



Addis Ababa University
አዲስ አበባ ዩኒቨርሲቲ

Seek Wisdom, Elevate Your Intellect and Serve Humanity



**PRACTICES AND PROBLEMS OF SECONDARY SCHOOL LEADERSHIP
IN NORTH SHOWA ZONE OF AMHARA REGIONAL STATE**

BY:

ASFAW BELETE

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

June, 2018

ADDIS ABABA, ETHIOPIA

**PRACTICES AND PROBLEMS OF SECONDARY SCHOOL LEADERSHIP IN
NORTH SHOWA ZONE OF AMHARA REGIONAL STATE**

**By:
Asfaw Belete**

**A Thesis Submitted to College of Education and Behavioral studies,
Department of Educational Planning and Management in Partial
Fulfillment of the Requirements for the Degree of Master of Art in School
Leadership**

**June, 2018
Addis Ababa University,
Ethiopia**

DECLARATION

I, the under signed, declare that this thesis entitled “**practices and problems of secondary school leadership in North Showa Zone of Amhara Regional state**” is my original work and has not been presented for a degree requirement by any other individual; and that all the source materials used for this thesis have been appropriately acknowledged.

Name: Asfaw Belete

Signature _____

Date _____

Confirmed by:

Name: Wossenu Yimam (PhD) -Thesis Advisor

Signature _____

Date _____

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

This is to certify that the thesis prepared by Asfaw Belete Shawul entitled: “**practices and problems of secondary school leadership in North Showa Zone of Amhara Regional state**” and submitted in partial fulfillment of the requirements of degree of Masters of Arts (in school leadership) complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

**APPROVED BY THE EXAMINING
COMMITTEE**

1. _____	_____	_____
Chairman Departments	Signature	Date
2. _____	_____	_____
Examiner (Internal)	Signature	Date
3. _____	_____	_____
Examiner (External)	Signature	Date
4. <u>Wossenu Yimam (PhD)</u>	_____	_____
Advisor	Signature	Date

Acknowledgements

In the course of this study, I have obtained significant support from individuals to whom I would like to express my whole hearted appreciation.

My first gratitude goes to my advisor Wossenu Yimam (PhD) for the valuable professional and technical assistance as well as the useful advice he gave me all the way through my work.

Next, my thanks go to my beloved wife Eshet Syum for her deep moral support and unreserved effort in fulfilling the materials and moral needed to accomplish this MA Thesis. I am greatly grateful to my daughter Maedot Asfaw. She is the source of my happiness.

Lastly, I am very much thankful to North Shewa Zone secondary schools teachers, principals, supervisors, Zone education and Wereda officials for their permission and provision of information for the success of this thesis.

Table of contents

List of content	page
Acknowledgements.....	i
Table of contents.....	ii
List of Acronyms and Abbreviations	vi
CHAPTER ONE- INTRODUCTION.....	1
1.1. Background.....	1
1.2. Statement of the Problem.....	3
1.3. Objectives of the Study.....	5
1.4. Significances of the Study	6
1.5. Delimitations of the Study	6
1.6. Limitations of the Study.....	6
1.8. Organization of the Study	7
CHAPTER TWO - REVIEW OF RELATED LITERATURE	8
2. INTRODUCTION	8
2.1.The Concept of Leadership.....	8
2.2. Leadership and Management	10
2.3. Difference between Leadership and Management.....	10
2.4. Leadership and Management in Education.....	12
2.5. The practices of teachers' performance evaluation in secondary schools	13
2.5.1 Objectives of Teacher Performance Evaluation	13
2.5.2 Purpose of Teacher Performance Evaluation	14
2.5.3 The Criteria of teachers performance evaluation	15
2.5.4 Approaches of performance evaluation	15
2.5.5 The role of the human resource manager	16

2.6. Instructional leadership.....	16
2.6.1. Definitions of instructional leadership	16
2.6.2. Main functions of Instructional leadership	17
2.7. Delegation of authority and responsibility.....	20
2.7.1. Concept of Delegation	20
2.7.2. Principles of Delegation.....	20
2.7.3. The Process of Delegation	22
2.7.4. Importance of Delegation of Function/Responsibility	23
2.7.5. Problems Militating Against Delegation	23
2.7.6. Control of Delegation of Function.....	24
2.8. Major Factors That Challenge School Leadership	24
2.9. Historical Development of Educational Leadership in Ethiopia	27
CHAPTER THREE - RESEARCH DESIGN AND METHODOLOGY.....	31
3.1. Research Design.....	31
3.2. Population and sample of the Study.....	31
3.3. Instruments of Data Collection	32
3.3.1. Questionnaire.....	32
3.3.2. Interview guide	33
3.4. Data Collection Procedure	33
3.5. Validity and Reliability.....	34
3.6. Methods of Data Analysis.....	34
3.7. Ethical Considerations	34
CHAPTER FOUR - PRESENTATION, ANALYSIS AND INTERPRETATION OF	
DATA	35
4.1. Back ground information of Respondents	36
4.2. Analysis and interpretation of the main data	38

4.3. Problems school leaders Encountered in practicing their Leadership functions	60
4. 4. Solutions for Problems Faced by school leaders.	65
CHAPTER FIVE - SUMMARY MAJOR FINDINGS, CONCLUSION AND	
RECOMMENDATIONS	67
5.1. Summary of the Major Findings	67
5.2. Conclusion	69
5.3. Recommendations.....	70
Reference	
Appendix A	
Appendix B	
Appendix C	
Appendix D	

List of tables

Table 1: Management and Leadership according to Bennis	11
Table 2: Difference between leadership and management	12
Table 3: Target population and sample of the study	32
Table 4: Characteristics of Respondents in terms of Sex, Age and Experience	36
Table 5: Characteristics of Respondents in terms of training, level of education and position in school.	37
Table 6: Secondary school principal practices of teachers' performance evaluation	38
Table 7: practice of delegation of authority and responsibility	41
Table 8 a, Main functions of principals:	44
Table 8 b, Main functions of principals:	48
Table 8 c, Main functions of principals:	52
Table 9 a, problems of school leadership:	55
Table 9 b, problems of school leadership	58
Fig.1 Organogram of most secondary schools in North Showa Zone.	21

List of Acronyms

AREB	Amhara Regional State Education Bureau
BA	Bachelor of Arts
B. Ed	Bachelor of Education
B. Sc.	Bachelor of Science
CPD	Continuous Professional Development
ESDP	Education Sector Development Program
ETP	Education and Training Policy
GEQIP	General Education Quality Improvement Program
LAMP	Leadership and Management Program
MA	Master's of Arts
MOE	Ministry of Education
M. Sc	Masters of Science
SPSS	Statistical Package for Social Science
TPE	Teachers Performance Evaluation
WEO	Wereda Education Office
ZEO	Zonal Education Office

Abstract

The purpose of this study was to investigate the practices and problems of school leadership in secondary schools of North Showa Zone of the Amhara Region. In order to meet this purpose, descriptive survey research design was employed. Secondary schools were selected using simple random sampling technique. The sources of this study were 172 teachers were selected by simple random and proportional sampling techniques from sample schools. 20 school leaders (principals and supervisors) and 14 Wereda and Zonal education officials were selected using comprehensive and purposive sampling techniques respectively. Questionnaire and Semi-structured interviews were instruments of data collections for the study. The collected quantitative data were analyzed by using mean, frequency and independent sample t-test analysis methods and the qualitative data were analyzed by using thematic analysis method. The study revealed as lack sufficient time and managing staff relationship, dealing with poor performance, lack of support from top authority were problems that hinder school leadership practices. As finding of this study have shown school leaders face different problems and these problems arise from principals themselves, community, lack of school facilities and education system. The problems were: principals do not encourage individuals perform self-evaluate their performance evaluation, school leaders have problems of delegating of tasks for teachers effectively hence there were high levels of problems in school leaders in delegating of tasks for teachers. The study concludes that there were problems in accomplishment of school leader's functions at North Shoa Zone of Amhara Regional state. Finally, the current study recommended that training opportunities should be provided for school leaders which enable them to build their professional skills and principals should be aware of about the major functions such as improving student learning and making schools effective.

Key words: Performance Evaluation, Principals' core function, School leadership.

CHAPTER ONE - INTRODUCTION

This chapter describes background of the study, statement of the problem, objectives of the study, significance of the study, delimitations, and limitations, definition of key terms and organization of the study.

1.1. Background

Education can be regarded as the key that unlocks the development of personal and national potential and all other kinds of rights and powers in the world. The increasing awareness of the importance of education for sustainable development in Africa is very important. Education is used for sustainable human development which includes economic growth, social development, environmental protection, scientific development, employment opportunities, and political views in right and equitable, manner (Balogan *et al.*, 2010).

Ethiopia as a country strives towards the provision of quality and affordable education for all citizens as per the principle of education and training policy. The guiding principle of education in Ethiopia is the equipping of every citizens with acquisition of knowledge, desirable skills, attitude and values as well as to derive maximum benefits from the society, and also contribute meaningful value towards the development of the nation at large (TGE, 1994).

In many cases, schools are in difficulty and they can suffer from a sustained lack of direction and drift. Then, for the provision of education, directive leadership may be required at the outset of turning of the schools in difficulty; it would appear that a more democratic, sometimes autocratic, situational form of leadership is needed at the schools to begin and to improve (Chapman, 2003).

In most cases, the school leaders have many functions at schools to be performed. But principal preparation programs fail to prepare principals with the skills necessary to perform their functions appropriately and lead schools in the 21st century. Even if

Ethiopia has given a priority for the development of school leaders, there is no great change at schools still. School environment and students results still have not improved. Different researchers described the function and effect of leadership on school effectiveness. For instance, Leithwood *et al.*, (2004) asserted that “leadership becomes second from only classroom instruction among all school related factors that contribute to what students learn at school”. Fullan (1991) also described that instructional leadership as collaborative form of leadership where the principals influence and work with teachers to shape the school as a workplace and share a goal of ensuring educational achievement by facilitating students learning. Furthermore, Jackson and Davis (2000) state that principals have the most potential to initiate and sustain improvement in academic and other areas of student performance and achievement. It also implies identifying directions and sharing goals and persuading educators to work towards the school goals. Kirubel (as cited in Mengistu, 2013) mentioned that instructional leadership made inroads to the discourse of educational leadership with the increasing importance placed on academic standards and the need for schools to be accountable to make sure educational achievement.

The principal as a school leader is also the mediator to communicate between the school and the society. A critical role of a principal is to mobilize the teaching and non-teaching staff towards the achievement of the school objectives i.e. student learning. Ibukun (2004) views leadership as a position of dominance and prestige accompanied by the ability to direct, motivate, lead, decide and assist others in achieving a specified purpose. Aina *et al.*, (2011) indicated that leadership is about concern for social justice, a compassion for the under privileged, dedicated to the growth of self reliance, commitment, ability to communicate, courage to take risks, make bold decisions ability to achieve the desired result and faith in people’s ability.

According to Matebie Tafere and his colleague, (2006:5) school leaders in Amhara Region are normally appointed among subject teachers with a minimum of five years experience. Most of them have served satisfactorily for a certain period as vice principals, unit leaders or department heads. There is no mandatory pre-service training that the

principals have to undergo prior to the appointment, so it depends on what they have experienced as teaches, unit leaders and department heads.

Amhara region is one of the nine regions of the federal democratic republic of Ethiopia. The region comprises eleven Zones and North Showa Zone is among these eleven Zones of the Amhara region. The Zone comprises twenty-four Weredas and 58 secondary schools. The Zone education department in collaboration with Weredas' education offices and schools have been tried to achieve the educational objectives put by the region as well as by the country. Like other schools in the country, schools in North Showa zone also faced different problems. Specially, school leaders cannot perform school leadership functions appropriately as a result the schools effectiveness is affected by poor leadership performance and this leads to low quality of education. This problem must be solved by research and that is why the researcher is interested to conduct this study.

1.2. Statement of the Problem

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

The function of school leadership is very essential and hence it is one of the major factors that identify successful schools from unsuccessful ones. The school leadership faces many problems as the school is operating in affinity complex environment. In this respect, Triatna (2010) described that the bureaucracy or policy systems of government are sometimes not giving enough space to have more creativity in the schools. This can be a challenge for enhancing the education qualities in schools. These problems reoccur yearly and transform in to major problems. To meet the needs of the educational objectives, supervision, research work, goal clarification, planning and provision of

instructional materials educational objectives should be understood and practiced very well by school leaders. So as to accomplish educational objectives, school principals are expected to perform well with educational leadership activities, planning and school based policy making, instructional improvement, and staff development, educational evaluation, research work, supervision, reports, and giving recognition for staff accomplishments.

Different studies have shown that secondary schools principals lacked instructional leadership competencies which results in low quality of instruction, indiscipline among staff and students, (Matebie Tafere and his colleague.2006; Aina, 2011). Hargreaves and Fink (2000), identify various problems that cause the failure of schools to sustain innovations. According to them, leadership succession, staff recruitment and retention, school size, district and policy context and community support, are crucial in sustaining a school's innovative character. Hence, leading an organization involves much more than managing. Leaders need to have a vision and should possess good interpersonal and group skills, and should be able to creative and innovative in leading organizational members towards the accomplishment of organizational goals. Wossenu Yimam, (2006) on his part stated that leaders mobilize and work with others in order to achieve the common goals. To this end, leadership is an influential process in supporting others to work actively with the aim of shared goals. Principals are supposed to have the capacity and skills of managing the staff members and available resources to academic achievements and they should also use interchangeably, their leadership power and managerial skill to cover their irreplaceable and importance in educational leadership.

Principals also face different problems while playing their leadership function. The problems may be emanated from principals, from school community; parent related and limited school resources. According to MoE (1994) the litmus test for school leadership whether the relationships among staff are trusting open and affirmative enough to support commitment, to point and sustain action in common that strengthens the schools performance. In the context of the altering role of the school leadership, Ezeocha, (1985) points out that the most challenge, that school leaders face to understand the changing context and improve their interpersonal and communication skills with the

understanding that they are no longer the authority figure but a partnership with others stake holders. Therefore, to have effective implementation of leadership in school, principals and supervisors should acquire adequate skill and knowledge in the area of school leadership. School leadership practices has many problems at secondary school levels such as, lack of expected skills and knowledge for leading school, misconception of training contents with trainer experiences and interest, lack of incentive and support for school principals (Matebie Tafere and his colleague, 2006, p.5)

The current study is different from the previous studies because it considered the major functions of principals that have great impact on schools effectiveness. In addition, there is no any study which is conducted on this issue on secondary schools of North Shoa Zone. As a result the current research was conducted to fill these research gaps and solve practical problems related to principals' functions. To guide the overall research process, the following basic questions were designed,

1. What does the practices of teachers' performance evaluation look like in the secondary schools?
2. How effectively do secondary school principals use delegation to run the school activities?
3. To what extent do secondary school leaders practice instructional leadership roles at the school?
4. What major problems do school principals encounter while playing their leadership roles?

1.3. Objectives of the Study

The general objective of this study is to investigate the leadership practice and problems of school principals in playing their roles in secondary schools of North Shoa.

The specific objectives of the study were to:

- a. Examine what teacher's performance evaluations look like in the secondary schools.
- b. Examine how secondary school principals use delegations.
- c. Assess the extent to which secondary school leaders practice instructional leadership roles.
- d. Identify the major problems secondary school principals encounter while playing their leadership roles.

1.4. Significances of the Study

The results of the study may be significant in the following ways:

1. It would help the zone education office to identify the gaps between the practice the existing problem in the zone
2. It will increase awareness and attention of stakeholders towards the important roles of school leadership to achieve instructional leadership activities and
3. It may provide a base for other researchers who are interested to do their research in this area.

1.5. Delimitations of the Study

This study was delimited to twelve secondary schools found in six Weredas' of North Showa Zone. The study was delimited to examine the practices of school leaderships, by focusing on instructional leadership, teacher performance evaluations, delegation of authority and responsibility and problems encountered on school leadership. The study was confined to exploring the practice of school leadership in the last two years.

1.6. Limitations of the Study

There were limitations faced in this study such as: About 29 questionnaires from teachers were not returned because they were not committed to fill the questionnaires for incredible grounds such as lack of time and interest, fear of sensitivity of the questionnaire contents, and some other unspecified reasons. It was very challenges to get necessary information from Weredas and Zonal education officials, the office head and the supervisor on the accurate schedule because the researcher were lost his precious time in waiting them. As the result of these above mentioned limitations, the outcomes of the study were not as completed as it was initially anticipated.

1.7. Operational Definition of Key Terms

Instructional leader: is defined as actions leaders who improve teaching and learning (King, 2002, p. 61).

Leadership: is “a process whereby an individual influences a group of individuals to achieve a common goal”. (Northouse, 2004, p. 3.)

Practice: The application of knowledge to effect change in teaching and learning process.

Principal: The highest ranking administrator in schools who plays multiple roles: school manager, instructional leader, and the leader of the school reform in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the development of students and staff members.

Roles: Set of functions or responsibilities of school principals in instructional leadership.

1.8 Organization of the Study

This study was organized into five chapters. Chapter one provides background pertaining to the study and deals with the problem and its approach, statement of the problems by referring local, national and international review literature; objectives of the study; and what significant gives this study; in dealing this how it delimited and what limitations have been shown presented briefly; finally this chapter discussed about operational key terms. Chapter two deals with review of local and international related literature with the nature of the study. It was assisted in giving a clear picture of what to expect in the investigation. Whereas chapter three discusses the design and methodology under which, design of the study, the research method, data sources, sample population and sampling techniques; the type of instrument and data analysis techniques used were discussed. Chapter four provides presentation, analysis and interpretation of the gathered data by discussing the sample population and its characteristics in order to understand the nature of the research findings. Chapter five gives the summaries, conclusions and recommendation of the study. Finally, lists of reference materials used in the study, questionnaires and interview guides were attached to the research document.

CHAPTER TWO - REVIEW OF RELATED LITERATURE

2. INTRODUCTION

This chapter comprises a review of local and international research on school leadership. More specifically, the chapter examines the contribution made by the body of research on existing patterns of school leadership practices and problems. It begins by defining the concepts of leadership and management and showing the differences in this study, followed by the literature on historical development of school leadership in Ethiopia and its context. The chapter also indicates, functions of principals as instructional leadership, leadership practices in teacher performance evaluation, concept of delegation and problems related to secondary school leadership.

2.1 The Concept of Leadership

Leadership has existed for as long as people have interacted, and it is present in all cultures no matter what their economic or social make up. Leadership is not only a human quality; it is found in primitive forms in many animal species, from low -level vertebrates such as chickens to higher level vertebrates such as gorillas and whales. Through observation and experimentation, especially conducted in the animals own natural setting, it can be deduced that there exists a clear hierarchy of leadership and the leadership grants privileges to those who have it (Bass, 1990).

According to Bennis (1959) leadership is the act of getting other people to do what they would not otherwise willing to do. Especially, common in the 1960s was the idea that leadership is some combination of task and people-oriented behaviors. However, the definitions of most researchers have become somewhat more sophisticated and have expanded over time.

Bass (1990) explain that, the earlier definitions identified leadership as focus of group process and movement, personality in action. The next time considered it as the art of inducing compliance. The more recent definitions conceive leadership in terms of influence relationship, power differentials, persuasion, influence on goal achievement,

role differentiation, reinforcement, initiation of structure, and Perceived attributions of behaviors that are consistent with what the perceivers believe leadership to be.

Leadership may involve all these things (Bass, 1990). Leadership had been a topic of interest to historians and philosophers since ancient times, but it was only around the turn of the century that scientific studies began. Since that time, scholars and other writers have offered more than 350 definitions of the term “leadership”, and an authority on the subject has concluded that leadership “is one of the most observed and least understood phenomenon on earth” Daft (1999, P,5). Definition of leadership has been a complex and elusive problem largely because the nature of leadership itself is complex. Leadership studies are an emerging discipline and the concept of leadership will continue to evolve. Leadership is an influence relationship among the leaders and followers who intend real changes that reflect their shared purpose. Leadership involves influence, it occurs among people, those people intentionally desire significance changes, and the changes reflect purpose shared by leaders and followers. Influence means that the relationship among people is not passive; however, also inherent in this definition is the concept that influence is multidirectional and non-coercive. Some think leadership as something a leader does to followers.

However, leadership is reciprocal. In most organizations, superiors influence subordinates, but subordinates also influence superiors. The people involved in the relationship want substantive change-leadership involves creating change, not maintaining the status quo. In addition the changes sought are not dictated by leaders but reflect purposes shared by leaders and followers.

Moreover, changes are toward an outcome that the leader and follower both want a desired future or shared that motives them toward this more preferable outcome. Thus leadership involves bringing about change toward a desired future. Also, leadership is people activity and is distinct from administrative paper work or planning activities. Leadership occurs among people; it is not something done to people. Since leadership involves people, there must be followers. Followers are an important part of the leadership process and leaders are sometimes followers.

2.2 Leadership and Management

Leadership is a process that has been changing. Today, we talk about the 21st century leadership style. Many theories have been formulated for different leadership styles. Personality, (traits, motivation, skills), Behavioral (styles, situational, roles), Inspirational (transformational, and charismatic) and Postmodern (social process, shared relational and fluid) (Yukl, 2002). The meaning that followers also have the opportunity to be fully involved, advocated in the recent leadership theory, (transformational, and situational leaderships), developed from top to down to the bottom up model of leadership. This is a new paradigm of leadership in the 21st century (transformational/modern and situational leaderships).

The idea of management started with Frederic Taylor, in Hatch, (2006). Taylor wrote about scientific management, explaining that scientific management is when rules, norms, regulations, are set for people to follow. This helps to facilitate work in any organization. He was looked upon as the father of scientific management and is commonly referred to as the father of Taylorism. Management is the attainment of organizational goals in an effective and efficient way through Planning, organizing, staffing, directing and controlling organizational resources. Routine directions, maintaining effectively for an organization to be run are management tasks.

2.3 Difference between Leadership and Management

Peter Drucker (1999) was of the opinion that leadership and management were completely distinct concepts. From the works of Edersheim and Drucker (2007) he is known to have stated that “*Management is doing things right, leadership is doing the right things.*” This provides a sense of some of the fundamental differences between leaders and managers, and as such, provides an excellent starting point. Jhon Kotter (1990) presented a framework for understanding key differences between leadership behavior and management tasks. It was strongly argued by Kotter that management tries to establish security and order, whereas leadership has the goal of promoting change and fluidity within organizations. Kotter proposed that the main function of managers is to drive consistency, which in turn should lead to an efficient-running organization.

According to him managers seek order and consistency whereas leaders seek change and movement. During planning and budgeting managers establishes agendas, sets time tables and allocate resources yet leaders establish direction which they look at big pictures, clarifies the situation, creates a vision and determining strategies. With relation to staffing managers provide structure, job placements and define rules and processes; but leaders look at big picture, clarifies the situation, creates a vision and determines strategies with relation to people. Although managers focus on control and solving of issues by taking actions to correct issues, creating solutions and defining incentives to reward good work; leaders center on motivating and inspiring people through empowerment, looking at how to satisfy unmet needs, and energize people. To strengthen the above discussion, Bennis W. (1989), shows clear difference between managers and leaders, hence leaders like in educational institutions should always practices in finding new ways to solve daily problems by finding original solutions, should emphasize on staff and directions.

Table 1: Management and Leadership according to Bennis

Managers	Leaders
The managers administers current ways of working	The leader innovate to find new ways of working
The manager copies what has been done before and is proven to be effective.	The leader provides original solutions that can be utilized.
The manager places emphasis on structure and system in the organization.	The leader places emphasis on the people in the organization.
The manager deals with issues that are short term in nature.	The leader tends to focus on longer term problems that exist.
The manager will ask questions like “How?” and “when?”	The leader will ask questions like “What?” and “Why?”
The manager continually reviews the bottom line.	The leader continually reviews the horizon
The manager sticks with the status quo and works within it.	The leader can best be described as “his or her own person”.

Source: Ayalew S. (2015), Bennis, W. (1989) Becoming a leader.

While supportive of Kotter's research in some ways, the work cited by Ayalew and Bennis does not particularly seems to present a very black and white approach of what leaders and managers are, which in real world of course, may not be particularly accurate.

Of course, it is likely that some people in key positions in the organization tend towards leadership skills as defined by Bennis, and some more towards management skills, however, it is unlikely that any one person fits well into the boxes of “leader” or “manager” that Bennis has provided.

Table 2: Difference between leadership and management

Leadership	Management
<ul style="list-style-type: none"> • Influence relationship • Leaders and followers • Intend real changes • Intended change reflect mutual purposes 	<ul style="list-style-type: none"> • Authority relation • Managers and subordinates • Produce and sell good and /or services • Goods/services result from coordinated activities

Source: Rost (1993:149) Leadership for the twenty - first century

Rost explains that influence relationship versus authority relationship is an important distinction because these differ due to the use of coercion (or not). In his view “influence” means that coercion should not be used, but he believes that “authority” will use it regularly to get things done. Interestingly, Rost describes how the leadership relationship is “multi directional”. What this means is that leaders influence followers and followers influence leaders also, as well as leaders being able to influence other leaders, and followers influencing other followers. In management, however, it is explained that the relationship is basically “top to down” and there is little influence exerted aside from that. This is an interesting difference to consider. Leaders are not the same as managers, but that followers can be managers, as can subordinates.

2.4. Leadership and Management in Education

The two concepts, management and leadership are distinct but complementary in systems of actions. Each has its own function. The deployment of the two concepts is needed in complex organizations of nowadays like schools. Leadership will neither replace management nor management replaces leadership, yet they complement each other. Strong leadership with weak management does not create the growth of an organization.

In some organizations, the situation may change to be worse when you have only one, especially in complex organization. Hence the reality is to make a combination of both in the present day world.

2.5 The practices of teachers' performance evaluation in secondary schools

Performance evaluation is the process of evaluating how well employees do their job compared to a set of standards and the communication of that information to the employees (Mathis and Jackson, 1997).

As states Gebeyaw in research 2017, in Ethiopia, the present system of teachers performance evaluation (TPE) is result oriented and, delineates among four performance categories: poor (25-49%), acceptable (50-74%), very good (75-94%) and excellent (95-100%) based on teachers result on key, major, and minor tasks (MoE, 1996 E.C). Depending on the results of performance evaluation and year of teaching service, secondary school (which is the focus of the present study) teachers have the opportunity of going up six stages in the career ladder structure: beginner teacher, junior teacher, teacher, senior teacher, associate lead teacher and lead teacher (MOE, 1988 E.C.). TPE in Ethiopia is not without any problems. As Wondosen (2007) states TPA has different problems. His findings indicated that the appraiser's bias, un-relatedness of performance criteria to teacher's job and negative attitude of appraises to accept negative feedbacks from their appraisers are some of the problems related to TPA.

According to Yilma (2007:46) in Ethiopia, teacher's performance evaluation started in the 1930s, and its main purpose was to control and inspect the instructional process. Later on, it continued to operate by changing its name to supervision and its function was largely remained unchanged. Berhanu (2006:7) reported that, since 1996, in Ethiopia in addition to administrative evaluation, students and parent's evaluation of teacher's performance has been in effect at elementary and secondary government schools.

2.5.1 Objectives of Teacher Performance Evaluation

The following points are described as the objectives of TPE: Ensuring that managers and employees are fully performing to their level best as expected of them in terms of

quantity, quality, time and cost, identifying strengths and weakness at organizational level, department group, and individual level with intention of improvement in the fourth coming performance period, identifying the need assessment for development and training both for the managers and employees, providing performance based payment or incentive for the managers and employees and making decision on management and employees'.

2.5.2 Purpose of Teacher Performance Evaluation

Nevo (1994), in a research to determine how teachers benefit from teacher evaluation, established that teachers who understand how teaching is being evaluated not only improve their self-evaluation; they also benefit in preparing themselves for being evaluated by others or demonstrating the quality of their skills and performance to designated audiences. Thus, a crucial element in teacher evaluation systems is its link to teacher professional development and school improvement. According to Gebeyaw, 2017 the following benefits are described during teacher's performance appraisal/evaluation:

1. To provide information on the basis of administrative decisions like promotions and pay.
2. To foster developmental feedback to employees concerning their performance by describing what improve well and what the employee needs to improve.
3. To provide documentation of human resource development activities that can justify human resource (HR) decisions.

As indicated by walker (1992:274) "performance evaluation is important to employees because it answers their basic questions." people want feedback how they are doing for the organization.

This feedback provides the reassurance that employees are contributing and doing the right things and the awareness of the impact of performance on desired results (e.g. Customer satisfaction).

2.5.3 The Criteria of Teachers performance Evaluation

Webb and Norton (1992: 381) define criteria as the job related behaviors expected of the teacher and principal other staff member. Accordingly they describe the following three types of criteria's for evaluation plans. In most of the sample secondary schools practices the following performance criteria:

a. Performance-based criteria

This is the most commonly used performance criteria. According to these criteria, teachers and leaders behavior to do specific tasks should be evaluated or assessed.

b. Trait or attribute criteria

The trait criterion describes what the employee is, rather than what the employee does. Such traits include aggressiveness, tolerance of stress, creativity, self-confidence, adaptability and so on. Those trait criteria affect the quality of a person to perform activities positively or negatively. There are also other personal qualities which affect the teaching learning process. As Webb and Norton (1999: 383) described that "although most schools do not rely heavily on trait criteria, Today strait criteria such as dependability and personal appearance are still found in many evaluation systems." In addition to the trait criteria students and representatives of parents really participant on teachers' performance evaluations and the result are used as record for promotion and carrier.

c. Result-based criteria

The rational for this approach is that, teachers and administrators should achieve certain objectives and that their performance can be meaningfully assessed by examining the extent to which those objectives have been accomplished.

2.5.4 Approaches of performance evaluation

Performance appraisal is one of the manager's most important tasks, but most managers freely admit it gives them difficulty. It is not always easy to judge a subordinates performance accurately, and often it is even harder to convey that judgment to the subordinate should be in a constructive and painless manner.

2.5.5 The role of the human resource manager

In the context of the Amhara Regional education bureau, system of secondary education is lead by the principal and also serving as human resource manager; and he/she leads the overall activities at school. According to Warner (2009:273), the human resource manager should mind that organizational change is a kind of chaos that the member of variables changing at the same time, the magnitude of environmental change, and the frequent resistance of human systems create a whole confluence of processes that are extremely difficult to predict and almost impossible to control. Describing the cause of organizational performance and change, we must explore important lines of thinking first. The manager must understand more thoroughly how organizations function (i.e. what leads to what) second; the manager must understand how organizations might be deliberately changed. The human resource manager, like his colleagues in the designing and manufacturing of tasks of the organization, should work hand in hand with the employees. The manager is in important position in that he/she interacts with all heads of departments, so that he offers the necessary leadership practices. In order to deal effectively with other specialists, the human resource manager himself must have a high degree of educational attainment. James (1970:466) stated that one of the most important roles of the human resources manager is controlling organizational activities. Controlling is an important means of coordinating diverse activity toward objective accomplishment.

2.6. Instructional leadership

2.6.1. Definitions of instructional leadership

A strong instructional leader is important for a school to be successful. There have been a lot of new various development programs and trainings for principals in order to bring success to the schools. The development trainings and programs are designed to build the characters of instructional leadership as a strategy to increase students' performances (Hallinger, 2005, p. 222.). Instructional leadership is an important principle for the dynamic establishment of broader school leadership. This concept is determined by understanding the educational leaders who highly contribute on improving the students' learning outcomes (Sofa et al., 2012, p. 508.).

Leadership plays a critical role in creating and sustaining a school. Among other things, leadership focuses on learning. It emphasizes the essential of learning, not only for the students but also teachers and staff. There are three areas integrated into the means of leadership; first is vision, how the leaders facilitate some actions to improve the students' outcomes and nurture commitments. Second is governance, how the leaders manage and control their staff and encourage their participation. Third is resource allocation, how the leaders place resources to support teaching and learning (Hallinger & Hack, 2010b, p.657.).

2.6.2. Main functions of Instructional leadership

Principals as the school chief educational leader play a major role in shaping and with coordinating solving problems in the nature of the school organization. Similarly, effective school leadership tend to believe that the purpose of the school is to meet the instructional needs of all students; expected an academic emphasis and task orientations in classrooms built encouraged teachers to implement a broad curriculum and implemented a more narrowly defined curriculum and allocated more time for basic skill instruction (Hallinger & Murphy 1986).

Among many duties and responsibilities, the main functions of principals' are planning and policy making, staff development, supervision, instructional improvement, evaluation, research work and make reports which are discussed as follows:

1) Planning and policy making

Planning is the first and maybe the most significant function of a school leadership and planning said to be pervasive and primary. Planning goes away from attempting to attain stated organizational objectives. It involves the development of strategy and procedure for effective realization of the whole plan. It shows determination of control, direction and methods of accomplishing the overall organizational objectives. It involves the establishment of objectives, strategies to achieve the objectives/goal and a step by determination of the activities and resources necessary to achieve them. Its commonness originates from the fact that it is necessary for performing other key management functions-organizing, directing, staffing and controlling. On policy making, the school leader contributes in different capacities and at different levels in the

system in the formation of policies for specific aspects of the education and school systems. The school leader also helps in the interpretation and implementation of educational policies at the state, local and school levels (Yukl, 2002).

2) Instructional Improvement

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

3) Educational Evaluation

An important role of a school leader should play in a school setting is the result of teaching and achievement student result. The school leader should arrange for all period of self-evaluation of the school program through commonly accepted inspection guides, standardized test, results and action research projects. Assessment of teaching results helps to measure the student's ability and it's also used to diagnose student's weakness.

4) Staff Development

Staff development is a continuous professional development in order to promote teachers profession expertise through involving in problem solving activities (Dimmock, 1993). Promoting teachers professional development, according to Sheppard (1996) is the most influential instructional leadership behavior at both the elementary and high school levels. Among the role of an instructional leader is promoting school wide professional development. If the intention of the principal is to get school improvement programs implemented and if his/her target is to provide quality education for all students, one of the major and most important concerns should be promoting school-wide continuous professional development (CPD).

Hence, a school principal as an instructional leader needs to motivate all individuals who are eligible to take part in CPD program and work with them.

According to the Ethiopian Ministry of Education (MoE, 2009), the aim of CPD is to improve teachers performance in the classroom in order to raise student achievement

and learning because, directly or indirectly, there is a link between students result and teachers performance. CPD is a career long process of improving knowledge, skills, and attitudes centered on the local context and particularly classroom practices. Therefore, attracting, retaining, and developing teachers across the professional life cycle have become policy priorities in many countries.

5) Supervision

Supervision is a process for developing teachers' self-awareness and independence, together with a spirit of collective enterprise to improve classroom practice (Gold hammer, 1969:15).

Cogan (1973) perceives supervision in terms of developing professionally responsible teachers, who are self directing, capable of analyzing their own performance, and open to the assistance of teachers. In addition, supervision is a core function of educational leader. It plays a key role in the improvement of learning through the monitoring of instruction. Principals have responsibility to help teachers to improve their practice and accountable for meeting their commitment (Ser Giovanni, 2001). The supervision of instruction by the school principal is among his roles/practices as an instructional leader.

As an instructional leader, he/she needs to follow up the day to day activities of teachers and supervision is the major instrument for this.

6) Research Work

Research work is in particular the most important one that deserves to be given priority (Moon, et al, 2000). The necessary pre-condition must be fulfilled by the school principals for the undertaking of research in the school by teachers. According to Dimmock (2000), school principals should motivate teachers to recognize research to solve school problems and on effective teaching and learning because school effectiveness and improvement will be difficult without research. In general, principals are expected to mobilize teachers to study and reflect on their practice so that research serves the professionalization of teachers on research.

7) Reports

Report is another role of the school leadership. Periodically he/she writes reports, give information with phone for the above authorities on his/her own performances and that

of his/her staff/school, such reports are accounts of their leadership role. He/she also writes reports of events happening in the school or official discussion.

2.7. Delegation of authority and responsibility

2.7.1. Concept of Delegation

Delegation of function has been variously defined by different writers/authors. Thus, Okonkwo (1998) defined the term delegation as the act of decentralizing functions departmental heads themselves may become involved in delegation.

In management studies delegation of function/responsibilities has become a word in vogue in recent years. It is management practice professed by most managers and administrators but least practiced by them, Taylor (2004). By a chief executive to lesser officers or subordinates with the overall aim of achieving the goals of the organization.

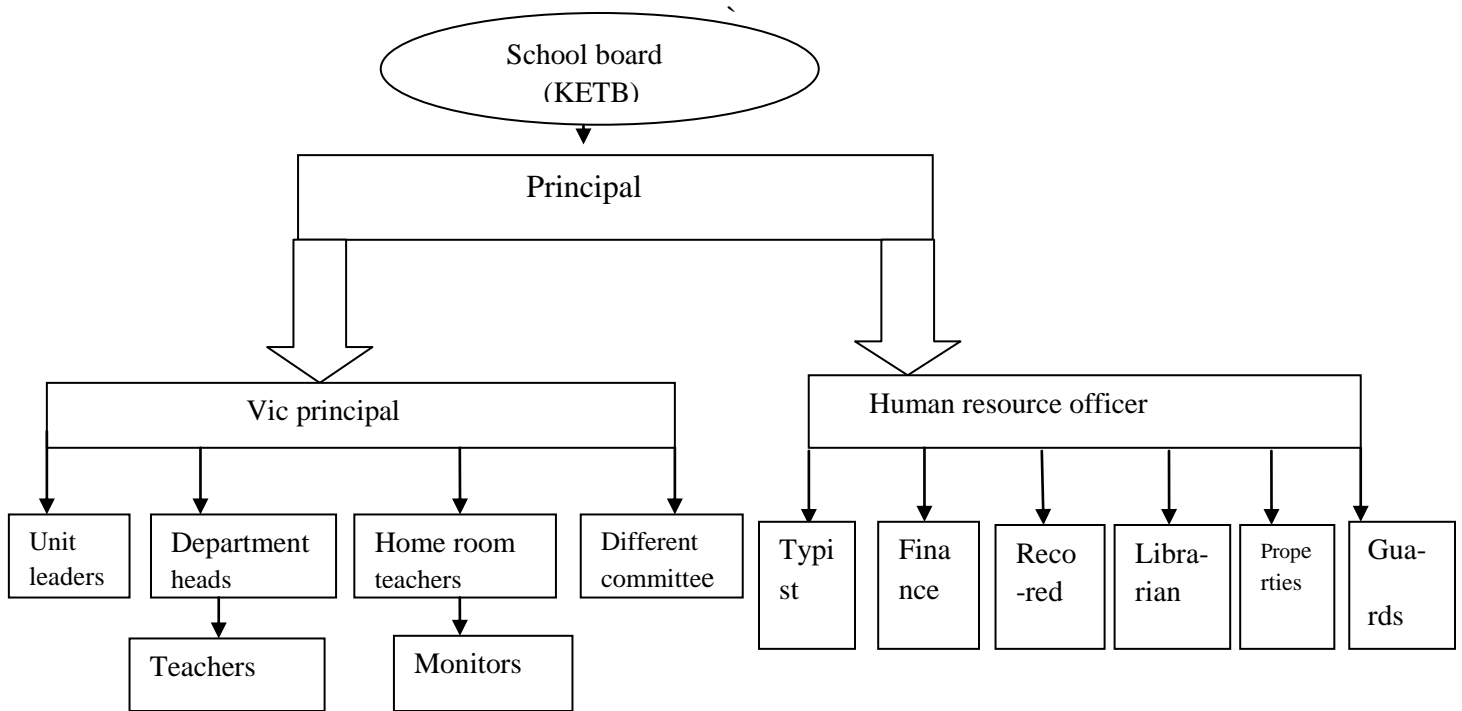
This implies that in an organization, there is always an executive head that is responsible for sharing functions or duties among his subordinate staff. In the school system for instance, the principal is the head who has a number of subordinate staff in both the academic and administrative cadre, among whom he shares responsibilities for the smooth running of the school. Then the principal takes into account the staff's hierarchy of positions and competences while delegating functions. A principal as an executive head cannot possibly deal effectively with all tasks which other people may have the time and energy to do.

2.7.2. Principles of Delegation

Akubue (2002) enumerated seven principles of delegation; Principles of delegation by results expected; this implies that goals have been set and plans made that these are communicated and understood, Principles of functional definition; activities must be grouped to facilitate the accomplishment of goals, scalar principles; this refers to chain of direct authority relationship, from superior to subordinates throughout the organization, Authority-level principles; this implies that decision within the authority competence of individuals be made by them and not to be referred upward in the school organizational structure.

At the time of this study, in North Showa Zone there are some principles and procedures of delegation which is describes as follows; the principal should select the person to delegate responsibility to on the basis of a sound knowledge of staff members in terms of their varying levels of competence, commitment and capacity. The nature and scope of the work to be delegated must be clarified and be for the benefit of the school as a whole. Sometimes delegations takes place through approaches with the work, understanding and confidence between the principal and staff members are of the most importance to enable delegation to be successful.

Fig.1 Organogram of most secondary schools in North Showa Zone.



Source: Seladingay secondary school organogram, (2009 E.C)

The above organogram shows that the principal is the board's chief executive in relation to the school control and management, and has complete discretion in day to day administration. In this capacity, the principal takes care of both the administrative and academic functions of the school, followed by other positions in the organizational structure, On the academic ladder, the vice principal is the next to principal who give directions for committee, and unit leaders are works with vice principal and the heads of department, below are the teachers, monitors coordinated by home room teachers.

An organizational set up such as this provides a crucial base for delegation and decision in schools. Finally, human resource officer coordinates other supportive staffs which are finance of the school maintain financial issues, typist does all the secretarial works in the school, librarian serve for both student and teachers knowledge resource center, property officer control all school resource, record officer keep all documents of the school and finally guards are control security of the school.

2.7.3. The Process of Delegation

The process of delegation has been enumerated by Okonkwo (1998), as follows; vice principal has the responsibility to act with full authority when the principal is away from the school. He also prepares the school timetable, keeps the diaries, registers and some other record books. Unit leader is charged with the responsibility of allocating subjects to teaching staff, co-ordination of instructional activities in all subjects, distribution of instructional materials to staff, perhaps through heads of department.

The same practices were implemented in North Showa Zone of most secondary schools that the departmental heads are charged with the responsibility of supervisory and advisory functions of the subject levels, ordering and distribution of departmental equipment, issuing exit card to students wishing to travel and checking them when they return back to school etc. A major reason for delegating responsibility is to reduce the burden of the work the chief executive of any organization would otherwise be doing. It also serves as an instrument of developing, varying or changing the structure of an organization. Delegation of function is said to have take place after setting up goals. A supervisor assigns to the subordinate task required to attain the set goals and adequate measure of decision making power enough for the accomplishment of tasks. As a result, the subordinate to whom the responsibility is delegated becomes answerable to the superior for the accomplishment of the tasks.

The superior on his part then assume the overriding responsibility for ensuring that the tasks are done. In the opinion of Feinberg (2000) he opines that before a superior officer delegate function to his subordinate, he should consider the following principles; identifying the strength and weaknesses of his staff, recognizing the existing skills and competences of his staff, ensure that he has the necessary authority to

delegate function, preparing a clear statement of task to be delegated, getting acceptance and commitment from the delegates and establishing control mechanism.

2.7.4. Importance of Delegation of Function/Responsibility

The importance of delegation cannot be overemphasized because it is absolutely necessary for the survival of any formal organization like schools. Morphet, John & Reller (2005) postulated that the effectiveness of an organization is enhanced when super-ordinate delegates authority or function to subordinates.

Delegation is very important because it is a way of preparing junior staff to handle higher and more challenging responsibilities in future. It helps in training and developing staff members. It encourages co-operation and team work and thus subordinates feel part and package of the success or failure of the school, Morphet et al (2005).

Delegation improves principal and staff relations. Undoubtedly two things stand out clearly. The first is that most staff would be unhappy if they are not entrusted with any responsibility. The second is that denial of responsibilities to staff will strain their relationship with the principal. In fact it has been postulated that staff satisfaction is also related to staff participation, Peters (2001).

2.7.5. Problems Militating Against Delegation

From different observations and workshop participations some principals are unwilling to delegate functions. They may choose not to delegate task, feeling that it will take too long a time to explain to the subordinate under-taking the assignment. Such feeling may be contributed by concerns such as; insecurity: The principal may not be ready to take chances, or risk and fear that the subordinate may let him down. Delegation frightens some superior without knowing that the replacement of ability of a superior leads to promotion.

Problem of unqualified teachers in the secondary schools poses a great danger in delegation of functions this can course much havoc to the school system (Ezeocha, 1985). He further stated that apart from lack of qualified teachers, there is also lack of other category of teachers.

2.7.6. Control of Delegation of Function

Control has been defined by Adams (2002) as the ability or power to make someone or something do what you want. In an organization, control consists in verifying whether everything occurs in conformity with the plans adopted, the instructions issued and principles established. It is to point out weaknesses and errors in order to rectify them and prevent reoccurrence, Ezeocha (1985). He further maintained that control operates in everything, people and actions. Control seeks to oblige events to conform to plans.

2.8. Major Factors That Challenge School Leadership

Principals may look with different problems in playing their leadership practice or role. The problems may be emanated from principals, from school community and parent, related limited school resources. According to the stated above the litmus test for leadership in this stream is whether the relationships among staff are trusting open and affirmative enough to support commitment, and sustain action in common that strengthens the schools performance

(Goleman and others, 2003). In the context of the changing role of the school leadership, Gamage, (2006) points out that the foremost challenge, that school leaders faces is to understand the changing context and improve their interpersonal and communication skills with the understanding that they are no longer the authority figure but a partnership with others stakeholders. The school leader role especially in the area of school leadership, management, in resource acquisition and accountability has undergoing significant changes. Similarly, Catano and Stronge, (2007) believe that the political pressure of high accountability requires school leaders to improve instruction and, student achievements, while maintaining facilities, supervising professional development student conduct and managing budgets.

The key challenges for educational leaders, especially principals, involved complex and often conflicting human relationships and interactions (Duigna, 2006) describes the major school leadership challenges as follows:

a. Lack of vision.

One of the distinguishing characteristics of successful educational leaders is their capacity to provide a vision for the future and inspire hope in those with whom they

work. They also lift the spirits of their people and help them to translate the vision into the daily practices of their work. In this way they help to inject meaning into the daily grind of the work done, thereby providing a sense of purpose and direction.

According to McEwan (2003) has maintained that another biggest barrier of effective instructional leadership is lack of vision, will and encourage on the part of instructional leaders. Successful instructional leader requires having the kinds of courage that allows one to take risks to succeed on complexity and ambiguity, to enable others, to empower themselves to be willing to work long and hard duties for school effectiveness and to achieve student learning.

b. Managing Staff Relationships

Effective relationships are the energy source of leadership. A principal stated that valuing others is the key to the development of genuine relationships: It could be said that valuing others is a common thread in these elements and provides genuine bond between the leader and those in the group. Empowering others, delegating authority and simply trusting people to get on with their tasks should support leader-staff relationships in ways that link strategic purpose to everyday practices. Acknowledging the emotional realities of others work naturally builds caring relationships and creates a level of authenticity that strengthens the group's capacity to respond to challenges. In this respect, leadership relationships emerge from individual efforts to honor the personal feelings intertwining the busy and very human work of teachers, principals, counselors, and other staff in schools. The promotion of staff morale, keeping staff motivated, cultivating teamwork and providing opportunities for staff development are some of the greatest challenges for leaders of educational organizations.

c. Dealing with poor performance

The issue of dealing with poor performance in a responsible and professional manner that consider the interest of all concerned body and emerged as one of the most serious accountability for educational leaders.

However, educational leaders face the problem of dealing with poor performance. Many leaders feel frustrated by supervisor's reluctance to deal with poor performance, often

due to the perceived difficulty of legal and industrial issues involved. Some of the most visible poor performance at secondary school is: low achiever of students, high rate dropout. So the principal face a challenge react these poor performance.

d. Lack of support from top authorities.

Another problem affecting effective instructional leadership is lack of support from top authorities. The principals operations are influenced by that authority above him/her.

The dissatisfaction and discouragement of some principals regarding the perceived lack of support, form those round hem/her is clearly barrier to becoming an effective instructional leader. (McEwan,2003).In strengthening this idea, Boyd (2002) has pointed out that where there is lack of support, either perceived actual from other designated leaders, the added frustration of working in a complex environment coupled with natural or anticipated challenges become irresistible. To sum up, education needs many sake holder participations reach on result and achieve expecting goal. And education sector by nature it is a social organizations, so it needs support and collaboration work.

e. Lack of sufficient time.

Lack of sufficient time is also another problem to instructional leadership. Time is the bane of any busy professional, but for instructional leader, it poses a particular challenge because they seek to spend substantial time in classroom where instruction is delivered. Every principal operates with in the same time constrains.

One major difference among principals is how they choose to use the time they do available (McEwan, 2003, P.13). Rosser, Vicki J. (cited Berhanu G. in Roaden, 1970) further stated that in order to enhance the schools performance, principals should focus on major missions of the school, teaching and learning, research and community service, Unless the principals free themselves from the routine chores of the office, however, and reserve some free tie for study and reflection on the purposes and the program of the academic body over which they prided, their decisions must inevitably be super filial.

f. Decision-making.

Decision-making is an important component in any organization. In particular, we argue that schools are distinctive organizational settings in that the administrator is often

required to address daily operations as well as long term adaptive planning and vision. They must, as a regular characteristic of the position, be equally able to manage and lead. Furthermore, the challenges of school leadership include daily, regular decision making as well as incorporating long-term planning and situational adjustments as need arises. Simply, schools require both excellent managers who address the regular operations of schools and high-quality leaders to face the challenges that exist today for educators (Kruse, B. L., 2009).

2.9. Historical Development of Educational Leadership in Ethiopia

One of the influential administrative positions in the success of school plans is school principal ship. Authorities give their own argument with respect to the historical background of principal ship. Knezevich (cited in Ahmed, 2006), the origin of principal ship can be traced back to 1515 in the time of Johann Strum of USA. The position developed from classroom teachers with few administrative duties to principal teacher and then to supervising principal.

Principal ship traces its origin to the introduction of Christianity during the ruling era of Ezana of Aksumite Empire; around the 4th Century A.D. Ethiopia for a long time had found schools for children of their adherents (Teshome, cited in Ahmed, 2006). However, the Western type of educational system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed (2006) the history of principal ship in Ethiopia was at its early age was dominated by foreign principals. In all government schools which were opened before and after Italian occupation, Expatriate from different European countries were assigned as school principals. Late in 1941, after the restoration of independence education was given high priority which resulted in opening of schools in different parts of the country. At that time most of the principals and teachers were from foreign countries.

Prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930's and 1940's (MoE, 2002). During this time, the principal ship position were given to Indians because their

experience in principal ship. In 1964, it was a turning point that Ethiopians started to replace expatriates.

This new chapter of principal ship began with a supervising principal. Such a person was in charged not only for a single school but also for the educational system of the community where the school was located (Teshome cited in Ahmed, 2006). Among candidates, the Ethiopian school heads were directly assigned in elementary schools without competition.

After 1960 it was a time that Ethiopians who were graduated with B.A/B.sc degree in any field were assigned as principals by senior officials of the MoE. The major criteria to select them were educational level and work experience (MoE, 2002). However, in the first few decades of 1960's graduates of B.A degree in pedagogy were directly assigned in secondary schools.

On the other hand, career structure promotion advertisements which were issued from 1973-1976 showed that secondary school principals were those who held first degree, preferably in educational administration field. In addition to these teachers who had experiences as a unit leader or department head were candidates for principal ship. Lately, the job description issued by the Ministry of Education in 1989 indicated that secondary school principals should have a first degree in school administration and supervision with sufficient working experience.

The focus on future leadership has implication for principal ship in that leading and directing school should aim at ensuring school effectiveness and relevance to an era of globalization. The Blue print by MoE (1999 E.C) also suggests that principals should be visionary and play major roles in ensuring sustainable education sector development. The current education and training policy (ETP) has adopted different implementation strategies. The policy document greatly stresses the integration of education and development to ensure problem solving capacity of the society in general and that of the individual in particular. It emphasizes the identification of the accessibility, relevance, quality, and equity of education provision as the major issue of the country's education system. In order to achieve the strategic goals set in the policy document, the country has adapted the concept of five-year Education Sector Development Program (ESDP).

The main purpose of the ESDP is to improve education quality, relevance, efficiency and equity with special emphasis on primary education in rural and underserved areas, as well as the promotion of education of girls as a first step to achieve universal primary education by 2015 (MoE, 2002). The implementation of ESDP requires designing different strategies such as working with stakeholders and the community at large. For instance the ESDP IV (MoE, 2010) suggests that a special leadership and management program has been initiated to build the capacity of school principals and supervisors towards planning and managing school activities. With the introduction of ESDPs, programs like leadership and administration (LAM) has been introduced with due attention to general education quality improvement programs (GEQIP) (MoE, 2009). However, the practice of school principal assignment to be incumbent is still more confined to nomination from among teachers. The nomination of school principals usually takes place at wereda or sub-city levels. However, the majority of school principals do not meet the standard set in the blue print by Ministry of Education which suggests graduates of the first degree for primary schools and master's degree holders for secondary school (MoE, 1999E.C).

The education and training policy of Ethiopia 1994 emphasis to develop the skill and the capacity of school leaders in continuous training. Professional standards describe the important knowledge, skills and attitudes that all principals are expected to demonstrate a program for school leadership will form part of performance management system in schools.

- School leaders (Principals) in curriculum development fosters have also examined that the major curriculum reform.
- Principals manage daily operations and environment through efficiently and effectively aligning Resource with vision and goals.
- Principals identify and allocate resource equitably to address the unique academic physical and mental health needs of all student

According to the Amhara Regional state education Bureau education sector development (II), (2006), the professional standards of principals comprises of four levels namely, Beginner principal, proficient I principal, Proficient II principal and Lead principal. The indicators for these levels are developed to show the performance capacity at four levels.

And availability of potential knowledge which in turn helps to increase productivity and commitment also reinforce the application of the skills learned back in the work place. It can require weekly assignment, reading and on job-training tips for weekly training and the like are useful to develop the capacity of school principals.

CHAPTER THREE - RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

This study was targeted on investigating secondary school principals' leadership practices and problems in performing their leadership activities. The method should be a respectable methodology, thus its techniques of evaluation must be built on the needs of the clients. Thus, descriptive survey research design was employed to carry out the study. It is believed that the survey design was suitable for capturing the participants' viewpoints, as well as allowing them to have their own perspective.

In doing this, the sources of data were only primary sources. These including Wereda and Zone educational officials, supervisors, principals, teachers. Those in the managerial position were contacted for information sources for the grounds that they directly involved in the practices of schools leadership. Teachers were taken as source of information for the reason that they were direct beneficiaries of the service delivered.

3.2. Population and sample of the Study

North Showa Zone Education office has 24 Weredas, and there are 58 governmental secondary schools in these Weredas. From these secondary schools, only 12 secondary schools were selected using simple random sampling method to include schools both from urban and rural areas, the samples were comprise an amount of 21% the schools and 20% of teachers from each respective schools were selected using random sampling technique. The Wereda education officials and Zonal education officials (WEOs and ZEOs) were selected purposively since the researcher assumed that they are good sources of data. In addition to this, all principals from the selected schools, 8 supervisors were included in the sample purposively and participant in the study as shown below.

Table 3 Target population and sample of the study

Roll .No	Name of the school	Total number of teachers	Sample (20%)	Supervisors	Principals	Woreda officials	Zonal officials
1	Debrebrhan G.s.s	88	18	1	1	1	1
2	Debre Eba G.s.s	65	13	1	1	-	-
3	Debresina G.s.s	70	14	-	1	1	1
4	Baso G.s.s	82	16	-	1	1	1
5	Chacha G.s.s	71	14	1	1	-	-
6	Seladingay G.s.s	68	14	-	1	1	1
7	Sasit G.s.s	41	8	-	1	1	-
8	Ankober G.s.s	56	11	1	1	-	1
9	Kotu Karl G.s.s	38	8	1	1	-	-
10	Showarobit G.s.s	101	20	1	1	1	1
11	Deneba G.s.s	87	18	1	1	-	1
12	Lemi G.s.s	94	18	1	1	-	1
<i>Total</i>		863	172	8	12	6	8

3.3. Instruments of Data Collection

3.3.1. Questionnaire

Questionnaire with close ended and few open ended items were developed and distributed to principals, supervisors and teachers. The questionnaires helped the researcher to collect data from large number of respondents from 12 secondary schools. To this end, questions were prepared with careful consideration and procedure. Questionnaire was employed to gather data for this study. Close ended questions were used for their easiness in tabulation, objectivity and suitability to keep respondents on the subjects of discussion. The close ended questions responses from participants were taken using Likert Scale method rating in different parameters.

3.3.2. Interview guide

Interview questions were prepared for Wereda and Zonal education officials. The number of participants in the interview were totally fourteen (six from Wereda education office and eight were from zonal core process work owners). The type of interview was semi-structure and it was contained similar idea with the content of the questionnaire. The interview was held in their respective offices with prior phone appointment. The interview session have been take place in English language expected that the Education officials' qualifications might not be under first degree, and beyond, the duration of interview were about 30-40 minutes for each officials. During the interview session, the researcher has been write the response on a note pad, and recorder was used for final use of interpretation.

3.4. Data Collection Procedure

By presenting the letter of cooperation written from the department of Educational Planning and Management, AAU, the researcher made contact with North Shoa Zone Education Office (ZEO) and got permission to carry out the study in the secondary schools of the zone. After receiving the letter from the (ZEO), the researcher went to the sample secondary schools. The researcher have contacted with responsible person from each sample school before the day of distributing the instruments.

Before collecting data from the field, pilot test was conducted in Mollale and Jihur General secondary schools for ensuring the clarity and reliability of the items. After conducting pilot test and necessary corrections were made, questions which lack clarity for respondents were improved; questions that were redundant discarded; and relevant questions were added. After this, the questionnaires were distributed for the sample respondents with short orientation and follow up collaboratively with research assistants. The research assistants helped the researcher by distributing and collecting the questionnaires from teachers and the researcher distribute questionnaires for school leaders. After all these, the questionnaires were collected and interview data was organized and arranged for analysis and interpretation.

3.5. Validity and Reliability

To enhance validity and reliability, Pilot test was administered for 10 teachers, 2 principals and 2 supervisors in to two government secondary schools namely Mollale and Jihur Secondary Schools, the draft questionnaires distributed before the main questionnaire was used; After the questionnaires were filled and returned the reliability and validity of items were measured by using Crobach's alpha reliability test by the help of SPSS version 20. The reliability test coefficient for instrument was found (89.3%) and this indicated that it was a good indication of the reliability of items. Based on the feedback of the pilot test, the ambiguous and unclear statements on the part of close ended questionnaires i.e first there were 34 items so some of them were avoided. Then, questionnaires were refined by making necessary adjustments to the questionnaires and interview based on the pilot study. These were done by avoiding some items on the part of interview guide and on the part of close ended questionnaire since the items were have grammatical and subject verb disagreement problems.

3.6. Methods of Data Analysis

Regarding to the implementing of main functions of school principals and other related issues, the researcher used the following methods of data analysis. First, the data collected using close ended items of the questionnaire was coded and organized. Then, the closed ended questions result was analyzed using statistical packages for social science (SPSS). Because of the descriptive nature of the study, mainly percentages, mean, t-test was used as appropriate to analyze the collected data. The other data collected by interview; open-ended items of the questionnaire were analyzed qualitatively. This was done by consulting the note book and tape recorder. Narratives, quotations and the use of thematic categories were the main approach to report the major findings.

3.7. Ethical Considerations

Strict codes of ethics were adhering by the researcher which included:

The participants of the study should never be treated unethically. Accordingly, the researcher starts to gathered data in accordance with the informed consent and interest of the respondents. On top of this, researcher also assured to the respondents that the information gathered was not used for other purpose rather than the purpose of this study. To keep confidentiality of the information and security of the respondents, data was collected without asking the participants' identity.

CHAPTER FOUR

4.1. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter has two parts. The first part presents the characteristics of the respondents' who participated in the study. The second part deals with the analysis and interpretation of the collected data that discuss the main findings along with answering the research questions.

The total number of questionnaires distributed to school leaders was 20 (12 for principals and 8 for supervisors); all questionnaires were collected. In the case of teachers, the total number of questionnaires distributed to them was 172 out of which 142 questionnaires were collected while the remaining 30 questionnaires were not properly filled, so rejected and 27 questionnaires were not returned.

Interviews were held with 6 Wereda education officials, and 8 Zone education officials. Based on the type of data collected, appropriate statistical tools were employed for data analysis. The characteristics as well as the analysis and interpretation of the collected data are presented as follows.

The main purpose of presented the respondent characteristics were to show the data were collected from the field, but they have no relationship on the variables and to show reliability.

4.2. Back ground information of Respondents

Table 4: Characteristics of Respondents in terms of Sex, Age and Experience

No	Items	Responses										
		Teachers		Dep.heads		Unit leader		Total		School leaders		
		No	%	No	%	No	%	No	%	No	%	
1	Sex	Male	107	75.3	9	6.3	6	4.2	122	85.9	19	95
		Female	20	14.1	0	0	0	0	20	14.1	1	5
		Total	127	100	9	6.3	6	4.2	142	100	20	100
2	Age	22-31	83	58.4	2	1.4	2	1.4	87	61.2	2	10
		32-41	44	30.9	2	1.4	1	0.7	47	33	16	80
		42-51	6	4.22	2	1.4	0	0	8	5.6	2	10
		above51	0	0	0	0	0	0	0	0	0	0
		Below 5	10	7.0	1	0.70	4	2.81	15	10.51	1	5
		6-10	54	38.02	4	2.81	2	1.40	60	42.23	6	30
3	Exper- ience	11-15	52	36.61	3	2.11	0	0	55	38.72	4	20
		16-20	8	5.63	1	0.70	0	0	9	6.33	5	25
		above 21	3	2.11	0	0	0	0	3	2.11	4	20
		Total	127	89.37	9	6.326	6	4.21	142	99.9	20	100

As shown in Table 4, 122 (85.9 %) respondents were males and 20 (14.1 %) respondents were females involved in this study. Regarding to school leaders, 19 (95%) respondents were male and only 1(5%) respondents were females. This indicates that the majority of teachers and school leaders in the sample schools were males showing that the work environment was male dominated.

Regarding the age of the respondents, 83 (58.4%) of the participants were between 22-31 age range and 44 (30.9%) of the participants respondents were between 32-41 years. The rest of respondents 6 (4.22%) were having from 42-51 years experience. This indicates that the majority of teachers and department heads were found at the young age. This implies that they need more assistance and support from the school leaders.

Table 4 indicated that 54 (38.02%) of the teacher participants have served for 6-10 years,

and 52 (36.61%) of the respondents have served for 11-15 years. The respondents 10 (7.0 %), 8 (5.63%) have served for below 5, and 16-20 years respectively. From table 4, only 3 (2.11%) are served for 21 and more years.

Table 5: Characteristics of Respondents in terms of training, level of education and position in school.

No	Item	Responses										
		Teachers		School leaders		Wereda education officials		Zonal education officials		Total		
		No	%	No	%	No	%	No	%	No	%	
1	Educ. Level	Diploma	0	0	0	0	0	0	0	0	0	0
		BA/BED/B.Sc	136	95.8	13	65	6	100	2	25	157	89.2
		MA/M.Sc	6	4.2	7	35	0	0	6	75	19	10.79
		Total	142	100	20	100	6	100	8	100	176	100
2	Training	Yes	10	7.0	16	80	6	100	8	100	40	22.72
		No	132	93.0	4	20	0	0	0	0	136	77.27
		Total	142	100	20	100	6	100	8	100	176	100

In relation to education level, table 5 shows that majority of 136 (95.8%) teachers had first degree and 6 (4.2%) respondents had the second-degree. Concerning to education level of school leaders, 7(35%) of them had second degree however the majority 13 (65%) of the school leaders had first degree who are unqualified for secondary school which requires school leaders with second degree (MoE, 2008). Six of the Zone education officials had second degree while none of the Wereda education officials had second degree. This may alarm to the government officials that work for quality education. Since leadership requires knowledge and skill of the field, making school leaders qualified for the level they are leading requires more concern of the government.

With respect to training of the participants, 132 (93%) teachers haven't took training related to leadership and only 10 (7.0%) of teachers had training related to leadership. Furthermore, 16 (80%) of school leaders have trainings related to leadership and 4 (20%) school leaders have not training related to leadership. This shows the majority of participant (school leaders, Wereda and Zonal education officials) have training and this have a positive impact on school effectiveness.

4.3. Analysis and interpretation of the main data

Table 6: Secondary school principal practices of teachers' performance evaluation

<i>Ro ll. No</i>	<i>Items</i>	<i>Particip ants</i>	<i>Number</i>	<i>Mean</i>	<i>SD</i>	<i>t-Value</i>	<i>p-value</i>
1	The extent to which the principal sets clear purposes of teacher performance evaluation.	Teachers	142	3.6014	1.04234	2.825	0.005*
		School leaders	20	2.9000	1.02084		
2	The extent to which the principal builds common consensus on teachers' performance evaluation.	Teachers	142	3.4126	1.07683	.455	.650
		School leaders	20	3.3000	.65695		
3	The extent to which the principal Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.	Teachers	142	3.5944	.94375	2.934	.004*
		School leaders	20	2.9000	1.29371		
4	The extent to which the principal follow the criteria in working teacher's performance evaluation.	Teachers	142	3.4545	1.13042	2.954	.005*
		School leaders	20	3.5000	.94591		
5	The extent to which the principal perform teacher performance evaluation periodically and satisfies teachers by the performance evaluation systems.	Teachers	142	3.4755	1.11855	.12552	.650
		School leaders	20	3.3500	.74516		

significant at α 0.05 level.

As it is indicated in table 6 item 1, teachers and school leaders were asked to rate the extent to which the principal sets clear purposes of teacher performance evaluation. The mean scores of the teachers and school leaders respondents were 3.60 and 2.90 respectively. The t-test result with p-value of 0.005 indicates that there is statistically significant difference between the two groups of respondents towards the item. The t-value (2.82) which is greater than the t-critical value (1.96) proves that the two groups of respondents significantly differ in their agreement on the item.

This shows that teachers have high level of agreement that about school leaders sets clear purposes of teacher performance evaluation significantly differ than high level of agreement of the school leaders who support well prepared.

As it is indicated in table 6 item 2, teachers and school leaders were asked to rate the extent to which the principal builds common consensus on teachers' performance evaluation. The mean scores of the teacher and school leaders' respondents were 3.41 and 3.30 respectively. The t-test result with p-value of $0.65 > 0.45$ indicates that there is no statistically significant difference between the two groups of respondents. The t-value (0.45) which is less than the t-critical value (1.96) proves that the two groups of respondents have no significant difference in their agreement on the item. This shows that teachers and school leaders have agreement on there were no significance difference on that principal builds common consensus on teachers' performance evaluation.

As it is indicated in Table 6 item 3, teachers and school leaders were asked to rate the extent to which the principal establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. The mean scores of the teacher and school leaders' respondents were 3.59 and 2.90 respectively. The t-test result with p-value of 0.004 indicates that there is statistically significant difference between the two groups of respondents towards the item. The t-value (2.93) which is greater than the t-critical value (1.96) proves that the two groups of respondents significantly differ in their agreement on the item. This shows that teachers have low level of agreement that the principal encourages individuals to self-evaluate their performance significantly differ than high level of agreement of the school leaders that support with weak effect sizes or relationships.

In table 6 item 4 above, teachers and school leaders were asked to rate whether the principal follows the criteria in working teacher's performance evaluation. The mean scores of the teacher and school leaders' respondents were 3.45 and 3.50 respectively. The t-test result with p-value of 0.005 indicates that there is statistically significant difference between the two groups of respondents towards the item. The t-value (2.95) which is greater than the t-critical value (1.96) proves that the two groups of respondents significantly differ in their agreement on the item. This shows that teachers have low level of agreement that the principal follow the criteria in working teacher's performance evaluation significantly differ than high level of agreement of the school leaders.

Regarding table 6 items 5, teachers and school leaders were asked to rate the extent to which the principal perform teacher performance evaluation periodically and satisfies teachers by the performance evaluation systems. The mean scores of the teacher and school leaders' respondents were 3.47 and 3.35 respectively. The t- test result with p-value of $0.65 > 0.12$ indicates that there is no statistically significant difference between the two groups of respondents. The t-value (0.12) which is less than the t-critical value (1.96) proves that the two groups of respondents have no significantly difference in their agreement on the item. This shows that teachers and school leaders have agreement on there were no significance difference on principal perform teacher performance evaluation periodically and satisfies teachers by the performance evaluation systems. Regarding this one of the official at the zone describes his idea as follow,

Principals do not follow the criteria for teacher performance evaluation, as a result teachers always have complains and dissatisfactions and they do not spend much of their time on tasks that improve student's achievement,

(Interview #3, May 10, 2010)

There for, from this it is advisable for school leaders, set clear and convenient performance standards or criteria, make good discussion at the starting of academic year with all concerning body, after all these school principal follow this criteria and perform performance evaluation tasks.

Table 7: practice of delegation of authority and responsibility

<i>Roll No</i>	<i>Items</i>	<i>Participants</i>	<i>Number</i>	<i>Mean</i>	<i>SD</i>	<i>t-Value</i>	<i>P-value</i>
1	The extent to which principal has the capacity to identify tasks to be delegated.	Teachers	142	3.0559	1.20898	3.211	.001*
		School leaders	20	3.2500	.78640		
2	The extent to which principal has the ability in controlling authority and responsibility of delegation.	Teachers	142	3.5455	1.00511	-.232	.817
		School leaders	20	3.6000	.82078		
3	The extent to which school leaders have problems of delegating to tasks.	Teachers	142	3.4965	1.03376	2.912	.004*
		School leaders	20	3.3000	1.17429		
4	The extent to which school leaders ready to give chance of delegation of authority and responsibilities to the staff.	Teachers	142	3.4685	1.06019	.075	.941
		School leaders	20	3.4500	.88704		
5	The extent to which schools leaders communicate with delegated persons about the implementation of works.	Teachers	142	3.4056	1.08924	3.430	.001*
		School leaders	20	3.2000	.83351		

Significant at α 0.05 level.

In table 7 item 1 above, teachers and school leaders were asked to rate whether principal has the capacity to identify tasks to be delegated. The mean scores of the teachers and school leader respondents were 3.05 and 3.25 respectively. The t-test result with p-value of 0.001 indicates that there is statistically significant difference between the two groups of respondents towards the item. The t-value (3.21) which is greater than the t-critical value (1.96) proves that the two groups of respondents significantly to differ in their agreement on the item. This shows that teachers have low level of agreement that the principal has the capacity to identify tasks to be

delegated significantly differ than high level of agreement of the school leaders that support with weak effect sizes or relationships.

One of the Zonal education officials said the following,

In the paper, principal delegate different tasks with the help of different criteria and principles, but subordinates does not perform properly and there were not also strong guide line to control the delegated bodies, and there were not set proper appreciations mechanisms for whom perform properly a given tasks though delegations. A principal also does not have proper and strong authority to make delegated subordinates accountable. Due to these and other reasons tasks were not implemented properly. Hence the overall the organizations achievement registered poorly.

(Interview # 1, May11, 2010).

With regard to item 2 in table 7, the mean scores of teachers and school leaders were 3.54 and 3.60, the t-test results with p-value of $0.81 > 0.23$ indicates that there is no statistically significant difference between the responses of the two groups of respondents. The calculated t-value (0.05) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. That is both groups agree that there are no significant difference in principal ability of controlling authority and responsibility of delegation of tasks. This shows that, principals have the ability in controlling authority and responsibility of delegation of tasks level of agreements was weak effect size.

Table 7 item 3 shows that, teachers and school leaders were asked to give their agreement or disagreement regarding the extent to which school leaders' have problems in delegating of tasks. The mean scores of the teacher respondents and school leaders' respondents were 3.49 and 3.30 respectively. The t-test result with p-value of 0.004 shows that there is statistically significant real difference between the responses of the two groups of respondents towards the item. The calculated t-value (2.92) which is greater than the t-critical value (1.96) also proves that the two groups of respondents significantly differ in their agreement on the item. This indicates that teachers have higher level of agreement different way and school leaders have moderate level of agreement to the item. Therefore, school leaders have problems of delegating of tasks for teachers effectively.

With regard to item 4 in table 7, the mean scores of teachers and school leaders were 3.46 and 3.45, the t-test result with p-value of $0.94 > 0.07$, indicates that there is no statistically significant difference between the responses of the two groups of respondents. The calculated t-value (0.07) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. That is both groups agree that there are no significant difference on which school leaders ready to give chance of delegation of authority and responsibilities to the staff.

Table 7 item 5 shows that, teachers and school leaders were asked to give their agreement or disagreement regarding the extent to which school leaders' have problems of delegating to tasks. The mean scores of the teacher and school leaders' were 3.40 and 3.20 respectively. The t-test result with p-value of 0.001 shows that there is statistically significant real difference between the responses of the two groups of respondents towards the item. The calculated t-value (3.43) which is greater than the t-critical value (1.96) also proves that the two groups significantly differ in their agreement on the item. This indicates that teachers have higher level of agreement different way and school leaders have moderate level of agreement to the item. Therefore, school leaders have a problem of communication with delegated persons about the implementation of tasks. Eneanya (1999) supports the above findings and he indicated that principals delegate to their staff on the basis of staff qualification, poor communication between principals and staff, fear of loss of power by principals, lack of detailed instruction in specific duties delegated and incompetence on the part of staff.

Table 8 a, Main functions of principals:

<i>Function</i>	<i>Items</i>	<i>Participa nts</i>	<i>Num ber</i>	<i>Mean</i>	<i>SD</i>	<i>t-Value</i>	<i>P- value</i>
Planning and policy making	The principal is effectively practices in preparing school based plan for teaching and learning process to the achievement of expected goals.	Teachers	142	3.3566	1.14083	3.254	.001*
		School leaders	20	2.5000	.76089		
	The principal is capable of making the school's plan and objective clear to teachers and students.	Teachers	142	3.1399	1.10442	-.430	.667
		School leaders	20	3.2500	.78640		
	The principal works with the school community to implement planned works.	Teachers	142	3.3147	1.12224	-.133	.894
		School leaders	20	3.3500	1.03999		
	The principal is capable of encouraging the staff towards the achievement of goals according to the plan.	Teachers	142	3.3566	1.08385	.223	.824
		School leaders	20	3.3000	.92338		
Instructional development	The principal develops a mechanism by which competent teachers share their experience of teaching with their colleague.	Teachers	142	3.6014	1.00098	3.352	.001*
		School leaders	20	2.8000	1.00525		
	The principal helps to provide instant training at the school level by preparing academic seminars, workshops, etc.	Teachers	142	3.4196	1.00290	.514	.608
		School leaders	20	3.3000	.73270		
	Principal involve parent-teacher's associations in an instructional development.	Teachers	142	3.5175	1.01989	1.714	.088
		School leaders	20	3.1000	1.02084		
	The principal reads different current educational publications and encourage teachers to do so.	Teachers	142	3.1608	1.17276	1.316	.190
		School leaders	20	2.8000	.95145		

Significant at α 0.05 level.

Table 8 a, item 1 shows that, teachers and school leaders were asked to give their agreement or disagreements regarding the principals are effectively practices in preparing school based plan for teaching and learning process to the achievement of expected goals. The mean scores of the teacher and school leaders' respondents were 3.35 and 2.50 respectively. The t-test result with p-value of 0.001 shows that there is statistically significant real difference between the responses to the two groups of respondents towards the item. The calculated t-value (3.25) which is greater than the t-

critical value (1.96) also proves that the two groups of respondents significantly differ with their agreement on the item. This indicates that teachers have higher level of agreement different way and school leaders have moderate level of agreement to the item. There for principals are less effective in preparing school based plan for teaching and learning process of the achievement of expected goals, teachers to do so with weak effect sizes.

With regard to item 2 in Table 8 a, the mean scores of teachers and school leaders were 3.46 and 3.45, the t-test result with p-value of $0.66 > 0.43$. This indicates that there is no statistically significant difference between the responses to the two groups of respondents. The calculated t-value (0.66) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ with their agreement on the item. That is both groups agree that there is no significant difference on which the principal is capable of making the school's plan and objective clear to the teachers and students.

With regard to item 3 in table 8 a above, the mean scores of teachers and school leaders were 3.31 and 3.25, the t-test result with p-value of $0.89 > 0.13$. This indicates that there is no statistically significant difference between the responses to the two groups of respondents. The calculated t-value (0.89) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. That is both groups agree that there are no significant difference on which the principal works with the school community to implement planned works.

In regard to this response from Wereda education officials said that,

Currently, it is very difficult for principals to increase students and parents engagement in schools and to make the school successful. Because students interest in education is very low and create many disciplinary problems with themselves and teachers. Besides, parents also have low engagement on school activities like helping their children to improve learning.

(Interview # 2, May10, 2010).

Regarding item 4 in Table 8 a, the principal is capable of encouraging the staff towards the achievement of goals according to the plan. The mean scores of the teacher and

school leaders were 3.35 and 3.30 respectively. The p-value of $0.82 > 0.22$ shows that there is no statistically significant difference between the two groups of respondents towards the item.

Similarly, the t-value (0.22) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. Therefore, the school leaders are well aware of encouraging the staff towards the achievement of goals according to the plan with weak effect sizes agreement of the teachers and school leaders.

Table 8 a item 5 above, revealed that teachers and school leaders were asked to rate principal develops a mechanism by which competent teachers share their experience of teaching with their colleague. The mean scores of the teacher and school leaders were 3.60 and 2.80 respectively. The t-test result with p-value of 0.001 indicates that there was statistically significant difference between the two groups of respondents towards the item. The t-value (3.35) which is greater than the t-critical value (1.96) proves that the two groups of respondents significantly differ in their agreement on the item. This shows that principal develops a mechanism by which competent teachers share their experience of teaching with their colleague support with moderate effect size.

Regarding item 6 in Table 8 a, the principals help to provide instant training at the school level by preparing academic seminars, workshops etc. This item was rated by each group of the respondents and mean scores of the teacher and school leaders were 3.41 and 3.30 respectively. The p-value 0.60 shows that there is no statistically significant difference between the two groups of respondents towards the item. Similarly, the t-value (0.51) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. This, therefore, shows principal helps to provide instant training at the school level by preparing academic seminars, workshops, etc with weak effect sizes agreement on the teachers and school leaders.

Regarding item 7 in Table 8 a, the Principals involve parent-teacher's associations in an instructional development rated by each group of the respondents. The mean scores of the teachers and school leaders were 3.51 and 3.10 respectively. The p-value $0.08 > 0.05$

shows that there is no statistically significant difference between the two groups of respondents towards the item. Similarly, the t-value (1.71) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. This, therefore, shows principal involves parent-teacher's associations in an instructional development with weak effect sizes agreement of the teachers and school leaders.

Concerning item 8 in table 8 a, the principal reads different current educational publications and encourage teachers to do so rated by each group of the respondents. The mean scores of the teacher and school leaders were 3.16 and 2.80 respectively. The p-value $0.19 > 0.05$ shows that there is no statistically significant difference between the two groups of respondents towards the item. Similarly, the t-value (1.31) which is less than the t- critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. This, therefore, shows principal reads different current educational publications and encourages agreement of the teachers and school leaders. From this, school leaders can get to lead school properly and teachers also search current information for themselves and their students. This therefore, school community gives attention for current educational publications.

Table 8 b, Main functions of principals:

<i>Func-tions</i>	<i>Items</i>	<i>Participants</i>		<i>Number</i>	<i>Man</i>	<i>SD</i>	<i>t-Value</i>	<i>P-value</i>
Staff development	The principal facilitate resource persons to build skill gap among teachers.	Teachers		142	3.5315	1.05353	2.928	.005*
		School leaders		20	3.3000	.97872		
	The principal works together with resource persons.	Teachers		142	3.4056	1.12110	2.908	.005*
		School leaders		20	2.9000	1.02084		
The principal provide resources that are use for staff development programs.	Teachers		142	3.3077	1.24601	.698	.486	
	School leaders		20	3.1000	1.25237			
Supervision	The principal is prepares schedule for formal class room supervision and practices as a main role.	Teachers		142	3.2098	1.17397	2.932	.005*
		School leaders		20	2.9500	.82558		
	The principal gives feedback after class room supervision timely.	Teachers		142	3.1608	1.17276	1.316	.190
		School leaders		20	2.8000	.95145		
	The principal is facilitates situations to takes place enter-departmental supervision.	Teachers		142	3.5315	1.05353	.928	.355
		School leaders		20	3.3000	.97872		
	The principal is built self confidential staff in supervision work.	Teachers		142	3.4056	1.12110	3.108	.001*
		School leaders		20	2.9000	1.02084		

Significant at α 0.05 level.

Table 8 b item 1 above revealed that teachers and school leaders were asked to rate regarding the principal facilitate resource persons to build skill gap among teachers. The mean scores of the teacher and school leaders were 3.53 and 3.30 respectively. The t-test result with p-value of 0.005 indicates that there is statistically significant difference between the two groups of respondents towards the item. The t-value (2.92) which is greater than the t-critical value (1.96) proves that the two groups of respondents significantly differ in their agreement on the item. This shows that principal facilitate resource persons to build skill gap among teachers support with moderate effect size.

Table 8 b item 2 above revealed that teachers and school leaders were asked to rate regarding the principal works together with resource persons. The mean scores of the teacher and school leaders were 3.40 and 2.90 respectively. The t-test result with p-value of 0.005 indicates that there is statistically significant difference between the two

groups of respondents towards the item. The t-value (2.90) which is greater than the t-critical value (1.96) proves that the two groups of respondents significantly differ in their agreement on the item. This shows that principals work together with resource persons with moderate effect size.

One of Wereda education officials said on the item,

Wereda and Zonal education officials should give frequent support from different people or organizations and they should perform to fulfill infrastructure, technology and qualified teachers in the fields of information communication technology; give training for local community; set rules and local policies; set qualified implementer for the distribution of resource like text book and other school inputs.

(Interview # 6, May12, 2010)

Regarding item 3 in Table 8 a, principal provision of resources that are used for staff development programs is rated by each group of the respondents. The mean scores of the teacher and student respondents were 3.30 and 3.10 respectively. The p-value $0.48 > 0.05$ shows that there is no statistically significant difference between the two groups of respondents towards the item. Similarly, the t-value (0.69) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. This, therefore, shows school leaders provide resources that are used for staff development programs with weak effect sizes agreement of the teachers and school leaders.

The Table 8 b item 4 above revealed that the principal is prepares schedule for formal class room supervision and practices as a main role. The mean scores of the teacher and school leaders' respondents were 3.20 and 2.95 respectively. The t-test result with p-value of 0.005 indicates that there is statistically significant difference between the two groups of respondents towards the item. The t-value (2.93) which is greater than the t-critical value (1.96) proves that the two groups of respondents significantly differ in their agreement on the item. This shows that principals prepares schedule for formal class room supervision and practices as a main role teachers' support with moderate effect size.

In related to this from the generalized open ended questions and the interview of the Zonal education officials said that,

*The frequencies of school leader that make instructional supervision were from one to three times per a semester. These tasks were only class room observation, but there must be instructional supervision support at least once times in month.
(Interview # 4, May10, 2010).*

Concerning item 5 in table 8 b, the principal gives feedback timely after class room supervision rated by each group of the respondents. The mean scores of the teacher and school leaders' respondents were 3.16 and 2.80 respectively. The p-value $0.19 > 0.05$ shows that there is no statistically significant difference between the two groups of respondents towards the item. Similarly, the t-value (1.31) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. This, therefore, shows principal gives feedback timely after class room supervision with weak effect sizes agreement of the teachers and school leaders.

Regarding item 6 in Table 8 b, the principal is facilitations of situations to takes place enter-departmental supervision rated by each group of the respondents. The mean scores of the teacher and school leaders were 3.53 and 3.30 respectively. The p-value $0.35 > 0.05$ shows that there is no statistically significant difference between the two groups of respondents towards the item. Similarly, the t-value (0.92) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. This, therefore, shows principals facilitate situations to takes place enter-departmental supervision with weak effect sizes agreement of the teachers and school leaders.

Table 8 b item 7 above revealed that the principal is built self confidential staff in supervision work. The mean scores of the teacher and school leaders were 3.40 and 2.90 respectively. The t-test result with p-value of 0.001 indicates that there is statistically significant difference between the two groups of respondents towards the item. The t-value (3.10) which is greater than the t-critical value (1.96) proves that the two groups of respondents significantly differ in their agreement on the item.

This shows that principal is built self confidential staff in supervision work with moderate effect size. Therefore unless and otherwise if the staff do not built self confident practice of leadership, the teaching and learning process becomes questionable, teachers lack trust on the issue of the school.

One of the Zone education officials said,

This is likely to require a paradigm shift in many schools, prompted by firm but supportive leadership. One way for principals to encourage acceptance of observation is to invite educators to observe their own teaching, a form of reflective practice, and to provide feedback. Some principals may lack the confidence to do this, but it does provide the potential to 'model' good classroom practice.

(Interview # 5, May11, 2010)

Table 8 c, Main functions of principals:

<i>Function</i>	<i>Items</i>	<i>Participants</i>	<i>Number</i>	<i>Mean</i>	<i>SD</i>	<i>t-Value</i>	<i>P-value</i>
Action research work	Principal identify school problems to be studied for school improvement program.	Teachers	142	3.3077	1.24601	3.233	.001*
		School leaders	20	3.1000	1.25237		
	Principal motivate teachers to identify action research title to solve particular problem for school improvement.	Teachers	142	3.2098	1.17397	3.211	.001*
		School leaders	20	2.9500	.82558		
	Principal facilitate seminars in related to research findings of curriculum development.	Teachers	142	3.1888	1.15033	3.221	.001*
		School leaders	20	3.2500	1.06992		
Educational evaluation	Principal capable in setting a checking mechanism that to achieve students result.	Teachers	142	3.3706	1.18487	3.243	.001*
		School leaders	20	3.2000	1.00525		
	Principal use assessment criteria for teaching result to measure student's abilities.	Teachers	142	3.3147	1.15928	-.490	.625
		School leaders	20	3.4500	1.14593		
	The principal uses a checking mechanism for laboratories and other instructional activities.	Teachers	142	3.4266	1.08439	.897	.371
		School leaders	20	3.2000	.83351		

Significant at α 0.05 level.

Table 8 c item 1 above revealed that the principals identify school problems to be studied under school improvement program. The mean scores of the teacher and school leaders were 3.30 and 3.10 respectively. The t-test result with p-value of 0.001 indicates that there is statistically significant difference between the two groups of respondents towards the item. The t-value (3.23) which is greater than the t-critical value (1.96) proves that the two groups of respondents significantly differ in their agreement on the item. This shows that principal identify school problems to be studied for school improvement program with low effect size.

Concerning item 2 of table 8 c revealed that the principal motivate teachers to identify action research title to solve particular problem for school improvement. The mean scores of the teacher and school leaders were 3.20 and 2.95 respectively. The t-test result with p-value of 0.001 indicates that there is statistically significant difference between the two groups of respondents towards the item. The t-value (3.23) which is greater than the t-critical value (1.96) proves that the two groups of respondents significantly differ in their agreement on the item. This shows that principal motivate teachers to identify action research topic to solve particular problem for school improvement with medium effect size.

Regarding table 8 c item 3 above revealed that the principal facilitate seminars in related to research findings of curriculum development. The mean scores of the teacher and school leaders were 3.18 and 3.25 respectively. The t-test result with p-value of 0.001 indicates that there is statistically significant difference between the two groups of respondents towards the item. The t-value (3.21) which is greater than the t-critical value (1.96) proves that the two groups of respondents significantly differ in their agreement on the item. This shows that the principal facilitate seminars in related to research findings of curriculum development with low effect size.

Table 8 c item 4 above revealed that the principal capable in setting a checking mechanism that to achieve students result. The mean scores of the teacher and school leaders respondents were 3.37 and 3.20 respectively. The t-test result with p-value of 0.001 indicates that there is statistically significant difference between the two groups of respondents towards the item. The t-value (3.24) which is greater than the t-critical value (1.96) proves that the two groups of respondents significantly differ in their agreement on the item. This shows that the principal capable in setting a checking mechanism that to achieve students result with moderate effect size.

Concerning item 5 in Table 8 c, principal uses assessment criteria for teaching result to measure student's abilities. The mean scores of the teacher and school leaders were 3.31 and 3.45 respectively. The p-value $0.62 > 0.05$ shows that there is no statistically

significant difference between the two groups of respondents towards the item. Similarly, the t-value (0.49) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. This, therefore, shows principal use assessment criteria for teaching result to measure student's abilities with low effect sizes agreement of the teachers and school leaders.

Concerning item 6 in Table 8 c, the principal uses a checking mechanism for laboratories and other instructional activities. The mean scores of the teacher and school leaders respondents were 3.42 and 3.20 respectively. The p-value $0.37 > 0.05$ shows that there is no statistically significant difference between the two groups of respondents towards the item. Similarly, the t-value (0.89) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. This, therefore, shows the principal uses a checking mechanism for laboratories and other instructional activities with low effect sizes agreement of the teachers and school leaders.

Table 9 a, problems of school leadership:

<i>Problems</i>	<i>Items</i>	<i>Participants</i>	<i>Number</i>	<i>Mean</i>	<i>SD</i>	<i>t-Value</i>	<i>P-value</i>
Lack of vision	The principal do not providing a vision for inspiration of the work .	Teachers	142	3.6713	1.02625	.503	.616
		School leaders	20	3.5500	.88704		
	The principal do not set a vision that achieved goals in school.	Teachers	142	3.5385	1.05996	-.644	.520
		School leaders	20	3.7000	.97872		
Managing staff relationship	Principal does not facilitating effective social relationship between staff members.	Teachers	142	3.5804	1.10321	.686	.494
		School leaders	20	3.4000	1.09545		
	Principal does not valued others for the development of genuine Relationships.	Teachers	142	3.6573	.89682	-.661	.509
		School leaders	20	3.8000	.95145		
Dealing with poor performance	The principal do not provide information for stake holder about poor achievement of results.	Teachers	142	3.5874	.92940	.290	.432
		School leaders	20	3.0500	1.31689		
	The principal do not capable in preparing plan to overcome poor performance.	Teachers	142	3.5524	1.21423	-.682	.496
		School leaders	20	3.7500	1.20852		
Lack of support from top authority	The principal do not have proper and timely support from top authorities.	Teachers	142	3.6257	.89682	.223	.412
		School leaders	20	3.8100	.95145		
	The principal do not have barrier during support form top authorities.	Teachers	142	3.5874	.9294	3.35	.001
		School leaders	20	3.0500	1.3168		

Significant at α 0.05 level.

Concerning item 1 in table 9 a, the principal do not providing a vision for inspiration of the work . The mean scores of the teacher and school leaders respondents were 3.67 and 3.55 respectively. The p-value $0.61 > 0.05$ shows that there is no statistically significant difference between the two groups of respondents towards the item. Similarly, the t-value (0.50) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. This, therefore, shows the principal do not providing a vision for inspiration of the work with less serious effect sizes agreement of the teachers and school leaders.

Regarding item 2 in table 9 a, the principal do not set a vision that achieved goals in school. The mean scores of the teacher and school leaders respondents were 3.53 and 3.70 respectively. The p-value $0.52 > 0.05$ shows that there is no statistically significant difference between the two groups of respondents towards the item. Similarly, the t-value (0.64) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. This, therefore, the principal do not set a vision that achieved goals in school with less serious effect sizes agreement of the teachers and school leaders.

Regarding item 3 in Table 9 a, the principal does not facilitating effective social relationship between staff members. The mean scores of the teacher and school leaders respondents were 3.58 and 3.40 respectively. The p-value $0.49 > 0.05$ shows that there is no statistically significant difference between the two groups of respondents towards the item. Similarly, the t-value (0.68) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. This, therefore, the principal do not facilitating effective social relationship between staff members with less serious effect sizes agreement of the teachers and school leaders.

Regarding item 4 in table 7 a, principal does not value others for the development of genuine relationships. The mean scores of the teacher and school leaders respondents were 3.65 and 3.80 respectively. The p-value $0.50 > 0.05$ shows that there is no statistically significant difference between the two groups of respondents towards the item. Similarly, the t-value (0.66) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. This, therefore, principal does not value others for the development of genuine relationships with less serious effect sizes agreement of the teachers and school leaders. That is both groups agree that there are no significant difference on principals development of genuine relationships for each of school leaders.

Concerning item 5 in table 9 a, the principal do not provide information for stake holder about poor achievement of results. The mean scores of the teacher and school leaders respondents were 3.58 and 3.05 respectively. The p-value $0.43 > 0.05$ shows that there is

no statistically significant difference between the two groups of respondents towards the item. Similarly, the t-value (0.29) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. This, therefore, principal do not provide information for stake holder about poor achievement of results with less serious effect sizes agreement of the teachers and school leaders. That is both groups agree that there are no significant difference on do not provide information for stake holder about poor achievement of results for each of groups.

Regarding item 6 in table 9 a, the principal do not have capability in preparing plan to overcome poor performance. The mean scores of the teacher and school leaders respondents were 3.55 and 3.75 respectively. The p-value $0.49 > 0.05$ shows that there is no statistically significant difference between the two groups of respondents towards the item. Similarly, the t-value (0.68) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. This, therefore, the principal do not have capability in preparing plan to overcome poor performance with weak effect sizes agreement of the teachers and school leaders. That is both groups agree that there are no significant difference on do not provide information for stake holder about poor achievement of results capable in preparing plan to overcome poor performance.

Regarding item 7 in table 9 a, the principal do not have proper and timely support from top authorities. The mean scores of the teacher and school leaders respondents were 3.65 and 3.80 respectively. The p-value $0.82 > 0.05$ shows that there is no statistically significant difference between the two groups of respondents towards the item. Similarly, the t-value (0.22) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. This, therefore, the principals do not have proper and timely support from top authorities with less serious effect sizes agreement of the teachers and school leaders. That is both groups agree that there is no significant difference on principal do not have proper and timely support from top authorities.

Regarding item 8 in table 9 a, the principal do not have barrier during support form top authorities. The mean scores of the teacher and school leaders respondents were 3.58 and 3.05 respectively. The t-test result with p-value of 0.001 indicates that there is statistically significant difference between the two groups of respondents towards the item. The t-value (3.35) which is greater than the t-critical value (1.96) proves that the two groups of respondents significantly differ in their agreement on the item the principal do not have barrier during support form top authorities with serious effect size.

Table 9 b, problems of school leadership

<i>Problems</i>	<i>Items</i>	<i>Participa nts</i>	<i>Num ber</i>	<i>Mean</i>	<i>SD</i>	<i>t-Value</i>	<i>P- value</i>
Lack of sufficient time	The extent to which principal do not spent his/her time in routine activity.	Teachers	142	3.5315	1.11206	-.715	.475
		School leaders	20	3.7000	0.97872		
Decision making	The principal do not have ability to set schedule for instructional support and do not have skill how to manage staff meetings.	Teachers	142	3.5734	1.01044	-1.235	.219
		School leaders	20	3.5500	1.19097		
	The extent to which principal not facilitate the involvement of teachers participation in school decision.	Teachers	142	3.4615	1.14921	-.160	.873
		School leaders	20	3.6500	0.67082		
	The extent to which principal do not have mechanisms to announce school decisions for school communities.	Teachers	142	3.4056	1.12110	2.908	.005*
		School leaders	20	2.9000	1.02084		

Significant at α 0.05 level.

With regard to item 1 in table 9 b above, the extent to which principal do not spent his/her time in routine activity. The mean scores of teachers and school leaders were 3.53 and 3.70. The t-test result with p-value of $0.47 > 0.05$. Indicates that there is no statistically significant difference between the responses of the two groups of respondents. The calculated t-value (0.71) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. That are both groups agree on the extent to which principal do not spent his/her time in routine activity. Thus school leaders have less serious problem in focusing their time in routine activity.

With regard to item 2 in table 9 b, the principal do not have ability to set schedule for instructional support and do not have skill how to manage staff meetings. The mean scores of teachers and school leaders were 3.57 and 3.55. The t-test result with p-value of $0.21 > 0.05$. Indicates that there is no statistically significant difference between the responses of the two groups of respondents. The calculated t-value (1.23) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. Thus both groups agree that there are no significant difference on the principal do not have ability to set schedule for instructional support and do not have skill how to manage staff meetings. Thus school leaders have very serious problems on the ability to set schedule for instructional support and do not have skill how to manage staff meetings.

Concerning item 3 in table 9 b, the extent to which principal not facilitate the involvement of teacher's participation in school decision. The mean scores of teachers and school leaders were 3.46 and 3.65. The t-test result with p-value of $0.87 > 0.05$. Indicates that there is no statistically significant difference between the responses of the two groups of respondents. The calculated t-value (0.16) which is less than the t-critical value (1.96) proves that the two groups of respondents do not significantly differ in their agreement on the item. Thus both groups agree no significant difference on the extent to which principal not facilitates the involvement of teacher's participation in school decision. Thus school leaders have very serious problems on the ability to principal not facilitate the involvement of teachers participation in school decision.

Table 9 b item 4, revealed that the extent to which principal do not have mechanisms to announce school decisions for school communities. The mean scores of the teacher and school leaders respondents were 3.40 and 2.90 respectively. The t-test result with p-value of 0.005 indicates that there is statistically significant difference between the two groups of respondents towards the item. The t-value (2.90) which is greater than the t-critical value (1.96) proves that the two groups of respondents significantly differ in their agreement on the item. This shows that the principal do not have mechanisms to announce school decisions for school communities with moderate effect size.

Furthermore, from the interview of Zonal and Wereda education officials, it was found

that school leaders were not provides proper support during learning and teaching processes at school organization. The reason they mentioned for this was lack of capacity or knowledge and skills of how to draw proper school vision for inspiration work at school organization. This is because school leaders were not qualified by educational planning and administration and they lack interest and motivations to lead their school. Therefore, as indicated in the analysis and from the data gained through interview, one can conclude that the capacity of school leaders in preparing school vision for the work of inspiration at a given organization were not almost implemented adequately.

4.4. Problems school leaders Encountered in practicing their Leadership functions

From the open ended questions and interview the participant responses generalized as follows:

Principals encountered many problems in practicing their leadership functions and these problems can be classified as problems related to principals themselves, school community, school organization and facilities and education system.

a. Problems Related to Principals

School leaders encountered different problem in related to them such as lack of time, lack of different leadership skills and competencies. In related to this most respondents in the open ended questions and from the interview described that principals encountered problems like lack of focus on the instructional process, spending much of their time by meetings i.e. problems of managing time, lack of commitment, lack of skills such as communication and dealing with poor performance, lack of managerial and leadership skills and lack of decision making skills. Because of these problems, principals are unable to play their role in a way to make the school successful.

Because the principal's functions is changing from that of building manager or administrator to instructional leader, the principal requires ongoing, substantive staff development and support to refine, extend, and evaluate his supervisory skills (Smith & Andrews, 1989, p. 40).

To support the above descriptions, MoE (1994) describes the principal role is very important to accomplish expected tasks as shown below:

- tracking the administrative requirements: follow up the general day to day of the school system (instructional process);
- searching for fund for implementation of the intended programs by making good communications with stake holders;
- serving as link between schools, parents, communities and educational personals for insuring resources and making students behavior being normal;

Enforcing professional discipline, facilitate the promotion, up grading and career opportunities for teachers, etc. from these concepts one can conclude that, school leader should try to accommodate success and failure to make a successful school.

Besides, one of the Zone education officials for instance describes the problem of the principals as follows:

Principals lack the necessary managerial skills to lead the schools and improve the student achievement. For instance, principals do not use effectively their time and they do not communicate with school community about school functions. Besides this, principals do not have enough technical skills to lead teaching and learning process, and there are no clear performance evaluation criteria as a result the overall organization achievement becomes failed.

(Interview # 7, May10, 2010).

This shows that principals lack different skills to perform school functions like planning and policy making, instructional development, supervision and staff development.

b. Problems Related to school community

Principals also encountered problems related to school community such as teachers, students and parents. The responses from open ended questions indicated that low teacher competency and commitment, low interest of 'students' for their learning and disciplinary problems, and low parents engagement in school activities were problems that hinder principals to perform their functions efficiently.

In addition the interview with Zone education officials all participants describe the problems related to students and parents rose from year to year and remarked that:

Currently, it is very difficult for principals to increase students and parents engagement in schools and to make the school successful. Because students interest towards their education is very low and create many disciplinary problems with themselves and teachers. Besides, parents also have low engagement in school activities like helping their children to improve students' learning.

(Interview # 8, May10, 2010).

Therefore, because of the problems that arise from school community and principals were not able to play their role as expected, finally one can conclude that many disciplinary problems occur and creates tension on school leaders.

c. Problems Related School Organization and facility

Principals also encountered problems related to school organization and resource. Specially, lack of different resources, like absence of competent teachers, fund, and teaching and learning materials. As most participants indicated in the open ended questions: high teacher turnover and transfer rate, lack of financial support from government and community were the problems that make inefficient principal to play their different role.

Concerning to problems related school organization and facility, the zone expert describe the problem as follows,

School principals challenged by lack of facility and some schools even unable to have enough paper for the teaching and learning. In addition, schools that are found in remote Weredas encountered shortage of teachers due to teachers' turnover. Another problems of principals who works at Weredas faces different problems such as lack of telephone, internet, clean water, house for rent, hydropower e.t.c.

(Interview # 9, May11, 2010).

Therefore, these problems related to lack of facilities that hinder principals' functions focusing on facility management role and this has great impact on quality of education and different school based problems.

To support the above issue, the way principals set strategic plans to maximize the use of facilities for quality of education and school effectiveness determines the role of principals in resource management because schools usually view as organizational learning model that focuses on improvement and adaptation to a changing circumstance.

d. Problems Related Education System

Some problems are directly related to education system overall. For instance, principals have different responsibilities and among these political roles are one and take more time and engagement. In addition, even though the principal position is full of hardship and demand high commitment, absence of incentive for the position discouraging for principals.

Another most important issue in facilitate school functions by its nature of organization were, delegation of authority and responsibilities beside this, one of the Zone education officials described that:

In the paper, principal delegate different tasks with the help of different criteria and principles, but subordinates do not perform properly and there were not also strong guide line to control the delegated bodies, and there were not set proper appreciations mechanisms for whom perform properly a given tasks though delegations. A principal also do not have proper and strong authority to ask delegated subordinates. Due to these and other reasons tasks were not implemented properly. Hence the overall the organizations achievement registered poorly.

(Interview # 10, May11, 2010).

Thus these systemic problems are continuing year to year large numbers of young generations pass without grasping or having expected knowledge finally failure of system registered due to commutative problems.

During interview from Wereda education officials' alternative strategies could be used to overcome the problems described as follows:

Wereda and Zonal education officials should give frequent support and facilitate by infrastructure, technology; fulfill qualified teachers like information communication technology; give training for local community; set rules and local policies; set qualified implementer for the distribution of resource like text book and other school inputs. (Interview # 11, May 12, 2010)

Therefore, to make the principals play their role effectively, appropriate incentive for their position should be designed and these also have impact on attracting best teachers to principal ship and retain principals in their position. In addition, effective professional development packages which focus on the day to day function of principals should be designed and implemented. On top of these, Weredas and Zone education officials should involve with their maximum effort to solve the facility problem of schools.

As a result, when school leader have got the above support their performance on the school and their participation on national affairs becomes grate; student result and satisfaction of school community became better.

From interview to the Zonal Education officials they judge the effectiveness of school leaders were describe as follows:

This is likely to require a paradigm shift in many schools, prompted by firm but supportive leadership. One way for principals to encourage acceptance of observation is to invite educators to observe their own teaching, a form of reflective practice, and to provide feedback. Some principals may lack the confidence to do this, but it does provide the potential to 'model' good classroom practice.

(Interview # 12, May11, 2010).

It is clear from the participants' responses that there are difficulties in understanding education policy, mainly because school leaders perceive their roles differently, which detracts from their main responsibility promoting the best interests of the school. This, combined with less than adequate capacity building, as required by the schools proceed, adds to the ineffective implementation of functions.

School leaders should set clear and attainable schedule for instructional work, concerning this Zonal education official describes:

The frequencies of that school leaders make instructional supervision were from one to three per a semester. These works were only class room observation, but there needs instructional supervision work at least monthly.

(Interview # 13, May10, 2010).

Therefore principals have strong interest to get proper and target full support from Wereda and Zone education officials, however, officials from the Zone or Wereda education departments may not have adequate skill and knowledge about school leadership and teaching learning activities. Officials' skill and knowledge should be capacitated in order to make effective support.

4. 3. Solutions for Problems Faced by school leaders.

From open ended questions the participants advocated the following different solutions were given and summarize as follows:

Solution given by principals, teachers and supervisors: for the major problems of school leader's face while leading in instructional process, capacity building is one of the major solutions, this is done by universities, researchers and NGOs, the principals themselves develop sense of ownership to change a given school; local community make a collaboration activity with nearby schools to enhance schools by resource, the community should participate in financing and participating in shaping students behavior.

Solution given by Wereda and Zone education officials: the participants suggest that, school leader performance were more or less good. But to become excellent on this way and minimized the problems observed at school leaders: follow a continues support based on checklist, prepare workshops based on a research, set a competition strategies, follow positive and negative punishment strategies, get frequent training to fill skill gap, give clear orientations on school plan for the school communities, set a strong guide line and principles that leads secondary schools leadership, set appreciation strategies, avoid or minimize good governance questions, give contentious trainings to fill their skill gap.

Generally the following solutions were given by different stake holders and scholars:

- Continuous long and short terms training should be given for school leaders;
- Center the functions of principal on instructional leadership;
- Get frequent support from local governments (Wereda and Zone) in making the community to engage in the school activities;
- Appropriate incentive for principal position;

- Provide appropriate budget to run school operations;
- Facilitate and advocate programs like parent and stake holder engagement;
- Facilitate programs like experience sharing with zones, regions and even national level; Presents different researches in related to principal's functions and related problems, community role and the like.

In general to support the above solutions by literature review, Fullan (2001, p. 142) found out the evidence of school improvements since 1990s. The school improvement involves principals who are (1) accommodative, (2) focus on student learning, (3) productive and (4) both pressure and support. Principals are expected to work together with parents, teachers and school stakeholders to stimulate action.

CHAPTER FIVE- SUMMARY OF THE MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS

On the basis of the analysis and interpretation of the data gathered through the instruments (questionnaires and interview), the following summaries of the major findings, conclusions, and recommendations have been made.

5.1. Summary of the Major Findings

Successful school leaders provide capacity for building as shared vision and facilitate this process, promote the acceptance of group goals, and set expectations for high performance within the school and find appropriate strategies for better teaching learning process. School leadership problems are major contributing factors that lead to incompetence of principals' performance. These negative impacts on schools bring ultimately influences on student achievement and success. Therefore, the main purpose of this study was to assess the leadership practices and problems in selected secondary school of North Shewa Zone. To address this purpose, the following basic research questions were raised:

1. What does the practices of teachers' performance evaluation look like in the secondary schools?
2. How effectively do secondary school principals use delegation to run the school activities?
3. To what extent do secondary school leaders practice instructional leadership roles at the school?
4. What major problems do school principals encounter while playing their leadership roles?

The study was based on the sample size of 192 respondents, who were involved in this research. Accordingly, 192 copies of questionnaires were prepared and 172 copies distributed for teachers, 12 copies distributed for principals and 8 were distributed for supervisors. From the distributed questionnaires, 162 were returned; the returned rates were 94.1 % from teachers and 20 (100 %) from school leaders. This study employed a combination of tools as data collection instruments. Questionnaires for teachers and school leaders and semi structured interviews with Wereda and Zone education officials. Methods of the research conducted using descriptive survey

approach. The data collected from the close ended questionnaire was analyzed and interpreted using descriptive statistical tools such as frequency, percentage and t- test. The t-test analysis was supported by the computer SPSS program version 20. The data gathered through interview were analyzed qualitatively using narration. Hence, the study came up with the following findings:

- With regard to the characteristics of the respondents, it has been found that there was no female participant in both leadership positions (Wereda and Zone education office). In regarding to school leaders (95%) were male respondents and only (5%) respondents were females. In the teaching position, still female participation seems minimal (14.1%) as compared to male (85.9%). In terms of qualification, (65%) of the school leaders were first degree holders only (35%) school leaders were second degree holders and 6 (75%) of the Zone education officials had second degree, and none of the Wereda education officials have second degree.
- With regard to work experience majority respondent's age range were between 22-31 which comprise (58.4%). The age ranges of 32-41 (33%) were relatively experienced teachers. Hence there were more number of novice teachers than experienced teachers and this may also create a challenge for leaders to spend more time in coaching these novice teachers.
- In related to training 132 (93%) school teachers do not took training in related to leader ship and only 10 (7.0%) of teachers had training related to leader ship. Furthermore, 4 (20%) of school leaders have not training related to leader ship and 16 (80%) of school leaders were took training in educational leadership.
- Besides the response on teachers and school leaders rate on principal works with the school community to implement planned works were with no statistically significant difference between the responses of the teachers and school leaders. Which were proves that the two groups of respondents do not show significantly differs in their agreement on the principal works with the school community to implement planned works.

- With regard to teachers and school leaders' respondents on school leaders' have problems in delegating of tasks were proves that the two groups of respondents significantly differ in their agreement on the school leaders' have problems in delegating of tasks.
- With regard to the principal set schedule for instructional support, teachers and school leaders agree on there were no significant difference on the principal do not have ability to set schedule for instructional support and do not have skill how to manage staff meetings. Thus school leaders have very serious problems on the ability to set schedule for instructional support and do not have skill how to manage staff meetings.
- The research revealed that the principal do not have mechanisms to announce school decisions for school communities with the respondent rate moderate effect size.
- Problems principals encountered in practicing their leadership functions are lack of time, lack of different leadership skills, low engagement of students and parents in schooling, lack of facilities, principals much engagement in out-school activities (political commitments), and absence of attractive incentives for principal position.
- The research revealed that school leaders are ineffective at some points because the leadership positions were not attractive and had no appropriate incentives. Due to this unqualified school leaders and turn over, school leadership shortage consistency and School leadership practices are weak and problems are exhibited under this study area.

5.2. Conclusion

The problems discussed above arise from different directions these are: from principals, community, organizational facility and education system. This indicates that stakeholders' involvement is crucial to make principals serve their functions in a way that to make school more successful.

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

the qualification, the present unqualified power of leadership exposed the practice of leadership to unsatisfactory. In light of this idea, school leaders spend their time and energy in non-schooling (e.g. Political activities) and these activities have no impact on school effectiveness and student learning.

School leaders are becomes more effective in their responsibilities and duties, if they are visionary and instructional leaders. However, the study indicated that less effectiveness, lack of skills in dealing poor performance, lack of skills in managing staff meeting so these leads waste of time and they lack awareness of instructional leadership are the major problems of school principals in sample schools.

Therefore, equipping principals with skills and knowledge is the best solution to avoid the problems.

Concerning the principals' functions of supervisions, the study revealed that school leaders were not spend most of their time in developing teachers and supporting instructional processes. The findings of this research also point out the need of parental support and engagement were not satisfactory as well as the instructional focus of the school leaders in achieving student gains over time were not show improvement. This research were largely confirms that stakeholders do not change this circumstance so school functions becomes a continuous leadership problems in North Showa Zone.

5.3. Recommendations

Depending on the findings drawn and conclusion of the research, the following recommendations are forwarded.

1. Principals should be aware of about the major functions such as improving student learning and making schools effective. Therefore, continuous training should be given by the universities to aware school leaders about their core functions. In addition, the evaluation and support of school leaders by Wereda and Zone education offices should focus on improving these functions.
2. Principals' functions should be redefined by Region, Zone and Wereda education officials on focusing the core mission of schools and excluding irrelevant functions.
3. Secondary schools should be lead by engaging relevant stakeholders and principals' to insure student learning, this is supported by clear criteria set from ministry of education.

4. The principal position is full of challenge and demands different skills like setting clear criteria for run school functions, communicating with various people, providing school with the necessary facility, and directing the community towards schooling. This demands highly competent professionals for the position and to achieve these incentive mechanisms should be designed (by Amhara region, and national) and implemented based on clear criterion which focuses on major functions of principal.
5. School leaders should be professional who modeling good behaviors because school community are normally looking for signals of best practices and they would like to follow each activities of their leaders the one who is creating a flexible environment.
6. Ministry of Education should enhance principals' leadership by providing enough resources for principal's professional development and in-service training of principals with more than five years teaching experience to allow them to go for professional training to renew their knowledge of their field. Such professional development programmes would enhance principals and teachers to their leadership practices at school.
7. In supervising and evaluating teachers the study recommend that the school leaders should visit or supervise teachers for professional development rather than evaluating them.
8. A school leader approach to curriculum development is often reflection of one's school leadership function. School leaders who engage the stakeholders in educational decisions are likely to practice the same shared delegation of authority and responsibility with curricular decisions and curricular leaders should communicate frequently and clearly to provide transparency on teachers performance evaluation criteria to their constituents. Effective school leaders should ensure that all of the stakeholders have a voice in decision making process.
9. School leaders should have the skill and capacity in producing school visions and plan. They are able to work closely with their staff in delegating authority and responsibility, creating school missions, goals, and applicable strategies that

serves to improve and bring efficiency in the instructional processes. The principals must be capable and prominent in the schools to bring common and shared values among the stakeholders through regular meeting, discussion, motivating and developing collaborative activities.

10. Principals increasingly are expected to provide opportunities for staff members, students, parents and community members participate in school decision making for the success of teaching learning and achievement of expected result.
11. The local and national government bodies for the problems encountered at schools these solutions are: providing long and short terms training for school leaders on their functions to minimize school based problems, supporting principals to participating school community in schooling, designing and implanting appropriate incentive packages for principals to attract and retain most committed principals.

References

- Adams .G. (2001). *Longman Dictionary of Contemporary English (3rd Edition)* Pearson Education Limited: *Edinburgh Gate Harlow England.*
- Aina, S. (2011). Rudiment of Educational Management. (2nd edition) *fountain training consult, Lagos-Nigeria.*
- Akubue, A.U. (2002). Delegation and Decentralization of Authority to enhance implementation and execution of Policies and Programmes of Primary Education in A. Ali, & B.A. Okeke(eds) *A Book of reading in Honour of Msgr. Prof. F.C. Okafor* (pp 86- 98) Onitsha Africana Fep Publishers.
- Ayallew Shibeshi.(2015).foundation of school leadership and Management. Unpublished course material, AAU.
- Ayalew Shibeshi (2000). "Theories of Educational Managements (EdAD611)," (Mimeographed), Addis Ababa University (unpublished)
- Balogun, A. M. (2010) Challenges of higher education in Nigeria: *A manager's perspective.*
- Bennis, W., & Nanus, B. (1989). *Leader: the strategies for taking charge.* New York: Harper & Row.
- Chapman C (2003). *Schools in Urban and Challenging Contexts.*
- Dessalegn Assefa, (2014). *Practices and problems of school leadership in secondary schools of Addis Ababa city administration.* Unpublished thesis of AAU department of educational planning and management.
- Drucker, P, F. (1999) *Management in the 21st Century.* New York: Harper Business.
- Dugion,p (2006).Educational leader ship . Key challenges and ethical tensions. Cambridge University press. New York DC *Ethiopia.* (ECDPM Discussion paper 57H). Maastricht: ECDM.
- Eneanya, T.U. (1999). Delegation of authority and administrative performance of secondary school principals in Anambra State. *Unpublished M.Ed. Project,* Department of Educational Foundation University of Nigeria, Nsukka.
- Ezeocha, P. A. (1985). *School Management and Supervision.* Owerri: New Africa Publishing Co. Ltd.
- Feinberg, M.R. (2000). *The New Psychology for Managing People.* New Jersey: Practice Hall.

- Fullan, M. (1991). *The New Meaning of Education Change*. New York: Teachers College Press.
- Fullan, M. G. (2001). *The New Meaning of Educational Change*. London: Teachers College, Columbia University, 138-142.
- Gebeyaw, B. (2017). *Practices and challenges of teachers' performance appraisal in Government general secondary schools of Kirkos sub city Unpublished MA thesis proposal* AAU, Ethiopia.
- Gemechis and Ayalew (2012). Department Heads Self-Perception of their Leadership Styles at Jimma University AAU, Ethiopia.
- Goldhammer, R., Anderson, R. H., & Krajewski, R. J. (1993). *Clinical supervision: Special methods for the supervision of teachers* (3rd ed.). New York: Holt, Rinehart, & Winston.
- Hallinger, P., & Heck, R. (2010b). Leadership for learning: Does collaborative leadership make a difference in school improvement? *Educational Management Administration & Leadership* 38, no.6: 654-678. doi: 10.1177/1741143210379060
- Hallinger, P., & Murphy, J. F. (1987). Assessing and Developing Principal Instructional Leadership. *Educational Leadership*, EBSCO Publishing, 54-61 Retrieved from. http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198709_hallinger.pdf.
- Hargreaves, A., & Fink D, (2000). The three dimension of reform: *Educational Leadership*, 57 (7), 30-34 Sanfransisco; USA; Public B. Printing.
- Ibukun, W.O (2004). Educational Management Theory and Practice, *NIEPA Printing press, Ondo-Nigeria*.
- Jackson, A. W., & Davis, G. A. (2000). Turning point 2000: Educating Adolescents inthe 21st century. *New York: Teachers College Press*, 23.
- King, D. (2002). The changing face of leadership. *Educational Leadership*, 59(8), 61-63. Retrieved from <http://www.emeraldinsight.com/doi/pdfplus/10.1108/02580541011009770>
- Kirubel Getachew (2017). Principal Instructional Leadership Practices and Challenges in secondary School. University of Addis Ababa, Unpublished MA Thesis.
- Kruse., B. L. (2009). Decision Making for Educational Leaders. *New York: State University of New York Press*.

- Liethwood et al. (2004). *How Leadership Influences student Learning*, New York: *The Wallace Foundation*.
- Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *Review of research: How leadership influences student learning*. Retrieve from Wallace Foundation website: www.wallacefoundation.org/knowledge-center/schoolleadership/key-research/documents/how-leadership-influences-student-learning.pdf.
- Matebie Tafere and Temesgen Melaku, Asrat Derib, Lakew Asnakew, Wubshet Alelign, Alemayehu Demisie, Legef Ahimedin (2006) p.25. *Instructional leadership process for principals and supervisor training material (Amharic version)*, Bahir dar-Ethiopia.
- McEwan, E. K. 2002. *10 traits of highly effective teachers: How to hire, coach, and mentor successful teachers*. Thousand Oaks, CA: Corwin Press.
- McMillan, J.H. & Schumacher, S. (2001). *Research in Education: A Conceptual Introduction*. (5th edition). New York: Longman.
- MoE (1994). *Education and Training Policy of Ethiopia*, Addis Ababa. Ministry of Education.
- MoE, (2009). *CPD for primary and secondary school teachers, leaders and supervisors in Ethiopia: The practical toolkit* (Addis Ababa). Retrieved from <http://info.moe.gov.et/cpdocs/fwk>.
- MoE. (2008/2009). *The Education and Training Policy and its Implementation*. Addis Ababa: ST. GEORGE PRINTING PRESS.
- MoE (1999). *General Education Quality Assurance package*. Addis Ababa
- Morphet, E.L., John, R.L. & Reller, T.L. (2005), *Educational Organization and Administration Concepts, Practices and Issues*: Prentice Hall Incorporated, Englewood Cliffs New Jersey.
- Morphet, Edgar L. et al. (1982). *Educational Organization and Administration; Concepts, Practices and Issues*, (4th ed.), Englewood Clift, N.J:Prentice-Hall, Inc.
- Northouse, P. G. (2004). *Leadership Theory and Practice*. California: Sage Publications, Inc., 3-7.

- North Shoa Zone Administrative office (2016/17). Yearly Report, Debrebrehan. Unpublished.
- Okonkwo, S.N. (1998). Delegation of Responsibilities-A Step Towards Sound Relationship Between Principal and Staff in the School System; *An Inter-disciplinary Journal in Education and Businesses Studies, College of Education, Nsugbe* vol. 3 (1), Etukokwu Press Nigeria. Onitsha.
- Patton, M. Q. (1983). *Qualitative Evaluation Methods*. (Fifth Printings). Beverly Hills, California: SAGE Publications, 23-47, 196-202.
- Peters, R. (2001). *Authority Responsibility and Education*. London, Allen and Union Publishers.
- Rosser, J.(2003) 'Faculty and Staff Members' Perceptions of Effective Leadership: Are There differences Between Women and Men Leaders?', *Equity & Excellence in Education*, 36:1,7181RetrievedonMarch9,2013,frURL:<http://dx.doi.org/10.1080/10665680303501>.
- Sheppard, B. (1996). *Exploring the transformational nature of instructional leadership*. The Alberta Journal of Educational Research, 42(4), 325-344.
- Smith, W.F., Andrews R.L. (1989). *Instructional Leadership: How Principals Make a Difference*. Association for Supervision and Curriculum Development, 2-5.
- Sofu, F., Fitzgerald R., Jawas, U. (2012). Instructional leadership in Indonesian school reform: overcoming the problems to move forward. *School Leader ship &Management*. Vol.32,503-522.Retrievedfrom <http://eric.ed.gov/?id=EJ985919>
- Stronge, J. H. (2007). *Qualities of effective teachers (2ⁿ Ed)*. Alexandria, VA: ASCD.
- Teshome Bishaw (1975) "The secondary school Principal ship in Ethiopia." London: Columbia University. Unpublished Thesis, AAU. Transitional Government of Ethiopia (1994). Education and Training Policy. Addis Ababa.

- TGE, (1994). Education and Training Policy: Addis Ababa, EMPEDA. Education Sector Development Program IV (ESDP-IV): Program Action Plan. Addis Ababa: Ministry of Education, Education Management Information Systems (EMIS) Department.
- Triatna, C. (2010). *Pedagogical Leadership Untuk Pendidikan Karakter di Sekolah Sebuah Tinjauan Awal*. Bandung: Universitas Pendidikan Indonesia, 1-7.
Retrieved from
http://file.upi.edu/Direktori/FIP/JUR.ADMINISTRASI_PENDIDIKAN/197907232001121CEPI_TRIATNA/Artikel_2010/PEDAGOGICAL_LEADERSHIP_UNTUK_PENDIDIKAN_KARAKTER_DI_SEKOLAH.pdf
- Walker, A., & Dimmock, C. (Eds.). (2002). *School Leadership and Administration: Adoption a cultural perspectives* New York: Routledge Falmer.
- Wossenu, Y. (2006). Educational leadership: Text Book (AEMP 332). Institute of Educational Research. Addis Ababa.
- Yukl, G. (2002). *Leadership in Organizations*. Prentice-Hall, Upper saddle River, N U.S.
Congers, Senate Committee on Equal Educational Opportunity, (1970). *Toward Equal Education Opportunity*. Washington DC Government Printing Office.
- Yukl, G. (2002) *Leadership in an Organization* (7th edit) Albany State University of New York: Printing Hall.
- Yukl, G.A. (2002). *Leadership in Organizations* 3rd ed. Englewood Cliffs, NJ: Prentice Hall.
- Zemzem Abdurahman, (2016) practices and problems of school leadership in secondary schools of Arisi Zone in Oromia Regional state. Unpublished thesis of AAU department of educational planning and management.

APPENDEX- A
ADDIS ABABA UNIVERSTY COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL PLANNING
AND MANAGEMENT
ADDIS ABABA

Questionnaire: To be filled by secondary school teachers

Dear respondent,

The purpose of this questionnaire is to collect to information for a research designed to examine the leadership practices and problems of secondary schools in North Showa Zone. The information gathered through this questionnaire was used strictly for academic purpose. Your careful and honest responses determine the success of the study.

Please read the instructions and each item in the questionnaire carefully before you respond. If you want to change any of your responses, make sure that you have omitted unwanted response.

Note:

- No need of writing your name
- Make a tick \surd mark in the place provided to show your responses.

Thank you in advance for your cooperation!

PART ONE- Background information

Name of the worda _____ school

Name _____

1. Your Sex: 1. Male 2. Female
2. Your age: 1) 23-26 2) 27-31 3) 32-41 4) 42-51 5) above 51
3. Work experience in teaching: 1) Below 5 2) 6-10 3) 11-15 4) 16-20
5) above 21
4. Do you have any training related to leadership? 1. Yes 2. No
5. Level of Education: (1) Diploma (2) B.Ed / B.Sc
(3) M.A/ M.Sc
6. Position at school: (1) department head (2) Unit leader (3) Teacher

INSTRUCTION: 3. please provide appropriate responses by using tick mark (√) to the corresponding items. Please use one of the following rating scales to indicate your response.

Key: - Very High (VH) = 5, High- (H) =4, Medium (M) =3, Low (L) =2, Very Low (VL) =1,

Secondary school leaders practice of instructional leader ship functions in their school

No	Planning and policy making	(5)	(4)	(3)	(2)	(1)
1	The principal effectively practices in preparing school based plan for teaching and learning process to the achievement of expected goals.					
2	The principal is capable of making the school's plan and clear objective to teachers and students.					
3	The principal works with the school community to implement planned works.					
4	The principal is capable of encouraging the staff towards the achievement of goals according to the plan.					
Instructional development						
1	The principal develops a mechanism by which competent teachers share their experience of teaching with their colleague.					
2	The principal helps to provide instant training at the school level by preparing academic seminars, workshops, etc.					
3	Principal involves parent-teacher's associations in an instructional development.					
4	The principal reads different current educational publications and encourage teachers to do so.					
Educational evaluation						
1	Principal is capable of setting checking mechanism to achieve students result.					
2	Principal uses assessment criteria for teaching result to measure student's abilities.					
3	The principal uses a checking mechanism for laboratories and other instructional activities.					
Staff Development						
1	The principal facilitates resource persons to build skill gap among teachers.					

2	The principal works together with resource persons.					
3	The principal provides resources that are use for staff development programs.					
Supervision						
1	The principal prepares schedule for formal class room supervision and practices as a main role.					
2	The principal gives feedback after class room supervision timely.					
3	The principal facilitates situations to takes place enter - departmental supervision.					
4	The principal built self confident staff in supervision work.					
Action research work						
1	Principal identifies school problems to be studied for school improvement program.					
2	Principal motivates teachers to identify action research title to solve particular problem for school improvement.					
3	Principal facilitates seminars in related to research findings of curriculum development.					

4. Please, write the major problems exhibited by principal when he/she provides instructional leadership support.

INSTRUCTIONS: 4. The followings are some of the school leadership problems. Please, rate each statement from **Very serious** to **least serious** by putting (√) mark in the columns provided using the following scales.

Key: - **Very Serious= 5, Serious= 4 Moderately serious = 3, Less serious= 2 Least serious=1**

Challenges of secondary school principal face while leading their school.

No	Lack of vision	(5)	(4)	(3)	(2)	(1)
1	The principal does not providing a vision for inspiration o f the work .					
2	The principal does not set a vision that achieved goals in school.					
Managing staff relationship						
1	Principal does not facilitate effective social relationship between staff members.					
2	Principal does not valued others for the development of genuine Relationships.					
Dealing with poor performance						
1	The principal does not provide information for stake holder about poor achievement of results.					
2	The principal does not capable in preparing plan to overcome poor performance.					
Lack of support from top authorities						
1	The principal does not have proper and timely support from top authorities.					
2	The principal does not have barrier during support form top authorities.					
Lack of sufficient time						
1	The extent to which principal does not spent his/her time in routine activity.					
2	The principal does not have ability to set schedule for instructional support and does not have skill how to manage staff meetings.					
Decision-making						
1	The extent to which principal does not facilitate the involvement of teachers participation in school decision.					
2	The extent to which principal does not have mechanisms to announce school decisions for school communities.					

APPENDEX -B
ADDIS ABABA UNIVERSTY COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL PLANNING
AND MANAGEMENT
ADDIS ABABA

Questionnaire: To be filled by secondary school principals

Dear respondent,

The purpose of this questionnaire is to collect to information for a research designed to examine the leadership practices and problems of secondary schools in North Showa Zone. The information gathered through this questionnaire was used strictly for academic purpose. Your careful and honest responses determine the success of the study.

Please read the instructions and each item in the questionnaire carefully before you respond. If you want to change any of your responses, make sure that you have omitted unwanted response.

Note:

- No need of writing your name
- Make a tick \surd mark in the place provided to show your responses.

Thank you in advance for your cooperation!

PART ONE- Background information

Name of the worda _____ school

Name _____

1. Your Sex: 1. Male 2. Female
2. Your age: 1) 23-26 2) 27-31 3) 32-41 4) 42-51 5) above 51
3. Work experience in teaching: 1) Below 5 2) 6-10 3) 11-15 4) 16-20
5) above 21
4. Do you have any training related to leadership? 1. Yes 2. No
5. Level of Education: (1) Diploma (2) B.Ed / B.Sc (3) M.A / M.Sc
6. Position at school: (1) department head (2) Unit leader (3) Teacher

INSTRUCTION: 3. please provide appropriate responses by using tick mark (√) to the corresponding items. Please use one of the following rating scales to indicate your response.

Key: - Very High (VH) = 5, High- (H) =4, Medium (M) =3, Low (L) =2, Very Low (VL) =1,

Secondary school leaders practice of instructional leader ship functions in their school

No	Planning and policy making	(5)	(4)	(3)	(2)	(1)
1	The principal effectively practices in preparing school based plan for teaching and learning process to the achievement of expected goals.					
2	The principal is capable of making the school's plan and clear objective to teachers and students.					
3	The principal works with the school community to implement planned works.					
4	The principal is capable of encouraging the staff towards the achievement of goals according to the plan.					
Instructional development						
1	The principal develops a mechanism by which competent teachers share their experience of teaching with their colleague.					
2	The principal helps to provide instant training at the school level by preparing academic seminars, workshops, etc.					
3	Principal involves parent-teacher's associations in an instructional development.					
4	The principal reads different current educational publications and encourage teachers to do so.					
Educational evaluation						
1	Principal is capable of setting checking mechanism to achieve students result.					
2	Principal uses assessment criteria for teaching result to measure student's abilities.					
3	The principal uses a checking mechanism for laboratories and other instructional activities.					
Staff Development						
1	The principal facilitates resource persons to build skill gap among teachers.					

INSTRUCTIONS: 4. The followings are some of the school leadership problems. Please, rate each statement from **Very serious to least serious** by putting (√) mark in the columns provided using the following scales.

Key: - Very Serious= 5, Serious= 4 Moderately serious = 3, Less serious= 2 Least serious=1

Challenges of secondary school principal face while leading their school.

No	Lack of vision	(5)	(4)	(3)	(2)	(1)
1	The principal does not providing a vision for inspiration of the work.					
2	The principal does not set a vision that achieved goals in school.					
Managing staff relationship						
1	Principal does not facilitate effective social relationship between staff members.					
2	Principal does not valued others for the development of genuine Relationships.					
Dealing with poor performance						
1	The principal does not provide information for stake holder about poor achievement of results.					
2	The principal does not capable in preparing plan to overcome poor performance.					
Lack of support from top authorities						
1	The principal does not have proper and timely support from top authorities.					
2	The principal does not have barrier during support form top authorities.					
Lack of sufficient time						
1	The extent to which principal does not spent his/her time in routine activity.					
2	The principal does not have ability to set schedule for instructional support and does not have skill how to manage staff meetings.					
Decision-making						
1	The extent to which principal does not facilitate the involvement of teachers participation in school decision.					
2	The extent to which principal does not have mechanisms to announce school decisions for school communities.					

APPENDEX-C
ADDIS ABABA UNIVERSTY COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL PLANNING
AND MANAGEMENT
ADDIS ABABA

Questionnaire: To be filled by secondary school supervisors

Dear respondent,

The purpose of this questionnaire is to collect to information for a research designed to examine the leadership practices and problems of secondary schools in North Showa Zone. The information gathered through this questionnaire was used strictly for academic purpose. Your careful and honest responses determine the success of the study.

Please read the instructions and each item in the questionnaire carefully before you respond. If you want to change any of your responses, make sure that you have omitted unwanted response.

Note:

- No need of writing your name
- Make a tick \surd mark in the place provided to show your responses.

Thank you in advance for your cooperation!

PART ONE- Background information

Name of the wereda _____ school

Name _____

1. Your Sex: 1. Male 2. Female
2. Your age: 1) 23-26 2) 27-31 3) 32-41 4) 42-51 5) above 51
3. Work experience in teaching: 1) Below 5 2) 6-10 3) 11-15 4) 16-20
5) above 21
4. Do you have any training related to leadership? 1. Yes 2. No
5. Level of Education: (1) Diploma (2) B.Ed / B.Sc/ B.A (3) M.A / M.Sc
6. Position at school: (1) department head (2) Unit leader (3) Teacher

INSTRUCTION: 3. please provide appropriate responses by using tick mark (√) to the corresponding items. Please use one of the following rating scales to indicate your response.

Key: - Very High (VH) = 5, High- (H) =4, Medium (M) =3, Low (L) =2, Very Low (VL) =1,

Secondary school leaders practice of instructional leader ship functions in their school

No	Planning and policy making	(5)	(4)	(3)	(2)	(1)
1	The principal effectively practices in preparing school based plan for teaching and learning process to the achievement of expected goals.					
2	The principal is capable of making the school's plan and clear objective to teachers and students.					
3	The principal works with the school community to implement planned works.					
4	The principal is capable of encouraging the staff towards the achievement of goals according to the plan.					
Instructional development						
1	The principal develops a mechanism by which competent teachers share their experience of teaching with their colleague.					
2	The principal helps to provide instant training at the school level by preparing academic seminars, workshops, etc.					
3	Principal involves parent-teacher's associations in an instructional development.					
4	The principal reads different current educational publications and encourage teachers to do so.					
Educational evaluation						
1	Principal is capable of setting checking mechanism to achieve students result.					
2	Principal uses assessment criteria for teaching result to measure student's abilities.					
3	The principal uses a checking mechanism for laboratories and other instructional activities.					

Staff Development						
1	The principal facilitates resource persons to build skill gap among teachers.					
2	The principal works together with resource persons.					
3	The principal provides resources that are use for staff development programs.					
Supervision						
1	The principal prepares schedule for formal class room supervision and practices as a main role.					
2	The principal gives feedback after class room supervision timely.					
3	The principal facilitates situations to takes place enter - departmental supervision.					
4	The principal built self confident staff in supervision work.					
Action research work						
1	Principal identifies school problems to be studied for school improvement program.					
2	Principal motivates teachers to identify action research title to solve particular problem for school improvement.					
3	Principal facilitates seminars in related to research findings of curriculum development.					

4. Please, write the major problems exhibited by principal when he/she provide instructional leadership support.

INSTRUCTIONS: 4. The followings are some of the school leadership problems. Please, rate each statement from **Very serious** to **least serious** by putting (√) mark in the columns provided using the following scales.

Key: - Very Serious= 5, Serious= 4 Moderately serious = 3, Less serious= 2 Least serious=1

Challenges of secondary school principal face while leading their school.

No	Lack of vision	(5)	(4)	(3)	(2)	(1)
1	The principal does not providing a vision for inspiration of the work.					
2	The principal does not set a vision that achieved goals in school.					
Managing staff relationship						
1	Principal does not facilitate effective social relationship between staff members.					
2	Principal does not valued others for the development of genuine Relationships.					
Dealing with poor performance						
1	The principal does not provide information for stake holder about poor achievement of results.					
2	The principal does not capable in preparing plan to overcome poor performance.					
Lack of support from top authorities						
1	The principal does not have proper and timely support from top authorities.					
2	The principal does not have barrier during support form top authorities.					
Lack of sufficient time						
1	The extent to which principal does not spent his/her time in routine activity.					
2	The principal does not have ability to set schedule for instructional support and does not have skill how to manage staff meetings.					
Decision-making						
1	The extent to which principal does not facilitate the involvement of teachers participation in school decision.					
2	The extent to which principal does not have mechanisms to announce school decisions for school communities.					

APPENDEX-D
ADDIS ABABA UNIVERSTY COLLEGE OF EDUCATION AND BEHAVIORAL
STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT
ADDIS ABABA

Interview guideline for Wereda & Zone Education Officials

Background information

1. Your current position _____.
2. Work experience: 2.1. In teaching 2.2. On the current position 2.3. Total
3. Do you have any training in leadership? 1. Yes 2. No
4. Level of Education: (1) Diploma (2) BA/B.Ed/ B.Sc (3) M.A / M.Sc

Interview Questions

1. How do school principals perform teachers' performance evaluation at their school?
2. How often do school leaders carry out instructional supervision per semester?
3. What are the major problems principals' encounters in providing leadership in the teaching learning process?
4. How do school leaders accomplish their role in delegation of authority and responsibility?
5. How do you judge the effectiveness of school leadership in secondary school?
6. What possible alternative strategies could be used to overcome the problems related to secondary school leadership?

Thank you for your precious time and cooperation!

SUBMISSION APPROVAL SHEET

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

Name: Wossenu Yimam (PhD)

Signature: _____

Date: _____