



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

THE RELATIONSHIP BETWEEN LEADERSHIP BEHAVIOR AND EFFECTIVENESS
IN SELECTED PRIVATE ECCE OF YEKA SUB CITY, ADDIS ABABA

BY
HANA MULUGETA

JUNE 2018
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**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY, COLLEGE OF EDUCATION
AND BEHAVIORAL STUDIES IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL
LEADERSHIP AND MANAGEMENT**

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ACKNOWLEDGEMENTS

I thank God, The Almighty, for giving me the health, strength and perseverance to continue and finish this study .I am indebted to my adviser Dr. Befekadu Zeleke, for his valuable professional assistance, and suggestions throughout my research study. I am also thankful to my dearest mother Belaynesh Tesfaye and my father Mulugeta Bekelle, who invested their love and support from the start until the completion of my thesis. Thank you mami and babi!!My special thanks goes to my brothers and my sister for all the encouragement and support. Finally I extend my thanks to my classmate Petros Melaku and to all who supported me in one way or another.

Thank you All!

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Abstract

The main purpose of this study was to assess the relationship between leadership behavior of principals and school effectiveness in private kindergarten schools of yeka sub city Addis Ababa. The research design that was used in this study is concurrent mixed design. A total of 114 respondents were in the study that included 80 teachers, 20 principals, 4 werda level ECCE experts, 1 sub city supervisor and 9 PTA members from the 20 schools. The samples were selected by cluster random sampling and purposive sampling. Data gathering instruments include questionnaires, Interview, document analysis and observation checklist. The data obtained was analyzed by using percentage, independent sample t-test, Pearson correlation coefficient and regression analysis. The results showed that the leadership behavior of principals in the kindergarten schools were dominated by directive leadership behavior and achievement oriented leadership behavior. The finding unveiled that most of the private kindergarten schools had average school effectiveness. Interview results also showed that the schools had shortage of indoor and outdoor materials, low parental and community participation and training for teachers and principals. The finding confirmed the importance of using age appropriate curriculum that is supported by objects to learn and the strong explicit focus that should be given for play and enjoyment. The results also showed that there was positive and significant relationship between directive, supportive and participative leadership behaviors with school effectiveness while achievement oriented leadership behavior had positive but non-significant relationship. The regression analysis further showed that directive and participative leadership behaviors were good predictors of school effectiveness than supportive leadership. As a result, it was concluded that leaders who frequently employ directive and participative leadership could improve school effectiveness. So, it is recommended to bring possible improvements on teachers and principals training programs and consistency in how inspections are conducted to ensure all Regulations and standards are being adhered. It is also recommended that Awareness creation program to the communities and parents given by schools and the use of directive and participative leadership by the school principals of kindergarten schools would help to improve and achieve a significant level of school effectiveness.

ABBREVIATIONS AND ACRONYMS

ECCE - Early Childhood Care and Education abbreviations

ECE -Early Childhood Education

EC-European Commission

ELEYS - Effective Leadership in the Early Years Sector

EPPE-Effective Provision of Preschool & Primary Education

ESDP-Education Sector Development Program

ETP-Education and Training Policy

KG -Kindergarten

LMIC-Low and Medium Income Countries

MOE -Ministry of Education

OECD-Organization for Economic Co-operation and Development

UNESCO -United Nation Educational, Scientific, and Cultural Organization

CHAPTER ONE

INTRODUCTION

Under this chapter background of the study that describe the main concepts in the study .second the statements of the problem that illustrates the need for the study, objectives and significances of the study that mentions the main purpose of the study. Lastly delimitation, limitation, definition of key terms and organization of the study are presented.

1.1 Background of the Study

It is in pre-schools where most striking changes in behaviors are linked to the child's growing sense of their own identity and increasing independence. The child delights in the mastering of new skills and enjoys exploring the world outside his/her home. According to Erickson (1950), it is during this time that the child develops autonomy, learns to choose and decides to accept the consequences of choice. It is in these years of life that one's development can be guided towards the highest potential and determines what one will be (Hurlock, 1978).

The Global Monitoring Report (2007) also promotes ECCE as a major contributor, albeit a latent one, to national development and world peace. This is perhaps in recognition that children's early experiences generate the base for all their subsequent learning and development. Strong early childhood foundations including good health, nutrition and a nurturing environment are good for all future development. Understood thus, ECCE represents an instrument to guarantee children's rights, opens the way to all the EFA goals and contributes powerfully to reducing poverty, the overarching objective to the Millennium Development Goals (UNESCO, 2007). It is, therefore, vital for national and international policy agendas to incorporate ECCE in the comprehensive vision of EFA as conceived in the 2000 Dakar World Education Forum. The importance of early childhood education is to enables children to improve on their self-confidence since they are given opportunity to interact with their peers and adults.

Management scholar Robert J. House's remark about leadership concisely captures the essence of the path-goal theory of leadership. According to this theory, followers consciously consider alternative courses of action and assess the likelihood that each course of action will yield

desirable as well as undesirable outcomes. After consciously considering these alternative actions, proponents of the theory propose that followers act in a manner they believe will maximize the attainment of positive outcomes while minimizing the attainment of negative outcomes. Using this conceptualization of motivated behavior, path-goal leadership theory suggests that an effective leader directs followers' behavior by changing followers' perceptions of the relationship between behaviors and outcomes (Kouzes et al., 2011).

There are various studies showing that, generally, a higher level of education is associated with higher pedagogic quality in ECEC settings. Studies found that preschool teachers with bachelor's degrees were the most effective practitioners. Their effectiveness is measured within the classroom and based on stimulation, responsiveness and engagement of the children in learning activities. The results of the Effective Provision of Pre-school Education (EPPE) study from England have also shown that key explanatory factors for high-quality ECEC were related to staff with higher qualifications, staff with leadership skills and long-serving staff; trained staff working alongside and supporting less qualified staff; staff with a good understanding of child development and learning (Siraj-Blatchford, 2010 as cited in OECD, 2006).

In addition to the above points that relate to quality ECCE there are more factors that contribute to quality and effectiveness of ECCE. Research on school effectiveness has suggested that some schools are more successful than others, which provokes questions about what is effectiveness, what are the factors that contribute to effectiveness and how might this information provide the basis for improvement of schools and student outcomes. The characteristics of effective ECCE are many, but there is also consensus around the following six features of quality systems: equitable and inclusive access; curriculum; teaching and learning materials; teachers and school leaders; parental and community support and engagement; standards, monitoring and learning; and system financing, management and leadership (Jack, 2016).

Moreover the effectiveness of early childhood education is not only about pedagogic quality and high qualifications of staff but also the leadership. It is recognized that effective leadership is vital to the success of education and care settings. Without skilled and committed leaders to help shape teaching and learning, the opportunity to create and sustain high-quality learning environments is minimal. Research also shows that leadership is second only to teaching as an

influence on learning, and that the quality and practice of leadership is linked in a consistent and demonstrable way to improved student outcomes and educational equity (Leithwood et al., 2006)

Pre-school programs, known as pre-primary education, are delivered through three modalities in Ethiopia. The first, kindergarten, are predominantly operated by non-governmental organizations (NGOs), communities, private institutions, and faith-based organizations. The second, non-formal pre-school service is being delivered mainly through child to child initiatives. The third is the most widespread response of local governments and that has been the setting up of 'O' class. This is a grade before grade 1 where children are introduced to the school environment and take part in learning focused play (ESAA, 2015/16).

The Education and Training Policy of the Federal Democratic Republic Government of Ethiopia has included provision of Early Childhood Care and Education (ECCE) for two decades, via a pre-primary stage focused on the 'all-round development of the child in preparation for formal schooling' (Government of Ethiopia, 1994). Initially, only very modest levels of pre-primary education were available in urban centers and some rural areas, delivered primarily by the private sector. As a result the enrolment of pre-primary education is increasing every year, total enrolment of preprimary students has become 3,809,298 and the Gross Enrolment Rate (GER) of 49.9%. The GER for all forms of preprimary education has increased compared to 2007 E.C. (2014/15), where the GER was 39%. This shows that it is growing at a rapid rate year on. Moreover, the GER (49.9%) is above the target set in ESDP V for 2015/16, which is 49% (ESAA, 2015/16).

However, the importance of pre-primary education has been recognized and increased in access. There are only few studies and researches from which learning about ECCE leadership behavior in Ethiopia. Among the leadership behavior of leaders directive, supportive, participative and achievement oriented are the major ones that can be important for the effectiveness of schools. There is a gap in understanding the importance of leadership to bring school effectiveness in pre-primary schools. At this point conducting a research on the effectiveness of ECCE related to the leadership behaviors of school principals in the area by identifying the behavior and suggesting those that lead to the effectiveness of the school is essential to increase and sustain the improvement in the sector.

1.2 Statement of the Problem

The positive effects of ECCE programs on school readiness, academic progress and psychosocial well-being have been documented in hundreds of research studies since the 1960s and in dozens of research syntheses. The dynamic feature of human capital accumulation (new skills building on already acquired skills) has implications for how investments in human skills can most efficiently be distributed over the life cycle. Early childhood is the most effective time to ensure that all children develop their full potential, by preventing negative impacts of deprivations during the most formative life-phase as well by positively strengthening young children's capacities. The returns on investment in ECCE are substantial (Engle, 2011 as cited in Jack, 2016).

The past years have witnessed worldwide recognition of the importance of investing in the early years of children's lives, with rapid expansion of Early Childhood Care and Education (ECCE) services around the world. Pre-primary enrollments increased by nearly two-thirds between 1999 and 2012, reaching a world gross enrollment rate of 54 percent (UNESCO, 2015). Yet, this progress in pre-primary coverage has not been experienced equally across regions and within countries, and delivering quality ECCE at scale remains elusive in many contexts. For example, only 17 percent of children in low-income countries have access to pre-primary education, and there are persistent disparities in children's early development and learning experiences according to their family's socio-economic backgrounds and whether they live in rural or urban areas (Neuman & Hatipoglu, 2015 as cited in UNESCO, 2015).

There is a general consensus, supported by research, that well educated, well-trained professionals are the key factor in providing high-quality ECCE with the most favorable cognitive and social outcomes for children. Research shows that the behavior of those who work in ECCE matters and that this is related to their education and training. The qualifications, education and training of ECCE staff are, therefore, an important policy issue (OECD, 2006).

Leadership is a process in which a leader strives to influence his or her followers to establish and accomplish a goal or goals. To this end, the leader is expected to exercise his or her power to influence her or his group. In educational institutions, the principal, the head, the leader plays a

very important role in the accomplishment of its goals. The successful heads take off on school reforms and its effectiveness while depending on the set of actions by education planners and school administrators. The main duty of the principal is to enhance teaching and learning in the school. It is noted that the task of the principal is to produce well educated citizens through effective teaching and learning. It is obvious that successful transformation of education sector depends on the roles and decisions taken by the head of the school. Hence, an Effective leadership is needed to achieve quality teaching and learning in the school and this may help in enhancing School Effectiveness (IJEPR, 2015).

In tune with the international commitment, the Ethiopian Government has embarked on a continuous process of reengineering the issue in its education and training policy and in the past four ESDPs. The first five-year plan of the ESDP-I was launched within the framework of the ETP and the following three year ESDP-II plans did not consider ECCE as absolutely necessary. Not until the third five year ESDP-III plan, was ECCE given the needed policy support by the government to create conducive policy environment and support mechanisms for the participation of various stakeholders. ECCE received much focus in ESDP IV (2010 to 2014/15), which provides a useful analysis of lessons learnt from ESDP III (2005/06 to 2010/11).

ECCE in Ethiopia was one of the most neglected areas. Taking this in to consideration, in 2010, as a result of a joint effort by UNICEF and the concerned ministries in the area, a new ECCE policy framework has been developed that is relatively comprehensive and implemented since the past years. It was the first of its kind in the country. High-quality ECCE programs will usually improve children's cognitive functioning, readiness for school and school performance. Improvements are seen in academic achievement, in reducing grade repetition and drop-out, and with growing evidence of life-transforming outcomes emerging in studies with longitudinal evidence (Anderson, 2003; Rao, 2013). This has already been observed in Ethiopia with children who had enrolled in kindergarten programs, at age 8, scoring 32% higher in cognitive tests than those who had not and with a higher probability of grade completion (Woldehanna and Gebremedhin 2012, as cited in Mulugeta, 2015).

A study by Rahel Tamirat examined the role of leadership in improving the quality of preschool teachers in Addis Ababa it used a descriptive survey method by collecting quantitative data

through a self developed questionnaire from 75 preschool teachers teaching in private school, 15 preschool principals and 20 Wereda supervisors and a semi structure interview held with preschool education programmers' and preschool teachers training institute instructors that were found in three sub cities of Addis Ababa. It concluded that: a number of factors affected the accomplishment of leaders' roles and responsibilities. In this regard, lack of proper coaching and supervision as well as coordination was found to be practiced at low level. It has been found out that the quality of teaching in kindergartens was affected by multiple of factors. These were lack/shortage of trained teachers, scarcity of teaching materials and lack of parents follow up for their kids (Rahel, 2014).

Another study by Hiwot Degefu assessed the leadership practice and challenges of kindergarten principals in Bole sub city that used a descriptive survey design and gathered data through self-developed questionnaires for principals and teachers from 11 kindergartens and an in-depth interview with principals, education office early childhood education expert and supervisors at the sub city and in 4 weredas respectively. It stated that kindergarten principals use facilitative leadership. However, they were not independent and confident leaders. Rather, they were seen as dependent on primary or high school managements. Thus, the principals need intensive training and support to become independent effective leaders. Principals' competency in the area of early childhood development and education is very essential. But most of the private kindergartens lack this quality. Kindergartens principals' personal effort and performance in practicing leadership is encouraging. However, the mistrust and less encouragement from their senior managements on the area of leadership and early childhood education has been a barrier for them to be effective leader. Therefore, kindergarten school managements should inspire and empower the principals so as to enrich the principals' competency and knowledge (Hiwot, 2014).

A related study by Rahel Gashaw aimed to assess the challenges in improving quality of Early Childhood Education in two sub cities of Addis Ababa using a descriptive research design in 15 randomly selected ECCE's in Kirkos and Bole Sub cities. Data were collected using structured and semi-structured questionnaire administered on 50 parents, 39 teachers, 2FGDs in the respective sub cities consisting of teachers, principals, ECCE experts and parents. It examined the status of the quality dimensions of Early Childhood Education, whether some aspects are fulfilled despite the expansion. It defines seven quality comprises fundamental components,

which are organized into five categories: learner characteristics, enabling inputs, teaching and learning processes, outcomes and context. The seven priority components: Physical learning environment, Teaching and learning processes, Teacher quality, Curriculum, School readiness outcomes, Leadership, Parent and community involvement. In this study, considering the major inputs demonstrated in UNESCO's framework, four main inputs namely, Curriculum, Teaching & Learning, Human Resource and Physical Environment are adopted as a framework in the research. It concluded that concerning following the standard ECCE curriculum, it is very encouraging as almost all teachers use it as a guide and also use it to assess the children. Here the issue might be, it might need regular revision and update to adjust to the need of children accordingly. Parental perceptions of quality of ECCE have an impact on demand and enrollment. Though many schools in the study lack appropriate (and adequate) play and educational materials and supplies and are often overcrowded. They also lack qualified teachers. The major components that comprise quality in ECCE; curriculum, teacher's qualification, teaching and learning process and physical infrastructure and facility are highly compromised (Rahel, 2014).

As it is stated above the need to understanding of effective ECCE education plays a great role in enhancing opportunities for further education in Ethiopia is the inspiration for this study. Hence, the researcher reviewed the local researches conducted until the present time they are highly related to practice and challenges of ECCE, teacher competency, challenges of leadership, quality and leadership styles and they are limited in the area of effectiveness in relation to leadership. All the limited information and researches on the relationship would have contributed to the effectiveness of preschools if it was critically studied. Hence, the research may differ in identifying components of school effectiveness in pre-schools that may relate to leadership and the behavior of the school principals in pre-schools. It may also identify the leadership behaviors that lead to the effectiveness of ECCE schools in which they may use to promote effectiveness by improving leadership skills of leaders.

1.3 Basic Research Questions

1. What are the dominant Leadership Behaviors of principals in private Kindergarten schools of Yeka sub city in Addis Ababa?
2. What is the status of School Effectiveness in private Kindergarten schools of Yeka sub city in Addis Ababa?
3. Is there any significant statistical relationship between leadership behavior of principals and School Effectiveness of Kindergarten schools of Yeka sub city in Addis Ababa?

1.4 Objectives of the Study

1.4.1. General Objective

The main objective of the study is to examine the relationship between leadership behavior of principals and school effectiveness in selected schools of yeka Sub city.

1.4.2. Specific Objectives

The specific objectives of the study are to:

- Assess the Leadership Behavior of principals of Kindergarten Schools.
- Assess the level of School Effectiveness of Kindergarten Schools.
- Identify the significant difference in the Leadership Behavior of Kindergarten Schools.
- Find whether there is any correlation between Leadership Behavior of principals of Kindergarten Schools and School Effectiveness.

The results of this research may help schools, Non-Governmental organizations and education officers to promote and improve effectiveness in the existing pre schools. ECCE schools may use the evidence from this research to make their school more effective in student's readiness to primary education and to high academic achievement.

1.5 Significances of the Study

Early childhood education is a base for primary education and plays a very important role in a child's life. A child's future can depend a lot on the type of education she/he receives at this

level. Apart from grounding the roots of education of a child, early childhood education can be instrumental in shaping and directing a child to a bright future. A much better understanding of Leadership Behavior of the heads of Institutions is needed to make a difference to the learning and motivation of students, which will enhance the School Effectiveness. It has been found that no one particular style of leadership is appropriate across all schools, but rather that successful principals can find a style or behavior that is most suited to their own school and local situation. Effective leadership is usually 'firm and purposeful' and effective principals are usually those who are active, are good initiators and also protective of the school from unhelpful external influences. Except few studies mentioned there are few studies in Ethiopian conditions on the influence of Leadership behavior on School Effectiveness. As a result the research may support principals to identify leadership behaviors that lead to permanent school effectiveness and kindergarten schools may use it to improve the level of effectiveness in their schools.

1.6 Delimitation of the Study

The study was delimited on leadership behavior of principals in kindergarten found in Yeka sub city. Though the total population size of the KGs is too big to study the collected data should be representative of a population. The study would have produced better result, if it included enough number of private kindergartens in different sub cities of Addis Ababa. However, to make the study more manageable and accomplishable within the given time frame, it is restricted to selected private kindergarten of Yeka sub city in Addis Ababa.

1.7 Limitation of the Study

One of the main limitations in the study was the lack of awareness regarding the purpose of the research and its implication from some of the KGs. Though, the purpose and ethical consideration were stated on the questionnaire it was very difficult to get their cooperation. Collecting the questionnaire on time and the jumped questions that cause the missing values in the data was another problem. Collecting information from parents' was also too difficult for the researcher since most private school parents were very busy and it's really hard for the school to contact them. Consequently, the total number of parents involved in the study became only 9

.These challenges had taken considerable time and created information gap to accomplish the research successfully.

1.8 Organization of the Study

The study is organized in to five chapters. The first chapter deals with background of the study, statement of the problem, objective of the study, Significances of the study, Delimitation of the study, and operational definition. The second and third chapters present the review of related literature that presents a brief review of related studies that serve as ground and evidence to support the basic question of the study and the research design and methodology respectively. The fourth chapter deals with the presentation and analysis of data gathered from responses and documents .The last part, which is chapter five, provide the summary, conclusion, and recommendations of the study.

1.9 Definitions of key Terms

Early Childhood Care and Education (ECCE): Early childhood care and education supports children’s survival growth, development and learning including health, nutrition and hygiene, and cognitive, social, physical and emotional development from birth to entry into primary school in formal, informal and non-formal settings (UNESCO,2006).

Preschool Education: The group settings specifically designed to provide care, supervision, and education for children outside of their home. (With same meaning as preprimary education and early childhood education) (Katz & Cain,1992).

Kindergarten: A school that focuses on all-round development of the child (age 3-6) in preparation for formal schooling. (MOE, 1994:14)

Leadership Behavior: A behavior a leader exhibits (anonymous).

School Effectiveness: School effectiveness is the extent to which the set goals or objectives of a school program are accomplished. A school would be regarded as effective if “school processes result in observable positive outcomes among its students, consistently over a period of time” (Iyer, 2011, p.4).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter introduced a wide range of related literature to the study. The historical overview of early childhood education will be reviewed by mentioning the global and Ethiopia's experiences. Leadership Theories of Leadership behavior and types of leadership behavior will be discussed. Theory and practice of school effectiveness as a whole and in the early childhood and care education with its six components will be discussed which include; equitable and inclusive access, curriculum; teaching and learning materials, teachers and school leaders, parental and community support and engagement, standards, monitoring and learning, system financing, management and leadership. At last effective leadership in early childhood and care education and leadership Behavior and school effectiveness in early childhood and care education will be discussed.

2.1 Leadership Behavior

The following are examples of definitions of leadership from some of the well-known writers and researchers in the field of leadership.

Leadership is “the relationship in which one person, the leader, influences others to work together willingly on related tasks to attain that which the leader desires” (Terry. 1977, 410). According to Bray, Campbell and Grant, leadership is the “effectiveness in getting ideas accepted and in guiding a group or an individual to accomplish a task” (Morris, 1979). According to Gratton (2007 as cited in Chester, 2006), the new leadership agenda is based on enabling people to work skillfully and co-operatively within and across the boundaries of the company. Leaders must ignite energy and excitement through asking inspiring questions or creating a powerful vision of the future. “Leadership is an interaction between members of a group. Leaders are agents of change, persons whose acts affect other people more than other people's acts affect them” (Bass, 1985 as cited in Chester, 2006)

The definitions of leadership as a phenomenon involve the interaction between two or more persons. In addition, most definitions of leadership reflect the assumption that leadership involves an influencing process whereby intentional influence is exerted by the leader over

followers. The numerous definitions of leadership that have been proposed appear to have little else in common. The definitions differ in many respects, including important differences as to who exerts influence, the purpose of the attempts to influence, and the manner in which influence is exerted. There are several approaches to the theory of leadership. Among them are the Great Man Theory, the Trait Theory, Behavioral, Contingency and more recently Transactional and Transformational theories. One major contingency model is the Path-Goal Theory developed by House (1971). The theory asserts that subordinates would see a particular leadership style as acceptable if the style is an immediate source of satisfaction or an instrument for future satisfaction (House and Dessler, 1974 as cited in Chester, 2006)

2.1.1 Types of Leadership Behavior

Path-goal theory explains how leaders can help subordinates along the path to their goals by selecting specific behaviors that are best suited to subordinates' needs and to the situation in which subordinates are working. The theory emphasizes leader's behavior, subordinate's characteristics, and type of tasks. According to the theory a leader can be directive, supportive, participative and achievement oriented (Nothouse, 2013).

a. Directive

Directive leader behavior is generally aimed at reducing role ambiguity, clarifying the link between follower effort and goal attainment, and linking follower goal attainment to extrinsic rewards. Again, it is very similar to the original "initiating structure leader behavior". In deciding how much directive behavior is necessary a leader must consider both the characteristics of the task and the needs of the follower. When tasks are relatively unstructured, directive behavior can help reduce ambiguity. Similarly, more directive behavior can be effective with certain followers who have a greater individual need for role clarity (knight,Gray,Andriw,Paul,2011).

The directive leader clarifies expectations and gives specific guidance to accomplish the desired expectations based on performance standards and organizational rules (House & Mitchell, 1974). The directive style is appropriate with newly hired or inexperienced subordinates and in situations that require immediate action (Negron, 2008). The directive style may be perceived as

aggressive, controlling, descriptive, and structured by dictating what needs to be done and how to do it (leana,2013).

b. Supportive

Supportive leader behavior focuses on the personal needs of followers. It is very similar to the original “consideration leader behavior”. Specific supportive leader behaviors include making the work environment an enjoyable place and expressing concern for the personal welfare of followers. As stressed in House’s initial theory, fulfillment of followers’ personal needs can, when tied to goal-directed effort, enhance follower motivation and performance. This performance boost is due to the reduction of stress and frustration. Reducing such negative affect is posited to result in an increased net positive valence for work-related activities. House and Mitchell suggested that supportive leader behavior would be most effective when work related activities were not intrinsically satisfying. In such a way, leader behaviors can serve to complement task characteristics. (knight et al., 2011).

The supportive leader behaves in a responsive manner thus creating a friendly climate and verbally recognizes subordinates’ achievement in a rewarding modus (Graen, Dansereau, Minami, & Cashman, 1973; House & Dessler, 1974; House & Mitchell, 1974). According to Reardon, Reardon, and Rowe (1998), supportive leaders “learn by observing outcomes and how others react to their decisions”. The supportive style is suitable when subordinates show a lack of confidence in ability to complete a task and little motivation (Negron, 2008 cited in leana,2013).

c. Participative

Participative leader behavior involves considering followers’ input and valuing their opinions when making decisions that affect them. This type of leader behavior is essentially a combination of directive and supportive leader behavior. House and Mitchell claimed that the impact of this type of behavior is highly contingent on follower personality. Specifically, they argued that the extent to which subordinates prefer external control, as opposed to independence, moderates the effect of participative leadership. House and Mitchell suggested that participative leader behaviors would be most effective when directed toward followers who prefer independence. (knight et al., 2011). The participative leader shares responsibilities with

subordinates by involving them in the planning, decision-making, and execution phases (Negron, 2008). Workers who are motivated become self-directed and generate a creative team thereby presenting a greater cohesive team and ownership amongst participants (Hersey, Blanchard, & Johnson, 1996). The participative style is appropriate when subordinates show a lack of judgment or when procedures have not been followed (Negron, 2008 as cited in leana,2013).

d. Achievement-Oriented

Achievement-oriented behavior, which is also a combination of directive and supportive leader behavior, is concerned with enhancing follower performance in an almost inspirational manner. Leaders engaging in such behavior express confidence in the capability of followers to reach their goals and encourage followers to set high goals and elevate standards of excellence. The net result is an overall increase in follower performance and satisfaction. Yet again, the impact of such behavior is contingent on situational and follower characteristics. House and Mitchell posited that achievement-oriented behavior would be most effective for unstructured, ambiguous tasks because follower confidence in such situations is likely to be low (knight et al., 2011).

The achievement-oriented leader “sets challenging goals, expects subordinates to perform at their highest level, continuously seeks improvement in performance and shows a high degree of confidence that the subordinates will assume responsibility, put forth effort and accomplish challenging goals” (House & Mitchell, 1974, p. 83). Negron (2008) noted that the achievement-oriented style is suited for unclear tasks and subordinates who may need a morale booster to increase their confidence in ability to accomplish the given goal(cited in leana,2013).

2.2 Early Childhood and Care Education in Ethiopia.

The development of education in Ethiopia is strongly influenced by traditional (religious) aspects. It began in the 4th century A. D. and in 1908 Menelik II opened the first modern school based on the western education systems. The traditional approach has characterized Ethiopian education throughout the history of this nation. The traditional education system is deeply rooted in the Ethiopian Orthodox Church and is recognized as one of the oldest education systems in the world.

It is argued that the year of establishment of the first kindergarten in Ethiopia was 1900 marking the moment when formal education began but misguided policies meant that very few children received an education. (Demeke ,2007 cited in sisay,2016) praised the Socialist revolution of 1974 as a turning point in the history of early childhood education in Ethiopia which resulted in the establishment of an independent commission called “Ethiopia Children’s Commission” in 1973 with a task of caring for and educating Ethiopian children. To begin the task, a manual for kindergartens in Ethiopia was produced by the commission for the first time in 1974. After the revolution, kindergarten education expanded significantly from urban to rural areas in such a way that they grew in number from 77 to 912, accompanied by an enrollment growth of 7,573 to 102,000 from 1975 to 1990(Sisay,2016).

In terms of policies pertaining to children, Ethiopia has committed itself to several legislations. One of the most influential declarations in education adopted in 2000 by the Dakar Framework for Action was the first EFA goal. Furthermore, Ethiopia is one of the signatories to the United Nations Convention on the Rights of the Child, signed in December 1991. In addition, the need for children’s development has been duly recognized in the country’s education, health and social welfare policies.

As it is stated in national policy framework for ECCE Ethiopia’s policy documents on health, family, education and social welfare articulate statements that uphold the protection, care, health and optimal development of the child within their sphere of influence. The policies intersect at three points, namely (i) the intent to promote the child’s holistic development, by protecting him/her from any form of disabling diseases, or physical and psychological abuses, and creating an environment conducive to his/her optimal development ; (ii) a recognition of the role and need for empowerment of the family in the harmonious development of the child; and (iii) an expressed commitment to address the needs of children requiring special protection (children with disabilities, children with HIV/AIDS, orphans, homeless and working children). The National Education and Training Policy developed in 1994 encompass overall and specific objectives, implementation strategies, from kindergarten to higher education. It states that Kindergarten will focus on all round development of the child in preparation for formal schooling though not in an integrated manner; these policies thus generally recognize the importance of early life experience.

Parallel to this, the Ethiopian Education and Training Policy (1994) highlights the need for children's overall development during the preschool years. Likewise, the nation's social welfare policy (1996) outlines the country's commitment to fulfilling various social services targeting the care and security of children. However, despite the presence of these statements in different sectors of governmental policy and the comprehensive inclusion of ECCE in the ESDP IV, ECCE in Ethiopia was one of the most neglected areas. Taking this in to consideration, in 2010, as a result of a joint effort by UNICEF and the concerned ministries in the area, a new ECCE policy framework has been developed that is relatively comprehensive and implemented. It is the first of its kind in the country. The policy focuses on enhancing the quality, accessibility and equitable distribution of services for children through more efficient partnerships and capacity building programs through the following four basic pillars.

1. Parental education
2. Health and Early stimulation programs (Birth to 3+years),
3. Pre-school community-based kindergarten (4 to 6+years)
4. Community based non-formal school readiness programs (MoE, 2010).

During the period from 2010-15, the Government of Ethiopia, through the Ministry of Education and Regional Education Bureaus, has supported large-scale implementation of pre-primary education, in all areas of the country, via a combination of government, community, nongovernmental (NGO), church and private sector initiatives. From a level of just over 340,000 in the 2009/10 academic year, enrolment reached over 3,000,000 in 2014/15. Students are enrolled across Child-to-Child schemes, multi-year kindergarten programs, Accelerated School Readiness courses and a one-year O-Class 'reception' year. Various studies are ongoing, to understand the effectiveness of these different approaches (see for example, Mundy et al. 2014). In 2015, the Ministry of Education set ambitious targets for the coming five years (2015/16-2019/20), which are elaborated in its fifth Education Sector Development Program (ESDP V, Ministry of Education 2015). ESDP V now leads national planning and implementation in the education sector and highlights pre-primary education as a priority, with the goal: "to provide all children with access to pre-primary education for school preparedness".

Although the increase in enrolment has been more significant at the child to child as compared to the other levels since the last two years, progress has been made. In the human life cycle, the early childhood period is a critical period that requires due attention and a great deal of investment. It set the foundation for life and has enormous impact on children's readiness for primary school and transition to secondary education (UNESCO, 2015). Failing to provide children at this stage of development with better nutrition, health care and education deprives them of their right to develop as productive citizens, enjoy a better quality of life and eventually contribute to society's growth .Several gaps continue to exist in research on ECCE in Ethiopia. First, there is a need to understand the forces (both push and pull) that shape access to ECCE, especially in the context of the recent rapid transformation of Ethiopian society. Second, the education landscape is also changing within this wider social transformation, and a better understanding of these changes would help identify new spaces and language to promote greater ECCE. Third, the impact of current policy and strategies on ECCE needs to be monitored and assessed in order to ensure that current expenditures are actually translating into change or that, where necessary, they can be more effectively structured (Tsegai,2015). Therefore, there is no better way to break the cycle of poverty and inequality than to invest in children in Ethiopia.

2.3 Leadership in Early Childhood and Care Education.

The role of an ECE leader as a rights' advocate requires the leader to champion the cause of ECE at different levels. Firstly, it requires that the leader advocate for the success of his or her own organization. Secondly, s/he needs to advocate for the improvement in working conditions for his or her colleagues at the particular ECE site. Thirdly, s/he has to advocate for similarly good conditions for people in the ECE industry and community at large. For example, at his or her own site, s/he needs to ensure that staff members are given every opportunity for professional development and career advancement. However, on a broader level, s/he also needs to support the development of the ECE setting as part of a learning community.

Leadership is distinct from management in as much as it is an art more than it is a science and it is focused on philosophy, vision and policy rather than on the practical day to day running of an organization. In early childhood settings management is a necessary component of the leader's role but it should not be the full extent of what the leader does. Leaders have to inspire others so

as to influence them and they need to share their philosophy and beliefs so that the staff has a deep understanding of the values to which the organization is committed. Amongst the many tasks leaders in schools and settings catering for young children need to consider is how leadership of learning is managed since it is no longer sufficient to leave this to chance because research has made it very clear that young children's life chances are influenced the most during their earliest years (Collette,2016).

2.4 Historical Overview of Early childhood Education

The German educator Friedrich Froebel started the first kindergarten in 1837 in Blankenburg, Prussia. Froebel chose the German term kindergarten (literally, children's garden), because he intended the children in his school to grow as freely as flowers in a garden. Froebel's idea was influenced mainly by the work of Johan Amos Comenius, who in the 17th century introduced the idea that school should teach infants. Another influence was the French philosopher Jean Jacques Rousseau, who wrote *Emile* (1762), a treatise on child's education in nature. In addition, the Swiss education reformer Johann H. Pestalozzi, who founded a school for infants in the late 18th and early 19th century also influenced Froebel (Curtis, 1998 as cited in Gezehagn, 2005).

The fundamental ideas behind Froebel's concept of the kindergarten are giving happiness to children by providing them with the necessary environment for growth. He designed special play materials and introduced the idea of associating actions with singing songs Froebel not only influenced the European pre-school education system but he also brought the concept of the kindergarten to America when the German immigrant Margareta Meyer Schurz opened the first kindergarten in Watertown, Wisconsin the first American kindergarten was established in 1856. The kindergarten is now an established part of American education, and many of Froebel's ideas of childhood experience and methods of play have been incorporated into current theories of early childhood education and progressive schooling (Sisay, 2009).

In most developing countries a large share of children starts education late in their ages and directly joins primary schools skipping the nursery and kindergarten. As a result of this phenomenon, it is very common to see that high grade repetition and dropout rates are the main characteristics of their education sectors (UNESCO, 2005). The fact is that children with low

levels of cognitive development before they enter school have lower school achievement and earn lower wages in their later lives. It is also stated that low investment in childhood development in the first few years of life leads to lower cognitive development and reduces school performances, which have again a long-lasting adverse effect on human skill formation. Based on these grounds, low levels of cognitive development during early years of life have been tied to poor performance in school in a number of settings in those developing countries (Grantham -McGregor et al., 2007 as cited in Tassew, 2012).

In the industrialized countries, to appreciate that early childhood education serves as a pathway for educational quality and in turn the acquired cognitive development is one of the basic predictors of success throughout life, many empirical studies are done on the link between early childhood education and cognitive development (see, Susanna et al., 2005; Magnuson, 2004; Campbell et al., 2002; Goodman, 2006, as cited in Tassew, 2012). As it is mentioned above different countries in different economic level has different experience in historical development and their current states of ECCE regarding to this some countries experience are discussed below.

China's experiences in childhood education have been influenced by the social and educational philosophical frameworks imported from other countries including the early influences of the reform movement of 1898 and the missionary activities of imperialist powers, stimulating the modernization of cultural and educational institutions. The first regulations regarding preschool education were introduced in 1903 based on Japanese training institutions. The earliest kindergarten training was instituted in 1899 and the first public kindergartens were created in 1903 when 20 kindergartens teachers were brought to China from Japan, where Froebelian kindergartens had been established by American missionaries. To this day, learning in Chinese early childhood settings are based on the national principles but they have been supplemented by a variety of more recent policy documents (EFA, 2007).

The development of ECCE in Ireland has been very piecemeal, largely responding to the needs of parent's employment patterns rather than focusing on children's needs. ECCE services include pre-schools, play groups, day nurseries, crèches (private and community based), child minders and other similar services looking after more than 3 preschool age children. These services target

children under 6 years of age, who are not attending a national school or equivalent. ECCE does have a positive impact, but only when the quality is high enough. Research shows that quality depends on having a highly skilled and trained workforce, with low staff turnover, and a high ratio of staff to children. The costs for ECCE services in Ireland are among the highest in the EU making the issue of affordability a constant feature (Heckman, 2010)

In Australia, children enter school with widely different preparation for their ongoing learning and social participation .These differences reflect diverse early experiences that have already played a major role in establishing children's life prospects. While the home environment is the primary source of experience for young children 76 % of Australian 3–4 year olds take part in non-parental early childhood education and care (ECEC) programs .The experiences children have within these programs vary widely and impact their learning and developmental outcomes. High quality programs increase children's life chances through to adulthood and have the greatest effects on disadvantaged children. In contrast, the absence of child participation in an ECEC program is a predictor of poor progress, with lower quality programs resulting in short-term effects, or even negative effects on children's outcomes in the early years of school .There is a need to understand the effect of attending a program (or not doing so), the relative effect of different programs, and their constituent parts, in promoting children's learning, social well-being and on-going life chances (Collette et al,2016)

2.5 Theory and Practice of School Effectiveness.

The first major study conducted in Britain was by Michael Rutter and a team from the University of London (1979) who compared the "effectiveness" of ten second level schools in inner city London. Described in the book *Fifteen Thousand Hours effective schools* were characterized by factors as varied as the degree of academic emphasis, teacher actions in lessons, the availability of incentives and rewards, and the extent to which children are able to take responsibility. This research also highlighted the importance of a balance of intellectually able and less able children in a school, peer group cultures and the school environment which included working conditions, responsiveness to pupil needs and decoration of buildings. It was this constellation of factors that Rutter and his colleagues later described as a school's ethos.

Similar conclusions were reported in the publication *Ten Good Schools* (1977). According to this research the good school is one that can demonstrate quality in its aims, in oversight of pupils, in curriculum design, in standards of teaching and academic achievements and in its links with the local community. What they all have in common is effective leadership and a climate that is conducive to growth. Good schools see themselves as places designed for learning; they take trouble to make their philosophy explicit for themselves and to explain it to parents and pupils. The foundation of their work and corporate life is an acceptance of shared values. However, both of these studies were carried out on second level schools which make direct comparison with primary schools difficult.

Some researches may be criticized in the tendency to produce lists of ingredients or traits of effective schools. These characteristics typically include such factors as strong academic leadership, a safe and orderly school climate, an emphasis on basic academic skills, high teacher expectations for all pupils, and a system for monitoring and assessing student performance. However, these factors do not appear to address the dynamics of schools as organizations. There appear to be four additional factors which infuse some meaning and life into the process of organizational improvement within the school. These "process factors" Towards an Understanding of Effective School Organization (Fullan 1985) provide the means of achieving the organizational arrangements and structures, lubricating the system and fuelling the dynamics of interaction.

Educational effectiveness is future effectiveness that is defined by the education relevance to the future needs of individuals, the community, and the society. Therefore, the conception of future leadership is for ensuring the relevance of aims, content, practices, and outcomes of school education to the future of new generations in facing up challenges of new millennium. Future leadership is important for leading paradigm shifts in education towards the development of students' contextualized multiple intelligences and triplication in education for creating unlimited opportunities for students' continuous life-long learning and development. Compared with the internal leadership and interface leadership, the efforts of future leadership are mainly long-term orientation no matter for development of individuals, the community and the society (Cheng, 2003)

2.6 School Effectiveness in Early Childhood and Care Education and its Components.

Different reports verify that programs attended by children aged 3–4 affect attainment at school entry and have enduring effects on children's outcomes at primary school. ECEC programs prepare children for social participation and learning at school. Although family background and early experiences within the family are an important component for explaining some of these differences, so too are children's experiences in ECEC programs. The issue is, however, that not all ECEC program types are equally effective in establishing the foundations for social participation and learning.

The characteristics of effective ECCE, as expressed in the international literature, are many, but there is also consensus around the following six features of quality systems as it is stated in the framework proposed in European Commission 2014: equitable and inclusive access; curriculum; teaching and learning materials; teachers and school leaders; parental and community support and engagement; standards, monitoring and learning; and system financing, management and leadership (Jack, 2016)

2.6.1 Equitable and Inclusive Access.

The definition of access is “the means or opportunity to approach or enter a place” (Oxford online dictionary, 2014), a term that is controversial for its connotation of inequality. Simply put, access to opportunities determines different levels of achievement in terms of results and benefits. Access to ECCE is defined as the enrolment in institutionalized ECCE – preschools. Their function is vital in so much as they contribute to improve or compensate the development of economically or culturally deprived children from poorer countries (UNESCO, 2006, 2007, 2010a). The potential benefits of high quality universal provision are particularly significant for children from disadvantaged and/or marginalized groups. ECEC provision should be made available from birth to the age at which children start compulsory primary school. To respond to parental circumstances and encourage all families to use ECEC services, provision needs to offer flexibility in relation to opening hours and the content of the programs.

Successful inclusion in ECEC is based on: a collaborative approach to promoting the benefits of ECEC which involves local organizations and community groups; approaches which respect and value the beliefs, needs and culture of parents; an assurance that all children and families are welcome in an ECEC setting/centre; a pro-active approach to encouraging all parents to use ECEC services; a recognition that staff should be trained to help parents and families to value ECEC services and to assure them that their beliefs and cultures will be respected - this training can be supported by parenting programs which promote ECEC; by close cooperation between the staff in ECEC centers, health and social services, local authorities and the school sector(EC.2014).

In terms of factors obstructing access to ECCE, the main factor in developing countries is the number of circumstances marginalizing young children. (UNESCO, 2006; UNESCO, 2008; UNESCO, 2011). In effect, most of the children in those countries cannot have access to ECCE on account of the factors including income level, urban or rural living and ethnicity (ibid). There is a significant tendency indicating children with a specific background, that is, those who have been brought up in urban or upper and middle classes or ethnic majorities, can participate in ECCE far more in comparison to those having been brought up in a rural area or lower classes or ethnic minorities. This is because most of ECCE provisions are centralized in urban areas, and is privatized which demands tuition fee due to less public ECCE facilities (UNESCO, 2010a). Mother's education is, furthermore, one of the factors to impede access to ECCE (UNESCO, 2006). It means that the more a mother is educated, the higher the chances of her children are having access to it as well. For example, in the case of Peru, all children with mothers who had received more than ten years of education, participated in preschool, while those whose mothers had received between zero and four years started primary school without ECCE experience (Woodhead et al., 2009 in Parker,2014).

The risk that inequitable ECCE systems may amplify inequality has already been emphasized. As a universal service, harnessing existing school systems to deliver ECCE has the potential to reduce these inequalities, especially through targeted resourcing and programming. Using established schools for the delivery of early childhood interventions, is well supported by the international literature for both high-resource countries (Early Head Start in the USA, Sure Start in the UK, and others) and for low- and middle-income countries, notably Grade R(equivalent to

O-Class) in South Africa (Richter et al. 2014). Planning expansion and implementation in partnership with communities can promote stability in children's learning environments, and can strengthen the continuity of services to children and avoid disjointedness, providing smooth transitions into pre-primary and through to early grades (Myers, 1984; Reynolds and Temple 2008). ECCE infrastructure is an important indicator of quality to communities (Britto et al. 2013) and while building new infrastructure needs to be planned for the medium- to longer-term, the delivery of essential ECCE services can begin before special-purpose buildings are constructed. Existing community spaces can be used to deliver learning for children and their families in the short- to medium-term (Richter et al. 2014 in Jack,2016).

2.6.2 Curriculum; Teaching and Learning Materials.

A curriculum is an important instrument to stimulate the creation of a shared understanding and trust between children; and between children, parents and ECEC staff in order to encourage development and learning. At a system or national level a curriculum can guide the work of all ECEC settings and contexts – and at a local or setting level, it can describe the practices and priorities in the context of each centre. An essential factor in developing a collaborative approach to the curriculum is the ability of individual staff to analyze their own practice, identify what has been effective and, in partnership with their colleagues, develop new approaches based on evidence. The quality of ECEC is enhanced when the staff discusses the implementation of the curriculum within the context of their centre/setting and takes account of the needs of the children, their parents and the team. The curriculum can enhance this approach by promoting children's learning through experimentation and innovation and encouraging cooperation with parents on how ECEC provision contributes to supporting children's development and learning (EC, 2014).

Children's education and care as well as their cognitive, social, emotional, physical and language development are important. The curriculum should set common goals, values and approaches which reflect society's expectation about the role and responsibilities of ECEC settings in encouraging children's development towards their full potential. All children are active and capable learners whose diverse competences are supported by the curriculum. At the same time the implementation of the curriculum needs to be planned within an open framework which

acknowledges and addresses the diverse interests and needs of children in a holistic manner. A well-balanced combination of education and care can promote children's well-being, positive self-image, physical development and their social and cognitive development. Children's experiences and their active participation are valued, and the significance of learning through play is understood and supported (EC, 2014).

A standard national curriculum and pedagogical strategy can be adapted to the cultural, language and ethnic diversity required in each region or area. Programs that use mother tongue instruction improve children's preparedness for learning at the primary level, when compared to programs that use a second language (UNESCO 2007). In primary classroom observations across Africa, researchers have found that the use of unfamiliar languages forced teachers to use ineffective and teacher-centered teaching methods, which undermine students' learning (Jack, 2016)

Many instruments include specific indicators/items that evaluate whether various aspects of the content of a curriculum are actually being included in the educational process observed. In addition to specifying the importance of activities directed toward language development/early literacy and verbal communication and toward early mathematics and scientific inquiry, most instruments include in a quality curriculum something to do with understanding self and self-regulation and with social relationships. Less often mentioned, but still common are indicators related to physical development and health (including rest) or personal care. Still less frequently mentioned are activities directed toward creative expression through various forms of art and music, ethics and moral values, and understanding cultural diversity (Robert, 2006).

2.6.3 Teachers and School Leaders.

ECCE qualifications indicate the recognized level and types of knowledge, skills and competencies that ECCE staff have received. Formal education in ECCE refers to the level and type of education that ECCE staff pursue to acquire such knowledge, skills and competencies to work in the sector. Professional development provides opportunities for staff who are already working in the sector to update or enhance their practices; it is often referred to as "in-service training", "continuous education" or "professional training". As pointed out by the OECD

teachers' review (OECD, 2005), education systems need to invest in intensive teacher education and training if teachers are to deliver high-quality outcomes. This also refers to the ECCE sector (OECD, 2006). Specific knowledge, skills and competencies are expected of ECCE practitioners. There is a general consensus, supported by research, that well-educated, well-trained professionals are the key factor in providing high-quality ECCE with the most favorable cognitive and social outcomes for children. Research shows that the behavior of those who work in ECCE matters and that this is related to their education and training. The qualifications, education and training of ECCE staff are, therefore, an important policy issue (OECD, 2006).

The training and education of ECCE staff affects the quality of services and outcomes primarily through the knowledge, skills and competencies that are transmitted and encouraged by practitioners. It is also considered important that staff believe in their ability to organize and execute the courses of action necessary to bring about desired results (Fives,2003). Qualifications can matter in terms of which skill sets and what knowledge are recognized as important for working with young children. The skills and staff traits that research identifies as important in facilitating high-quality services and outcomes are:

- Good understanding of child development and learning;
- Ability to develop children's perspectives;
- Ability to praise, comfort, question and be responsive to children;
- Leadership skills, problem solving and development of targeted lesson plans; and
- Good vocabulary and ability to elicit children's ideas.

However, it is not the qualification per se that has an impact on child outcomes but the ability of better qualified staff members to create a high-quality pedagogic environment that makes the difference (Elliott, 2006; Sheridan et al., 2009).

Recognizing the ECEC workforce as professionals is key. Professional development has a huge impact on the quality of staff pedagogy and children's outcomes. Developing common education and training programs for all staff working in an ECEC context (e.g. preschool teachers, assistants, educators, family day careers etc.) helps to create a shared agenda and understanding of quality. Good working conditions also benefit staff and contribute to their retention. Policy

measures affect the structural quality of ECEC provision including locally-determined arrangements on the size of a group; children to adult ratios; working hours, and wage levels which can help to make employment in an ECEC context an attractive option. Good working conditions can also reduce the constant and detrimental staff turnover in ECCE (EC, 2014).

2.6.4 Parental and Community Support and Engagement.

The national policy framework for early childhood care and education (ecce) in Ethiopia states that Parents and other caregivers are the most important persons in the life of a child. They play a key role in children's development. Their role is to socialize the child and inculcate life principles and spiritual, cultural, and moral values for his/her character development. They also provide an enabling environment for the child's growth and development, and early stimulation for his/her future development. They meet the child's survival needs, and ensure healthy growth in terms of adequate and proper nutrition, immunization, and growth monitoring. They make sure the child's birth is registered, and ensure early identification of disabilities, assessment, and intervention. They are the safeguards of the child's rights, provide learning and play materials and link the child to ECCE services.

Studies indicate there where a special relationship in terms of shared educational aims had been developed with parents, and pedagogic efforts were made by parents at home to support children, sound learning took place even in the absence of consistently good pedagogic practice in the pre-school setting. The excellent settings shared child-related information between parents and staff, and parents were often involved in decision making about their child's learning program.

The national policy framework defines community engagement as the connections between ECEC services and all forms of input and contribution by community services to ECEC. The community supports the parents' efforts in providing for the child's holistic needs. It makes support services available for the young children and provides a protective environment and physical facilities. The community safeguards the children's rights and mobilizes resources to enhance their holistic development. It sets the social norms that guide parents in socializing their children and in inculcating spiritual and moral values and life principles. It addresses the needs of the disadvantaged children within the locality, advocates for services for young children and links them to other service providers. The community also initiates and manages community-

based services for young children, provides alternative and complementary approaches in care, health and nutrition and generally supports parents and other caregivers in meeting children's health, care and nutritional and developmental needs.

Incorporating parents, families and communities as partners in the development of ECCE programs can improve the integration of relevant child-rearing practices, cultural and local contexts (Marfo and Biersteker 2011). Similarly, teachers' regular engagement with parents and other caregivers to educate them about their children's development and how they can extend learning experiences into their homes, has been shown to be effective (Siraj-Blatchford and Woodhead 2009). In some national contexts, parents and community leaders have played an even stronger role in actual delivery of ECCE services, for example 'play groups' and 'play circles' in the UK (Jack, 2016).

2.6.5 Standards, Monitoring and Learning.

The ECCE framework describe Monitoring and evaluation processes as activities conducted to support children, families and communities. All stakeholders, including ECEC staff, should be engaged and empowered during the implementation of any monitoring and evaluation process. While monitoring can focus on the quality of structures, processes or outcomes; a focus on the interest of the child and staff engagement strengthens the importance of looking at the quality of the processes used in ECEC settings. Systematic monitoring of ECEC allows for the generation of appropriate information and feedback at the relevant local, regional or national level. This information should support open exchange, coherent planning, review, evaluation and the development of ECEC in the pursuit of high quality at all levels in the system. Monitoring and evaluation is more effective when the information collected at a provider level is aligned with the information collected at a municipal, regional and system level.

An effective ECCE system will include monitoring to strengthen quality – linked to standards – along with learning and innovation to inform changes to delivery (Lombardi 2011). Comprehensive standards will cover the physical environment; the knowledge and experience of staff; the nature and organization of the educational process; organization, management and administration; the work environment; relationships with family and community; and attention to health, hygiene, safety and protection (Myers 2006). A strong monitoring system will be able to

assess whether a child is receiving all essential services, how services are delivered, how the system is functioning, and what funding is received, allocated and spent (Richter et al. 2014). Internal and external procedures are required for programme monitoring, evaluation, accountability, reporting and programme revision (Vargas-Barron 2009). ECCE monitoring practices vary by extent and type between countries, largely dependent on organization of more general political and governance systems. In a large decentralized system, a monitoring process may be led by discussion and dialogue involving parents, teachers, educational authorities, researchers, funders and other stakeholders, at national and local levels (Myers 2006). Then, at the local level, self-evaluation by individual pre-primary institutions will serve as a basis for consultation between ‘internal’ and ‘external’ evaluators who may have different views of quality.

The results of monitoring can support ECCE providers to improve their programming and planning (Myers 2006). These results inform policy reviews and, if made available to the public down to the school level, can be used to inform local adjustments and innovations. There is, however, a general imbalance in research investment between the well-articulated fundamental science of ECCE and patchier, contextualized studies of service delivery (Siraj-Blatchford and Woodhead 2009). A rapid expansion process requires learning to take place in regions and at federal levels of government, based on which adjustments can be made to better meet the needs of children and their families (Myers, 1984 cited in jack,2016).

2.6.6 System Financing, Management and Leadership

For many years, governments have prioritized the achievement of universal primary education, with ECCE policy development relatively neglected. This was the case for Ethiopia until the release of the 2010 National Policy Framework for ECCE (Orkin et al. 2012). In many countries, less than 10% of the education budget has been allocated to pre-primary education (Engle et al. 2011), although this is changing rapidly. Unless governments allocate more resources to quality pre-primary program for the poorest segment of the population, economic disparities will continue to exist and to widen. In some cases of effective implementation (e.g. Cuba, the Philippines) a legal policy structure has been used to facilitate rapid implementation of ECCE services (Engle et al. 2011). From such a financing plan, it is then clear how regions will finance

and allocate resources to ECCE and is possible to compare this with primary education in per pupil terms (Garcia et al. 2008).

In many countries the challenges for ECCE leaders include ensuring sufficient regional and national high-level expertise, for example in curriculum development and research. As different regions and districts and rural and urban areas do not all start from the same base of resources and capabilities to deliver ECCE, a ‘one size fits all’ approach is not recommended. Instead, a mapping of the technical expertise and management capacities that exist at the different levels – who the staff are, what their skills are, and what knowledge they possess – is a useful planning support (Biersteker 2010 cited in Jack,2016).

2.7 Effective Leadership in Early Childhood and Care Education.

Literature on school effectiveness repeatedly refers to the need for strong leadership of the principal (Harris et al., 2003). For any school to be judged deserving of recognition there should be strong leadership and an effective working relation among the teachers, the parents, and others in the community. The school should have an atmosphere that is orderly, purposeful and conducive to learning and good character development. The school should attend to the quality of instruction and the professionalism of its teachers. There must be a strong commitment to educational excellence for all students and a record of progress in sustaining the school’s best features and solving its problems (US Department of Education, 1999). McGuire (2001) stated that leaders must support, develop and nurture staff. Effective leaders set a standard for ethical behavior and seek diverse perspectives and alternative points-of-view. Not only do leaders encourage innovations, initiatives, collaborations and strong work ethics but they also expect and provide multiple opportunities for staff to engage in continuous personal and professional growth. Further, leaders must collaborate and cooperate with others on a daily basis. Leaders communicate high expectations and provide acquired information to foster understanding and to maintain trust and confidence.

Effective leaders reach out to others for support and assistance, build partnerships, secure sources and share credit for success and accomplishment. Spencer and Kochan (2000) argued that the administrative leadership style of a school is the key element to the effectiveness of the

school and that an ineffective principal can nullify even the best of teachers' and parental efforts. In sum, research has shown that school principals are vital to successful restructuring (Newmann et al., 1996) change and improvement (Fullan, 1998) and student learning (Levine and Lezotte, 1990). It has been said that you do not find a successful school without discovering a successful principal. Schools flounder without leadership from school principals; and they flounder without effective management from the school principals. This is not to say that principals do it all alone, but their actions and the context that they shape with others (teachers, parents, and students) make it possible to teach and learn in these influential social institutions referred to as the school (Clement, 2010)

Early forms of effective principal leadership focused on the principal's ability to manage school processes and procedures related to instruction and supervision. However, when considering the recent movements in education and changes in society it is understandable why principals must adjust and acquire new knowledge and skills. Considering recent research there appears to be general agreement between researchers and practitioners that there are several leadership styles a principal could use to effectively lead today's educational organizations. However, the most effective leadership style would require less command and control, more learning and leading, less dictating, and more orchestrating (Dufour & Eaker, 1998). In fact, more recently effective principals have been viewed as transformational leaders that focus on establishing a vision and utilizing leadership skills such as innovation, influence and consideration for the individual in the school improvement process (Walters, Marzano, & McNulty, 2004).

Effective principals must not only consider appropriate leadership theories and styles to shape their intentions and actions, they must also possess essential knowledge and skills in the context of education reform in order to be effective in a school setting. For example, effective principals must have an extensive knowledge base in the area of school improvement and the skills to effectively implement the initiatives. Based on various models of effective leadership and without disregard to other aspects of good leadership, an effective instructional leadership model would include the following competencies: establishing a shared vision, communicating the vision, creating a culture and empowering others (Robert, 2010).

Anyone who is involved in the care and education of young children has to undertake a complex range of roles and responsibilities which requires them to exercise leadership acumen and judgments on a daily basis. There is now recognition in the international community that something as important as the care and education of young children, a task so pertinent to the future of society, should only be undertaken by professionals with a high degree of professionalism, knowledge and leadership abilities. Early childhood professionals who are directly involved in the implementation of policy are expected to translate strategic policy vision into practice, and respond to government initiatives.

Preschool teachers are in a unique position to influence the lives of young children, parents and families. This requires qualities such as confidence, commitment, professional experience and specialist knowledge, all the very characteristics that leaders need to develop. Hence, establishing strong leadership in practice is as crucial as it is in government. Effective leadership in practice is about championing the work and role of early childhood professionals in the kindergartens and childcare centers, many of whom contribute to the leadership role on a daily basis (Lynn,2012).

2.8 Leadership Behavior and School Effectiveness in Early Childhood and Care Education.

Leadership is about enabling followers to bring about desired change by setting up organizational structures which enable the cultural synergies within the ECE context to be shared and dispersed within the ECE organization between and among all members involved in ECE. Leadership is important because it is responsible for calling for a commitment and passion from every member of the ECE setting to make a contribution which results in a positive difference in the lives of the children in the ECE context and to help lay the foundation which will help them to develop into productive citizens who will be able to live and work productively in increasingly dynamically complex societies. This, according to Fullan (2000), is “the moral purpose of education” (p. 4). A conceptualization of leadership as an agent which enables the pursuit of this moral purpose by everyone involved in ECE sees leadership not as the preserve of one leader but as distributed across the membership of an organization such that “leadership is everyone’s business” (Kouzes & Posner, 2003 cited in Kivunja,.2015).

In educational contexts, the efficiency criterion usually refers to the need to allocate and utilize educational resources in a way that optimizes their use. In other words, there is neither waste nor inefficiency in the use of available resources. In contrast, effectiveness is used to refer to the extent to which organizational goals are achieved in the specified planning horizon. For example, studies on educational effectiveness, such as Hattie (2003) and Martinez & Martinez (1999) use the extent to which learners achieve stated learning outcomes as proxies for teaching effectiveness. When these two criteria are applied to leadership in an ECE setting, we would be looking for leadership which facilitates the provision of quality of service for an ECE setting which would meet the stakeholders' expectations.

Thus, leadership in an ECE setting involves, not only providing a transformative vision and enabling governance, but also coming up with organizational strategies, educational outcomes, pedagogy and curriculum, which cater well for the education and wellbeing of the children in the ECE setting. All this needs to be led in concert with the demands of the Digital Economy in which the children are digital natives and the teachers, most likely digital immigrants (Prensky, 2001). This creates an additional challenge to the leadership in an ECE setting to ensure that s/he maintains an unrelenting focus on professional development for the existing staff and recruiting new ones that are digitally fluent so as to prevent a situation in which the children in an ECE setting would be literate and their teachers illiterate in digital logic, language and technologies (Kivunja, 2015).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The purpose of this chapter is to discuss research design and methodology. sources of the data, sample and sampling techniques, data gathering instruments validity and reliability checks ,data collection procedures method of data analysis an ethical considerations.

3.1. Methodology of the Study

The purpose of this study was to assess the relationship between leadership behavior and school effectiveness in private kindergarten schools of Yeka sub city. Both quantitative and qualitative research methods were employed in order to achieve this purpose. Using multiple approaches can capitalize on the strengths of each approach and offset the weaknesses and it provides a better understanding of research problems than either approach alone. It also provides more comprehensive answers to research questions going beyond the limitations of a single approach .It is also practical in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2006). Furthermore, it is also important to confirm and cross-validate and collaborative findings of the study.

3.2 Research Design

The research design that was used in this study is concurrent mixed design. Concurrent mixed designs are those in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. In this design, the investigator collects both forms of data at the same time and then integrates the information in the interpretation of the overall results. (Cresswell,2009). The use of the Concurrent mixed design provides information that addresses the research question and objectives of the study. The Concurrent mixed methods design was a valid method to use to explore variables, which included the leadership behavior of principals and school effectiveness.

3.3 Sources of Data

Data for this study was collected from research participants and relevant documents. Data was collected using two sources: primary and secondary.

Primary sources: - These were key informants drawn from kindergarten principals, teachers, and PTA members from the 20 schools, and 4 ECCE experts. PTA members from the 20 schools and ECCE experts were used as information sources for the effectiveness in preschool education. Teachers were taken as source of information for the reason that they are direct participants of the leadership practiced in the preschools.

Secondary source: - The data collected from documents including inspection reports, from the sub city, annual abstracts, education policy, early childhood standards, guidelines and statistics mainly focused on records concerning the quality and effectiveness of preschools in relation to leadership behaviors of the pre school principals.

3.4 Sample and Sampling Techniques

To obtain unbiased and manageable sample size the study first employed cluster random sampling, the researcher first identifies clusters (groups or organizations), obtains names of individuals within those clusters, and then samples within them. (Creswell, 2009). The study will take the weredas as clusters which include numbers of schools. With randomization, a representative sample from a population provides the ability to generalize to a population. (Creswell, 2009). This sampling was used to select four weredas (30.7%) randomly by lottery method. Accordingly, Woreda 2, 6, 8 and 11 were selected from 13 weredas in the sub city. Next, the sample preschools were selected based on inspection results using purposive sampling. Thus, all the selected kindergartens were having level 2 (60% and above results). The total number of private kindergarten and the sample taken are shown in the table below.

Table 1: -Total and Sample Preschools' Taken

Sample Woredas	Private preschools in the Woredas	Sample preschools Taken
2	8	4
6	7	4
8	6	3
11	19	9
Total	40	20

All the main teachers and principals in these 20 kindergartens were selected by availability sampling technique. The early childhood expert at the Yeka sub city and PTA members at the school were included in the interview.

Table 2: -List of Respondents

Wereda	Teachers		Principals		PTA		Experts	
	Male	Female	Male	Female	Male	female	Male	Female
2		16	1	3		3	1	
6		21		4	1		1	
8		13		3		3	1	
11		30		9	2		1	
Total		80		20	3	6	4	

3.5 Data Gathering Instruments

In this study, questionnaires, Interview, document analysis and observation checklist were used to obtain data relevant to the study's objective and research question.

A. Questionnaire

The purpose of the questionnaire in this study was to investigate and document the relationship between the independent variables which is principal's leadership behavior and the dependent variable, which is school effectiveness. Information was collected from 80 preschool teachers, 20 principals .The questionnaire was self-developed, and modified based on the existing relevant

review literatures, knowledge, and experience of the researcher. Furthermore, the questionnaire was translated from English to Amharic. The questionnaire had three parts which include open and close ended questions. All of the closed ended questionnaires were constructed in the form of likert scale and yes or no questions. Part one contains the background information of respondents. Part two questions are about the leadership behavior of principals which is composed of four items i.e. directive, supportive, participative and achievement oriented with five sub questions each. Part three contained questions regarding the school effectiveness which will have six items about equitable and inclusive access, curriculum; teaching and learning materials, teachers and school leaders, parental and community support and engagement, standards, monitoring and learning and system financing, management and leadership with 4,8,7,7,6 and 5 sub questions respectively. The open-ended questions are found at the end of every part of questionnaires and they are left for respondents if they want to add information on the leadership behavior and school effectiveness issues.

B. Interview

Interviews were the second important data gathering instrument in this study. This data gathering instrument is selected with the belief that deeper information is obtained on issues critical to the study underway. In order to obtain deeper information related to the main objective of the study this is to examine the relationship between principal's leadership behavior and school effectiveness. Semi structured in- depth interview was made with the 4 wereda level ecce experts,1 sub city level supervisor and 9 parents who were members of PTA in selected schools..

C. Document Analysis

Document analysis is the other essential data collecting tool. Various documents including preschool inspection and supervision reports, guidelines of the MoE, quality and effectiveness standards will be discussed, and records will be explored in the process of the study. It is believed that the data obtained in this method will be in use to validate and substantiate the information gathered by the questionnaire and semi structured interview.

D. Observation

Checklist was used by randomly selected nine kindergartens were that was observed by the researcher herself to collect and organize relevant data on key inputs and overall indoor/outdoor environment of kindergartens. At the end, the information obtained through observation are analyzed and crosschecked with those from other sources and use to validate or not by other participants. The aim is to draw pertinent data from classrooms and outdoors play areas that supplement the questionnaire.

3.6. Validity and Reliability

Checking the validity and reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data. To ensure validity of instruments, the instruments were developed and pilot study was carried out in school of tomorrow kindergarten school which was not included in the sample of the study. It was administered to selected respondents of 1 school leader and 24 teachers.

The pilot-test was conducted to test the validity and reliability of the content. It was done with objectives of checking whether or not the items included in the instruments could enable the researcher to obtain the relevant information and to identify and eliminate problems in collecting data from the target population. Before conducting the pilot-test, respondents were oriented about the objectives of the pilot-study, how to fill out the items, evaluate and give feedback regarding the relevant items. To this end, draft questionnaires were distributed and filled out by the population selected for the pilot study. After the dispatched questionnaires were returned, necessary modifications were made on unclear items. The reliability and validity of the questionnaires, Cronbach's alpha reliability test was calculated after the pilot test was conducted. All items were carefully input in to SPSS version 23 and the average result found from both teachers and leader's response were 0.82.

3.7 Data Collection Procedures

First questionnaires and interview questions were developed by the researcher after a thorough review of the related literature and other documents in order to include all the necessary question that could address the research objective. Before the final questionnaire is administered, pilot testing was conducted in one kindergarten school which is not included in the sample study. It helped to ensure that the respondents understand what the questionnaire wants to address and was done with the objectives of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information, to identify and eliminate problems in collecting data from the target population. After the try out, each items and instruments was carefully examined, improved and restructured and it was ready for final data collection.

Then the researcher visited the school principals of selected sample schools and discussed the purpose of the research with principals showing the letters from the University. Then teachers were informed about the objective of the research and its ethical considerations to respond to the questionnaires. The questionnaires were distributed and filled. Afterward, the interviews with the Wereda education expert, sub city supervisor and parents were administered. Finally, analysis and interpretation have been made on the data gathered.

3.8 Method of Data Analysis

After all the questionnaires returned the raw data collected from questionnaires were inserted in SPSS 23 statistical data processor software. First, to determine the leadership behavior of school principals the information collected through close ended questionnaires was analyzed by using frequency. Independent sample t-test was used for questions on school effectiveness to consider the level of school effectiveness and statistically significant differences between the two respondents, inferential statistics such as Pearson correlation coefficient and regression analysis Were used to examine the relationship between leadership behavior and school effectiveness. Variables were coded with appropriate measurements that include continuous and categorical variables. Based on the five point likert rating scales from very high to very low, the mean and weighted mean values lees than 1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as moderate, 3.50-4.49 as high and more than 4.50 as very high in implementation of the items. Finally, both the data gained from the questionnaires (open-ended) and semi-structured interviews were cross

validated with the data obtained from document analyses. This was analyzed and reported through narrative description.

3.9. Ethical Consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical consideration plays a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore the researcher communicated with all secondary schools legally. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies were accomplished at their voluntarily agreement without harming and threatening their personal and institutional wellbeing. The identity of the respondent was kept confidential.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter deals with the analysis, presentation and interpretation of the data gathered from the respondents through questionnaires, interviews and document analysis. Thus, the quantitative as well as qualitative analysis of data is incorporated into this chapter. The qualitative part is complementary to the quantitative analysis.

The data was collected from a total of 114 respondents. A total of 100 copies of questionnaires were distributed to 80 teachers and 20 school leaders. The return rate of the questionnaires was 100(%) specifically, 80(%) from teachers and 20(%) from principals. Moreover, 4 ECCE wereda experts, 1 sub city supervisor and 9 parents were interviewed and 9 school observations were made.

The data collected was examined, compiled, and analyzed in order to address the research questions. SPSS 23 was used to analyze the quantitative data. Specifically, frequency, mean, standard deviation, independent t-test and Pearson correlation were used to compare the responses of the respondents. Where the mean values were categorized as : ≥ 4.50 (very high), 3.50-4.49 (high), 2.50-3.49 (average), 1.50-2.49 (low)and ≤ 1.49 (very low). If the value of standard deviation is 1 or round to 1 there is dispersion of responses, less than 1 show less dispersion. If the sig value is greater than 0.05 it refers that the difference between the two groups of respondents' responses is statistically insignificant. If the sig value less than 0.05 refers that the difference between the two groups of respondents' responses is statistically significant.

The relationship between the leadership behavior of principals and school effectiveness is listed in each correlation tables. If the Sig value less than 0.05 it shows that there is significant correlation between the two variables. If Sig value greater than 0.05 shows that there is no significant correlation between the two variables. The sign the positive sign(+) of the Pearson Product Moment Correlations (r) show the direct relationship and negative(-) shows inverse relationship.

4.1. Demographic Characteristics of Respondents

Table: - 3 Demographic Characteristics of Respondents

No	Items	Category of items	Respondents			
			Teachers		Principals	
			No	%	No	%
1	Sex	Male	1	1.3	1	5
		Female	79	98.8	19	95
		Total	80	100	20	100
2	Age	20-25 years	26	32.5	3	15
		26-30 years	34	42.5	4	20
		31-35 years	11	13.8	3	15
		36-40 years	7	8.8	8	40
		41-45 years	2	2.5	2	10
		Total	80	100	20	100
3	work experience	1-5 years	47	58.8	5	25
		6-10 years	29	36.3	10	50
		11-15 years	4	5	4	20
		>15 years	-	-	1	5
		Total	80	100	20	100
4	Educational background	kg training certificate	32	40	1	5
		Diploma	37	44.3	14	70
		BA/BED/BSC	11	13.8	4	20
		MA	-	-	1	5.3
		Total	80	100	20	100

The two groups of respondents were asked to indicate their background information. The details of the responses were given in table 3 and discussed as follows:

In table 3 above, the data of the study revealed that, 1(1.3%) of teacher respondents and 1 (5%) of principal respondents were males while the remaining 79(98.8%) of teacher respondents and 19(95%) principal respondents were females respectively. This implies that, all the teachers and principals in the KGs under research were females except one male principal. As Chowdhury and Chaudhry(2002), priority should be given to females to be trained as teachers in the kindergarten because they are naturally endowed with the motherly care which is very important for the children at that level(Chowdhury and Chaudhury 2002 in Hiwot2014).

As to the age of the teachers and principals the age range from 26 to 30 comprised 34(42.5%) of the teachers however, most principals were in the age range of 36 to 40 8(40%) as shown in table 3. The age of the teachers lies in the very active and productive age which is required for the task such as play and physical activity that is needed in the early childhood education. The majority of the principals age is in 36to 40 since they had teaching experience before being principal. The teachers as well as the principal's age were found matured to understand the purpose of the study and respond appropriately.

As to the work experience 47 (58.8%) of teacher respondents had 1-5 years experience and 10(50%) of principal respondents have 6-10 years work experiences. Concerning the teachers and principal qualifications, 32(40%) teachers have certificate in early childhood education. 37 (44.3%) of teachers have diploma in education and 11(13.8%) of them have B.A in other fields.

4.2 Major Findings of The Study

Table:-4 Directive Behavior

No	Items	Response	Teacher	Principal	F
1	Let teachers know what is expected of them.	Yes	75	18	93
		No	2	1	3
		Missing	3	1	4
		Total	80	20	100
2	Inform teachers about what needs to be done and how it needs to be done.	Yes	74	20	94
		No	2		2
		Missing	4		4
		Total	80	20	100
3	Asks teachers to follow standard rules and regulations.	Yes	70	16	86
		No	8	2	10
		Missing	2	2	4
		Total	80	20	100
4	Explain the level of performance that is expected of teachers.	Yes	67	19	86
		No	8	1	9
		Missing	5		5
		Total	80	20	100
5	Give clear explanations of what is expected of teachers.	Yes	61	15	76
		No	17	3	20
		Missing	2	2	4
		Total	80	20	100

From Table-4 above, in item-1, participants were asked about whether the principals let the teachers know what is expected of them in their work.93 of the participants responded as “yes” and only 3 responded as ”no”. In item-2, the participants were asked if principals inform teachers about what needs to be done and how it needs to be done.94 responded as “yes” and only 2responded as ”no”. Initem-3, the participants were asked if principals Ask teachers to follow standard rules and regulations. 86 of the participants responded as “yes” 10 responded as ”no”.

In item-4 the participants were asked if principals Explain the level of performance that is expected of teachers.86 of the participants responded as “yes” and 9 responded as ”no”. In item-5, the participants were asked if principals give clear explanations of what is expected of teachers. 76 of the participants responded as “yes” and 20 responded as ”no”.

In addition, the participants in the interview were also asked question about the leadership behavior of principals, they responded most principals focus on giving direction, explaining rules and checking if they are implemented to meet their expectations. As (House & Mitchell, 1974 in leana, 2013) the directive leader clarifies expectations and gives specific guidance to accomplish the desired expectations based on performance standards and organizational rules.

Table:-5 Supportive Behavior

No	Items	Response	Teacher	Principal	F
1	Maintain a friendly working relationship with teachers	Yes	36	7	43
		No	41	12	53
		Missing	3	1	4
		Total	80	20	100
2	Say things that support teachers' personal feelings.	Yes	33	9	42
		No	44	10	54
		Missing	3	1	4
		Total	80	20	100
3	Do little things to make it pleasant to be a member of the teachers group.	Yes	36	7	43
		No	40	12	52
		Missing	4	1	5
		Total	80	20	100
4	Help teachers overcome problems that stop them from carrying out their tasks.	Yes	60	16	76
		No	16	4	19
		Missing	4		4
		Total	80	20	100
5	Behave in a manner that is thoughtful of teachers' personal needs.	Yes	19	11	30
		No	57	7	64
		Missing	4	2	6
		Total	80	20	100

From Table-5 above, in item-1, participants were asked about whether the principals maintain a friendly working relationship with teachers. 43 of the participants responded as “yes” and 54 responded as ”no”. In item-2, the participants were asked if principals say things that support teachers' personal feelings. 42 responded as “yes” and 54 responded as ”no”.

In item-3, the participants were asked if principals do little things to make it pleasant to be a member of the teachers group. 43 of the participants responded as “yes” 52 responded as ”no”. In

item-4, the participants were asked if principals help teachers overcome problems that stop them from carrying out their tasks.76 of the participants responded as “yes” and 19 responded as ”no”.

In item-5, the participants were asked if principals behave in a manner that is thoughtful of teachers’ personal needs. 30 of the participants responded as “yes” and 64responded as ”no”. In addition the interview respondents added that principal’s don’t usually work on creating good relationship but there are some principals who have good interaction with teachers which gives them the opportunity to identify problems and give solutions quickly.

Table:-6 Participative Behavior

No	Items	Response	Teacher	Principal	F
1	Consult with teachers when facing a problem.	Yes	36	8	44
		No	41	11	52
		Missing	3	1	4
		Total	80	20	100
2	Listen receptively to teachers’ ideas and suggestions	Yes	50	13	63
		No	27	6	33
		Missing	3	1	4
		Total	80	20	100
3	Act by consulting teachers	Yes	30	10	40
		No	47	8	55
		Missing	3	2	5
		Total	80	20	100
4	Ask for suggestions from teachers concerning how to carry out assignments	Yes	25	10	35
		No	52	8	60
		Missing	3	2	5
		Total	80	20	100
5	Ask teachers for suggestions on what changes should be made	Yes	30	14	44
		No	47	4	51
		Missing	3	2	5
		Total	80	20	100

From Table-6 above, in item-1, participants were asked about whether the principals consult with teachers when facing a problem.44 of the participants responded as “yes” and only 52 responded as ”no”. In item-2, the participants were asked if principals Listen receptively to teachers’ ideas and suggestions.63responded as “yes” and 33 responded as ”no”.

In item-3, the participants were asked if principals act by consulting teachers.40 of the participants responded as “yes” and 55 responded as ”no”. In item-4, the participants were asked

if principals Ask for suggestions from teachers concerning how to carry out assignments.35 of the participants responded as “yes” and 60responded as ”no”.

In item-5, the participants were asked if principals ask teachers for suggestions on what changes should be made.44 of the participants responded as “yes” and 51 responded as ”no”. A team of people working together in an early childhood education setting, managed to create a joint ideology as a base of the work, by sharing their basic thoughts and values openly. (Nivala, 2000).Regarding to this even though sharing their basic value system in open communication is important the principals don’t ask the teachers ideas and let them give suggestions.

Table:-7 Achievement-Oriented Behavior

N0	Items	Response	Teacher	Principal	F
1	Set goals for teachers’ performance that are quite challenging	Yes	44	12	56
		No	31	6	37
		Missing	5	2	7
		Total	80	20	100
2	Let teachers know that he/she expects them to perform at their highest level.	Yes	60	15	75
		No	16	5	21
		Missing	4		4
		Total	80	20	100
3	Encourage continual improvement in teachers’ performance.	Yes	62	13	75
		No	15	6	21
		Missing	3	1	4
		Total	80	20	100
4	Show that he/she has confidence about teachers’ ability to meet most objectives	Yes	50	16	66
		No	26	3	29
		Missing	4	1	5
		Total	80	20	95
5	Consistently set challenging goals for teachers to attain.	Yes	68	11	79
		No	9	7	16
		Missing	3	2	5
		Total	80	20	100

From Table-7 above, in item-1, participants were asked about whether the principals set goals for teachers’ performance that are quite challenging.56 of the participants responded as “yes” and only 3 responded as ”no”. In item-2, the participants were asked if principals Let teachers know

that he/she expects them to perform at their highest level.75 responded as “yes” and 21 responded as ”no”.

In item-3, the participants were asked if principals encourage continual improvement in teachers’ performance.75 of the participants responded as “yes” and 21 responded as ”no”.. In item-4, the participants were asked if principals show that he/she has confidence about teachers’ ability to meet most objectives.66 of the participants responded as “yes”and 29 responded as ”no”.

In item-5, the participants were asked if principals Consistently set challenging goals for teachers to attain.79 of the participants responded as “yes” and 16responded as ”no”. The overall response shows that principals let teachers know what’s expected of them at higher level of performance to produce the desired out come through the teaching learning process.

Table:-8 Equitable and Inclusive Access.

N	Item	position	No	M	S.D	t-value	Sig
1	Overall content of the school encourages all families to send their child to the kindergarten school	Teacher	80	4.18	.702	.789	.432
		Principal	20	4.05	.229		
2	Appropriateness of Parents’ fees according to income of the community and its affordability	Teacher	78	2.22	1.037	.485	.629
		Principal	20	2.11	.315		
3	Inclusion of children with disabilities in the kindergarten school	Teacher	80	2.33	1.427	-.255	.799
		Principal	19	2.42	.902		
4	equitable opportunities of all students to play with materials	Teacher	80	4.12	.959	3.160	.002
		Principal	20	3.37	.761		

As shown in the table 8, above items under equitable and inclusive access **is** rated by teachers and principals. Item 1 overall content of the school encourages all families to send their child to the kindergarten school is rated by teachers with the mean score 4.18 while principals rated 4.05.This findings show that both respondents rated overall content of the school encourages all

families to send their child to the kindergarten school as high. There was no statistically significant difference between the two groups with sig value $4.32 > 0.05$.

For item 2 teachers rated with a mean 2.22 and principals rated a mean score of 2.11. the findings indicated that both groups of respondents rated appropriateness of Parents' fees according to income of the community and its affordability was low. An independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents but there was no significant difference with sig value $6.29 > 0.05$.

However both teachers and leaders rated low to the statement that says "Inclusion of children with disabilities in the kindergarten school, with the mean score of 2.33 and 2.42. for all the three items discussed above that there was no statistically significant difference between the perceptions of the two groups of respondents with sig value $7.99 > 0.05$.

Regarding equitable opportunities of all students to play with materials the analyzed mean values (4.12 and 3.37) are found from teachers and principals' respondents respectively which is accomplished high and average respectively when comparing with predetermined value of judging the effectiveness level. There was a statistically significant difference between the two respondents with sig value $0.02 < 0.05$. 86 respondents indicated Appropriateness of Parents' fees according to income of the community and its affordability as "very high" and "high".

Table:-9 Curriculum, Teaching and Learning Materials.

N	Items	position	No	Mean	S. D	t-value	Sig
1	Age appropriateness of the curriculum developed outlining competencies and lesson plans	Teacher	80	3.26	1.081	1.254	.213
		Principal	20	2.89	1.370		
2	Teaching activities that include well focused speaking and	Teacher	79	3.70	.858	1.564	.121
		Principal	20	3.37	.761		
3	Focus on mother tongue instruction	Teacher	78	3.05	1.619	.794	.429
		Principal	20	2.74	1.147		
4	Level of using objects to learn	Teacher	80	2.67	1.541	1.396	.166
		Principal	20	2.11	1.729		
5	Use of story books to introduce new words to children daylily	Teacher	80	2.95	1.083	1.993	.049
		Principal	19	2.42	.838		
6	Level of children to learn to perform new skills independently	Teacher	79	3.20	1.066	-.052	.959
		Principal	20	3.21	.535		
7	Strong and explicit focus on play and enjoyment	Teacher	80	2.36	1.417	-.183	.855
		Principal	20	2.42	1.017		
8	Availability of materials for children who have special needs	Teacher	80	2.43	1.106	.633	.528
		Principal	20	2.26	.733		

As shown in the table 9, above items under curriculum, teaching and learning materials are rated by teachers and principals. Age appropriateness of the curriculum developed outlining competencies and lesson plans teachers rated with the mean score 3.26 while principals rated 2.89. This findings show that both respondents rated Age appropriateness of the curriculum developed outlining competencies and lesson plans as average. There was no significant difference between the two groups with sig value $0.213 > 0.05$.

For item 2 teachers rated with a mean 3.7 and principals rated a mean score of 3.37. the findings indicated that both groups of respondents rated Teaching activities that include well focused speaking and listening as high. An independent t-test was employed to check if there was

statistically significant difference between the perceptions of the two groups of respondents but there was no significant difference with sig value $0.121 > 0.05$.

As it can be seen on table 9, item 3 the mean score of teacher respondents was 3.05 while the mean score of principals was 2.74. Both respondents indicated focus on mother tongue instruction in their school was average. There was no significant difference between the two groups with sig value $0.429 > 0.05$.

For item 4 teachers rated with a mean 2.67 and principals rated a mean score of 2.11. The findings indicated that both groups of respondents rated level of using objects to learn as average. An independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents but there was no significant difference with sig value $0.166 > 0.05$.

As it can be seen on table 9, item 5 teachers rated use of story books to introduce new words to children daily with the mean score 2.95 while principals rated 2.42. This findings show that both respondents rated the use of story books to introduce new words to children daily as average. There was a statistically significant difference between the two groups with sig value $0.49 < 0.05$.

For item 6 teachers rated with a mean 3.2 and principals rated a mean score of 3.21. The findings indicated that both groups of respondents rated level of children to learn to perform new skills independently as average. An independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents but there was no significant difference with sig value $0.959 > 0.05$.

As it can be seen on table 9, item 7 the mean score of teacher respondents was 2.36 while the mean score of principals was 2.42. Both respondents indicated Strong and explicit focus given on play and enjoyment in their school was low. There was no significant difference between the two groups with sig value $.855 > 0.05$.

For item 8 teachers rated with a mean 2.43 and principals rated a mean score of 2.68. The findings indicated that both groups of respondents rated availability of materials for children who have special needs as low. An independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents but there was no significant difference with sig value $0.528 > 0.05$. 86 respondents indicated Appropriateness of Parents' fees according to income of the community and its affordability as "very high" and "high".

Table:-10 Teachers and School Leaders.

N	Items	position	No	Mean	S.D	t-value	Sig
1	Qualification of teachers to teach in kindergarten school.	Teacher	80	2.40	1.272	2.456	.016
		Principal	20	1.63	.955		
2	Availability of on-job training for teachers and principals.	Teacher	78	2.36	1.417	-.183	.855
		Principal	20	2.42	1.017		
3	Appropriate treatment to children by teachers and care givers.	Teacher	80	3.5	1.467	-.389	.698
		Principal	19	3.63	.955		
4	Teachers assessment of students' progress in a variety of ways	Teacher	80	3.11	1.414	1.067	.289
		Principal	20	2.74	1.195		
5	Consideration of teachers to the interests and needs of the children.	Teacher	78	3.66	.954	-1.991	.049
		Principal	20	4.11	.315		
6	Classrooms visit of the principal on a regular basis and feedback to teachers	Teacher	80	1.63	1.257	5.742	.000
		Principal	19	3.51	1.380		
7	Contribution of the principal on character development of children.	Teacher	79	2.77	1.228	-.075	.000
		Principal	20	2.79	1.357		

As shown in the table 10, above items under teachers and school leaders are rated by teachers and principals. Item 1 qualification of teachers to teach in kindergarten school teachers rated with the mean score 2.4 while principals rated 1.63. This findings show that both respondents rated Age appropriateness of the curriculum developed outlining competencies and lesson plans as low. There was significant difference between the two groups.

For item 2 teachers rated with a mean 2.36 and principals rated a mean score of 2.42. The findings indicated that both groups of respondents rated availability of on-job training for teachers and principals as low. An independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents but there was no significant difference.

As it can be seen on table 10, item 3 the mean score of teacher respondents was 3.5 while the mean score of principals was 3.63. Both respondents indicated appropriate treatment to children by teachers and care givers in their school was high. There was no significant difference between the two groups.

As it can be seen on table 10, item 4 the mean score of teacher respondents was 3.11 while the mean score of principals was 2.74. Both respondents indicated teachers assessment of students' progress in a variety of ways was average. There was no significant difference between the two groups.

For item 5 teachers rated with a mean 3.66 and principals rated a mean score of 4.11. The findings indicated that both groups of respondents rated consideration of teachers to the interests and needs of the children as high. An independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents but there was no significant difference.

As it can be seen on table 10, item 6 the mean score of teacher respondents was 1.63 while the mean score of principals was 3.51. Teachers indicated class rooms visit of the principal on a regular basis and feedback to teachers is low but the principals rated as average. There was a significant difference between the perceptions of the two groups.

For item 7 teachers rated with a mean 2.77 and principals rated a mean score of 2.79. The findings indicated that both groups of respondents rated availability of Contribution of the principal on character development of children average. An independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents but there was no significant difference. 86 respondents indicated Appropriateness of Parents' fees according to income of the community and its affordability as "very high" and "high".

Table:-11 Parental and Community Support and Engagement.

N	Items	position	No	Mean	S.D	t-value	Sig
1	Information share between parents and the kindergarten school about children's progress.	Teacher	80	4.09	1.267	-.064	.949
		Principal	20	4.11	.315		
2	Involvement of parents in setting behavioral and learning expectations of children.	Teacher	79	1.79	1.092	-1.569	.120
		Principal	20	2.26	1.522		
3	Community participation on promoting the kindergarten school's vision for learning.	Teacher	80	2.04	.872	-3.753	.000
		Principal	20	2.84	.688		
4	Activity of parent teacher association and Parents commitment to attend parent-teacher conferences.	Teacher	80	2.80	1.066	2.591	.011
		Principal	20	2.16	.375		
5	Efforts made to make all community members and partners in the school's academic programs.	Teacher	80	3.05	.522	.411	.682
		Principal	20	3.00	0.000		
6	Kindergarten's relation with other kindergarten's	Teacher	80	2.22	1.037	.485	.629
		Principal	20	2.11	.315		
7	Parents' awareness about kindergarten education.	Teacher	78	1.84	.715	-4.569	.000
		Principal	20	2.63	.496		

As shown in the table 11, above items under Parental and community support and engagement Item 1 was about information share between parents and the kindergarten school about children's progress teachers rated with the mean score 4.09 while principals rated 4.11. This findings show that both respondents rated information share between parents and the kindergarten school about children's progress teachers as high. There was no significant difference between the two groups.

For item 2 teachers rated with a mean 1.79 and principals rated a mean score of 2.26. The findings indicated that both groups of respondents rated involvement of parents in setting behavioral and learning expectations of children is low. An independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents but there was no significant difference.

As it can be seen on table 11, item 3 the mean score of teacher respondents was 2.04 while the mean score of principals was 2.84. Teachers indicated Community participation on promoting the kindergarten school's vision for learning as low and principals indicated as average. There was significant difference between the perceptions of the two groups of respondents.

For item 4 teachers rated with a mean 2.8 and principals rated a mean score of 2.16. Teachers indicated activity of parent teacher association and Parents commitment to attend parent-teacher conferences as low and principals indicated as average. An independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents and there was a significant difference between their perceptions.

As it can be seen on table 11, item 5 the mean score of teacher respondents was 3.05 while the mean score of principals was 3. The findings indicated that both groups of respondents rated efforts made to make all community members and partners in the school's academic programs as average. There was no significant difference between the perceptions of the two groups.

For item 6 teachers rated with a mean 2.22 and principals rated a mean score of 2.11. The findings indicated that both groups of respondents rated kindergarten's relation with other kindergarten' is low. An independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents but there was no significant difference.

As it can be seen from, item 7 the mean score of teacher respondents was 1.84 while the mean score of principals was 2.63. Teachers indicated Parents' awareness about kindergarten education as low and principals indicated as average. There was significant difference between the perceptions of the two groups of respondents.

Parents' capacities are highly indicative of a child's social, emotional and physical wellbeing in line with this the Information share between parents and the kindergarten school about children's progress is high but Community participation ,Parents' awareness about kindergarten education and Efforts made to make all community members and partners in the school's academic programs are low and average.

The researcher asked the parents about Community participation and activity of parent teacher association and Parents commitment to attend parent-teacher conferences. The parents responded that even if there is information sharing by using communication book the participation of parents in meetings that should be held within the academic year and different activities is very low which is the same for the community participation.

Table:-12 Standards, Monitoring and Learning.

N	Items	Position	No	Mean	S.D	t-value	Sig
1	Safety of the school to work and learn	Teacher	80	2.94	1.099	1.267	.208
		Principal	18	2.58	1.170		
2	Proper availability of physical conditions of the kindergarten school	Teacher	80	2.69	1.103	2.722	.008
		Principal	19	2.00	0.000		
3	Clear definition of kindergarten school mission	Teacher	80	2.73	1.162	3.830	.000
		Principal	20	1.68	.478		
4	Sufficiency of indoor and outdoor spaces to play	Teacher	78	2.37	1.209	1.832	.070
		Principal	20	1.84	.688		
5	Students awareness on how they are expected to behave in school and at school activities	Teacher	80	4.36	.619	1.350	.180
		Principal	20	4.16	.375		
6	Continuous monitoring of the principal on the overall activities in the school.	Teacher	80	3.89	.851	1.917	.058
		Principal	19	3.47	.841		

As shown in the table 12, above items under Item standards, monitoring and learning. Item 1 was about safety of the school to work and learn teachers rated with the mean score 2.94 while principals rated 2.58.This findings show that both respondents rated safety of the school to work and learn as average. There was no significant difference between the two groups.

As it can be seen from, item 2 the mean score of teacher respondents was 2.69 while the mean score of principals was 2. Teachers indicated proper availability of physical conditions of the kindergarten school as average and principals indicated as low . There was significant difference between the perceptions of the two groups of respondents.

For item 3 teachers rated with a mean 2.73 and principals rated a mean score of 1.68. Teachers indicated clear definition of kindergarten school mission as low and principals indicated as average. An independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents and there was a significant difference between their perceptions.

As item 4 indicates teachers rated with a mean 2.37 and principals rated a mean score of 1.84. The findings indicated that both groups of respondents rated sufficiency of indoor and outdoor spaces to play is low in their school. An independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents but there was no significant difference.

Item 5 was about students awareness on how they are expected to behave in school and at school activities teachers rated with the mean score 4.36 while principals rated 4.16. This findings show that both respondents rated students awareness on how they are expected to behave in school and at school activities as high. There was no significant difference between the two groups.

For item 6 teachers rated with a mean 3.89 and principals rated a mean score of 3.47. The findings indicated that both groups of respondents rated 85 respondents indicated as high. An independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents but there was no significant difference.

As it is stated in (MoE, 2010:25) well maintained, clean and developmentally appropriate ,provide ample opportunity for creativity and development of different skills, arranged in an organized manner to allow for accident-free play and availability of climbing frames and locally made swings and seesaws as a minimum Standards.

Following the above response, the interview participants of the study were asked whether the kindergarten has enough facilities that facilitate learning by play to achieve the schools goals. They responded that the materials and outdoor spaces to play are not sufficient .The experts also agreed that the materials and outdoor spaces to play are below the standard.

Observation made by the researcher verified the indoor and outdoor materials are not sufficient for all students to play and most of the materials are old and out of use. Some of Service rooms in the schools like toilets for girls and boys rest rooms, dining rooms are not appropriate for the use of children.

Table 13: System Financing, Management and Leadership

N	Items	position	No	Mean	S. D	t-value	Sig
1	principal constructive feedback of the teaching staff on a regular bias	Teacher	80	1.67	.478	6.166	.000
		principal	20	2.73	.162		
2	Plan for staff development activities	Teacher	80	2.21	1.222	2.381	.019
		principal	20	1.47	1.172		
3	principal’s careful alignment of budget, staffing, and other resources to student needs and school goals	Teacher	80	2.91	1.380	1.163	.248
		principal	20	2.53	.905		
4	principal’s sufficient authority and flexibility to adjust resources as needed	Teacher	78	3.49	1.131	.266	.791
		principal	20	3.42	.769		
5	principals skill in problem solving	Teacher	80	3.78	.894	1.894	.061
		principal	20	3.57	.597		

As it can be seen on table 13, item 1 the mean score of teacher respondents was 1.67 while the mean score of principals was 2.73. The findings indicated that teacher’s rated principal constructive feedback of the teaching staff on a regular bias is low and principals rated as average. There is a significant difference between the perceptions of the two groups .

For item 2 teachers rated with a mean 2.21 and principals rated a mean score of 1.47. Teachers indicated as low and principals indicated plan for staff development activities as low and principals rated as very low. An independent t-test was employed to check if there was statistically significant deference between the perceptions of the two groups of respondents and there was a significant difference between their perceptions.

Item 3 was about principal's careful alignment of budget, staffing, and other resources to student needs and school goals teachers rated with the mean score 2.91 while principals rated 2.53. This findings show that both respondents rated principal's careful alignment of budget, staffing, and other resources to student needs and school goals as average. There was no significant difference between the two groups.

For item 4 teachers rated with a mean 3.49 and principals rated a mean score of 3.42. The findings indicated that both groups of respondents rated 85 respondents indicated as average. An independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents but there was no significant difference.

As it can be seen on table 13, item 5 the mean score of teacher respondents was 3.78 while the mean score of principals was 3.57. The findings indicated that teacher's rated principals skill in problem solving is average. There is no significant difference between the perceptions of the two groups.

According to the respondents with respect to the continuous monitoring of the principal on the overall activities in the school is average from the previous table. Principal constructive feedback of the teaching staff is low for the results of monitoring on a regular basis. It is significant that the financial resources needed to ensure the development and implementation of the system components should be available and well managed by the principal but as the results show average alignment of budget, staffing, and other resources to student needs and school goals is observed. Continuous monitoring of the system itself to ensure that it is operating effectively and that all elements are working together to serve the interests of the children. This entire infrastructure must be in place to create and sustain an assessment subsystem within a larger system of early childhood care and education (Gert, 2013).

Table 14:-The Relationship Between Leadership Behaviors and School Effectiveness

		Correlations				
		Effectiveness	Directive	Supportive	Achievement oriented	Participative
Effectiveness	Pearson Correlation	1				
	Sig					
Directive	Pearson Correlation	.776 ^{**}	1			
	Sig	0.003				
Supportive	Pearson Correlation	.606 [*]	.898 ^{**}	1		
	Sig.	0.037	0			
Achievement	Pearson Correlation	0.404	0.561	.666 [*]	1	
	Sig.	0.192	0.058	0.018		
Participative	Pearson Correlation	.818 ^{**}	.713 ^{**}	.635 [*]	.637 [*]	1
	Sig.	0.001	0.009	0.027	0.026	

** . Correlation is significant at the 0.01 level.

* . Correlation is significant at the 0.05 level .

Table 14 shows that there is a statistically significant relationship between directive leadership behavior and school effectiveness with sig value 0.003 which is less than 0.05. The direction of the correlation is positive as determined by the sign of the Pearson correlation coefficient ($r=0.776$). This shows a strong positive relationship between directive leadership behavior and school effectiveness. Among effective leadership practices, other studies combine various factors such as success-oriented behavior, transformational leadership, a preference for education-related tasks, staff principal, and effective time management. (Leithwood et al. as cited in Yamina) grouped effective leadership practices together into three categories: (1) established orientations, (2) staff development, and (3) reorganization. Deemed to be at the heart of an effective leadership, these practices, although necessary, do not suffice in every situation. The positive relationship between directive leadership behavior and school effectiveness shows that increased school effectiveness may relate to the directive behavior of the school principal. The characters of a directive leader listed in the questionnaire as principals let the teachers know what is expected of them in their work, let the teachers know what needs to be done and how it

needs to be done and ask teachers to follow standard rules and regulations relate to the Continuous monitoring of the principal ,contribution of the principal on character development of children and class rooms visit of the principal on a regular basis and feedback to teacher.

There is statistically significant relationship between supportive leadership behavior and school effectiveness with sig value 0.037 which is less than 0.05. The direction of the correlation is moderate positive relationship as determined by the sign of the Pearson correlation coefficient ($r=0.606$). This may indicate the more use supportive leadership behavior by school principals may also increase school effectiveness.

There is also a statistically significant relationship between participative leadership behavior and school effectiveness with sig value 0.001 which is less than 0.05. The direction of the correlation is a strong and positive as determined by the sign of the Pearson correlation coefficient ($r=0.818$). The key factors point to effective school organization creating inviting, supportive environments where leadership is given by principal teachers who are not afraid to assert their views and yet are able to share management and decision making with staff members. The positive correlation shows that the more use of participative leadership behavior of principals will bring increased school effectiveness. The list of characters of a participative leader behavior such as Consult with teachers when facing a problem, listen receptively to teachers' ideas and suggestions and ask teachers for suggestions on what changes should be made bring a positive effect in school effectiveness components such as improvement of curriculum issues, improvement of the overall teaching learning process and in solving problems related to parental and community participation for the cognitive development of students.

Table 14 shows that there is no statistically significant correlation between achievement oriented leadership behavior of principals and school effectiveness with sig value 0.192 which is greater than 0.05. Ribbins (2001) confirm that the relationship between leadership and school effectiveness is widely accepted by many countries, more so by government ministers who very often rate quality of leadership as a significant factor of effective schools, without understanding or acknowledging that school leaders operate within a context. (Chryselda,2013)

Table:--15 Overall Correlations

Overall Correlations			
		Effective ness	Overall leadershi p
Effectiv eness	Pearson Correlation	1	.746**
	Sig.		.000
Overall leadersh ip	Pearson Correlation	.746**	1
	Sig.	.000	

Table:--16 Linear regression analysis on leadership behaviors

No.	Leadership Behavior	R	R ²	Adjusted R ²	Sig	Beta	F
1	Directive	.776**	.602	.584	0.00	.776*	33.319
2	Supportive	.606*	.367	.339	0.002	.606*	12.782
3	Participative	.818**	.669	.654	0.00	.818**	44.527
4	Achievement	.404	.164	.126	0.05	.404	4.302

**Correlation is significant at the 0.01 level

- a. Predictor Variable: leadership behavior (directive, supportive, participative, achievement oriented)
- b. Dependent Variable: Overall school effectiveness

** p< 0.01, * p< 0.05

As data in the above table indicated of directive leadership behavior and overall school effectiveness, showed that 60% of change in the overall school effectiveness was due to directive leadership behavior while 40% change was due to other variables. The results showed that there was strong statistically significant relationship between the variables (Beta= .776, $F = 33.31$, $p < 0.01$). This result is also consistent with some advocates of a directive style (e.g., Hogan et al., 1994; S. E. Murphy & Fiedler, 1992; Sagie, 1996; Sagie et al., 2002 cited in Anit, 2005) have argued that high directiveness can help encourage school-staff teams to rise to challenging goals and achieve high rates of performance (Cropanzano, James, & Citera, 1993; Fiedler & House, 1988 cited in Anit 2005). These leaders promote monitoring explicit milestones, which convert school objectives into interim goals, and serve as guides for teachers (Eisenhardt & Tabrizi, 1995; Jelinek & Schoonhoven, 1990; Wheelwright & Clark, 1992 cited in Anit, 2005). Therefore, from this perspective, monitoring, evaluation, and control activities seem closely connected, interwoven within a systematic cycle, which helps teachers methodically to fulfill their roles; formal reviews foster critical assessments, which inform major decisions (e.g., continue/terminate pedagogical project, resource allocation); and directive control allows leaders to adjust school project resources and objectives as necessary (Rosenau & Moran, 1993 cited in Anit, 2005).

The regression analysis indicates, 37 % of change in school effectiveness was due to supportive leadership behavior while the remaining 63% was due to other variables not included in the model. The results showed that there was moderate and positive statistically significant relationship between the two variables (Beta= .606, $F = 12.782$, $p < 0.05$).

Table 15 indicated participative leadership behavior and overall school effectiveness, showed that 67% of change in the overall school effectiveness was due to participative leadership behavior while 33% change was due to other variables. The results showed that there was strong statistically significant relationship between the variables (Beta= .818, $F = 44.52$, $p < 0.01$). Educational reforms of school restructuring and site-based management figure as the common future of today's schools, participative leadership has become the "educational religion" of the 21st century (e.g., Brouillette, 1997; O'Hair & Reitzug, 1997 cited in Anit, 2005). There is substantial consensus that selecting more collaborative strategies becomes crucial for managing team effectiveness (Anit, 2005)

These results proved the effects of participative and directive leadership on school effectiveness to be a more complex matter, namely that each leadership style promotes a distinct but potentially complementary approach to managing school-staff teams, depending on the desired school outcome. Consequently, this study offers a basis for ongoing conceptual development, by helping researchers and practitioners to move from “either/or” toward “both/and” approaches to thinking and working (Lewis et al., 2002 cited in Anit, 2005). It thus makes several additions to our knowledge in the realm of school effectiveness. The regression analysis indicates there was a positive but no statistically significant relationship between achievement oriented leadership behavior and school effectiveness with a p not less than 0.05.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary of Major Findings

The main purpose of this study was to investigate the relationship between leadership behavior and school effectiveness in private kindergarten schools of yeka sub city, Addis Ababa. To this effect, the study attempted to explore the leadership behaviors of principals in kindergarten schools, the level of effectiveness in the schools and the relationship between leadership behavior of principals and school effectiveness in private kindergarten schools. Furthermore, the study endeavors to identify ways for the improvement of the preschool effectiveness.

Therefore, the study particularly focused on addressing the following research questions:

1. What are the Leadership Behaviors of principals in private Kindergarten schools of Yeka sub city in Addis Ababa?
2. What is the status of School Effectiveness in private Kindergarten schools of Yeka sub city in Addis Ababa?
3. Is there any significant statistical relationship between leadership behavior of principals and School Effectiveness of Kindergarten schools of Yeka sub city in Addis Ababa?

In dealing with the basic research question, concurrent mixed design was employed and relevant literature was reviewed. Data were collected using questionnaires, for teachers and principals, interviews for early childhood education expert at wereda and sub-city levels and parents. Observation check list together with document analysis were performed to triangulate and substantiate the information obtained through synthesis of questionnaires. Analysis of questionnaires data was made using descriptive statistical tools like frequency, an independent t-test and inferential statistics such as Pearson correlation coefficient and regression analysis. .

The study employed cluster random sampling it took the 13 weredas in yeka sub city as cluster which include numbers of schools and selected four weredas (30.7%) randomly by lottery method. Accordingly, Woreda 2, 6, 8 and 11 were selected from 13 weredas in the sub city.

Next, the sample preschools were selected based on inspection results using purposive sampling. Thus, all the selected kindergartens were having level 2 (60% and above results).

The participants of the study included kindergarten 20 principals, 80 teachers, and 9 PTA members from the 20 schools, and 4 ECCE experts 1 sub city supervisor. Totally 100 questionnaires were developed, 20(100%) questionnaires for principals, 80(100%) questionnaires for teachers all the questionnaires were returned. In addition to this, semi-structured interview conducted with the 4 preschool education expertises from the sample weredas and 1 supervisor from yeka sub city and 9 parents from selected schools.

The major findings of the study have been presented below in the form of answers given to the basic question:

1. Leadership Behavior of Principals

Most of the teachers and principals responded positively on the behaviors listed under directive leadership. behaviors the experts mentioned also highly relate to the directive behavior in the questionnaire. Majority of teachers and principals responded negatively on the behaviors listed under supportive leadership and they responded positively only for the help teachers overcome problems that stop them from carrying out their tasks. The experts agreed that the principals don't usually show behaviors as maintaining good relationship and consideration of teacher feelings. Most respondents responded negatively on the behaviors listed under participative leadership behavior and. they responded positively only for the principals behavior to listen receptively to teachers' ideas and suggestions. Most of the teachers and principals responded positively on the behaviors listed under achievement oriented leadership behavior i.e. set goals for teachers' performance that are quite challenging, let teachers know that he/she expects them to perform at their highest level, encourage continual improvement in teachers' performance, show that he/she has confidence about teachers' ability to meet most objectives and consistently set challenging goals for teachers to attain.

2. The Status of School Effectiveness

In equitable and inclusive access overall content of the school encourages all families to send their child to the kindergarten was rated high. The researcher observed that the available materials are not enough for all students to play with and inappropriateness of the school play ground and class room for disabled students. The overall responses that relate to curriculum, teaching and learning materials were average in the kindergarten schools..The interview with the parents and experts also show the fact that there is high use of English language and less focus given for play and enjoyment because of the shortage of materials for play. The overall responses of items related to teachers and school leaders show that. Appropriate treatment to children by teachers and care givers and consideration of teachers to the interests and needs of the children which are related items was rated as high. Qualification of teachers to teach in kindergarten school and availability of on-job training for teachers was rated as low which was highly supported by experts and teachers that there is almost no on the job training except few trainings facilitated by the wereda for principals and trainings for teachers by experienced government kindergarten schools. The principals visit Class rooms on a regular basis and feed back to teachers was rated average and low by principals and teachers respectively with a statistically significant difference in the perception of the two respondents.

Information share between parents and the kindergarten school about children's progress is high which is facilitated by communication books available in most private kindergarten schools. The responses from parents in the interview show that the average activity of parent teacher association and Parents commitment to attend parent-teacher conferences is the business of parents with work and the low effort of schools to encourage parents to participate. Safeties of the school to work and learn and Clear definition of kindergarten school mission are average which needs more improvement since both issues are important. The overall responses related to the system financing, management and leadership in the kindergarten schools show that. principal constructive feedback of the teaching staff on a regular basis was rated as average and low by principals and teachers respectively with a significant deference of perceptions .The experts from the interview responded that even though class room visit is common in most schools the principals lack in giving feedback according to their observations. The plan for staff development activities was rated as low . principal's careful alignment of budget, staffing, and

other resources to student needs and school goals, sufficient authority and flexibility to adjust resources as needed and skill in problem solving are related as average.

3.The Relationship Between Leadership Behavior and School Effectiveness

The correlation made between the leadership behaviors and school effectiveness as a whole shows that there is a strong positive significant relationship between directive leadership behavior and Participative leadership with school effectiveness. The correlation that was found between directive leadership behavior and Participative leadership with school effectiveness is positive or direct which indicates that as the directive leadership behavior and Participative leadership increase school effectiveness may increase and as the use of the two behaviors decrease school effectiveness may decrease. The regression analysis further showed that directive and participative leadership behaviors were good predictors of school effectiveness. There was a positive but not significant correlation between achievement oriented leadership behavior of principals with school effectiveness since the sig value is greater than 0.05.there is a positive strong relationship between the four leadership behaviors and school effectiveness.

5.2 Conclusion

On the basis of findings mentioned above the following conclusions are drawn:

As the finding of the study indicated leadership behavior that are observed in most principals of kindergarten schools are directive leadership behavior and achievement oriented leadership behavior. These behaviors of principals may be effective with certain followers who have a greater individual need for role clarity and reduce ambiguity. The low practice of Participative leadership behavior and supportive leadership behavior behaviors may decrease follower motivation and net positive valence for work-related activities.

Majority of the respondents claimed about the kindergarten environment especially for children with disabilities does not exist. The availability of separate rest rooms, children's reference books, feeding rooms, and claimed to be inadequate and the shortage of training for teachers and principals were the major factors that contributed for the moderate school effectiveness.

There is low Parental and community participation promoting the kindergarten school's vision. The parent-teacher associations are inactive and don't work well with the schools. It decreased students overall achievement and school outcome.

The strong and positive statistically significant relationship between directive, supportive and Participative leadership with school effectiveness needs to be recognized by principals. The leadership behavior which had become good predictors of school effectiveness that are not highly practiced by principals of kindergarten schools could highly contribute for school effectiveness.

5.3 Recommendations

In order to improve effectiveness of the kindergarten schools following recommendations have been forwarded based on the findings of the study.

- All teachers and principals at kindergarten level must be well trained to assist the children and implement the program .If all the private kindergartens would make possible strives to improve teacher and principals training programs they will be able to produce quality human resources.
- It is recommended that the Addis Ababa education bureau and yeka sub city ensure consistency in how inspections are conducted to ensure all regulations and standards are being adhered specially to fill the gaps that relate to input for the schools that was observed by the research.
- The shortage of indoor and outdoor spaces, materials and equipments, individual assessment, age appropriate curriculum, and learning by play were most of the problems in private kindergartens. Therefore, it would contribute for school effectiveness if the kindergartens provide age appropriate and well equipped materials and instructional methods to facilitate that the children needs.
- Community participation and family's involvement in children's learning are very important in preschools for holistic development of children. Awareness creation program to the communities about the preschool education program and importance of parent and community participation needs to be given by schools and the weredas.
- The use of directive, participative and supportive leadership are suggested to be increased by the school principals of kindergarten schools since they had relationship with school effectiveness and they were significant contributors for a significant level of school effectiveness.

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Questionnaire for Teachers and principals

The main purpose of this questionnaire is to assess the relationship between principal's leadership behavior and school effectiveness in selected private Kindergartens of Yeka Sub city. To this end, the information that will be obtained from you is invaluable for the success of the study. In addition, your cooperation will help to improve the effectiveness of the kindergartens. Therefore, your genuine responses are very essential for the general improvement of early childhood education. Having this common purpose in mind, you are kindly requested to fill in the questionnaire honestly and responsibly. Your responses will be kept very confidential and used only for research purpose. You are not required to write your name.

Thank you for your time and cooperation.

Part I. Background Information

Put a '√' mark in the appropriate box that corresponds your choice

1. Name of school _____
2. Sex: A) male B) Female
3. Age: A) 20-25 B) 26-30 C) 31-35 D) 36-40 E) 41-45 E) above 40
4. Teaching experience: A) 1-5 year B) 6-10 year C) 11-15 year D) 15 and above
5. Educational Background: A) Kindergarten training certificate and Teachers training diploma
- B) Teachers training diploma C) Bachelor of Education D) MA
- F) If other, please indicate _____

PART II Questions on leadership behavior of Principals in kindergarten schools

Instruction- The following items deal with the leadership behavior of principals in their daily activities in your kindergarten school. Please indicate your response by using the mark ‘√’ in the appropriate box.

No	Items	Yes	No
	1. Directive Behavior		
1.1	Let teachers know what is expected of them.		
1.2	Inform teachers about what needs to be done and how it needs to be done.		
1.3	Asks teachers to follow standard rules and regulations.		
1.4	Explain the level of performance that is expected of teachers.		
1.5	Give clear explanations of what is expected of teachers.		
	2. Supportive Behavior		
2.1	Maintain a friendly working relationship with teachers.		
2.2	Say things that support teachers’ personal feelings.		
2.3	Do little things to make it pleasant to be a member of the group.		
2.4	Help teachers overcome problems that stop them from carrying out their tasks.		
2.5	Behave in a manner that is thoughtful of teachers personal needs.		
	3. Participative behavior		
3.1	Consult with teachers when facing a problem.		
3.2	Listen receptively to subordinates’ ideas and suggestions.		
3.3	Act by consulting teachers.		
3.4	Ask for suggestions from teachers concerning how to carry		

	out assignments.		
3.5	Ask teachers for suggestions on what changes should be made.		
	4. Achievement-oriented behavior		
4.1	set goals for teachers' performance that are quite challenging		
4.2	Let teachers know that he/she expects them to perform at their highest level.		
4.3	Encourage continual improvement in teachers' performance.		
4.4	Show that he/she has confidence about teachers' ability to meet most objectives.		
4.5	Consistently set challenging goals for teachers to attain.		

Part III Questions on the six components of school effectiveness of kindergarten schools

Instruction- the following items deal with the six components of school effectiveness of kindergarten schools. Please indicate your response by using the rating scales and mark '√' in the appropriate box.

5= Very high; 4=high; 3=average; 2=low; 1=Very low

No	Components	key				
		1	2	3	4	5
	1. <u>Equitable and inclusive access.</u>					
1.1	The overall content of the school encourages all families to send their child to the kindergarten school					
1.2	The appropriateness of Parents' fees according to income of the community and its affordability					
1.3	The inclusion of children with disabilities in the kindergarten school					
1.4	The equitable opportunities of all students to play with materials					

	2. <u>Curriculum, Teaching and Learning Materials.</u>					
2.1	The age appropriateness of the curriculum developed outlining competencies and lesson plans					
2.2	The teaching activities that include well focused speaking and listening					
2.3	The focus on mother tongue instruction					
2.4	The level of using objects to learn					
2.5	The use of story books to introduce new words to children daylily					
2.6	The level of children to learn to perform new skills independently					
2.7	The strong and explicit focus on play and enjoyment					
2.8	The availability of materials for children who have special needs					
	3. <u>Teachers and School Leaders.</u>					
3.1	The qualification of teachers to teach in kindergarten school.					
3.2	The availability of on-job training for teachers and principals.					

5= Very high; 4=high; 3=average; 2=low; 1=Very low

No	Components	1	2	3	4	5
3.3	The appropriate treatment to children by teachers and care givers.					
3.4	Teachers assessment of students' progress in a variety of ways					
3.5	The consideration of teachers to the interests and needs of the children.					

3.6	The classrooms visit of the principal on a regular basis and feedback to teachers					
3.7	The contribution of the principal on character development of children.					
	4. <u>Parental and community support and engagement.</u>					
4.1	The information share between parents and the kindergarten school about children's progress.					
4.2	The involvement of parents in setting behavioral and learning expectations of children.					
4.3	The community participation on promoting the kindergarten school's vision for learning.					
4.4	The activity of parent teacher association and Parents commitment to attend parent-teacher conferences.					
4.5	Efforts made to make all community members and partners in the school's academic programs.					
4.6	The kindergarten's relation with other kindergarten's					
4.7	Parents' awareness about kindergarten education.					
	5. <u>Standards, Monitoring and Learning.</u>					
5.1	The safety of the school to work and learn					
5.2	The proper availability of physical conditions of the kindergarten school					
5.3	The clear definition of kindergarten school mission					
5.4	the sufficiency of indoor and outdoor spaces to play					

5= Very high; 4=high; 3=average; 2=low; 1=Very low

No	Components	1	2	3	4	5
5.5	The Students awareness on how they are expected to behave in school and at school activities					
5.6	The continuous monitoring of the principal on the overall activities in the school.					
	6. <u>System financing, management and leadership</u>					
6.1	The principal constructive feedback of the teaching staff on a regular basis					
6.2	The plan for staff development activities?					
6.3	The principal's careful alignment of budget, staffing, and other resources to student needs and school goals					
6.4	The principal's sufficient authority and flexibility to adjust resources as needed					
6.5	The principals skill in problem solving					

Please list other things that relate to leadership behavior of your principal that you commonly observe in your kindergarten schools?

Please list other things that could contribute to the effectiveness of kindergarten schools?

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Interview Questions for Experts

1. What are the most common leadership activities you observed in the kindergarten schools?
2. Do you think the leadership practice of principals in kindergarten schools has effect on the effectiveness of the school?
3. How do you rate the overall level of effectiveness of the kindergarten schools in the wereda you are working in?
4. Do community and parental participation has an effect on the effectiveness of the kindergarten schools?
5. Do you believe the school has enough facilities (that facilitate learning by play) to achieve its goal?
6. Do you think the kindergartens are well organized and attractive and appropriate for young children?
7. How do you support the teachers and schools to increase their effectiveness?
8. What are the major problems that need to be addressed to increase school effectiveness?

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Interview Questions for Parents

1. Do you think the overall content of the school is appropriate and enough for your child?
2. Is there active community and parental participation in the school?
3. Do you think community and parental participation has an effect on the effectiveness of the kindergarten schools?
4. Do you believe the school has enough facilities (that facilitate learning by play) to achieve its goal?
5. Do you think the kindergartens are well organized and attractive and appropriate for young children?
6. Do you believe the curriculum and treatment given to students is age appropriate?
7. What are the major problems that need to be addressed to increase school effectiveness?

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OBSERVATION CHECKLIST FOR KINDERGARTHENS

Indoor and outdoor information about the target preschool:

		Yes	No	Remark
1	Do teachers use real objects and locally made teaching media?			
2	Do the preschool have education schedule based of preschool standards?			
3	How is the teaching method of teachers?			
4	Do teachers and care givers treat children appropriately?			
5	Are there teaching aids in the class rooms			
6	Are pictures placed at the eye level of children?			
7	Is the class clear visibility so the teacher can see all the children?			
8	Are equipment and furniture movable and is their arrangement flexible according to changing needs?			
9	Can both children and teacher move about freely in the class room?			
10	Is the room well ventilated?			
11	Is the furniture appropriate for the physical size of the children			
12	Is the classroom appropriate for children with special needs			
13	Do children have access to materials, books, etc that are appropriate to them?			

14	Is the number of children in a class according to the standard of preschool?			
15	Are children learning with their mother thong Amharic language?			
16	Are there playing materials in the compound?			
17	Are playing materials developmentally appropriate to children?			
18	Are there adequate playing materials according to the number of students?			
19	Are toilets are convenient for children?			
20	Are toilets are convenient for children with special Needs?			
21	Are there toilets for girls and boys?			
22	Are there rest rooms?			
23	Are there dining rooms?			
24	How much pipe water is there?			
25	Are there separate toilets for children and adults?			
26	Is the center separated from harmful situation?			
27	Is the learning center well organized and attractive and appropriate for young children?			
28	Is the compound appropriate space for children?			
29	Is the environment flexible to accommodate children with special needs?			
30	What looks the interaction of the center with community?			
31	What looks the interaction of teachers with parents?			
32	Is there communication note book?			

በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ት/ቤት

የሰነ ትምህርት ጥናት ክፍል

በቅድመ መደበኛ ትምህርት ቤቶች በመምህራን የሚሞላ መጠይቅ

የዚህ መጠይቅ አላማ በቅድመ መደበኛ ት/ቤቶች ርዕሰ ምህራን የአመራር ባህሪ እና ት/ቤቶች ውጤታማነት ለሚል ጥናታዊ ጽሁፍ ግብአት የሚሆን መረጃ ማግኘት ነው። ስለሆነም መጠይቆቹን በታማኝነትና በግልጽነት እንዲሞሉ በትህትና እጠይቃለሁ። የዚህ ጥናት ስኬት እርስዎ በሚሰጡት መረጃ ላይ የተመሰረተ ነው። የተሰበሰበውም መረጃ ለዚህ ጥናት ዐላማ ብቻ ሚውል ይሆናል። ከተሳታፊዎች የሚገኘውም መረጃ ሚስጥራዊነት የተጠበቀ ነው። እርሶ ለሚሰጡት ግልጽና ቅንነት የተሞላበት ምላሽ በጽኑ አመሰግናለሁ።

ለአደረጉት ቅን ትብብር በቅድሚያ አመሰግናለሁ

መመሪያ

1. በመጠይቁ ላይ ስምን መፃፍ አያስፈልግም።
2. መጠይቆቹን ካነበቡ በኋላ በሚመርጡት መልስ ትይዩ ባለው ሳጥን ውስጥ የጭረት(✓) ምልክት ያድርጉ።

ክፍል 1: ግላዊ መረጃ

1. የትምህርት ቤቱ ስም:- _____
2. ጾታ:- ወንድ ሴት
3. ዕድሜ:- 1) 20-25 2) 26-30 3) 31-35 4) 36-40 5) ከ40 በላይ
4. የስራ ልምድ:- 1) 0-5 ዓመት 2) 6-10 ዓመት 3) 11-15 ዓመት 4) ከ15 በላይ
5. ወቅታዊ የትምህርት ደረጃ 1) ሰርተፍኬት 2) ዲፕሎማ 3) ቢ.ኤ/ቢ.ኤስ.ሲ
- 4) ኤ/ኤም ኤስ

ክፍል ሁለት:- የቅድመ መደበኛ ት/ቤቶች ር/መምህራን የአመራር ባህሪ።

መመሪያ:- በአያንዳንዱ መጠይቅ በተሰጠው ክፍት ቦታ ላይ “አዎ” ወይም “አይደለም” በሚለው ስር ጭረት ምልክት (✓) አድርጉ።

ተ.ቁ	የ ር/መምህራ	አዎ	አይደለም
	5. መመሪያ ሰጪ የአመራር ባህሪ		
1.1	መምህራን በስራቸው ላይ የሚጠበቅባቸውን እንዲያውቁ ያደርጋል።		
1.2	መምህራን መፈጸም ያለባቸውን ተግባራት እና እንዴት መፈጸም እንዳለባቸው እንዲያውቁ ያደርጋል ።		
1.3	መምህራን ህግና ደንቦችን እንዲያከብሩ ያደርጋል።		
1.4	ከመምህራን የሚጠበቀውን የስራ አፈጻጸም ደረጃ ግልጽ ያደርጋል ።		
1.5	ከመምህራን የሚጠበቁ ተግባራት ላይ ግልጽ ማብራሪያ ይሰጣል።		
	6. ደጋፊ የአመራር ባህሪ		
2.1	ከመምህራን ጋር ቅርብ የሆነ ግንኙነት ይፈጥራል።		
2.2	የመምህራን ስሜት የሚደግፍ ንግግሮችን ይናገራል።		
2.3	የመምህራን ብድን አባል ለመሆን የተለያዩ ነገሮችን ያደርጋል።		
2.4	መምህራን በስራቸው ላይ ያጋጠሙባቸውን ችግሮች እንዲቀርፍ እገዛ ያደርጋል።		
2.5	በአንዳንድ ሁኔታዎች ላይ የመምህራንን የግል ፍላጎት ታሳቢ ያደርጋል።		
	7. አሳታፊ የአመራር ባህሪ		
3.1	የችግሮችን መፍትሄ በሚመለከት መምህራንን ያማክራል		
3.2	የመምህራንን ሀሳብ እና አስተያየት ለመቀበል ዝግጁ ነው።		
3.3	አዳዲስ ሀሳቦች ከመተግበራቸው በፊት መምህራንን ያማክራል።		
3.4	የዋና ዋና ተግባራትን የአፈጻጸም ሂደት በተመለከተ የመምህራንን አስተያየት ይጠይቃል።		

3.5	አስፈላጊ የሆኑ ለውጦች በተመለከተ የመምህራንን አስተያየት ይጠይቃል።		
	8. ውጤት ተኮር የአመራር ባህሪ		
4.1	ለአፈጻጸም ፈታኝ የሆኑ ግቦችን (ተግባራትን) ያስቀምጣል።		
4.2	መምህራን ያላቸውን ክፍተኛ አቅም ተጠቅመው መስራት እንዳለባቸው እንዲያውቁ ያደርጋል		
4.3	በመምህራን የስራ አፈጻጸም ላይ የሚታዩ ቀጣይነት ያላቸው ለውጦችን ያበረታታል።		
4.4	በመምህራን የመስራት አቅም ላይ ያለውን እምነት እና መተማመን ያሳያል።		
4.5	መምህራን በተከታታይ እና በቋሚነት ሊፈጽሙባቸው የሚገቡ ተግባራትን በግልጽ ያስቀምጣል።		

ክፍል 3 ስድስቱን የቅድመ መደበኛ ት/ቤቶች ውጤታማነት መመዘኛ ነጥቦች

መመሪያ፡- የሚከተሉትን ነጥቦች መሠረት በማድረግ በሚስማሙበት ሳጥን ውስጥ የጭረት ምልክት (✓) አድርጉ።

1. በጣም ዝቅተኛ 2. ዝቅተኛ 3. መካከለኛ 4. ከፍተኛ 5. በጣም ከፍተኛ

ተ.ቁ	መመዘኛ ነጥቦች					
		1	2	3	4	5
	7. ፍትሃዊ ት/ትሸፋን					
1.1	ወላጆች ልጆቻቸውን ወደ ት/ቤቱ እንዲልኩ የሚያበረታቱ ሁኔታዎች መኖር					
1.2	የአካባቢውን ህብረተሰብ የገቢ መጠን ያገናዘበ የክፍያ መጠን መኖር					
1.3	የት/ቤቱ አካል ጉዳተኛ ህፃናት አካቶ ት/ት ታሳቢ ማድረግ					
1.4	ሁሉም ህጻናት የመጫወቻ መሳሪያዎችን በእኩል መጠን የመጠቀም ዕድል					
	8. ስርአተ ት/ት እና የማስተማሪያ መሳሪያዎች					
2.1	የቅድመ መደበኛ ስርዓተ ት/ት የህፃናትን እድሜ እና የዕድገት ደረጃ ያገናዘበ የመሆን መጠን					

2.2	መናገር እና ማዳመጥ ላይ በአግባብ ያተኮረ ማስተማር ሂደት					
2.3	ለአፍ መፍቻ ቋንቋ (ለአማርኛ) የተሰጠ ትኩረት መጠን					
2.4	የተለያዩ ቁሳቁሶችን ለመማሪያነት የመጠቀም መጠን					
2.5	የታሪክ መዕሀፍትን በመጠቀም አዳዲስ ቃላትን ለህፃናት የማስተዋወቅ መጠን					
2.6	ህፃናት አዳዲስ ክህሎቶችን እራሳቸውን ችለው (እንዲለምዱ) እንዲሰሩ የማድረግ መጠን					
2.7	ለጨዋታ የሚሰጥ የትኩረት መጠን					
2.8	ልዩ ፍላጎት ላላቸው ህፃናት የሚያስፈልጉ ቁሳቁሶች የአቅርቦት ደረጃ					
9. መምህራን እና የት/ቤት አስተዳደር						
3.1	የመምህራን የትምህርት ዘርፍ በቅድመ መደበኛ ት/ቤት ለማስተማር በቂ እና ተዛማጅ መሆን					
3.2	ለመምህራን እና ለርዕሰ መምህራን የሚሰጥ የስራ ላይ ስልጠና መጠን					
3.3	በመምህራን እና በሞግዚቶች ለህፃናት የሚደረግ ተገቢ እንክብካቤ					
3.4	የተማሪዎችን ለውጥ ለመገምገም የተለያዩ ምዘናዎችን የመጠቀም መጠን					

1. በጣም ዝቅተኛ 2. ዝቅተኛ 3. መካከለኛ 4. ከፍተኛ 5. በጣም ከፍተኛ

ተ.ቁ	10. መዘኛነቶች	1	2	3	4	5
3.5	የመምህራን የተማሪዎችን ተስጥፎ እና ፍላጎት የመረዳት አቅም					
3.6	የር/መምህሩ በተለያዩ ጊዜያት የክፍል ጉብኝት ማድረግ እና ግብረ መልስ መስጠት መጠን					
3.7	የተማሪዎችን መልካም ባህሪ ለማነፅ ር/መምህሩ ያለው አስተዋፅዖ					

	11. የት/ቤት የወላጅ እና ማህበረሰብ ግንኙነት					
4.1	የተማሪዎችን የባህሪ ለውጥ በተመለከተ ከወላጆች ጋር የሚደረግ የመረጃ ልውውጥ					
4.2	ከተማሪዎች የሚጠበቅ የባህሪ እና የትምህርት ለውጦችን በተመለከተ ወላጆች ያላቸው ተሳትፎ					
4.3	የት/ቤቱን ራዕይ ለማሳካት ማህበረሰብ ያለው ተሳትፎ					
4.4	የወላጅ መምህር ማህበሩ ያለው እንቅስቃሴ እና የወላጆች ስብሰባዎችን የመካፈል ተነሳሽነት					
4.5	ወላጆችን እና የአካባቢውን ማህበረሰብ በተለያዩ ዝግጅቶች ላይ ለማሳተፍ በት/ቤቱ የሚደረግ እንቅስቃሴ					
4.6	ት/ቤቱ ከሌሎች አፀደ ህፃናት ጋር ያለው ግንኙነት					
4.7	ወላጆች ስለ ቅድመ መደበኛ ት/ት ያላቸው የግንዛቤ መጠን					
	12. የሚጠበቁ ብቃቶች እና የት/ት ክትትል					
5.1	ት/ቤቱ ለትምህርት እና ለስራ ያለው ደህንነት እና ምቹት ደረጃ					
5.2	የት/ቤቱ መገልገያ ክፍሎች እና መሳሪያዎች በበቃ ሁኔታ የማሟላት ደረጃ					
5.3	የት/ቤቱ ራዕይ እና ተልዕኮ ግልጽነት እና የአራፃፀም ደረጃ					
5.4	በቂ የሆኑ የክፍል ውስጥ መርጃ መሳሪያዎች እና የክፍል ውጪ መሳሪያዎች የአቅርቦት መጠን					
5.5	ተማሪዎች በት/ቤት ውስጥ ማሳየት ስላለባቸው ባህሪያት ያላቸው የግንዛቤ መጠን					
5.6	በር/መምህር የሚደረግ ተከታታይ አጠቃላይ ክትትል እና ቁጥጥር					

1. በጣም ዝቅተኛ 2. ዝቅተኛ 3. መካከለኛ 4. ከፍተኛ 5. በጣም ከፍተኛ

ተ.ቁ	መመዘኛ ነጥቦች	1	2	3	4	5
	13. የፋይናንስ አስተዳደር እና የአመራር ስርአት					
6.1	የር/መምህር ተከታታይ ድጋፍ እና ግብረ መልስ ለመምህራን የማድረግ መጠን					
6.2	የተለያዩ የሙያ ማሻሻያ ተግባራት እና ስልጠናዎች የመስጠት አቅም					
6.3	የር/መምህሩ የበጀት፣ የሰው ሀይል እና ሌሎች ግብዓቶችን ለት/ት ቤቱ ውጤታማነት እንዲውሉ የማድረግ ብቃት፤					
6.4	ር/መምህሩ የተለያዩ ግብአቶች ላይ ያለው ስልጣን እና እንደ አስፈላጊነታቸው የማቀርብ አቅም					
6.5	የር/መምህሩ ችግሮችን መፍታት አቅም					

ሌሎች ከቅድመ መደበኛ ት/ቤቶች ርዕሰ መምህራን የአመራር ባህሪያት ጋር ተያይዘው ያልተጠቀሱ ነጥቦች ካሉ ይጥቀሱ። _____

በተጨማሪ የቅድመ መደበኛ ት/ቤቶችን ውጤታማነት ያሻሻላሉ ብለው የሚያስቡት ነጥብ ካለ ይጥቀሱ። _____

Declaration

I declare that the thesis entitled “The relationship between leadership behavior and effectiveness in selected private ecce of Yeka Sub city, Addis Ababa” is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Declared by:

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Candidate

Signature

Date

Recommended for Defense

Dr. Befekadu Zeleke

Advisor

Signature

Date