Fullan (2000: 6) is, among other things, for the leader to be able to think and forecast long term plan, understand the connection within the organization, be able to influence others, be able to build a shared vision, be able to cope with conflicting requirements. Bass (1990: 383) sums up these roles as including sociability, initiative, determination, knowing how to get things done, self confidence, awareness and insight into situations, cooperativeness, popularity, and adaptability.

A senior secondary school principal should have the necessary knowledge in the field of educational planning or administration and the necessary experience to carry out the school responsibility effectively and efficiently in order to go in line with the intended direction of the school. These ingredients give strength to the principals to the practice of

monitoring the work of teachers and the process, the practice of training and developing staff, the practice of planning and organizing administrative tasks, and the practice of creating relationship with the external environment, relating and working with other people, providing direction and setting expectations, consulting and developing agreed decisions, trusting and delegating staffs, and acting visibly. Griffith (1956) reveals that a principal determines the school environment to provide better conditions for work, including equipment, supplies, and buildings, to bring good community relations.

Among other members in the school, qualified principals are crucial for school success. This is because School administrators hold a key position and power in accomplishing the intended educational goals through effective leadership. Koontz, et.al (1984:507) stated that "leadership is the process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals." According to Knezevich (1969:95) leadership gives emphasis to organize human energy in order to achieve the institution goal and objectives. Fullan sees leadership as:

the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers (Fullan 2000: 3).

It is common to see the practice of doing a principal's job without having the right qualification and experience. However, the proper accomplishment of managerial practices is determined by the right placement process of school administrators. Stoops et.al (1981:18) revealed that, placement of school principals should be related to professional training. The principal's task is not confined in a single

he sets the climate for morale in his schools the most crucial factor to the happiness of faculty members; teachers expect the principal to provide better conditions for work, including equipment, supplies, and buildings. They also expect him to lead in the development of good community relations, in improving good living conditions, and opportunities for desirable social life. He should include teachers in the process of policy making. He should inspire confidence in himself.

Schools are the basic units wherein the major purpose of the sector is applied at the grass root level. The achievement of the objectives is measured upon the effective implementation of the whole school programs. This rests on the efficiency and effectiveness of the principal's ability in working with or through others. Currently, positive views about school leadership suggest that the principal's role should not be aimed at only directing others but to create a school culture in which goals and directions are made collaboratively with all staff members. Such facilitative leadership exercises power through others, not over them (Conley and Goldman, 1994).

Recent literatures suggest that successful educational goals and objectives can be achieved by using qualified and experienced school principals. School principals not only should possess the expected knowledge to perform their function, but also they should acquire the skills necessary to perform them (Guthrie and Rodney, 1991). Such activity of secondary schools principals should possess basic administrative skills; technical, human, and conceptual which manifested and developed on performance.

1.2. Statement of the problem

Educational Reform and Training Policy in Ethiopia gives a major consideration for professionalization of educational management (MOE, 1994). However, the majority of principals in high schools do not have degrees in educational management or administration. (Kibret, 2004 and Bezuayew, 1996) in addition they state that most of the assigned principals in the school are graduated in specific academic subject area; moreover, a few graduates of education administration are working as subject teachers. Additionally, the authors stated that the process of school principals' placement is becoming an official appointment rather than merit.

Tekleselassie (2002:59), "most school principals in Ethiopia attend only a one or two month in-service course on school management." However in Africa where training programs are provided, they are sometimes criticized for being unsystematic and inadequate in content and coverage, lacking follow-up, and failing to address the real needs of supervision. Generally, Bush (2003) stated that "preparation for school principals is inadequate throughout Africa. Most heads are appointed without any specific management training."

Tekleselassie (2002:60) mentioned "overload" affecting principals' task in Ethiopia. The overload of the job results in mistakes to do their job. Bulach, Boothe, and Pickett (1997), most visible mistakes of school principals fall into: poor human-relations skills, poor interpersonal-communication skills, a lack of vision, failure to lead, avoidance of conflict, lack of knowledge about instruction/curriculum, a control orientation, lack of ethics or character, forgetting what it is like to be a teacher, inconsistency, showing favoritism, failure to hold staff accountable, failure to follow through, snap judgments, and interrupting instruction with public-address-system announcements.

Principals are expected to be an instructional leader. However, principals are failed to be an instructional leader, because they are too involved in carrying out a routine kind of administrative task. Most principals spend relatively little time in classrooms and even less interaction with teachers in the school except few administrative meetings which focus on passing some guidelines that comes from the highest authority. Temesgen (1998:74) stated that most of the school leaders were not providing instructional leadership. Currently principals' daily tasks are filled with activities of scheduling, directing and reporting.

In order to deal with the objective of the study, the following basic questions were expected to be addressed by the study.

- 1) How are senior secondary school principals appointed to their current position?
- 2) Is there any significance difference between subject-area principals and qualified principals in performing managerial activities in the schools as measured by teachers, students, and educational officers?
- 3) Which managerial function (planning, organizing, directing, and Controlling) do principals practice well?
- 4) What are the major factors that affect the managerial practice of principals in the selected sample schools?
- 5) Do principals vary significantly in performing their managerial practice in government and missionary high schools?

1.3 Objective of the Study

1.3.1. General objective of the study

The general objective of this study was to assess and describe the managerial practice of secondary school principals related with their level of qualification, experience, knowledge and skills in Awassa Town.

1.3.2. Specific objective of the study

1. To point out the major problem faced by principals in their managerial practice.
2. To find out the potential influence of qualification and experience towards the managerial practice of school principals.
3. To find out whether the managerial practice of school principals vary significantly between missionary and government high school.
4. To find out whether the managerial practice of school principals vary significantly between subject-area principals and qualified principals.

1.4. Significance of the study

Principals' efficiency and competence is crucially to the success of school system in particular, for the nation in general. Hence, this study was considered to be important since it was expected to identify the main factors that hinder or facilitate principals' practice on the process. Thus the finding of this study was expected to be useful and important to provide:

- I. The findings of the study may also provide important feedback to Regional educational bureau and/ or to the responsible bodies about the status of principal's managerial practice in the senior Secondary school of Awassa Town.
- II. The study may forward suggestions to policy makers, planners, and school principals to improve the process of appointment of principals and their task.
- III. The study would contribute a good understanding of the principals managerial practice towards the effectiveness of goal achievement of the schools.
- IV. The study can be used as stepping stone for further studies in the area.

1.5. Delimitation of the study

Taking the time and the labor required in carrying out the data collection process in to consideration, the scope of this study was delimited to in Awassa town. For the study, 4 senior secondary schools in the town were taken as sample from 10 high schools. The study attempted to assess the managerial practice of the secondary school principals in Awassa town.

In addition, since it helps to assess the issue in a manageable way, the study attempted to assess the current practice of assigning principals in the area.

1.6 Organization of the Study

The study was organized in five chapters. The first chapter deals with the problem and its approach, which included background of the study, objectives of the study, statement of the problem, significance, and delimitation of the study. Chapter two analyzed the review of related literature. The research methodology and procedure employed to collect the data were presented in chapter three. Chapter four deals with data presentation and analysis. The last chapter consisted conclusion, and recommendation. At the end, bibliography and appendices were attached.

Chapter Two

2. Review of related literature

This chapter focuses on five broad areas: the meaning of educational management; a brief overview of management theories; major managerial practice of school principals; ideal managerial skills of principals; potential factors that influence the practice of school principals and the process of recruitment and selection in the region. Its purpose is to situate the theory and to use as a spring board to judge the managerial practice school principals. It used to relate the fact that managerial concepts and their applicability

The overview of management theories is essential in understanding management development. Without a reference to the foundation of management in the education stream, the discussion of managerial practices of school principals may be incomplete. Theoretical managerial functions help assess the practice of school principals with the reference of possible factors that influence the practice of principals.

The managerial practice of school principals can be summed under different management practices and management functions such as planning and goal setting, organization of staff and resources, motivation, leadership, decision-making, communication, delegation, and coordination. An attempt has been made to discuss major practices of school principals with reference to their qualification, experience, and skills from the perspective of students, teachers and educational officers.

2.1. The meaning of Educational Management /Administration/

Before delving into the discussion of core management theories, it might be helpful to provide important insights about educational administration.

Education Administration is a leadership activity that takes place within a school that guides, controls, leads and motivates the human and other resources. Effective educational administration is critical in setting the stage for the optimal learning experience in the school. Related with the school context, the jurisdiction of educational administration is in the hands of the principals. Principals have the legal power to create conducive environment and learning atmosphere with understandings of ethnicity, language, race, and gender, autonomy and equality in the learning experience.

Educational management is a field of study and practice concerned with the managerial function of educational institutions. Educational management has to be centrally concerned with aims of education. These purposes or goals provide the crucial sense of direction to support the management of educational institutions (Bush, 1986).

Musaazi (1988:42) management is

A social process concerned with identifying, maintaining, motivating, controlling and unifying formally and informally organized human and material resources within an integrated system designed specifically to achieve predetermined objectives

Hodginson, cited in Paul and Paullin (1999:1) described the value of educational management operating in schools under a set of practical and applied administrative skills as follows:

...educational administration is special case within the general profession of administration. Its leader and themselves in what might be called an arena of

ethical excitement- often politicized but always humane, always intimately connected to the evaluation of the society....it embodies heritage of value on the one hand, and is a massive industry on the other, in which social, economic, and political forces are locked together in a complex equilibrium of power. All this calls for extra-ordinary value sensitivity on the part of educational leaders.

This indicates that school administrators as managers have a duty of examining different factors around their surroundings to create conducive environment for work. Koontz and O'Donnell (1978) stated "management is establishing an effective environment for the people operating in formal organizational groups."

2.2. An Overview of Management Theories

Management theory development in the twentieth century has passed through different stages. According to Hoy and Miskel's (1996:9) there are four phases in the development of thinking about educational administration.

2.2.1 Scientific Management Theories (1911 to 1920s)

Various researchers refer to scientific management theory is the prime stage in developing scientific thinking about educational administration as a systematic discipline. Lunenburg and Ornstein (1991:5) argue: "Prior to the turn of the century, there was almost no systematic study of management."

The main focus of scientific management theory is to analyze processes and tasks performed by workers, resulting in increased productivity (Bush 1980:124). According to Lunenburg and Ornstein (1991:5) "Frederick

Winslow Taylor is the father of scientific management". In his Principles of Scientific Management, Taylor offered different values that used as the foundation of scientific management in the commercial and industrial field. The values described in his management theory are: "observation, data gathering and careful measurement, a large daily task, standard conditions, high pay for success, loss in case of failure, and expertise in large organizations".

According to (Bush 1980:124), scientific management theory is that

process of approaching various aspects of organization; the manner and the spirit of a scientist using scientific tools such as research, measurement and analysis.

According to Lunenburg and Ornstein (1991:5) this approach gives emphasis to a study of organizational behavior resulting from a "job analysis approach" which management aimed at to determine "one best way" of performing each job at work and scientific selection, training, teaching and development of employees. According to Lunenburg and Ornstein (1991: 6), educational administrators were seen as "functional supervisors and they assumed responsibility of planning, organizing, and decision making activities whereas workers performed their jobs".

According to Sharma (2005:48), Taylor's position and others who have the same vain,

...job analysis was to be used to determine each element of each job; using empirical data, "best" method of performing each job were to be determined; standard times, rates, and equipments were to be determined; ...there was to be a clear division

responsibility between management and workers. Obviously, the basis for such a point of view is that there is "one best way" to do each job in order to maximize worker output- an empirical determined, universal truth.

According to Lunenburg and Ornstein (1991:6), Henri Fayol, Luther Gulick, and Max Weber extended the idea of scientific management theory by concentrating on administrative management. Fayol stated that managers should perform five basic functions: planning, organizing, commanding, coordinating and controlling. He also listed fourteen basic principles of management emphasizing the chain of command ranging from division of work to teamwork. Gulick divided the process of managerial functions of management into seven: planning, organizing, staffing, directing and coordinating, reporting and budgeting (POSDCoRB).

According to Lunenburg & Ornstein (1991: 6), the training programs in the scientific management theory were sequential: "Once the job is analyzed, the next step was to scientifically select and then train, teach, and develop workers". Bush (1980:125) stated in managerial control principle that "administrators were expected to be trained, and taught to apply the scientific management ideology of management and control." Additionally, in the scientific management theory, as Taylor recognized, there is a division of work between managers and workers. Sharma (2005:48) argued "there was to be a clear division of responsibility between management and the workers." Managers are expected to control managerial aspects (planning, organizing, and decision). Clearly, the basis for such a point of view is that there is "one best way" to do the task and maximize productivity.

Moreover, Lunenburg & Ornstein (1991:7) stated that scientific management theory was designed to maximize productivity by "time study

for setting standards, separation of managerial and employees study, and incentive system". Additionally, Bush (1980:124) noted "rewarding increases individual output with increased pay."

Generally, scientific management theories did not improve the working condition of workers. Rather it focused on increasing efficiency and effectiveness of different tasks. It was designed to accomplish the way work was achieved. It gives the upper hand for management, rather than workers to control over planning and coordinating work. Even the incentive system was focused on monetary rewards to motivate workers for the sake of increasing productivity.

2.2.2 Human Relations (1930s to 1940s)

The human relations approach focused on the human side of administration. The human relation theory was a response to the scientific management theory. The core problem of organization is to develop and maintain harmonious human relationship approach in their surroundings. Sharma (2005:18) stated that "the particular interest is the value of human relation."

The empirical work of Mayo and his associates contributed to the human relations approach with their interpretation of the findings of the Hawthorne studies (near Chicago) of the western electric company. The Hawthorne studies, researchers in this tradition sought to investigate how human factors in a business organization were related to productivity. They examined such issues as motivation and satisfaction, length of working day, worker attitudes, working equipment and work time.

“The experiment was aimed at determining the relationship between physical conditions of work and worker productivity” (Sharma 2005:18). The findings shed light on the importance of human relations in management. Sergiovanni *et al.* (1999:129) explained this as follows:

the researchers finally concluded that changes in physical job conditions did not result in increased production, rather, such increases seemed to result in changed social conditions of the worker. Changes in worker motivation and satisfaction were most often credited with increased production. These in turn, seemed related to more democratic patterns of supervision used by the researchers and others during the experiments.

The human relations era thus contributed to our understanding of employee behavior in the workplace, showing that harmonious relations at work can improve productivity. Of course, there is real challenge to bring such positive human relationships in different organization. This is perhaps one of the biggest challenges for human resource management, since the human element of management arguably remains the most challenging. This theory focuses on individuals and their unique capabilities in the organization. (Bush 1980:134) noted “the human relation movement has had great impact on management practice. It made management aware of workers as human beings, rather as cogs in the machine.”

As a management tool, the human relation theory was workers-approach centered. It was designed to lead workers towards the achievement of organizational goals. Therefore, managers sought to help and encourage employees. The approach encouraged the involvement of employees in forms of participatory management (Clark *et al.* 1994 quoted in Hoy and Miskel 1996: 15).

2.2.3 Behavioral Science Theory (1950s to 1960s)

The behavioral science theory was formulated in the 1950s and 1960s based on the desire to develop relationships between the individual and the organization. The theory was more concerned with the individual and the way in which an individual relates to the organization. The approach according to Hoy & Miskel (1996:16) focused on “work behavior in formal organizations”.

Organization as embodying a fusion of two phenomena “individuals attempt to use the organization to further their own goals, whereas the organization uses the individual to further its goals” (Lunenburg & Ornstein 1991:12).

Additionally Bakke and Argyrs, cited in Sharma (2005:66) recognized

Effective leadership behavior is ‘fussing’ the individual and the organization in such a way that both simultaneously obtain optimum self-actualization. The process of the individual using the organization to fulfill his needs and simultaneously the organization “using” the individuals to achieve its demands.

Generally, the behavioral management movement focused on the employees as well as on management.

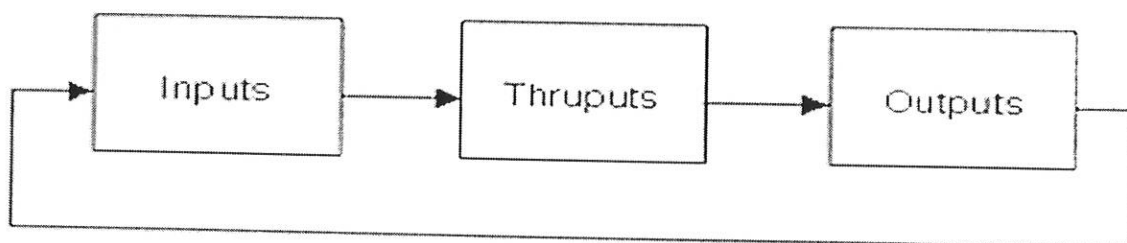
✦ 2.2.4 Systems Theory (1960s to 1970s)

System is composed of different interacting parts that functions together to achieve similar objective or purpose. Flagle, et.al cited in Sharma (2005:74) defined a system as “an interrelated assembly of interacting elements designed to carry out cooperatively a predetermine function.” In a system, an

organization must be studied as a whole, taking into consideration the interrelated parts and its relationship with the external environment.

Systems theory plays key role in the areas for education management and its development, thus reinforcing the belief that schools are essentially open systems that cannot operate in isolation. Argyris cited in Sharma (2005:79), "organization is an open system that acts on and reacts to its external environment." Hence, the policy of government and the interests of parental associations, for example, influence activities of schools.

Systems theory suggests that schools need to be open systems in which communities are interrelated and interdependent. Sharma (2005:79), argued "open systems have relatively permeable boundaries, as such they receive inputs and provide outputs." According to the systems theory, managers should be able to develop trends of relationships with the community to identify their needs, and to take inputs required for their further advancement.



Source: Adapted from Open systems framework. (Katz & Kahn 1978: 20).

The importation input, refers to the energy that the system takes in from the external environment for the purpose of transformation. For the school this may mean human and non-human resources; the process also involves informational inputs which are coded and understood. The throughput is the transformation of these inputs into some product and/or service. Hence, an open system is intended to absorb inputs, process them in some way and produce outputs.

2.2.5 Post Modern Approaches (1980s)

Effective administrative systems in schools require modern and contemporary management theories and leadership practices. This theory does not believe in universal leadership theories; rather it relies on specific circumstances. Post modern theories believe that there can be varied and different justification for each phenomenon under study. Each phenomenon is unique and therefore its investigation can have different interpretation or results from other researchers investigating the same phenomenon. Post modernists do not believe in finding an absolute solution for a given problem (Hoy & Miskel 1996:17). New investigations of the same phenomena in different areas can reveal new findings, and therefore investigations can never be referred as fixed or finished because of the uniqueness of organizations or situations or conditions under which the investigation is carried out or its locality (Wellington 2000: 1999). "One way of examining strategic leadership development is to discuss what happens to an organization as it evolves over time" (Vicere, 1995:11).

The implication for management development programs is that simplistic 'one-correct way' approaches are not likely to lead to developing management capacity. Programs need to present organizations as unique, multi-cultural and dynamic. Administrators are expected to respond to the varied needs of contemporary society and they should build collaboration and team-play for the success of their and school objectives.

According to Vicere (1995), administrators are being challenged to define new organizational structures and find innovative leadership styles while responding to the varied needs of contemporary society. This requires principals to interact with other administrators, students, parents, and representatives of community organizations. Because of this decision-

making authority has increasingly shifted from school district central offices to individual schools. School principals have greater flexibility in setting school policies and goals, but when making administrative decisions they must pay attention to the concerns of parents, teachers, and other members of the community.

2.3 Major Managerial Practices of School Principals

2.3.1 Organizational Planning and Goal Setting

Effective school principals are key players in setting fundamental planning and goal setting practices of schools. Murphy (1990) stated that effective principals set a clear sense of direction for their schools to achieve the school prior objectives.

Ubben and Hughes (1997:25) recognized that for effective implementation of the intended goals, the principal should allow concerned bodies such as teachers, students and the community to participate in planning and goal setting. Accordingly, Adams (1988) stated that the participation of staffs in planning and goal setting process is essential.

Moreover, school principals are expected to discuss the intended plan with the entire community in the formulation and implementation stages. March (1978) suggests that administrator's role in defining the mission involves forming school wide goal and communicating these goals in a persistent fashion to the entire school community for its full implementation. Similarly, Leithwood and Montgomery (1985) have suggested that effective principals seek to clarify goals with staff, students, parents, and other members of the school community for its general acceptance.

2.3.2. Organization of Staff and Resources

Effective school principals are strong leaders in organizing staff and resources to develop staff efficiency and to improve schools. Human resources and financial management are means to an end. Each aspects of provision in effective educational organizations such as staffing equipment, materials or specialist expertise are deployed in order to facilitate learning and educational achievement (Law and Glover, 2001).

Staffs may be diverse in their ethnicity, race, and socioeconomic background, their places on the political spectrum, religious beliefs, and gender and sexual orientations. Therefore, principals are expected to organize these differences. The diversity of this organization is important in engaging all those who can contribute to the school. "One vital component that is missing in many schools is the linkage between school culture and its impact on students. A strong, healthy school culture promotes and builds positive relationships between the entire school staff and students" (Jacobs, 2006:3).

Schools should be places where the subjects are creative. They embody the society by valuing its traditions, on the other hand supplementing it by adding their own values. By giving attention to the development of stronger staff, through staff orientation for example, administrators would be able to better improve student achievement at their schools. Staff orientation is critical particularly to better elaborate "school instructional program, student body, community buildings and classroom procedure, to concerned staff members" (Rebore, 1985:254). If staffs receive the appropriate orientation, they would be instrumental in passing this knowledge for other groups in the school community, effectively helping in the organization and administration of the school.

One of the major managerial tasks of school principals is to make the use of resources (such as human, school facilities and equipments, and available fund) effectively and efficiently in the school. However, it is evident that among all resources, the human factor matters the most as it plays a key role in the process of goal attainment.

The management decisions that help for proper placement and utilization of staff should involve equitable and fair load, related with staff educational background.

The principal's office is the center for all school activity. It is the place where communication is taking place with teachers, students, parents, educational officers, etc. The office is a central place where different tasks are organized by principals. Different activities carried out by the principal's office. Hence, school principals are expected to organize these different tasks accordingly.

School principals are also expected to organize the school facilities (school buildings, and equipment) (Farrant, 1980). The physical assets of any school are open and hence visible to the general public. These assets are also an indication of the state of how the task of management is. Moreover, understanding the "wear and tear" of daily use of school facilities such as the school offices and buildings may require maintenance.

Finally, budget is one of the major resources to be secured and accounted for properly to meet the school needs and demands. School principals should attest their financial management arrangements.

2.3.3. Motivation

It is not an easy task for school administrators to assure that the teaching-learning process is carried out in an amicable environment. The principal should constantly encourage teachers to create a friendly and positive learning environment in the school. In particular, principals are expected to make continuous attempts to motivate teachers and students to increase their ability in the teaching-learning process. The main justification for this is that, without properly motivated teachers and student body, a school cannot aim to achieve its stated goals.

Sharma (2005:245),

in any well-motivated activity the individual is conscious of his acts while performing them, he keeps in mind the goal he desire to reach, and he senses the relationship between acts performed and the values, to be derived from them. When he is keenly aware of the satisfaction to result from an act and finds in this sufficient reason for performing it, he has genuine motive.

Many educational researchers advised that for the benefit of the school and the community, school administrators should motivate teachers. According to Miner, cited in Lunenburg & Ornstein (1991:67), motivation is “those processes within an individual that stimulate behavior and channels it in the ways that should benefit the organization as a whole.”

Koontz et-al (1980:634) noted that "motivators may include higher pay, a prestigious title, a name on the office door, the recognition of people." With regard to motivating factors for teachers in Ethiopia, Aklilu (1966:10) has pointed out that continuous, persistent, positive treatment of teachers by

administrators, favorable working conditions within the school, placement of teachers by performance are among the factors which caused the satisfaction of teachers under study.

Principals should learn how to motivate teachers. Dissatisfied teachers would not be helpful when principals call for a reform. However, a motivated teacher is able to influence the rest of the faculty towards achieving the mutual goals of the school and the community in general.

Praise is a traditionally accepted way of motivating teachers. It usually creates a condition in which the praised work even more and influence the others to work harder and perform better. Regarding the importance of teachers, Ayalew and Mekbib (1999: 1) have stressed that

we may build beautiful schools, publish excellent text books, and provide luxurious laboratories and other materials. These are useful as well as essential factors for an education endeavor. However, the teacher is the decisive factor in that any educational objective could not be realized without teachers.

Hence, teachers play notably important roles in education. Therefore, to keep them motivated, they should be provided with better salaries; be given recognition and status. Moreover, their working conditions should be improved. The mentioned motivation factors will be discussed in detail.

A principal should be a good motivator, one who knows how to motivate teachers in performing their duties. He should treat teachers in different ways, as teachers may have different personal interests, and is expected to set different motivational strategies.. In this regard Sue Law & Derek Glover (2000:41) note that:

motivational strategy has a potential to demotivate if used in inappropriate circumstances and motivational problems may arise when there is little fit between individuals' needs and work characteristics. Consequently, in attempt to devise motivational strategies, diagnose of a person's basic growth and social needs are important: different strategies to satisfy them.

So it is essential that a principal understands that people have different backgrounds, physical and mental capabilities before setting similar motivational strategies.

2.3.4. Leadership

School administrators are expected to provide leadership in important educational endeavors such as organizational planning and goal setting, guiding instructions, and monitoring staff and facilities. Leadership by definition "is getting people to want to do what needs to be done" (Bennis, 1994). Bass (1985) defines leadership as "the observed effect of one individual's ability to change other people's behaviors by altering their motivations."

Kotter (1990: 25) define leadership as:

set of processes that create organizations in the first place or adapts them to significantly changing circumstances. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles.

Leadership roles are driven by different forces such as technical, human, educational, symbolic and cultural aspects (Sergiovanni 2001: 100). A school principal with a drive to reform school effectiveness could make use of any or all of these forces to accomplish his/her goals. Leaders have a particular task of fulfilling the expectations inside and outside the organization.

Leadership becomes particularly important at times of rapid change (Kotter, 1990). The basic rationale is that effective school leaders are often regarded as reform agents. The function of leadership is not only to bring about change but to set the direction and to lead people to that change.

2.3.5. Decision Making

Making important decisions in schools is often one of the most difficult tasks for any principal. It is essential to seek answers to different questions before making decision. Hanson (1996:63) argued that:

The process of making rational decision depends on the linking directly related activities the organizational goal and policies. This measurement specifies that the goals must be precise enough to give definite direction to organizational events.

Making decisions is one of the prime functions of educational management. Shared decisions making process is important to allocate scarce teaching and learning resources, employment of teaching and non-teaching staff. (Okumbe, 1998:145).

Schools can pass important decisions if principals and staff have an amiable working relationship to come to an agreement. Participating teachers in decision making helps promote commitment of greatest achievement.

Musaazi (1988:97) suggested that participation of teachers in decision making is an important factor which raises the morale of teachers and increases their enthusiasm for the school.

Nowadays, school principals are trying to empower teachers, students, and the community in different decision making processes. Empowerment is the process by which administrators share power and help others to use it in constructive ways to make decisions affecting themselves and their works (Sweetland and Hoy, 2000). Empowerment is expressed in terms of shared decision making processes. Shared decision making enhances student achievements by improving the instructional program and delivery of support services. Shared decision making is based on the premise that people functioning closest to implementation of the potential decision, such as teachers, students, and the community, make better decisions if they participate in making the decision.

2.3.6. Communication

Effective communication is essential for effective managerial practice. Sue Law & Derek Glover (2000:89). The success of an organization relies on good communications between superiors and subordinates. Communication is the process by which information is transmitted and received. Bittle (1983:148) noted "by communication we mean the passing and understanding of information from one part of the organization to the other". This exchange of ideas and information helps an organization achieve its goals. The life of an organization heavily depends on the quality of communication within it. According to Danielson and Shelton (1987:40) "communication is the life blood of an organization. If we could somehow remove communication flow from an organization, we could not have an organization."

Communication skills and techniques are necessary for effective educational leaders. Effectiveness in communication is the prime indicator of an excellent school leader. Effective communication helps administrators to reach subordinates with instructions, directives, policies; and subordinates' tasks, performances, problems, and suggestions reach to superiors. Belete (1991:1) states "it is through effective communication that superiors reach subordinates with instructions, directives, policies, and the like; and subordinates' tasks, performances, problems, and suggestions reach to superiors."

Open communication helps principals to achieve school goals. School principals should facilitate upward, downward, horizontal, and diagonal communications to create a convenient atmosphere for teachers to achieve higher performances and efficiently carry out their tasks.

2.3.7. Delegation

School principals at times find themselves engaged in other tasks and find it hard to carry out their regular tasks simultaneously. Hence they resort to finding assistance from other staffs and thus they need to make a decision as to whom to assign certain duties to.

Delegation is a process of giving parts of a task or authority to other staffs. Musaazi (1982:100) defines delegation as "the process of dividing up your total work and giving part of it to your subordinate or subordinates". Delegation of responsibility and authority should be carried out with utmost care to gain maximum advantage. In order to assign the right person in the right place, careful delegation process should take into account the skills, knowledge, experience, integrity and interests of the prospective individual. This is because final accountability for the task rests with the person delegating the authority. (Ubben and Hughes, 1997: 10).

Delegation enables the principal to become effective and influential through full capitalization of the talents of his staff. When a principal fails to delegate his/own tasks properly, he/she would discover that his/her own tasks are becoming unmanageable to carry out (Musaazi, 1988: 107).

2.4. Managerial Skills Required of Principals

Successful principals are expected to have basic managerial skills in order to fulfill their tasks effectively and efficiently. They should develop these skills for the accomplishment of day to day activities in their school premises. Katz and Kahn (1969:25) argued that “successful administration appears to rest on three basic skills, which we will call technical, human and conceptual.”

2.4.1. Technical Skill

Principals should develop skills that are technical in nature to practice managerial functions in well organized manner. According to Okumbe(1998:183), “technical skills include understanding and being able to perform effectively the specific processes, practices, and techniques required of specific jobs in an organization.” Additionally, Ayalew (2000:3), “technical skill is about specialized knowledge, understanding, and analytical power in the use of tools and techniques of specific discipline.” Therefore, the principals’ knowledge and ability of specific discipline requires the technical skill of the individual. Since the technical aspects of leadership reflect the specialized knowledge, tools and techniques that help leaders to accomplish the task at hand.

Technical skills of principals should be manifested in different activities that have technical nature such as budget and finance, accounting and auditing,

schedule making, purchasing and supplies. These skills are mostly acquired through training (Griffiths, 1956:9).

2.4.2. Human Skill

Human skill is the ability to work with and through others. The critical task of school principals is to secure and develop good relationship with their staff, students, parents, higher officials, and other stakeholders, in order to have a proper working relationship. This responsibility of principals involves their ability to work with others. Okumbe (1998:183), define human skill as:

Human relations skill refers to the ability understand school personnel and interact with them effectively. The human relation skills are important for a principal for dealing with teachers, students, parents and others school clients. This skill acquired from training and experience.

Ayalew (2000: 3) defines human skill:

Human skill is primarily concerned working with people. This skill is primarily demonstrated in the way the individual perceives and recognizes the perception of his superior, equal and subordinates, and in the way he behaves subsequently. As such, it requires considerable self understanding and acceptance as well as appreciation, empathy, and consideration for others. Its knowledge base includes an understanding of and facility for adult motivation, attitudinal development of human resources.

The success of a school in getting what it expects depends on how much the principal is effective in dealing with teachers, students, parents and others school clients. This implies that a principal spends much of his/her time in dealing with people. Hence, principals should develop human skills.

2.4.3. Conceptual Skill

A principal having a conceptual skill has a critical observation and understanding of general outlook of the school in the teaching-learning process. The aspect of school leadership in relation to conceptual skill is that it mainly focuses on encompassing the organization as a whole: the ability to see the big picture, to imagine and to speculate, to envision change. According to Okumbe (1998:182) “conceptual skills involve the ability to acquire, analyze and interpret information in a logical manner.

Conceptual skill requires principals to understand the internal and external environment in which they operate. According to Ayalew (2000:3-4):

Conceptual skill concerns the ability to see the total pictures the different part of the organization fit together and depend on each other, and how a change in one part of the organization can cause a change in another part.

Any school carries out different obligatory tasks. These different tasks have distinctive characteristics but also have close relationship and thus should be coordinated together. School principals have the authority to smoothly run a coordination of these tasks. Hence, a principal is expected to have the skills to coordinate these different tasks of the school.

2.5. Factors Influencing Managerial Practice of Principals

2.5.1. Training and Professional Development of Principals

School leadership has a key role in the improvement of a school. Educational leadership development programs provide certain kinds of knowledge and skills about leading and managing and leadership practices. School principals are front-line managers in charge of leading their team to new levels of effectiveness. Leadership preparation is important to develop skills and knowledge to the learners for later use. Keller and Keller (1993:127) stated that:

Knowledge as organized for a particular task can never be sufficiently detailed, sufficiently precise, to anticipate exactly the conditions or results of actions. Action is never totally controlled by an actor but influenced by the vagaries of the physical and social world. Thus in any given instance, knowledge is continually being refined, enriched, or completely revised by experience whereas external action accommodates unanticipated physical contingencies or previously unrecalled specifics of the activity

Recent literature on school reform suggests that principals play a great role in the success of strategies to improve teaching and learning process. The knowledge they possess has a great impact; their leadership guides teachers and other staff in implementing successful school reforms.

Lunenburg & Ornstein (1991:478) explained training and development as follows:

Training typically refers to teaching lower level or technical employees how to perform their present jobs. Development refers to teaching administrators and

professionals the skills needed for both present and future positions.

School principals regularly deal with emotions that come from aggressive or pleased parents, students, and staff members. This a common practice in principal's school work environment. Hence, principals training should include learning strategies to deal with the emotional trouble of the principals activities.

Training principals for restructuring schools should prepare them to direct their available resources toward the mission, goals, and improvement priorities of schools. Training helps principals to develop technical skills such as material resources identification, purchase, information use, human resources management. To achieve these tasks, principals expected to take training before they fill the position. Bush and Heystek (2006) conclude that training should be extended and recommend that "management development for principals should take place before appointment".

Training principals should integrate learning and work, emphasize action-orientation, problem-solving approaches to training; focus on the development of teams; and be comprehensive, coherent, and continuous. (Mojkowski 1991)

2.5.2 Societal and Organization Cultural Context of Educational Management

The act of leadership and its organizational context are inseparable. Organizations cannot be understood without due consideration of the culture which constitutes them. Organizational Culture is, as Sergiovanni

(2000:1) stated "...the glue that holds a particular school together. With shared visions, values, and beliefs at its heart, culture serves as compass setting, steering people in common direction.... It provides the framework for deciding what does or does not make sense." Hence, the ways things are done in an organization are dictated by a cultural practice of the school. The reverse is also true; leaders have a power to influence the practices of schools.

Organizational culture includes all the beliefs, feelings, behaviors, and symbols that are characteristics of an organization. According to Lunenburg & Ornstein (1991:58), "organizational culture is shared philosophies, ideologies, beliefs, feelings, assumptions, expectations, attitudes, norms, and values." Additionally, Walker and Dimmock (2002:16) defined culture as:

*the enduring sets of beliefs, values, and ideologies
underpinning structure, processes, and practices
that distinguish one group of people from another.*

Organizational culture can influence many administrative functions. Among these are motivation, leadership, decision-making, communication and change. Organizational cultures can pressure the performance of employee and organizational success (Lunenburg & Ornstein, 1991:67).

Additionally, Sergiovanni and Corbally (1994:106-107) express the relationship between leadership and organizational culture as follows:

*Leadership acts are expression of culture. Leadership
as cultural expression seeks to build unity and order
within an organization...historical and philosophical
tradition, ideas and norms which define the way of life*

within the organization and which provide the bases for socializing members and obtaining their compliance.

Organization must adopt a change to achieve its purposes. Owens (1987: 205) noted that, “educational organization expected not only to preserve and transmit culture, but at the same time they are expected to deal with an ever changing world.” This is also true of schools, where principals have to lead the schools to perform consistently within the community to gain acceptance of the norms of the school to be successful.

Detecting changes and new opportunities in a rigid culture is difficult. Culture could be a hindrance to innovation because the goodness of things carried out by the leader in a certain way become an obstacle when changes have to be implemented. The reason is that the community has internalized one way of doing things (Sergiovanni and Corbally: 1994)

2.5.3. Socio- Political Context of Educational Management

To be a successful leader of a school, it is important to understand the context of political behavior of the school environment. Schools like other fields of public administration, act as political organizations characterized by multiple interest groups. Educational administrators typically cannot exercise their power directly to get things done; rather the administrators must obtain voluntary, cooperation, support and good will from others to get things done (Sergiovanni and Corbally, 1984:109).

Hanson (1996:45) argued that:

Organizations were viewed as hierarchical structure controlled from the top by rational procedures, oriented towards precise goals, bound together by a network of

comprehensive rules, with everything focused on achieving maximum efficiency.

Power struggle is natural to education system. The objective of using power is to gain control over the system's resources and to transmit political ideology of a government or an institution (Hanson, 1996:65)

The growing community demand for education leads the political leaders in Africa to use education as instrument for their national development programs and to control the young generation with the believe that "who control the young control the future" (Nwankwo 1982:23). Additionally, Donald cited in Hanson (1996:65), "schools are politically vulnerable from sources inside and outside their system for the basic reason of their stewardship over the young." Moreover, based on the economic points of view, education considered by political leaders as a single ingredient for economic development, hence education in developing countries is a highly political affair. "Educational managers find themselves between divergent loyalties to individuals, parents, governments, and politicians who have often divergent expectation, demands, and values for the school system" (Nwankwo 1982:23).

African politics leaders have continued to use the state and its resources to maintain themselves in power. In other words of Tangari (1999:11):

Patronage politics has been integral to post-colonial efforts to maintain political control in poor, ethnically diverse peasant societies. Yet, although valuable in helping to consolidate ruling conditions, the dynamics of Patronage relations have proved economically highly damaging

Generally, decision making power of school principals is highly affected by the socio-political environment. Allison cited in Hanson (1996:44) “decision making process as it takes place within pressured packed, sociopolitical system at the highest level of government.”

2.6. Selection and Placement Process of School Principals in SNNPR

Following a change of government in 1994, Ethiopia has been undertaking major reforms in its educational system. The education reform and policy in Ethiopia has developed different criteria and process of selection and placement of school principals. The policy instructs to select and assign the most qualified principals to the position. Its major focus is making educational management professionalize. The policy states that educational management practices shall be professional, democratic and efficient (MOE, 1994). Also the trend shows that secondary school principals were appointed through public advertisement on the basis of merits. However, currently a shift of practice concerning placement of school principals is observed. The only explanation about this trend relies on observation that qualified and experienced applicants are facing problem to get the position to work as principals.

Kbiret (2004) did her research on “teachers’ perception of secondary school principals in Addis Ababa” using descriptive survey Method. To accomplish its purpose, her data sources were teachers in one group and principals, assistant principals, and educational officers in the other group. From these samples, the data were collected using questionnaire. The study finding showed that most of teachers acknowledge education management as a specific type of activity, which demands technical knowledge and leadership skills. And they strongly believe that adequate training for principalship position is critical and it should participated teachers in the selection and placement of school principals. However, the secondary school principals’

selection/ placement procedure perceived by teachers, it has no rooms for teachers' in developing selection guidelines, discussion on job description, and on the selected method of placement. They perceived it as the selector decision being as a political appointment.

The current trend to fill the position has given little consideration for previous training on the field of educational administration. As it is observed, after the selection and placement process principals may attend a one or two-month in-service training on school management. In-service training programs are likely to help principals develop and improve their administrative skills. However, these programs cannot be the only means of training the principals. In-service programs cannot replace pre-service training. In-service training programs may be used as a supplementary training to the pre-service training. Training programs are sometimes criticized for being unsystematic and inadequate in content and coverage, lacking follow-up, and failing to address the real needs of leadership (Dadey and Harber, 1991).

Moreover, Bezuayew (1996) did his research on "principals' performance of managerial practices in the senior secondary schools of southern and south western Ethiopia" using descriptive survey. For this purpose, his data sources were teachers and principals. From these samples, the data were collected using questionnaire. The result of the study highlighted that, to eliminate the rising challenges of education, it demands the need for assign the right person for the right position by giving great consideration for educational background without ignoring the ministry's rule that conforms to minimum requirement B.A degree.

Principals' performance related with their previous training and rich experience has a big effect on student achievement. Dessalegn (2005) did

his research on “The school principal and its relation to students achievement in secondary school in western Shoa zone” using descriptive survey. For this purpose, his data sources were teachers and Wereda education experts. From these samples, the data were collected using questionnaire. The study finding showed that there was strong relationship between principals’ performance and student achievements.

The selection process of a prospective principal takes place in different ways in different regions in Ethiopia. According to the directive of ministry of education (2003), for secondary schools in the SNNPR, the jurisdiction to select prospective principals is in the hands of zonal education bureau/desk. To select the prospective principals, the conference delegated a committee are doing the investigation on the training and placement of principals. The delegated committee includes the zonal education desk chairman, educational program and human resource coordinator member, zonal education desk delegated member, two delegated member of teacher association and member zonal woman affairs. Finally, the conference passed decision regarding school principals’ placement. But there is little evidence about exactly how these delegated committees do the selection process.

Its criteria for principalship position required the following requirement:

- Bachelor degree and above in any educational field of study
- Specified years of experience, and
- The prospective principals must understand and accept to take leadership training for the future.
- good result from performance evaluation
- pass satisfactorily both written and oral exam

After the selection process, elected principals might get short term, on-the-job training in educational leadership, their training has always been incompatible to the ever-increasing responsibility delegated to them, not to

mention of the time-borne activities and cyclical reforms that seek the principals' attention. Decentralization of educational administration has increased the responsibilities of the school principal, although this often is not complemented by appropriate training or authority (Riley, 1999)

The reality of school administration, management and leadership is critical for the success of the school. The effective placements of principals are crucial for educational goal achievement. This is because School administrators have full jurisdiction to accomplishing the intended educational goals through effective leadership. However, many countries failed to do this. UNESCO (1996) notes that: "Education systems nearly everywhere are managed poorly and administered inefficiently".

Chapter Three

3. Research Design and Methodology

This study was conducted to examine the managerial practice of high school principals in Awassa Town related with their qualification, experience, and skills. To serve this purpose, descriptive survey method were employed to assess the managerial practice of school principals. This method helps to gather various kinds of data in relatively minimum resources. The appropriateness of this method to such kinds of study has been stated by Best and Kahn (1989:88).

3.1. Population and Sampling Technique

The main purpose of this study was to investigate the qualification and managerial practice of high school principals in Awassa town. It is, therefore, important to collect relevant information from appropriate sources. The population in the study included principals, educational officers, teachers and students. Awassa Town has 10 high schools and a total of 23 school principals, 9 educational officers/ supervisors/, 408 teachers and 14,211 students.

All, except the selected four senior secondary high schools were opened recently. The sample on which the research focused was four experienced high schools. The sample schools were selected purposively (Cohen, Manion & Morrison 2000:103) on the basis of their long standing experience in the teaching learning process in the area. This helps to get reliable data for the study. Based on this rationale, the following four high schools were selected purposively as sample.

1. Awassa Tabor Secondary School
2. Addis Ketema Secondary School
3. Awassa S.O.S Herman Geminer Secondary School and,
4. Comboni Secondary School

Therefore, the selected four sample schools have a total of 10 school principals, 4 educational officers/supervisors/, 262 teachers and 11,672 students.

If the researcher wants to take a sample from population of thirty or fewer he/she should be well advised to include the whole population as a sample (Krejcie & Morgan, cited in Cohen, manion, & Morrison, 2000:128). Since the number of principals was less than thirty, it included all senior secondary school principals (100%), 4 educational officers were selected for their individual responsibility to supervise the selected four schools. In addition, the authors suggested the standard for determining sample size from larger population; out of 262 teachers (64%) and out of 11,672 of students (3.16 %) were selected randomly as a sample.

3.2. Instruments and Procedure of Data Collection

While conducting this study, questionnaires and document analysis were employed to collect primary and secondary data.

Questionnaire: Questionnaire was used as the data-gathering tool to obtain sufficient primary data. Four different sets of questionnaires were prepared for school principals, teachers, students and educational officers. Open-ended and close-ended questions were prepared and translated in to Amharic so that the respondents could easily understand it.

The items of the questionnaire were classified under the major administrative function (planning, organizing, directing and controlling) of school principals. In this case, a Likert type five-point answer scale (ranging from very high to very low and strongly agree to strongly disagree) under each principal's managerial function were filled by the sample respondents. Additionally, the questionnaires included some related questions about leadership, administrative power, school community relations, and the process of placement of school principals.

In order to make sure whether the questionnaires were free from vague and unclear item, the draft questionnaire were examined by two educational planning and management post graduate students on the area for comment. The comments were used to improve the clarity of statements, grammatical and typographic error, and interpretation of instruction to build valid instrument. After the comment, the revised questionnaires were administered to the sample population.

Document Analysis: Besides the above instruments, reliable information was obtained from educational statistic documents produced by the regional and Woreda education bureau so as to evaluate current practice of principals in relation with their recruitment and placement process. In addition to this, policy documents such as education and training strategy, national and regional guidelines and standards for principal selection were checked and analyzed.

3.3. Method of Data Analysis

Based on the nature of the basic question, the data collected from the respondents were analyzed using percentage and the SPSS program. As the statistical tool, descriptive statistics were used. For the analysis of the data, t-tests were used to assess the differences between government school principals' and missionary school principals' managerial practices.

In all cases, the existing differences were tested for statistical significance at α : 0.05 level in order to tolerate errors that come due to chance.

In order to know the actual placement process of secondary school principals' in the area, ministry of education, regional education bureau and school policies and guidelines were checked by using document analysis instrument.

To detect out the potential problems that are capable of affecting the practice of principals were collected from literatures and the school principals were requested to rank them in order to understand and analyze the problems.

Chapter Four

4. Data Presentation, Discussion and Analysis

This chapter deals with presentation, discussion and analysis of data obtained through questionnaire. The data are about qualification and experience of school principals, covering managerial functions of planning, organizing, directing and controlling. The data gathered through four different sets of questionnaires i.e. for principals, teachers, students and educational officers/supervisors/. The questionnaires provide the chief data for the study. It presents the ideas, views and perceptions of principals, teachers, students and educational officers in an attempt to bring to light the meanings embodied in the research questions. The chief research question this study seeks to answer is how teachers, students, educational officers perceive the managerial practice of school principals in secondary school of Awassa Town.

4.1. Background of the Schools

The study was conducted in two government and two missionary higschools in Awassa Town. The sample schools were Awassa Tabor, Addis Ketema, S.O.S Herman Gmeiner, and Comboni senior secondary school. The schools were selected for their long standing experience in teaching and learning in the area.

4.2. The Respondents' Characteristics

In the study, the participants drawn from four different kinds of school stakeholders. These were school principals, teachers, students and educational officers. Four sets of questionnaires were distributed for school principals, teachers, students and educational officers and in return, 10 (100%), 183 (91.25%), 360 (100%), and 4 (100%) questionnaires were filled and returned respectively.

Table 4.1: Personal Characteristics of Respondents

No	Items	Respondents			
		principals		teachers	
		NO	%	NO	%
1	Years of service				
	Years of service as principal				
	a) 0-5 years	8	80		
	b) 6-10 years	1	10		
	c) 11-15 years	1	10		
	Years of service as teacher				
	a) 0-5 years	-	-	40	23.9
	b) 6-10 years	1	10	12	7.18
	c) 11-15 years	2	20	22	13.17
	d) 16-20 years	4	40	21	12.57
	e) 21-25 years	3	30	36	21.55
	f) more than 25 years	-	-	46	27.54
2	Academic qualification				
	a) 12+2	-	-	8	4.79
	b) 12+3	1	10	11	6.58
	c) B.A /BS.C	8	80	146	87.4
	d) M.A/ M.sc	1	10	2	1.19
3.	Educational stream				
	a) educational administration/ educational planning and management	-	-		
	b) other field of study	10	100		

With regard to the service years of school principals as school administrators, 80 percent of the school principals served only five and below five years as principals. Lacking longer exposure of the principals to leadership role, may pose some set backs in their effectiveness. In contrary 100 percent of them have more than 5 years of teaching experience. Hence, school principals have more experience in teaching rather than administration. Teachers are one of the best sources to investigate the effectiveness of the administrative practices of school principals. Therefore, looking towards their experience is important to get reliable data. Related

with their experience, 61.6 percent of teachers have sixteen and above years of service. It is found that there were sufficient numbers of teachers and administrators with longer years of service in teaching.

With regard to item 2 of table I, 80 percent of administrators were qualified for the job specification i.e. first-degree level. In addition to this 10 percent of school administrators found to be qualified above first degree level. Therefore, the directives of ministry of education (2004) says that the qualification required for high schools principals is to have first degree and above in any educational stream. The qualification standards almost were fulfilled by those sample high school. Additionally the guidelines talk about developing professionalization of educational administration. But from the data we can understand that any of school administrators did not have previous education on educational administration to fill the position. As regards the educational stream, 100 percent principals were found subject area graduates. Principals without previous education about the theories, principles, knowledge and skill of educational management have limited contribution for quality education.

Table 4.2: Teachers' Perception of the Principals' Managerial Practice Related with Planning

Items No	School type	VH		H		MO		L		VL	
		NO	%	NO	%	NO	%	NO	%	NO	%
1	G	13	11.3	33	28.7	49	42.6	16	13.9	5	4.3
	M	19	36.5	19	36.5	8	15.4	-	-	6	11.5
	T	32	19.1	52	31.1	57	34.1	16	9.6	11	6.6
2	G	5	4.3	44	38.3	34	29.6	16	13.9	15	13.0
	M	14	26.9	21	40.4	9	17.3	5	9.6	3	5.8
	T	19	11.4	65	38.9	43	25.7	21	12.6	18	10.8
3	G	10	8.7	16	13.9	33	28.7	34	29.6	20	17.4
	M	22	42.3	23	44.2	5	9.6	-	-	2	3.8
	T	32	19.2	39	23.3	38	22.7	34	20.3	22	13.2
4	G	19	16.5	28	24.3	42	36.5	15	13.0	13	11.3
	M	12	26.9	22	42.3	10	19.2	4	7.7	2	3.8
	T	33	19.8	50	29.9	52	31.1	19	11.4	15	8.9
5	G	10	8.7	17	14.8	23	20	34	29.6	32	27.8
	M	11	21.1	24	46.1	12	23.1	2	3.8	3	5.8
	T	21	12.6	41	24.5	35	20.9	36	21.5	35	20.9
6	G	8	6.9	20	17.4	31	26.9	31	26.9	26	22.6
	M	12	23.1	14	26.9	17	32.7	6	11.5	3	5.8
	T	20	12	34	20.3	48	28.7	37	22.1	29	17.4
7	G	18	16.5	26	22.6	40	34.8	17	14.8	14	12.2
	M	16	30.8	15	28.8	15	28.8	3	5.8	3	5.8
	T	34	20.3	41	24.5	55	32.9	20	11.9	17	10.2

VH = very high; H = high; MO= moderate; L= low; VL= very low
 G= government schools; M= missionary schools

In evaluating the performance of the principals regarding to managerial practices as planning, teachers rated moderately and above moderately on four out of seven managerial functions of planning. As indicated in the table, encourage participation of staff and students in developing overall school plan, implementing and monitoring the school improvement plan with teachers, and effective human resource planning are rated above the average. The ability to plan with staffs able school administrators to go in line with the current management thinking. The

democratic nature of this kind of a structure, it is required that principal's work co-operatively and as a team, since it invites teachers, support staff, and students to participate in school affairs. Working together with Staff, students and school administrators is critical to bring positive and effective implementation of school programs. This helps to identify problems, monitor and implementing changes and generate effective communication among all members of the school community.

In contrary, plan for staff meeting in advance, plan for emergency response to protect the safety and welfare of students, staff and school facilities and property, and designs a system of communication to provide timely sharing of information are rated moderately and below moderately i.e. 56.3%, 63.5% and 68.3% respectively.

Plan for staff meeting with staff in advance is vital for proceeding well different school activities. It enables staff to spend their time working on things and to bring important resources and ideas for the meeting. This eventually brings the success for the meeting. This activity is possible if there is effective communication in the school.

Additionally, the purpose of making immediate plan is to provide emergency preparedness. Response in the teaching learning process is critical to protect the safety and well-being of students, staff and property of the school at the time of an emergency. However, again the majority of teachers rated low and very low planning for emergency situations. If schools don't have a school emergency plan in partnership with public safety agencies, including law enforcement and fire, health, mental health it might be difficult to react effectively for school principals in time of chaos.

Table 4.3: Teachers Perception of the Principals' Managerial Practice of Planning in Government and Mission Schools

Item no	School type	Mean	Std. Deviation	t
1	G	3.29	0.99	3.21*
	M	3.87	1.25	
2	G	3.07	1.11	3.54*
	M	3.73	1.14	
3	G	2.69	1.19	8.21*
	M	4.21	0.91	
4	G	3.22	1.21	3.04*
	M	3.81	1.05	
5	G	2.46	1.29	6.26*
	M	3.73	1.03	
6	G	2.59	1.21	4.56*
	M	3.50	1.15	
7	G	3.15	1.22	3.66*
	M	3.29	0.99	

Note: * significant at 0.05 level.

MTg: mean score for government teachers

MTm: mean score for missionary school teachers

When we compare managerial practice of school principals between government and missionary schools as rated by teachers in related to the planning aspect of managerial function, the result of the computation t-test in table 4.3 indicates that there are statistically significant differences between missionary school teachers and government school teachers in all cases. As can be seen from the table, missionary school teachers mean score is higher than government school teachers, i.e. fairly above the average (MTm: 3.29-4.21) in all planning managerial functions.

1

* Through out the text the mean score are interpreted as follows.

4.00 and above = high

3.50 and 3.99 = fairly above the average

3.00-3.49 = an average and slightly above the average

2.00-2.99 = bellow the average (poor)

On the other hand, government teachers mean score showed their principals' managerial practice below the average (MTg: 2.46-2.69) on 3 of 7 managerial practices and fairly above the average (MTg: 3.07-3.50) performing 4 of the 7 managerial practices. The table result shows there is significance difference between mission school principals and government principals in their managerial practice of planning from teacher's points of view.

Table 4.4 Teachers Perception of the Principals' Managerial Practice Related with Organizing

Items No	School type	VH		H		MO		L		VL	
		NO	%	NO	%	NO	%	NO	%	NO	%
8	G	25	21.7	34	29.6	28	24.3	17	14.8	11	9.6
	M	20	38.5	24	46.1	4	7.7	4	7.7	-	-
	T	45	26.9	58	34.7	32	19.2	21	12.6	11	6.6
9	G	11	9.6	31	26.9	20	17.4	34	29.6	19	16.5
	M	11	21.1	14	26.9	6	11.5	10	19.2	11	21.2
	T	22	13.2	45	26.9	26	15.6	44	26.3	30	18.0
10	G	20	17.4	20	17.4	33	28.7	25	21.7	17	14.8
	M	14	26.9	18	34.6	7	13.5	9	17.3	4	7.7
	T	34	20.3	38	22.8	40	24.0	34	20.4	21	12.6
11	G	21	18.3	39	33.9	40	34.8	8	7.0	7	6.1
	M	18	34.6	12	23.0	22	42.3	-	-	-	-
	T	39	23.3	51	30.5	62	37.1	8	4.8	7	4.2
12	G	14	12.2	24	20.8	46	40.0	20	17.4	11	9.6
	M	20	38.5	17	32.7	10	19.2	3	5.8	2	3.8
	T	34	20.3	41	24.6	56	33.5	23	13.8	13	7.8
13	G	12	10.4	16	13.9	38	33.0	31	27.0	18	15.7
	M	13	25	23	44.2	8	15.4	6	11.5	-	-
	T	25	14.9	39	23.4	46	27.5	37	22.2	18	10.8
14	G	10	8.7	16	13.9	30	26.1	43	37.4	16	13.9
	M	11	21.1	19	36.5	12	23.1	10	19.2	-	-
	T	21	12.6	35	21.0	42	25.1	53	31.7	16	9.6
15	G	9	7.8	15	13.0	30	26.1	44	38.3	17	14.8
	M	8	15.4	18	34.6	17	32.7	6	11.5	3	5.8
	T	17	10.2	33	19.8	47	28.1	50	29.9	20	12.0
16	G	9	7.8	26	22.6	36	31.3	30	26.1	14	12.2
	M	9	17.3	18	34.6	13	25.0	7	13.5	5	9.6
	T	18	10.7	44	26.3	49	29.3	37	22.2	19	11.4

Items No	School type	VH		H		MO		L		VL	
		NO	%	NO	%	NO	%	NO	%	NO	%
17	G	7	6.1	22	19.1	32	27.8	36	31.3	18	15.7
	M	11	21.1	18	34.6	11	21.2	9	17.3	3	5.8
	T	18	10.7	40	24.0	43	25.7	45	26.9	21	12.6
18	G	18	15.6	22	19.1	37	32.2	24	20.9	14	12.2
	M	12	23.1	19	36.5	11	21.2	6	11.5	4	7.7
	T	30	17.9	41	24.6	48	28.7	30	18.0	18	10.8
19	G	16	13.9	20	17.3	28	24.3	33	20.0	18	15.7
	M	10	19.2	16	30.8	13	25.0	9	17.3	4	7.7
	T	26	15.6	36	21.6	41	24.5	42	25.1	22	13.2

As can be seen from the table, teachers rated principals' performance as moderately and above moderately on in 8 out of 12 organizing functions. Particularly, organize and coordinate materials and facilities before school opening (80.8%), organize the administration of test (91.0 %), provision of contemporary books and materials for the library (78.4%) and effective communication with the communities (71.2%) are rated by the respondents respectively.

On the other hand, teachers rated principals moderately and below moderately performing the practice of organizing recreational facility for teachers (59.8%) , organizing staff to solve problems (68.9%), organizing staff to bring school cooperation with government and non- government institutions to get the necessary support (68.3%) and keeps personal feeling from damaging working relationships (65.3%).

Organizing recreational facilities has Equal importance to teachers and students in developing academic potential and to increase motivation level and maturity. This enables Students to participate in a cooperative exploration of intellectual issues and to develop new perspectives and enthusiasm for intellectual and artistic endeavors.

Collaborating and working together as a team with each partner of the organization can work smarter, share important information, and build a collective set of resources, to get what school wants. There has always been an understanding that to help students succeed in school-to-work programs they need to have a first-class education and effective work force organization.

Developing a partnership with government and non-government organs will lead to a more inclusive vision. These practices of school principals are critical to connect the school with teachers, students, parents and other stakeholders. The failure to creating communication with internal and external environment hampers the proper implementation of responsibilities within the school and it results in loss of obtaining good ideas and inputs to improve school performance from the external environment.

Table 4.5: Teachers Perception of the Principals' Managerial Practice of Organizing in government and Missionary Schools

Item no	School Type	Mean	Std. Deviation	t
8	G	3.3913	1.24742	3.987*
	M	4.1538	.87188	
9	G	2.8348	1.26304	1.086*
	M	3.0769	1.47988	
10	G	3.0087	1.30112	2.541*
	M	3.5577	1.27439	
11	G	3.5130	1.06264	2.429*
	M	3.9231	.88220	
12	G	3.0870	1.12050	4.718*
	M	3.9615	1.08396	
13	G	2.7652	1.18714	5.30*
	M	3.7885	.99679	
14	G	2.6609	1.14621	5.431*
	M	3.5962	.96781	
15	G	2.6087	1.12932	4.382*
	M	3.4231	1.07277	
16	G	2.8783	1.13283	2.522*
	M	3.3654	1.20504	

Item no	School Type	Mean	Std. Deviation	t
17	G	2.6870	1.13451	4.135*
	M	3.4808	1.17974	
18	G	3.0522	1.23433	2.475*
	M	3.5577	1.19498	
19	G	2.9391	1.27900	2.444*
	M	3.3654	1.20504	

Note: * significant at 0.05 level

As a comparative analysis of managerial practice of school principals between government and missionary schools, like the planning aspect of managerial function the organizing aspect of managerial function, all the t-test scores were significant at the .05 level between missionary school teachers' rate and government school teachers' rate. Missionary school teachers mean score is high and fairly above the average (MTm: 3.07-4.15).

Inversely, government school teachers, mean score indicate that they perceived and rated their principals below the average (MTg: 2.60-2.93) on 7 out 12 organization functions. specifically, the mean score showed that, organize recreational facilities (2.83), organize the co-curricular activity (2.76), organizing staff to bring school cooperation with government and non- government organs to get the necessary support (2.66), organize staff to solve problems (2.60), maintaining adequate personal relationship (2.87), keeps personal feeling from interrupting and damaging personal relationships (2.68), and hearing the views of others people he/she working with (2.93), were rated in particular.

Table 4.6: Teachers Perception of the Principals' Managerial Practice Related with Directing/ Leading

Items No	School type	VH		H		MO		L		VL	
		NO	%	NO	%	NO	%	NO	%	NO	%
20	G	11	9.6	17	14.8	24	20.9	42	36.5	21	18.3
	M	12	23.1	32	61.5	13	25.0	7	13.5	3	5.8
	T	23	13.8	49	29.3	37	22.2	49	29.3	24	14.4
21	G	11	9.6	18	15.7	22	19.1	42	36.5	22	19.1
	M	9	17.3	30	57.7	16	30.8	6	11.5	5	9.6
	T	20	12.0	48	28.7	38	22.8	48	28.7	27	16.2
22	G	14	12.2	29	25.2	39	33.9	20	17.4	13	11.3
	M	15	28.8	37	71.2	17	32.7	6	11.5	2	3.8
	T	29	17.4	66	39.5	56	33.5	26	15.6	15	9.0
23	G	14	12.2	23	20.0	30	26.1	32	27.8	14	12.2
	M	16	30.8	39	75.0	9	17.3	-	-	3	5.8
	T	30	18.0	62	37.1	39	23.4	32	19.2	17	10.2
24	G	26	22.6	57	49.6	22	19.1	10	8.7	-	-
	M	19	36.5	43	82.7	8	15.4	-	-	4	7.7
	T	45	26.9	100	59.9	30	18.0	10	6.0	4	2.4
25	G	44	38.3	43	37.4	22	19.1	6	5.2	-	-
	M	32	61.5	15	28.8	5	9.6	-	-	-	-
	T	76	45.5	58	34.7	27	16.2	6	3.6	-	-
26	G	14	12.2	18	15.7	22	19.1	44	38.3	17	14.8
	M	12	23.1	38	73.1	11	21.2	14	26.9	-	-
	T	26	15.6	56	33.5	33	19.8	58	34.7	17	10.2
27	G	14	12.2	12	10.4	32	27.8	38	33.0	19	16.5
	M	16	30.8	43	82.7	14	26.9	2	3.8	4	7.7
	T	30	18.0	55	32.9	46	27.5	40	24.0	23	13.8
28	G	25	21.7	32	27.8	42	36.5	11	9.6	5	4.3
	M	17	32.7	45	86.5	6	11.5	3	5.8	9	17.3
	T	42	25.1	77	46.1	48	28.7	14	8.4	14	8.4
29	G	20	17.4	22	19.1	45	39.1	21	18.3	7	6.1
	M	17	32.7	46	88.5	11	21.2	-	-	3	5.8
	T	37	22.2	68	40.7	56	33.5	21	12.6	10	6.0
30	G	25	21.7	23	20.0	47	40.9	16	13.9	4	3.5
	M	14	26.9	44	84.6	10	19.2	4	7.7	3	5.8
	T	39	23.4	67	40.1	57	34.1	20	12.0	7	4.2
31	G	11	9.6	22	19.1	23	20.0	40	34.8	19	16.5
	M	9	17.3	40	76.9	15	28.8	5	9.6	4	7.7
	T	20	12.0	62	37.1	38	22.8	45	26.9	23	13.8
32	G	13	11.3	21	18.3	34	29.6	37	32.2	10	8.7
	M	15	28.8	47	90.4	7	13.5	-	-	4	7.7
	T	28	16.8	68	40.7	41	24.6	37	22.2	14	8.4

Items No	School type	VH		H		MO		L		VL	
		NO	%	NO	%	NO	%	NO	%	NO	%
33	G	9	7.8	16	13.9	33	28.7	39	33.9	18	15.7
	M	10	19.2	43	82.7	12	23.1	6	11.5	5	9.6
	T	19	11.4	59	35.3	45	26.9	45	26.9	23	13.8
34	G	19	16.5	38	33.0	43	37.4	15	13.0	-	-
	M	16	30.8	50	96.2	13	25.0	-	-	3	5.8
	T	35	21.0	88	52.7	56	33.5	15	9.0	3	1.8

In light of the above results, when we examine the practice of school principals regarding directing/leading, school principals were found moderately and above moderately on in 9 out of 15 leading functions. Particularly, guides teacher to prepare lesson plan and giving counseling (91.5%), lead the day activity of the school (96.3%), dedication for staff development program (83.1%), lead their school in setting process in which student achievement data is analyzed to take action for change (81.3%), creating conducive environment for learning (83.7%), and readiness to help teachers and students (89.1%) are rated.

In the other hand teachers rated their principals leading functions moderately and below moderately on giving consultation and information for teachers before making decision (65.9%), collecting data before passing decision (67.7%), influence staff to the success of the school and he/she assumes leadership responsibilities (64.7%), effective to take the people he/she working with along with where he/she was heading (65.3%), dedicated to motivate teachers' hard work of creating and maintaining an effective school (67.7%), and see co-operation with teachers as a motivating factor (55.1%).

Table 4.7: Teachers Perception of the Principals' Managerial Practice of Organizing in Government and Private School

Item no	School type	Mean	Std. Deviation	t
20	G	2.6087	1.21897	4.631*
	M	3.5192	1.07540	
21	G	2.6000	1.23402	3.661*
	M	3.3462	1.18627	
22	G	3.0957	1.16960	2.322*
	M	3.5385	1.07487	
23	G	2.8870	1.23377	5.283*
	M	3.9231	1.02606	
24	G	3.8696	.85349	.281
	M	3.8269	1.02366	
25	G	4.0870	.88422	1.340*
	M	4.2692	.62983	
26	G	2.7217	1.24638	4.183*
	M	3.5577	1.07400	
27	G	2.6870	1.22378	4.774*
	M	3.6346	1.10309	
28	G	3.5304	1.07051	.344
	M	3.5962	1.28734	
29	G	3.2348	1.12648	3.492*
	M	3.8654	.97073	
30	G	3.4261	1.08467	1.472*
	M	3.6923	1.07628	
31	G	2.7043	1.22813	4.458*
	M	3.5962	1.12476	
32	G	2.9130	1.14375	5.398*
	M	3.9231	1.06359	
33	G	2.6435	1.14088	4.306*
	M	3.4808	1.21252	
34	G	3.5217	.93046	2.026*
	M	3.8462	1.01720	

Note: * significant at 0.05 level

As a comparative analysis of managerial practice of school principals between government and missionary schools related with the directing/ leading aspect of managerial function, like the planning and organizing aspects of managerial functions, missionary school teachers mean score

indicate that they perceive their principals as high and fairly above the average (3.52-4.26) in all items of directing function. Therefore, computation t-test in table 4.7 shows that there are statistically significant differences between missionary school teachers' rate and government school teachers' rate in all cases except instruct and guides teachers to prepare lesson plan and dedication for staff development program to improve the teaching and learning process.

On the other hand, government school teachers' mean score indicate that they perceived and rated below the average (2.60-2.88) performing on 8 of the 15 functions. specifically, consult and giving adequate information for teachers before making decision (2.61), seek data before passing decision (2.60), instruct the staff on how different task should be performed (2.88), influence staff to the success of the school and assuming leadership responsibilities (2.72), effective to take people he/she working with along where he/she heading (2.68), sees co-operation with teachers as a motivator factor (2.70), maintaining strong working culture(2.91), dedication to motivate teachers (2.64) rated in particular.

Table 4.8: Teachers Perception of the Principals' Managerial Practice Related with Controlling

Items No	School type	VH		H		MO		L		VL	
		NO	%	NO	%	NO	%	NO	%	NO	%
35	G	21	18.3	35	30.4	35	30.4	16	13.9	8	7.0
	M	24	46.2	21	40.4	5	9.6	-	0.0	2	3.8
	T	45	26.9	56	33.5	40	24.0	16	9.6	10	6.0
36	G	29	25.2	55	47.8	21	18.3	10	8.7	-	-
	M	39	75.0	13	25.0	-	-	-	-	-	-
	T	68	40.7	68	40.7	21	12.6	10	6.0	-	-
37	G	46	40.0	50	43.5	19	16.5	-	-	-	-
	M	25	48.1	15	28.8	10	19.2	2	3.8	-	-
	T	71	42.5	65	38.9	29	17.4	2	1.2	-	-
38	G	27	23.5	43	37.4	31	27.0	13	11.3	1	0.9
	M	19	36.5	16	30.8	11	21.2	6	11.5	-	-
	T	46	27.5	59	35.3	42	25.1	19	11.4	1	0.6
39	G	34	29.6	40	34.8	32	27.8	9	7.8	-	-
	M	22	42.3	16	30.8	9	17.3	3	5.8	2	3.8
	T	56	33.5	56	33.5	41	24.6	12	7.2	2	1.2
40	G	15	13.0	32	27.8	37	32.2	16	13.9	15	13.0
	M	16	30.8	13	25.0	20	38.5	3	5.8	-	-
	T	31	18.6	45	26.9	57	34.1	19	11.4	15	9.0

In light of the above results, when we examine the practice of school principals regarding controlling, teachers rated high in all aspects of controlling function. As teachers rated the controlling aspects school principals, the performance of principals with respect to evaluates the competences of teachers (84.3%), controls the punctuality of the teachers and lesson plan regularly (94.0%), giving credit, praise, or punish to those responsible for their jobs (98.8%), monitoring the administration of test (87.9%), and evaluating teachers in the class room (79.6%) found moderately and above moderately.

Table 4.9: Teachers Perception of the Principals' Managerial Practice of Controlling in Private and Government School

Item no	School type	Mean	Std. Deviation	t
35	G	3.3913	1.14475	4.850*
	M	4.2692	.93127	
36	G	3.8957	.88232	5.496*
	M	4.6346	.59504	
37	G	4.2348	.71733	.179
	M	4.2115	.89303	
38	G	3.7130	.98020	1.264*
	M	3.9231	1.02606	
39	G	3.8609	.93553	1.856
	M	4.1731	1.14996	
40	G	3.1391	1.20588	5.749*
	M	4.2308	.96234	

Note: * significant at 0.05 level

When we compare managerial practice of school principals between government and missionary schools as rated by teachers related the controlling aspect of managerial function, the result of the computation t-test in table 4.9 indicates that there are statistically significant differences between missionary school teachers and government school teachers in all cases except checks regularly teachers lesson plan and monitor the administration of tests and examination. However, unlike the previous one's, missionary and government school teachers' mean score indicated that they rated high and fairly above the average (3.13-4.63) performing school principals in all cases. No matter how there is significance difference between government and missionary school principals managerial practices, it is possible to conclude that, teachers from missionary school and government school rated fairly above the average in all cases for the first time from the others managerial functions. From the general points of view, principals adhered more for controlling function than the others managerial functions in both schools.

Table 4.10: Teachers Perception of the Principals' Recruitment and Selection

Items No	I		II		III		IV		V		I+ II		IV+ V	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
41	35	20.9	27	16.2	23	13.7	45	26.9	30	17.9	62	37.1	75	44.9
42	40	23.9	51	30.5	35	20.9	21	12.6	20	11.9	91	54.4	41	24.4
43	27	16.2	34	20.3	27	16.2	38	22.7	41	24.5	61	36.5	79	47.2
44	26	15.6	35	20.9	34	20.3	28	16.8	44	26.3	61	36.5	72	43.1

I= strongly agree; II = agree; III = undecided; IV = disagree; V = strongly disagree

As indicated in table 4.10 Item 41, 44.9 percent of teachers were not agreeing with the current appointment of principals based on merit and competition. On top of that, 54.4 percent of teachers believed that the method of prospective school principals' placement involves official's appointment rather than other school stakeholders. Kibret (2004), on this part, has proved that considerable number of principals of secondary schools, the current method of placement involves official's appointment rather than merit based competition.

The data collected through open ended questionnaire suggest that the current principals' selection and placement process seems focus on proximity and their loyalty to accomplish the task they received from the highest authority. Even if there is experienced and dynamic individuals who could fit the position, it is common to see inexperienced individuals filled the position. However, it does not mean that best teachers can be best administrators in all cases, but most successful school leaders come in large part from a talent pool of teachers who have been extraordinarily successful as classroom teachers and they can be used to fill the gap.

A bit less than half (47.2%) agree to the statement that the trend of placement of secondary school principals in Awassa Town is most likely the responsibility of higher officials rather than teachers, support staff,

students and parents in choosing candidates. These stakeholders are not active influencing their ideas in the process of placement of school principals. Therefore, ultimate decision lies with decision makers. However, many writers including MOE recent directives comment that the responsibility of selection and placement of prospective school principals should include parents, teachers, and community members.

As indicated in table 4.10 Item 44, the majority of teachers (43.1%) disagree with the current criteria for principal selection relies on skills and ability of the prospective principal. Off course it is possible to analyze the working profile of individual whether he/she is equipped with necessary ability and skill to identify those qualified personnel for the position. But currently, Kibret (2004), on this part, the trends shows that, this is not the most important criteria for the selection and placement of prospective principals.

Table 4.11: Ranking of Possible Managerial Problems Faced by School Administrators

items	RANKS															
	1 st		2 nd		3 rd		4 th		5 th		6 th		7 th		8 th	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
1	-	-	7	70	3	30	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	6	60	1	10	1	10	1	10
3	1	10	-	-	-	-	6	60	3	30	-	-	-	-	-	-
4	1	10	1	10	-	-	-	-	-	-	6	60	2	20	-	-
5	-	-	-	-	-	-	-	-	-	-	3	30	6	60	1	10
6	-	-	-	-	7	70	-	-	-	-	-	-	-	-	3	30
7	-	-	-	-	-	-	4	40	-	-	-	-	1	10	5	50
8	8	80	2	20	-	-	-	-	-	-	-	-	-	-	-	-

Table 4.11, School administrators were asked to rank major problems that influence their administrative affair. For this purpose, the possible major problems that might affect the managerial tasks of the principals were assumed based on the results of different literal and research works. These problems were ranked by the principals based on their severity or mildness on their managerial functions. Then the majority rate for each specific problem would used to give rank.

As indicated in table 4.11 item 8, 80 percents of school principals specifically rated lack of sufficient budget as the first problem in their schools. Budget is the most important ingredient for school success. Without sufficient budget it is difficult to play education its vital role for the nation generally, and accomplish the stated managerial functions effectively for principals in particular. Education funding helps to guarantee a transmission of quality education for students. The government and communities should participate in to prove different school activities. Communities will have more opportunities to participate in their schools. In essence the ministry of education intention shows that, partly schools should back by their local communities, while increasing state education funding.

Problem ranked second is lack of motivation of teachers. Motivated teachers do their jobs enthusiastically towards fulfilling the expected goals. The complete utilization of teacher's optimum effort and energy requires that they respect their profession and that they are satisfied with it. Generally, less motivated teachers are likely to perform their expected duties less satisfactorily. This may eventually lead to the loss of quality education totally. We can generally argue that schools can achieve their objectives with more motivated teachers than anything else.

As indicated in table 4.11 item 6, 70 percent of school principals put problem of working collaboratively with staff and community as third problem for their managerial practices. In many schools teachers work in isolation, administrators try to accomplish tasks alone and the responsibility for implementing new ideas falls to individuals. However, working collaboratively, that is, teamwork has many advantages over working alone. Teams can be better at solving problems, have a higher level of commitment, can help implement an idea or plan more effectively, and can generate energy and interest. Building effective teams does not happen by accident. It takes time, skills and knowledge. However, Leaders can inspire, motivate and support colleagues in different school activities.

Problems ranked fourth and fifth seem to have some degree of similarity. Lack of trained and supporting staff is reported to be as fourth problem. Staffs with their talents, their ideas and their performance are critical to any organization's success today. The ability to adapt, change and grow is an essential part of what it is to be talented. Additionally, Lack of training for the general staff rated as fifth problem. It might be hampered the activity of a given organization. The development of talent is a prime responsibility of all school principals and educational offices. It is not possible to implement the intended school plan with out developing capable and skillful human resources.

Problem ranked sixth is related with lack of teaching and learning material. Teaching and learning materials that have been developed to give teachers explicit guidance for the accomplishment of classroom program. The need for these materials is that teachers need more assistance than is currently available through the materials provided. Otherwise it will be difficult for teachers to give and students to follow instructions.

Problems ranked seventh and eighth seem to have some degree of similarity. Both possible problems are related with whether decision making is influenced at the Woreda level or whether there is open communication and collaboration with Zonal/ Wereda educational bureau. From the table, we can infer these are the least managerial problems for school principals. Since power is decentralized at the grass root level, there is little intervention from the higher authority. On top of that, principals' channel of communication seems open to collaborate with Zonal/ Wereda educational bureau.

Table 4.12: Students' Perception of the Principals' Managerial Practices

Items No	school type	VH		H		MO		L		VL	
		NO	%	NO	%	NO	%	NO	%	NO	%
1	G	24	13.3	22	12.2	33	18.3	56	31.1	45	25.0
	M	10	5.6	13	7.2	17	9.4	40	22.2	100	55.5
	T	34	9.4	35	9.7	50	13.9	96	26.7	145	40.3
2	G	13	7.2	21	11.7	32	17.8	37	20.6	77	42.8
	M	13	7.2	17	9.4	40	22.2	31	17.2	79	43.9
	T	26	7.2	38	10.6	72	20.0	68	18.9	156	43.3
3	G	19	10.6	42	23.3	39	21.7	45	25.0	35	19.4
	M	15	8.3	18	10.0	35	19.4	31	17.2	81	45.0
	T	34	9.4	60	16.7	74	20.6	76	21.1	116	32.2
4	G	23	12.8	22	12.2	39	21.7	42	23.3	54	30.0
	M	36	20.0	29	16.1	29	16.1	40	22.2	46	25.6
	T	59	16.4	51	14.2	68	18.9	82	22.8	100	27.8
5	G	26	14.4	22	12.2	44	24.4	48	26.7	40	22.2
	M	54	30.0	58	32.2	28	15.6	24	13.3	16	8.9
	T	80	22.2	80	22.2	72	20.0	72	20.0	56	15.6
6	G	32	17.8	28	15.6	50	27.8	39	21.7	31	17.2
	M	41	22.8	47	26.1	46	25.6	27	15.0	19	10.6
	T	73	20.3	75	20.8	96	26.7	66	18.3	50	13.9
7	G	52	28.9	39	21.7	31	17.2	34	18.9	24	13.3
	M	69	38.3	48	26.7	24	13.3	23	12.8	16	8.9
	T	121	33.6	87	24.2	55	15.3	57	15.8	40	11.1
8	G	12	6.7	30	16.7	54	30.0	50	27.8	34	18.9
	M	57	31.7	38	21.1	42	23.3	19	10.6	24	13.3
	T	69	19.2	68	18.9	96	26.7	69	19.2	58	16.1
9	G	13	7.2	24	13.3	53	29.4	35	19.4	55	30.6
	M	27	15.0	30	16.7	50	27.8	38	21.1	35	19.4
	T	40	11.1	54	15.0	103	28.6	73	20.3	90	25.0
10	G	19	10.6	28	15.6	34	18.9	45	25.0	54	30.0
	M	47	26.1	39	21.7	36	20.0	32	17.8	26	14.4
	T	66	18.3	67	18.6	70	19.4	77	21.4	80	22.2
11	G	20	11.1	21	11.7	34	18.9	43	23.9	62	34.4
	M	36	20.0	28	15.6	42	23.3	31	17.2	43	23.9
	T	56	15.6	49	13.6	76	21.1	74	20.6	105	29.2
12	G	28	15.6	35	19.4	44	24.4	35	19.4	38	21.1
	M	23	12.8	16	8.9	45	25.0	35	19.4	61	33.9
	T	51	14.2	51	14.2	89	24.7	70	19.4	99	27.5

Items No	school type	VH		H		MO		L		VL	
		NO	%	NO	%	NO	%	NO	%	NO	%
13	G	16	8.9	38	21.1	59	32.8	28	15.6	39	21.7
	M	42	23.3	36	20.0	48	26.7	30	16.7	24	13.3
	T	58	16.1	74	20.6	107	29.7	58	16.1	63	17.5
14	G	114	63.3	45	25.0	14	7.8	7	3.9	0	0.0
	M	138	76.7	29	16.1	4	2.2	7	3.9	2	1.1
	T	252	70.0	74	20.6	18	5.0	14	3.9	2	0.6
15	G	44	24.4	36	20.0	31	17.2	47	26.1	22	12.2
	M	127	70.6	25	13.9	13	7.2	9	5.0	6	3.3
	T	171	47.5	61	16.9	44	12.2	56	15.6	28	7.8
16	G	14	7.8	17	9.4	22	12.2	32	17.8	95	52.8
	M	18	10.0	32	17.8	49	27.2	30	16.7	51	28.3
	T	32	8.9	49	13.6	71	19.7	62	17.2	146	40.6
17	G	41	22.8	55	30.6	34	18.9	31	17.2	19	10.6
	M	-	-	-	-	-	-	-	-	-	-
	T	41	11.4	55	15.3	34	9.4	31	8.6	33	9.2

In light of the above results, when we examine the managerial function of school principals based on students perception, endeavor to develop and furnish the school library with relevant and contemporary materials, ability to provide textbooks and instructional materials timely, commitment to motivate students towards their academics achievement, readiness to help students in different situation , uses regular systems of notification for students to focus on attaining student achievement goals, controls the punctuality and attendance of the students regularly, and the ability to coordinate regular class room instruction in case of failure of the plasma television instruction program are rated moderately and above moderately. Particularly, Controls the punctuality and attendance of the students regularly and taking fast disciplinary measures against the misbehavior of students to create conducive climate for learning are rated 95.5 and 76.6 percent respectively.

As a regulation of the school, students are expected to be present for each regularly scheduled class session. The principals directly manage

the attendance of students in the school. This encourages students to attend school regularly and to be punctual to lessons and tutorials, so that they will be able to take full advantage of the educational opportunities available; it seems they viewed the principals to perform this practice well.

In addition to the above, principals take immediate action for those students, whose behavior show disrespect for others, including interference with all teaching and learning process will be subject to disciplinary action. In general, taking fast disciplinary action will help to correct the misconduct and to encourage all students to adhere to their responsibilities as student in the school.

The other hand, provide opportunities for students to participate in developing the overall school plan, Organize recreational facility for the students in the school, Organize the provision of counseling service to students, involve the students in decision making that directly affect them in the teaching learning process, Prompt in response to students request, Have deep sense of caring and a concern for students, gives individual assistance to students with academic or behavioral problems, able to facilitate conducive environment for disable students to participate in special education programs, and the ability to provide computers and other information and communication technologies are rated moderately and below moderately. Particularly, provide opportunities for students to participate in developing the overall school plan and organize the provision of counseling service to students rated 80.3% and 82.2% of students respectively.

Nowadays, the new approach in developing the overall school plan recommended the Principal to work together with Staff, students and other

concerned bodies to identify priorities and to establish well developed school mission, vision and goal. To solve the challenge and transforming the school into well developed learning environment students, should work cooperatively to build solid school plan. A series of satisfaction surveys, together with other data, indicate that allowing students in developing school improvement plan has significantly improved students morale.

The data suggest that the counseling provision is weak in the sample high school. The data also indicate that the perception of the students related with role of school counseling services by educational professionals inadequate. Nowadays, counseling service is becoming increasingly important in helping students in the teaching learning process. The philosophy that underpins is that taking care of both hearts and minds of student is and guiding young adult developmental stages during which assistance is sometimes very helpful. Additionally, counseling staff provide academic and social support to students specially who are not familiar with the school environment.

Table 4.13: Students Perception of the Principals' Managerial Practice in Government and Mission Schools

Item no	School type	N	Mean	Std. Deviation	t
1	G	180	2.5778	1.34104	5.439*
	M	180	1.8500	1.19344	
2	G	180	2.2000	1.30062	.081
	M	180	2.1889	1.28936	
3	G	180	2.8056	1.28636	4.433*
	M	180	2.1944	1.32908	
4	G	180	2.5444	1.36730	1.887*
	M	180	2.8278	1.47921	
5	G	180	2.7000	1.33245	6.608*
	M	180	3.6111	1.28328	

Item no	School type	N	Mean	Std. Deviation	t
6	G	180	2.9444	1.34007	2.981*
	M	180	3.3556	1.27556	
7	G	180	3.3278	1.42535	2.591*
	M	180	3.7056	1.33996	
8	G	180	2.6444	1.16092	6.159*
	M	180	3.4722	1.37995	
9	G	180	2.4722	1.25262	2.906*
	M	180	2.8667	1.32193	
10	G	180	2.5167	1.34320	4.907*
	M	180	3.2278	1.40562	
11	G	180	2.4111	1.35691	3.347*
	M	180	2.9056	1.44430	
12	G	180	2.8889	1.36144	2.892*
	M	180	2.4722	1.37183	
13	G	180	2.8000	1.24802	3.178*
	M	180	3.2333	1.33747	
14	G	180	4.4778	.80123	1.838*
	M	180	4.6333	.80432	
15	G	180	3.1833	1.38013	9.681*
	M	180	4.4333	1.04694	
16	G	180	2.0167	1.31801	4.503*
	M	180	2.6444	1.32708	
17	G	180	3.3778	1.29527	
	M	-	-	-	

Note: * significant at 0.05 level

Mgs: government school students mean score

Mps: mission school students mean score

As comparative analysis of students' perception towards managerial function of school principals, the result of computation of t-test in table 4.13 indicates that there are statistically significant differences between missionary school and government school students in evaluating managerial practice of school principals. As can be seen from the mean score, government school students rated below the average (2.01-2.94) principal performance on 14 of the 17 managerial practices and high and fairly above the average (3.18-4.48) on 3 of the 17 managerial practices i.e. controlling the punctuality of and attendance of the students regularly, taking fast

disciplinary measures against the misbehavior students to create conducive climate for learning, ability to coordinate regular class room instruction in case of failure of the plasma television instruction program

On the other hand, missionary school students' mean score indicate that, endeavor to develop and furnish the school library with relevant and contemporary books, articles, and journals (3.61), ability to provide textbooks and instructional materials timely (3.35), dedicated to motivate students towards their academics achievement (3.70), readiness to help students in different situation (3.47), have deep sense of caring and a concern for students (3.22), uses regular systems of notification for students to focus on attaining student achievement goals (3.23), and controls the punctuality and attendance of the students regularly(4.63) are rated fairly above the average on 7 out 17 managerial functions of school principals. For item number 17, missionary school students rated nothing, because plasma television instructions do not take place in their respective school.

Table 4.14: Educational Officers/ Supervisors Perception Principals' Managerial Practice

Items No	VH	H	MO	L	VL
	%	%	%	%	%
1	50	50	-	-	-
2	50	50	-	-	
3	75	25	-	-	
4	25	75	-	-	-
5	-	75	25	-	-
6	25	50	25	--	-
7	25	50	25	-	-
8	25	50	25	-	-
9	25	50	25	-	-
10	25	75		-	-
11	25	75	-	-	-
12	25	75	-	-	-
13	25	50	25	-	-
14	25	50	25	-	-
15	-	75	25	-	-

In light of the above results, when we examine the managerial function of school principals based on the view educational experts/ supervisors in all sample school they rated moderately and above moderately in performing managerial practices. Particularly, Ensures that school goals are aligned to school district goals, Collecting, analyzing, and using data to identify school priorities, Participate in master planning for district growth in terms of school improvement programs, Aligns all resources (monetary, staff, time, and staff development opportunities) to maximize attainment of school improvement priorities, Communicates with decision makers outside the school, Provides report and communication of the school to the education office and school committee are rated high and very high. Generally, relies on the above data, most items are more or less is related with the activity of principals out side the school boundaries. Regularly the District office instructions come to school. Hence, the relationship of school principals with the external environment is critical to bring inputs for the school to accomplish its task. It seemed the majority of school principal devoted their work to administration, participated in district goal setting process, mobilization of financial and material resources, the development of contacts with other institutions and organizations.

Chapter Five

5. Finding, Conclusion and Recommendation

5.1 Finding

- Regarding the required educational qualification for principalship position, 100% of secondary school principals who were assigned for the secondary school of Awassa town were subject area graduates.
- Concerning principals years of experience, 80 % of the school principals served only five and bellow five years as school principals.
- Mission school teachers rated their principals higher in their managerial practice of planning, organizing, directing, and controlling more than the government school principals.
- Unlike the other managerial function i.e. planning, organizing, and directing that showed significance difference between mission and government school teachers' mean score, was found to be high and fairly above the average (3.13-4.63) in relation to the variable controlling function.
- Students' perception towards their school principals' leadership role showed that, principals' performance regarding different managerial function, was rated below the average in 14 out of 16 managerial practices.
- Students' responses showed that there is significance difference between mission and government students. As shown in the findings, government school students rated principals'

performance below the average (2.01-2.94) on 14 of the 17 managerial practices and mission school students rated high and fairly above the average (3.23-4.63) on 8 of the 16 managerial practices.

- As shown in the findings, principals rank budget as a major problem for their administrative tasks. Additionally, lack of motivation of teachers was ranked second.
- 44.9 % of teachers were not agreeing with the current appointment of principals based on merit and competition and 54.4 % of teachers believed that the method of prospective school principals' placement involves official's appointment rather than other school stakeholders.
- Concerning principals' managerial practice from educational experts point of view, principals were rated as high and above average in all the managerial functions.

5.2 Conclusion

- Possessing adequate knowledge and skills of leadership is perceived as a ground base which has great power to discriminate leadership practices/performance between trained and untrained principals. The Ministry of Education manual stated about developing professionalization of educational administration. However, from the data we can infer that, any of school administrators did not have previous managerial education to fill the position.

- Lacking longer years of service in different managerial activities, may create complication and obstacles in their effectiveness. Experienced principals create a more conducive environment than inexperienced one's to the teaching learning process. Such environments increase teacher commitment, participation, and sense of ownership.
- Missionary school principals showed better performance in all managerial practices. There might be two reasons for this: first, the size of the school. Mission schools are small in size and thus it might be easy to create communication with teachers and students and administer the day to day activities. Second, this might be related with that missionary school give better remuneration for principals than government counter parts. This might drive them to work hard and achieve better.
- The study revealed that, principals were more effective in communicating their objectives with outsiders. Hence, the relationship of school principals with the external environment is critical to pool resources for the school to accomplish its objective. Smooth and healthy communication with outside school boundaries helps school principals' to make administrative tasks simple. Additionally, it enables them to mobilize financial and material resources for school goal achievement.
- It is clear that there is a problem of funding the education sector in developing countries including Ethiopia. Education sector requires huge amount of resources from different direction. However, without sufficient budget it is difficult to think education play its vital role for national development in general and accomplish the managerial functions effectively in particular.

- Less motivated teachers are likely to perform their expected duties less satisfactorily. This might lead them to leave their jobs in any possible time for other jobs. This may eventually lead to the loss of the most experienced teachers to other professions. The utilization of teacher's optimum effort and energy requires motivation and satisfaction towards their profession.

- Generally, the rapid changes that are taking place in the society exerts enormous pressure on schools and their management. Principals should adopt new way of understanding in order to cope-up with these organizational complexities through modern way of managers' education. Principals' competence in all aspects of management functions can help schools to develop their capacity in building responsible citizen for better future of the nation.

5.3. Recommendation

- This study has shown that all school principals did not have previous knowledge and skills in educational administration. It is important for the Ministry of Education to give special attention to the implementation of professionalization of educational administration. Modern administrator requires intense study and understanding in the field of educational administration. The knowledge they have, the strong leadership they provide for the school, and the ongoing professional support they give to teachers, students and the community at large is important for the overall development of the schools. Therefore, principals should appoint through public advertisement on the basis of merit.

system with teachers and the school community before passing decision. This is helpful for effective implementation of the decision.

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Appendix 1
Addis Ababa University School of Graduate Studies
Institution of Educational Research
Questionnaire to be filled by teachers

Purpose

The main objective of this questionnaire is to collect primary data for the study on managerial practice of secondary school principals in Awassa Town. This questionnaire to be useful and accurate, it is important that you answer each question as thoroughly and frankly as possible.

Instruction

- a) no need to write your name
- b) Please complete this part of the questionnaire by putting an 'x' sign against your response. For items that require open answer write down in the blank spaces corresponding to the questions

Part I

General information

1. Name of the school _____

2. Type of the school

- 1. Government / /
- 2. Private / /

3. Academic qualification

- 1. TTI / /
- 2. 12+1 / /
- 3. 12+2 / /
- 4. 12+3 / /
- 5. B.A /BS.C / /
- 6. M.A/ M.sc / /
- 7. Others _____

4. Educational stream

- 1. Educational administration (educational planning and management) / /
- 2. Other _____

5. Total years of service

- 1. 5 years and below / /
- 2. 6-10 years / /
- 3. 11-15 years / /
- 4. 16-20 years / /
- 5. 21-25 years / /
- 6. More than 25 / /

Part II

Please read each item carefully and indicate to what extent your school principal practice the administrative functions in your school by making 'x' in the box against the choice (i.e., very low, low, medium, high, and very high)

N.B. VH= very high, H= high, MO= moderate, L= low, VL=very low

No	Managerial practices	VH	H	MO	L	VL
	Principal managerial practice as planning					
1	Encourage participation of staff and students in developing overall school plan					
2	Plan, implementing and monitoring the school improvement plan with teachers					
3	Plans for staff meeting in advance					
4	Effective to make human resource planning, or personnel planning to distribute fair load among teachers.					
5	plan for to provide emergency response to protect the safety and welfare of students, staff and school facilities and property					
6	Designs a system of communication that provides for the timely, responsible sharing of information with staff					
7	Develops a master schedule for the school to maximize student learning by providing for individual and collaborative planning for every teacher					
	Principal managerial practice as organizing					
8	Organize and coordinate materials and facilities before the school opens					
9	Organize recreational facility for the staff and students in the school.					
10	Organize and coordinates the tasks of committee(discipline, examination, etc)					
11	Organize the administration of test					
12	Makes the proper provision for school library with relevant contemporary books or other related materials.					
13	Organize the co-curricular activities					
14	Makes the provision for the school committee to establish cooperation with government and non government organs, so that the school set the necessary support					
15	Organizing staff to solve problems					
16	Maintain adequate interpersonal relation with associates to create good working relation					
17	Keeps personal feeling from interrupting and damaging personal relationship					
18	Effective in his/her relations with the community					
19	To hear the views of the people he/she working with					
	Principal managerial practice as Directing/ Leading					
20	Consult and Giving adequate information for teachers before making Decision					
21	Seek to collect data before passing decision (Data-driven decision making)					
22	Empower and pass responsibilities for teachers in the school organization					

No	Principal managerial practice as Directing/ Leading	VH	H	MO	L	VL
23	Instructs the staff on how different duties should be performed					
24	Instruct and guide teachers to prepare lesson plans and provides counseling when needed					
25	Lead the day to day regular activities of the school					
26	Influence staff to the success of the school and he/she assumes leadership responsibilities					
27	Effective to take the people he/she working with along with where he/she was heading					
28	Dedication for Staff development program to improve the teaching learning process					
29	lead their school through the goal-setting process in which student achievement data is analyzed, improvement areas are identified and actions for change are initiated.					
30	Initiate and create an atmosphere that is conducive for a successful teaching and learning environment					
31	Sees co-operation with teachers as a motivating factor.					
32	Maintain strong working cultures to promote motivation for high achievement of the students and the school					
33	Dedicated to motivate teachers' hard work of creating and maintaining an effective school.					
34	Readiness to help teachers and students					
	Principal managerial practice as Controlling					
35	Evaluates the competencies of teachers					
36	Controls the punctuality of the teachers regularly					
37	Checks regularly teachers' lesson plan					
38	Gives credit, praise, or punish to those responsible for their jobs					
39	Monitor the administration of tests and examination					
40	Evaluating teachers in the class room					

Part III: strategies and methods employed in the selection and placement of school Principals'

Listed below are few statements related to **recruitment, selection and placement** strategies of school personnel. Please indicate your agreement or disagreement by checking a check mark 'x' in one of the boxes provided corresponding to each statement.

- Anchor:**
 SA= Strongly Agree UD=Undecided (uncertain) SD= Strongly Disagree
 A= Agree D= Disagree

Appendix 2
Addis Ababa University School of Graduate Studies
Institution of Educational Research
Questionnaire to be filled by principals

Purpose

The main objective of this study questionnaire is to collect information about possible problems that hindered the managerial practice of school principals in Awassa Town. This questionnaire to be useful and accurate, it is important that you answer each question as thoroughly and frankly as possible.

Instruction

- a) no need to write your name
- b) Please complete this part of the questionnaire by putting an 'x' sign against your response. For items that require open answer write down in the blank spaces corresponding to the questions.

Part I

General information

1. Name of the school _____

2. Type of the school _____

- 1. Government / /
- 2. Private / /

3. Academic qualification

- | | |
|-------------|------------------|
| 1. TTI / / | 5. B.A /BS.C / / |
| 2. 12+1 / / | 6. M.A/ M.sc / / |
| 3. 12+2 / / | 7. Others _____ |
| 4. 12+3 / / | |

4. Educational stream

- 1. Educational administration (educational planning and management) / /
- 2. Other _____

5. Total years of service

1) Total years of service as principal

- | | | |
|--------------------------|--------------------|---------------------|
| 1. 5 years and below / / | 3. 11-15 years / / | 5. 21-25 years / / |
| 2. 6-10 years / / | 4. 16-20 years / / | 6. More than 25 / / |

2). Total years of service as teacher

1. 5 years and below / / 3. 11-15 years / / 5. 21-25 years / /
 2. 6-10 years / / 4. 16-20 years / / 6. More than 25 / /

Part II

Instruction: Ranking of 8 possible managerial problems faced by school administrators in the overall management of the senior secondary school. Would you please rank them according to the extent to which these problems affect your practice in the school. The range extends from 1st (serious problems) to 8th (least serious problems)

No	Possible problems	Ranks							
		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
1	Lack of motivation of teachers								
2	Lack of trained teachers and supporting staff								
3	Lack of training for teachers, supporting staff and principals.								
4	Lack of teaching and learning materials (textbooks, etc.)								
5	Decision making process is highly influenced at Zonal/Woreda level								
6	Problem of working collaboratively with staff and school community								
7	Lack of collaboration and open communication in problem solving with the zone educational department								
8	Lack of sufficient budget to run the school activity								

Please state, if you have any other additional problems to the above.

Appendix 3
Addis Ababa University School of Graduate studies
Institution of Educational Research
Questionnaire to be filled by Educational Officers

Purpose

The main objective of this questionnaire is to collect primary data for the study on managerial practice of secondary school principals in Awassa Town. This questionnaire to be useful and accurate, it is important that you answer each question as thoroughly and frankly as possible.

Instruction

- a) no need to write your name
- b) Please complete this part of the questionnaire by putting an 'x' sign against your response.

Part I

General information

1. Name of the school _____

Part II


Instruction: Please read each item carefully and indicate to what extent in your woreda school principal practice the administrative activities in their respective schools by making 'x' in the box against the choice (i.e., very low, low, medium, high, and very high)

N.B. VH= very high, H= high, MO= moderate, L= low, VL=very low


No	Items	VH	H	MO	L	VL
1	Ensures that school goals are aligned to school district goals					
2	Collecting, analyzing, and using data to identify school priorities					
3	Participate in master planning for district growth in terms of school improvement programs					
4	Aligns all resources (monetary, staff, time, and staff development opportunities) to maximize attainment of school improvement priorities					

DECLARATION

I hereby declare that this thesis is my original, and has not been presented for a degree to any university and that all relevant sources used are fully acknowledged.

Name Matias Bahalu
Signature 
Date of submission July 20, 2007

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

Name Gianna Lenora
Signature 
Date of submission _____